

# ROYAL ACADEMY OF DANCE

## **RAD exams – Specifications**

### **Section 3 - Regulatory Information**

for qualifications regulated in England, Wales, Northern Ireland and Scotland

In place from January 2026

Any **highlighted text in green** a change to the specifications from 2026.

## **Why we exist**

We inspire the world to dance, promoting excellence and joy in dance teaching and learning for all. Through dance we empower people and build communities.

## **Where we are in 5 years**

By 2030 we have increased our impact in dance and in society around the world. We are innovators in dance teaching and learning, have increased participation, widened access, and entered new markets. As such, we are financially resilient for decades to come.

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# Aims and objectives

The knowledge and skills gained through completion of the RAD's qualifications provide continuing **personal development, lifelong learning** and **further** and **higher education opportunities**.

They also prepare candidates for **progression** to subsequent exams in ballet and other dance genres.

The graded and vocational graded syllabi, and the *Discovering Repertoire* Programme, provide pathways to recognised achievement at a high level in dance performance. The higher level qualifications are accepted as benchmarks of achievement by vocational schools, attended by most young dancers intending to enter the profession.

The qualifications are also taken into account by universities/HE institutions offering degree courses/programmes in dance and dance teacher education. They also help with progression to workplace opportunities such as: professional dancer, professional dance teacher, professional choreographer, professional dance notator, professional dance historian, lecturer in dance, and facilitator in community dance.

Achievement in dance contributes to the development of a range of competencies and life skills, such as **motor control, self-expression, physical fitness** and **stamina, health and nutrition, discipline, mental ability** and **confidence**.

The **aims** of the **graded syllabus** are to:

- promote the study of ballet and related dance disciplines
- motivate students by providing a series of clearly defined goals
- provide teachers with a means by which to measure the individual progress of their students
- measure the acquisition of technical, musical and performance skills in ballet and related dance disciplines
- promote and encourage enjoyment of movement as a form of physical exercise
- provide all candidates with an opportunity of experiencing dance accompanied by live and recorded music
- encourage personal self-confidence and group awareness through the experience of dancing solo, in partners and in small groups
- promote a developing appreciation of music through dancing to various musical styles and rhythmic patterns
- promote the principles of safe dance practice.

A student who has followed a pathway of learning based on the **graded syllabus** will show:

- an increasing ability to demonstrate practical knowledge of the dance disciplines of ballet and character
- a graduated measure of attainment against specific criteria

- increasing self-confidence through the learning, memorising and performing of prescribed sequences of movement, studies and dances
- developing self-discipline and an awareness and understanding of working with others
- an appreciation, through practical experience, of contrasting dance disciplines with their accompanying music.

The aims of the **vocational graded syllabus** are to:

- measure the acquisition of technical, musical and performance skills in ballet
- motivate students by providing them with a series of clearly defined goals
- provide candidates with a sound ballet base in preparation for further training and/or a career in dance or dance related subjects
- provide candidates with an opportunity to gain internationally recognised qualifications in ballet to an advanced level
- provide a progressive measure of attainment in ballet against specific criteria
- promote the principles of safe dance practice.

A student who has followed a pathway of learning based on the **vocational graded syllabus** will show:

- an increasing ability to demonstrate in-depth knowledge and practical skills in ballet.

The aims of the **Discovering Repertoire Programme** are to:

- promote the study of ballet and related dance disciplines for dancers aged 12 and over
- provide a means of measuring the acquisition of technical, musical and performance skills in ballet
- promote and encourage enjoyment of movement as a form of physical exercise
- provide all candidates, particularly young people and adults, with an opportunity of experiencing dance accompanied by music from classical ballets
- encourage personal self-confidence and growth through dance
- aid the development of an appreciation of music associated with the classical ballet repertoire
- motivate students by providing a series of clearly defined goals which have been structured to reflect the principles of safe dance practice
- provide teachers with a means by which to measure and develop the individual progress of their students.

A course of study based on the **Discovering Repertoire Programme** is intended to provide students with:

- an increasing ability to demonstrate practical knowledge of classical ballet
- a graduated measure of attainment against specific criteria
- increasing self-confidence through the learning, memorising and performing of prescribed sequences of movement, studies and dances
- an appreciation, through practical experience, of contrasting dance disciplines with their accompanying music

# Fitness for purpose

A qualification will only be fit for purpose if that qualification, as far as possible, meets the requirements of:

- validity
- reliability
- comparability
- manageability
- minimising bias.

The RAD aims to meet these requirements by the following means:

- appointing examiners who are subject experts, and who demonstrate their suitability for the role of assessor via the outcomes of a rigorous and extensive training programme
- examiners receive regular online and in person training sessions alongside individual in person standardisation visits and undertake yearly remote standardisation exercises. Examiners receive annual performance reviews based on feedback from teachers and national offices, tour monitoring and standardisation exercises. All examination tours are monitored by the Examinations Quality Assurance manager, and adjustments may be applied to ensure consistency and accuracy of results
- carrying out reviews of syllabus content and marking methodologies which lead the way in defining best practice in dance assessment
- carrying out quality assurance checks on results, including statistical analysis of marks and adjustment where appropriate
- having policies and procedures related to equality and diversity which seek to maximise access to exam, identify and mitigate barriers, and ensure that all candidates are assessed in the same way regardless of their personal characteristics
- setting out clearly how Reasonable Adjustments and Special Consideration may be applied in relation to examinations
- identifying conflicts of interest and setting out how these are managed.

# Required knowledge, skills and understanding and recognition of prior learning

An indication of the knowledge, skills and understanding required to commence a course of study leading to each qualification is provided by the content of the preceding level in the relevant syllabus, i.e.:

- Pre-Primary in Dance class award for the Primary in Dance exam and class award
- Primary in Dance class award or exam for the Grade 1 exam, class award or solo performance award etc.

Additionally,

- the Dance to Your Own Tune curriculum for the Pre-Primary in Dance class award
- Grades 4/5 for Intermediate Foundation
- Grade 3 for *Discovering Repertoire* Level 2 (Level 6 for Scottish qualifications accredited by Qualifications Scotland Accreditation)

The RAD does not accept claims for exemption from any part of a qualification by means of recognition of prior learning (RPL).

# Regulation – England, Wales, Northern Ireland and Scotland

The Royal Academy of Dance is an awarding organisation recognised to award qualifications on the Regulated Qualifications Framework (RQF) in England, Wales and Northern Ireland by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales, the Council for the Curriculum, Examinations and Assessment **and CCEA** respectively.

The Regulated Qualifications Framework (RQF) is a comprehensive structure for all qualifications (apart from degrees) in England, Wales and Northern Ireland.

The RQF includes qualifications of many types and in all fields of study, including GCSEs, A levels, and NVQs, placing dance exams in a wider context of learning and achievement, and recognising equivalence in levels of knowledge, skills and understanding.

For more information about the RQF, see:

<https://www.gov.uk/government/news/ofqual-to-introduce-new-regulated-qualifications-framework>

(website correct at time of publication)

The table below explains how the RAD's graded and vocational graded examinations align with other regulated qualifications available in England, Wales and Northern Ireland.

The table below on page 9 shows how the RAD's qualifications are regulated on the RQF.

## At-a-glance summary of progression and level

RQF Level	From age (years)	Demonstration classes (not regulated)	Class awards (not regulated)	Solo performance awards (regulated)	Graded examinations (regulated)	Vocational graded examinations (regulated)	Discovering Repertoire examinations (regulated)
	2½	Dance to Your Own Tune					
	5		Pre-Primary in Dance				
Entry	6		Primary in Dance		Primary in Dance		
1	7		Grade 1	Grade 1	Grade 1		
	7		Grade 2	Grade 2	Grade 2		
	7		Grade 3	Grade 3	Grade 3		
2	7		Grade 4	Grade 4	Grade 4		
	7		Grade 5	Grade 5	Grade 5		
	11					Intermediate Foundation	
	12		Discovering Repertoire Level 2				Level 2
3	11		Grade 6	Grade 6	Grade 6	Intermediate	
	11		Grade 7	Grade 7	Grade 7		
	11		Grade 8		Grade 8		
	12		Discovering Repertoire Level 3				Level 3
	13					Advanced Foundation	
4	12		Discovering Repertoire Level 4				Level 4
	14					Advanced 1	
	15					Advanced 2	
5	15					Solo Seal	

## How RAD qualifications align with other regulated qualifications available in England, Wales, Northern Ireland and Scotland

QCF Level	SCQF Level	RAD Examinations	Regulated Qualifications Framework (RQF)	Framework for Higher Education (FHEQ)
<b>Entry level</b>	<b>1-3</b>	Primary in Dance examination	Entry level certificates Skills for Life at entry level Entry level awards, certificates and diplomas Foundation Learning Tier pathways Functional Skills at Entry Level	
<b>1</b>	<b>4</b>	Grades 1-3 examinations and solo performance awards	GCSEs graded D-G NVQs at level 1 Key Skills level 1 Skills for Life Foundation Diploma BTEC awards, certificates and diplomas at level 1 Functional Skills at level 1 OCR Nationals Foundation Learning Tier pathways	
<b>2</b>	<b>5</b>	Grades 4 and 5 examinations and solo performance awards Intermediate Foundation examination <i>Discovering Repertoire</i> Level 2 examinations	GCSEs graded A*-C NVQs at level 2 Level 2 VQs Key Skills level 2 Skills for Life Higher Diploma BTEC awards, certificates and diplomas at level 2 Functional Skills at level 2	
<b>3</b>	<b>6</b>	Grades 6, 7 and 8 examinations and solo performance awards Intermediate and Advanced Foundation examinations and solo <i>Discovering Repertoire</i> Level 3 examinations	AS/A levels Advanced Extension Awards International Baccalaureate Key Skills level 3 NVQs at level 3 Cambridge International Awards Advanced and Progression Diploma BTEC awards, certificates and diplomas at level 3 BTEC Nationals OCR Nationals	
<b>4</b>	<b>8/7</b>	Advanced 1 and Advanced 2 examinations <i>Discovering Repertoire</i> Level 4 examinations	NVQs at level 4 Key Skills level 4 BTEC Professional Diplomas, Certificates and Awards	Certificates of higher education
<b>5</b>	<b>8/7</b>	Solo Seal examination	Higher national diplomas  Diplomas of further education  Other higher diplomas  NVQs at level 5 HNCs and HNDs BTEC Professional Diplomas, Certificates and Awards	Diplomas of higher education education Foundation degrees and higher national diplomas

QCF Level	SCQF Level	RAD Examinations	Regulated Qualifications Framework (RQF)	Framework for Higher Education (FHEQ)
6	10/9		National Diploma in Professional Production Skills BTEC Advanced Professional Diplomas, Certificates and Awards	Bachelor degrees, graduate certificates and diplomas
7	11		Postgraduate certificates and diplomas BTEC advanced professional awards, Certificates and diplomas Fellowships and fellowship diplomas Diploma in Translation Advanced professional Awards, certificates and diplomas	Masters degrees, postgraduate certificates and diplomas
8	12		Award, certificate and diploma in strategic direction	Doctorates

## How the RAD's qualifications are regulated

Qualification title	Abbreviated title	Qualification number	Unit number	RQF Level	EQF Level
RAD Entry Level Award in Graded Examination in Dance: Primary in Dance	Primary in Dance	601/2838/0	L/505/6848	Entry 3	1
RAD Level 1 Award in Graded Examination in Dance: Grade 1 (Ballet)	Grade 1 Examination	501/1393/8	A/616/8216	1	2
RAD Level 1 Award in Solo Performance in Dance: Grade 1	Grade 1 Solo Performance Award	601/4072/0	D/506/1729	1	2
RAD Level 1 Award in Graded Examination in Dance: Grade 2 (Ballet)	Grade 2 Examination	501/1389/6	F/616/8217	1	2
RAD Level 1 Award in Solo Performance in Dance: Grade 2	Grade 2 Solo Performance Award	601/4568/7	F/506/2372	1	2
RAD Level 1 Award in Graded Examination in Dance: Grade 3 (Ballet)	Grade 3 Examination	501/1379/3	J/616/8218	1	2
RAD Level 1 Award in Solo Performance in Dance: Grade 3	Grade 3 Solo Performance Award	601/4649/7	J/506/2373	1	2
RAD Level 2 Award in Graded Examination in Dance: Grade 4 (Ballet)	Grade 4 Examination	501/1392/6	L/616/8219	2	3
RAD Level 2 Award in Solo Performance in Dance: Grade 4	Grade 4 Solo Performance Award	601/4651/5	M/506/7003	2	3
RAD Level 2 Award in Graded Examination in Dance: Grade 5 (Ballet)	Grade 5 Examination	501/1405/0	F/616/8220	2	3
RAD Level 2 Award in Solo Performance in Dance: Grade 5	Grade 5 Solo Performance Award	601/4652/7	T/506/7004	2	3
RAD Level 3 Certificate in Graded Examination in Dance: Grade 6 (Ballet)	Grade 6 Examination	501/1375/6	R/616/8223	3	4
RAD Level 2 Award in Solo Performance in Dance: Grade 6	Grade 6 Solo Performance Award	610/2662/1	K/650/7464	3	4
RAD Level 3 Certificate in Graded Examination in Dance: Grade 7 (Ballet)	Grade 7 Examination	501/1380/X	D/616/8225	3	4
RAD Level 2 Award in Solo Performance in Dance: Grade 7	Grade 7 Solo Performance Award	610/2663/3	L/650/7465	3	4
RAD Level 3 Certificate in Graded Examination in Dance: Grade 8 (Ballet)	Grade 8 Examination	501/1376/8	H/616/8226	3	4
RAD Level 2 Certificate in Vocational Graded Examination in Dance: Intermediate Foundation (Ballet)	Intermediate Foundation	501/1582/0	L/616/8222	2	3
RAD Level 3 Certificate in Vocational Graded Examination in Dance: Intermediate (Ballet)	Intermediate	501/1583/2	K/616/8227	3	4
RAD Level 3 Certificate in Vocational Graded Examination in Dance: Advanced Foundation (Ballet)	Advanced Foundation	501/1591/1	M/616/8228	3	4
RAD Level 4 Certificate in Vocational Graded Examination in Dance: Advanced 1 (Ballet)	Advanced 1	501/1378/1	T/616/8229	4	5
RAD Level 4 Diploma in Vocational Graded Examination in Dance: Advanced 2 (Ballet)	Advanced 2	501/1489/X	K/616/8230	4	5
RAD Level 5 Certificate in Vocational Graded Examination in Dance: Solo Seal (Ballet)	Solo Seal	601/6060/3	L/507/1706	5	5
RAD Level 2 Certificate in Classical Ballet Repertoire	<i>Discovering Repertoire</i> Level 2	603/2484/3	J/616/2483 K/616/3335 M/616/3336	2	3
RAD Level 3 Certificate in Classical Ballet Repertoire	<i>Discovering Repertoire</i> Level 3	603/2485/5	T/616/3337 A/616/3338 F/616/3339	3	4
RAD Level 4 Certificate in Classical Ballet Repertoire	<i>Discovering Repertoire</i> Level 4	603/2486/7	T/616/3340 A/616/3341 F/616/3342	4	5

## Scotland

The Royal Academy of Dance is recognised as an Awarding Body in Scotland by Qualifications Scotland Accreditation.

Qualifications Scotland Accreditation is a distinct, autonomous arm of the Qualifications Scotland. Qualifications Scotland Accreditation has a statutory role to approve and accredit all types of qualifications (other than degrees) that are offered across Scotland. It also regulates and approves Awarding Bodies to deliver these qualifications.

The table below explains how some of the RAD's graded and vocational graded examinations are placed on the Scottish Credit and Qualifications Framework (SCQF).

The SCQF supports everyone in Scotland, including learners, learning providers and employers by:

- helping people of all ages and circumstances access appropriate education and training so they can meet their full potential;
- helping employers, learners and the general public to understand the full range of Scottish qualifications, how qualifications relate to each other and to other forms of learning, and
- how different types of qualification can contribute to improving the skills of the workforce.

For more information about the SCQF, see:

<https://scqf.org.uk/about-the-framework/>

(website correct at time of publication)

## Regulation outside England, Wales, Northern Ireland and Scotland

All qualifications taken outside of the UK are regulated by Ofqual.

Table showing how the RAD's examinations are accredited by Qualifications Scotland Accreditation and the related credit, where relevant, allocated on the SCQF:

<b>Qualification title</b>	<b>Abbreviated title</b>	<b>Qualification number</b>	<b>Credit value</b>
Graded Examination in Dance: Primary in Dance	Primary in Dance	R853 04	n/a
Graded Examination in Dance: Grade 1 (Ballet) at SCQF Level 3	Grade 1	R840 04	5
Solo Performance in Dance: Grade 1	Grade 1 Solo Performance Award	R854 04	n/a
Graded Examination in Dance: Grade 2 (Ballet) at SCQF Level 4	Grade 2	R841 04	5
Solo Performance in Dance: Grade 2	Grade 2 Solo Performance Award	R855 04	n/a
Graded Examination in Dance: Grade 3 (Ballet) at SCQF Level 4	Grade 3	R842 04	7
Solo Performance in Dance: Grade 3	Grade 3 Solo Performance Award	R856 04	n/a
Graded Examination in Dance: Grade 4 (Ballet) at SCQF Level 5	Grade 4	R843 04	8
Solo Performance in Dance: Grade 4	Grade 4 Solo Performance Award	R857 04	n/a
Graded Examination in Dance: Grade 5 (Ballet) at SCQF Level 5	Grade 5	R844 04	10
Solo Performance in Dance: Grade 5	Grade 5 Solo Performance Award	R858 04	n/a
Graded Examination in Dance: Grade 6 (Ballet) at SCQF Level 6	Grade 6	R845 04	11
Solo Performance in Dance: Grade 6	Grade 6 Solo Performance Award	R859 04	n/a
Graded Examination in Dance: Grade 7 (Ballet) at SCQF Level 6	Grade 7	R846 04	11
Solo Performance in Dance: Grade 7	Grade 7 Solo Performance Award	R860 04	n/a
Graded Examination in Dance: Grade 8 (Ballet) at SCQF Level 6	Grade 8	R847 04	14
Vocational Graded Examination in Dance: Intermediate Foundation (Ballet) at SCQF Level 6	Intermediate Foundation	R851 04	21
Vocational Graded Examination in Dance: Intermediate (Ballet) at SCQF Level 7	Intermediate	R852 04	24
Vocational Graded Examination in Dance: Advanced Foundation (Ballet) at SCQF Level 7	Advanced Foundation	R848 04	24
Vocational Graded Examination in Dance: Advanced 1 (Ballet) at SCQF Level 8	Advanced 1	R849 04	37
Vocational Graded Examination in Dance: Advanced 2 (Ballet) at SCQF Level 8	Advanced 2	R850 04	37
Certificate in Classic Ballet Repertoire at SCQF level 6	Discovering Repertoire Level 6	R622 04	24
Certificate in Classic Ballet Repertoire at SCQF level 7	Discovering Repertoire Level 7	R623 04	28
Certificate in Classic Ballet Repertoire at SCQF level 8	Discovering Repertoire Level 8	R624 04	31

# Level descriptors

The UK dance awarding organisations, with support from the regulators in England, Wales and Northern Ireland, developed a set of level descriptors for graded and vocational graded examinations in dance for the original accreditation of these qualifications in 2001.

For the transition of these qualifications to the Qualifications and Credit Framework (QCF) in 2010, the awarding organisations came together under the leadership of the Council for Dance, Drama and Musical Theatre (CDMT) to review collectively the original set of descriptors against the generic descriptors for the QCF and make amendments where necessary. The resulting descriptors aimed to fulfil two functions:

- to provide a set of benchmarks to which future graded and vocational graded examinations in dance qualifications will be developed;
- to provide benchmarks which will provide a basis for ongoing comparability and maintenance of standards within and between awarding organisations.

The awarding organisations also developed unit templates for the qualifications based on QCF requirements.

Ofqual withdrew the QCF Arrangements in 2015 and replaced them with updated General Conditions of Recognition and accompanying level descriptors which define each level via an 'outcomes' statement. Accordingly, the unit templates developed in 2010 have now been updated into a set of benchmark statements for each grade which run alongside the descriptors for each level.

The descriptors and statements together give a guide to general standards and outcomes at each level and grade. They are not intended to be a prescriptive set of requirements but a 'best fit' description. They can be used by organisations as a general indication of standards, and for the purposes of making general assessments of comparability across qualification suites.

## Graded examinations: Level 1 (Grades 1-3)

*General descriptor:*

- achievement at **level 1** reflects the ability to understand and use and apply relevant knowledge, understanding and skills in relation to an increasing vocabulary of movement and artistic awareness.

*Knowledge statement (the holder...):*

- demonstrates knowledge and understanding of technique, music and performance, which is reflected in the ability to co-ordinate simple movements to produce combinations of steps with appropriate precision and control or through discussion with examiners.

*Skills statement (the holder can...):*

- demonstrate basic techniques through using an increasing vocabulary of movement in their chosen dance discipline/genre
- demonstrate the ability to interpret music with a sense of appropriate timing and rhythm for their chosen dance discipline/genre
- demonstrate performance with an increasing confidence and responsiveness to an audience.

*Grade benchmark statements:*

- at **Grade 1** candidates demonstrate the fundamental basic knowledge of the vocabulary and technical skills for their chosen genre. They are able to perform a simple repertoire with a sense of timing and rhythm expression and presentation and respond to music.
- at **Grade 2** candidates demonstrate an increasing knowledge of the basic vocabulary and technical skills through the performance of basic repertoire showing timing and rhythm expression and presentation and responsiveness to music.
- at **Grade 3** candidates demonstrate a developing knowledge of the basic vocabulary and technical skills for their chosen genre. They show a sense of timing and rhythm expression and presentation and responsiveness to music through the performance of a developing repertoire of movements.

## **Graded examinations: Level 2 (Grades 4-5)**

*General descriptor:*

- achievement at **level 2** reflects the ability to build upon skills, knowledge and understanding in relation to an increasing vocabulary of movement and artistic understanding showing an increased confidence and assurance in application.

*Knowledge statement (the holder...):*

- demonstrates a clear knowledge and understanding of technique, music and performance which is reflected in the ability to co-ordinate more complex movements to produce combinations of steps with increasing precision and control or through discussion with examiners.

*Skills statement (the holder can...):*

- demonstrate an increasing consolidation of technical skills in their chosen dance discipline/genre
- demonstrate an increased ability to interpret music and display sensitivity to musical content and style appropriate to the dance discipline/genre
- demonstrate an increased range of movements in sequences of greater length and complexity and the ability to sustain an appropriate sense of style of the dance discipline/genre
- demonstrate confidence in performing the movement sequences required.

*Grade benchmark statements:*

- at **Grade 4**, candidates demonstrate a knowledge of the vocabulary and technical skills through performance of a more complex repertoire. They show an increasing understanding of a range of rhythmical sounds, accents and timings and an understanding of musical interpretation and use of expression.
- at **Grade 5** candidates demonstrate technical skills and knowledge of the vocabulary through performance of a increasingly complex repertoire. They show a developing understanding of an increasing range of musical sounds, accents and timings, an understanding of musical interpretation and a secure use of expression.

### **Graded examinations: Level 3 (Grades 6-8)**

#### *General descriptor:*

- achievement at **Level 3** reflects the ability to build upon a range of skills, knowledge and understanding in relation to an increasingly refined vocabulary of movement and artistic interpretation showing an increased confidence, assurance and sensitivity in application.

#### *Knowledge statement (the holder...):*

- demonstrates a sound and established knowledge and understanding of the technique and music of a particular dance discipline/genre
- Demonstrates an increased awareness of performance and an increased understanding of the relationship between performer and audience.

#### *Skills statement (the holder can...):*

- demonstrate a wide range of movements performed consistently and confidently with technical accuracy and control
- demonstrate an increased sensitivity to a range of musical content and style appropriate to the dance discipline/genre
- demonstrate dynamics and fluidity of movement incorporating the use of space and a maturity and individuality in interpretation and expression.

#### *Grade benchmark statements:*

- at **Grade 6** candidates demonstrate secure and confident knowledge of the vocabulary, technical skills and performance qualities demanded by complex repertoire in their chosen genre. They show a clear understanding of a range of musical sounds, accents and timings, demonstrate musical interpretation, and evidence the ability to communicate and express themselves through performance.
- at **Grade 7** candidates demonstrate knowledge of the vocabulary, technical skills and performance qualities demanded by increasingly complex repertoire in their chosen genre. Through this repertoire, they are able to show understanding of a range of complex rhythmical sounds, accents and timings, an advanced sense of musical interpretation and a developing and increasingly assured personal sense of style and confidence in performance.
- at **Grade 8** candidates demonstrate knowledge of the vocabulary, technical skills and performance qualities demanded by complex

repertoire in their chosen genre. Through this repertoire, they are able to show understanding of a range of complex rhythmical sounds, accents and timings, a sophisticated sense of musical interpretation and an assured personal sense of style and confidence in performance.

There are no level descriptors or benchmark statements specifically for dance at Level 5

# Total Qualification Time and Guided Learning Hours

**Total Qualification Time (TQT)** is an indication of the total number of hours required for the average learner to achieve and demonstrate the attainment necessary for the award of a qualification.

TQT is comprised of:

- the number of hours assigned to a qualification for guided learning (**guided learning hours**), and
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a teacher (or other provider of education or training).

The learning rate of individual students will vary, and the length of exam training for each student is at the discretion of the teacher.

It is recommended, however, that students studying for vocational graded examinations should take a minimum of two syllabus classes a week at the lower levels, increasing as the student progresses towards the higher levels. Additional time, particularly when growth spurts occur, can only be beneficial in the long term.

Indications of the time taken by a typical learner when studying towards RAD qualifications placed on the Regulated Qualifications Framework (RQF) are shown in the table below.

For graded and vocational graded examinations from Grade 1 to Advanced 2, these are based on the determination of Total Qualification Time (TQT) developed by UK dance awarding organisations in 2015/16.

For the Primary in Dance and Solo Seal examinations, they are consistent with the determination of guided learning hours/credit values made when these qualifications were placed on the RQF in 2015.

Total qualification time:

<b>Qualification</b>	<b>Guided Learning Hours</b>	<b>Additional learning</b>	<b>Total Qualification Time</b>
Primary in Dance examination	40	0	40
Grade 1 examination	60	10	70
Grade 1 solo performance award	50	10	60
Grade 2 examination	60	10	70
Grade 2 solo performance award	50	10	60
Grade 3 examination	60	10	70
Grade 3 solo performance award	50	10	60
Grade 4 examination	75	20	95
Grade 4 solo performance award	60	15	75
Grade 5 examination	75	20	95
Grade 5 solo performance award	60	15	75
Grade 6 examination	90	40	130
Grade 6 solo performance award	70	30	100
Grade 7 examination	90	40	130
Grade 7 solo performance award	70	30	100
Grade 8 examination	90	40	130
Intermediate Foundation examination	150	125	275
Intermediate examination	150	125	275
Advanced Foundation examination	150	125	275
Advanced 1 examination	150	175	325
Advanced 2 examination	150	225	375
Solo Seal examination	180	60	240
<i>Discovering Repertoire Level 2</i>	180	60	240
<i>Discovering Repertoire Level 3</i>	210	60	270
<i>Discovering Repertoire Level 4</i>	240	60	300

## Recommended Study Hours

Guidelines for recommended study hours for RAD examinations are shown in the table below. These guidelines are consistent with credit rating carried out in association with Qualification Scotland Accreditation for the SCQF in 2011, and re-confirmed in 2017.

The learning rate of individual students will vary, and the length of exam training for each student is at the discretion of the teacher.

It is recommended, however, that students studying for vocational graded examinations should take a minimum of two syllabus classes a week at the lower levels, increasing as the student progresses towards the higher levels. Additional time, particularly when growth spurts occur, can only be beneficial in the long term.

Qualification	Guided Learning Hours	Additional learning	Total Study Time
Primary in Dance examination	40	0	40
Grade 1 examination	60	10	70
Grade 1 solo performance award	50	10	60
Grade 2 examination	60	10	70
Grade 2 solo performance award	50	10	60
Grade 3 examination	60	10	70
Grade 3 solo performance award	50	10	60
Grade 4 examination	75	20	95
Grade 4 solo performance award	60	15	75
Grade 5 examination	75	20	95
Grade 5 solo performance award	60	15	75
Grade 6 examination	90	40	130
Grade 6 solo performance award	70	30	100
Grade 7 examination	90	40	130
Grade 7 solo performance award	70	30	100
Grade 8 examination	90	40	130
Intermediate Foundation examination	150	125	275
Intermediate examination	150	125	275
Advanced Foundation examination	150	125	275
Advanced 1 examination	150	175	325
Advanced 2 examination	150	225	375
Solo Seal examination	180	60	240
<i>Discovering Repertoire</i> Level 2 (Level 6 for Scottish qualifications)	180	60	240
<i>Discovering Repertoire</i> Level 3 (Level 7 for Scottish qualifications)	210	60	270
<i>Discovering Repertoire</i> Level 4 (Level 8 for Scottish qualifications)	240	60	300

# Universities and Colleges Admissions Service (UCAS)

The RAD's exams at RQF Level 3 are included on the UCAS points tariff for entrance to universities, colleges and Higher Education Institutions (HEIs) in the UK. Candidates who have achieved a Pass or higher at Grades 6-8, Intermediate or Advanced Foundation can use their exam result to contribute towards their points tariff.

The points allocated to dance examinations are shown in the table below:

<b>Examination</b>	<b>Pass</b>	<b>Merit</b>	<b>High Merit</b>	<b>Distinction</b>	<b>High Distinction</b>
Grade 6	8	10	12	14	16
Grade 6 Solo	8	10	12	14	16
Grade 7	12	14	16	18	20
Grade 7 Solo	12	14	16	18	20
Grade 8	16	18	20	22	24
Discovering Repertoire Level 3	8	16	20	24	28
Intermediate	24	27	30	33	36
Advanced Foundation	30	33	36	39	42

Size band: 2

Grade bands: 8-10 (Grade 8), 6-8 (Grade 7), 4-6 (Grade 6)

If using your RAD dance qualifications towards your UCAS points tariff you should enter all relevant qualifications as part of your application. Your university/HEI will decide which can be used to make up your points score. Normally only the highest qualification earned will be used, but universities/HEIs have some discretion to accept more than one qualification in certain circumstances.

For further details, please visit:

<https://www.ucas.com/advisers/guides-and-resources/information-new-ucas-tariff-advisers>

<https://www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/tariff/calculator>

To add dance qualifications to the tariff calculator:

- type 'graded' into the qualification field and grades 6, 7 and 8 in dance should appear in the dropdown list. Select the appropriate qualification(s).
- type 'vocational' into the qualification field and Intermediate and Advanced Foundation options should appear. Select the appropriate qualification(s).

# Personal Learning Record (PLR)

The PLR is an accessible verified record of learning participation and achievement which offers a facility to record all learner achievement in the UK. It is a free service that helps providers and advisers support learners to access and interpret their achievement data, online and in one place.

Candidates who wish their RAD exam result to be uploaded to the PLR need to supply their Unique Learning Number (ULN) at the time of registration. Where candidates do not already have a ULN, an application must be made on their behalf by a learning provider (usually the candidate's 'home centre', for example their school or college) or, if this is not possible, by the RAD.

Only results of qualifications which are included on the Register of Regulated Qualifications (Primary in Dance – Grade 8 examinations, Grades 1-7 UCAS solo performance awards and vocational graded examinations) can be uploaded to the PLR.

The PLR is hosted and managed by the Learning Records Service (LRS). For more information, see: [Accessing your personal learning record - GOV.UK](#)