



Examinations Information, Rules and Regulations

This document is valid from 1 January 2012 to 31 December 2012

The Royal Academy of Dance (RAD) is an international teacher education and awarding organisation for dance. It was established in 1920 as the Association of Operatic Dancing of Great Britain, granted a Royal Charter in 1936 and renamed the Royal Academy of Dancing. In 1999 it became the Royal Academy of Dance.

Vision:

Leading the world in dance education and training, the Royal Academy of Dance will be recognised internationally for the highest standards of teaching and learning. As *the* professional membership body for dance teachers it will inspire and empower dance teachers and students, members, and staff to make innovative, artistic and lasting contributions to dance and dance education throughout the world.

Mission:

To promote and enhance knowledge, understanding and practice of dance internationally by educating and training teachers and students and by providing examinations to reward achievement, so preserving the rich, artistic and educational value of dance for future generations.

We will:

- Communicate openly
- Collaborate within and beyond the organisation
- Act with integrity and professionalism
- Deliver quality and excellence
- Celebrate diversity and work inclusively
- Act as advocates for dance

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www.rad.org.uk

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1 Introduction and overview of provision

1.1 About this document

1.1.1 This document gives information and guidelines, explains procedures, and outlines rules and regulations concerning the Examinations, Class Awards, Presentation Classes, Demonstration Classes and Solo Performance Awards¹ offered by the Royal Academy of Dance.

1.1.2 It should be read in conjunction with the Specifications for particular Levels of examination, as follows:

- Pre-School Dance Curriculum
- Specification: Pre-Primary in Dance and Primary in Dance
- Specification: Level 1 Awards in Graded Examination in Dance: Grades 1-3 (Ballet)
- Specification: Level 2 Awards in Graded Examination in Dance: Grades 4-5 (Ballet)
- Specification: Level 3 Certificates in Graded Examination in Dance: Grades 6-8 (Ballet)
- Specification: Level 2 Certificate in Vocational Graded Examination in Dance: Intermediate Foundation (Ballet)
- Specification: Level 3 Certificates in Vocational Graded Examination in Dance: Intermediate, Advanced Foundation (Ballet)
- Specification: Level 4 Certificate and Level 4 Diploma in Vocational Graded Examination in Dance: Advanced 1, Advanced 2
- Specification: Solo Seal Award

1.1.3 Unless otherwise stated, all documents, policies, guidelines and forms referred to in this document are available on request from the Examinations Department at RAD headquarters (contact details above, p2), regional and national RAD Offices (contact details published in *Focus on Exams*), and RAD websites worldwide.

1.2 Overview

1.2.1 The Royal Academy of Dance (RAD) offers an internationally recognised portfolio of examinations and assessments which is designed to motivate and encourage students of all ages and levels of ability, through a systematic measurement of progress and attainment. Examinations are organised and administered by the RAD Examinations Board. Each year approximately 230,000 candidates take part in these examinations and assessments worldwide.

1.3 Progression

1.3.1 Students may start with the Pre-School Dance Curriculum, move up through Pre-Primary and Primary levels and then into eight Graded levels and six Vocational Graded levels. Students may move from the Graded pathway to the Vocational

¹ Throughout this document, the generic word 'examinations' is usually taken to refer to Examinations, Class Awards, Presentation Classes, Demonstration Classes and Solo Performance Awards, unless indicated to the contrary. Solo Performance Awards will be offered from January 2013.

Graded pathway at an appropriate time; or they may study both pathways simultaneously.

1.4 **Portfolio of syllabi**

- 1.4.1 *Pre-School Dance Curriculum*: provides a framework for the development of basic movement skills, musical awareness, expression and creativity. Themed classes encourage class participation, focus and confidence, preparing students for entry to Pre-Primary in Dance. This curriculum is appropriate for students between the ages of two and a half and five years.
- 1.4.2 *Graded Syllabus: Pre-Primary in Dance and Primary in Dance*: designed to help develop students' physical skills, stamina, creativity, expression and musicality in response to a range of aural stimuli and musical styles. The syllabus acts as a strong foundation, preparing students for a successful transition to ballet and other dance genres. These levels are appropriate for students between the ages of five and eight years.
- 1.4.3 *Graded Syllabus: Grade 1 – Grade 8*: provides a framework for a practical dance education in ballet, progressively developing the technical, musical and performance skills of the student. It incorporates Ballet, Free Movement and Character:
- Ballet is the core of the syllabus
 - Free Movement² incorporates movements in common with dance genres such as Natural Movement, Contemporary and Classical Greek
 - Character is the theatrical presentation of national dance using ethnic dance and music, which has been freely adapted for the theatre. Three styles have been selected for study: Hungarian, Russian and Polish.

The Graded syllabus is appropriate for candidates from the age of six years.

- 1.4.4 *Vocational Graded Syllabus (Intermediate Foundation to Solo Seal Award)*: provides a framework for an in-depth study of ballet, developing the technique, music and performance skills of the student to an advanced level. Pointe work is introduced for female candidates. This highly focused and practical system of assessments helps to prepare students for a dance or dance related career, and is appropriate for candidates from the age of eleven years.

1.5 **Types of assessment**

- 1.5.1 *Demonstration Classes*: these are an optional part of the Pre-School Dance Curriculum. They are conducted by the teacher, and candidates demonstrate a selection of material covered in the Curriculum to an RAD Examiner. An invited audience may be present to observe the demonstration. All candidates receive an RAD Certificate of Participation. Candidates can be assessed by their teacher on their class work using an optional progress report.
- 1.5.2 *Presentation Classes*: are available from Grade 1 to Grade 8³. They are conducted by the teacher up to Grade 7, and by an RAD Examiner at Grade 8. Candidates perform a selection of set exercises, studies and dances to an RAD Examiner. At the discretion of the teacher, a small invited audience may be present. Presentation Classes may be appropriate for candidates who, for a variety of reasons, have not

² From January 2013 Free Movement will be integrated within the Classical sections at Grades 1-3.

³ Grades 4-8 only from January 2013.

been able or do not wish to prepare for the full Graded Examination; they may also be used as part of the process of preparing for a Graded Examination. All candidates receive an RAD Certificate of Participation. Candidates can be assessed by their teacher on their class work using an optional progress report.

- 1.5.3 *Class Awards*: these are available for Pre-Primary in Dance and Primary in Dance⁴. They are conducted by the teacher. Candidates are assessed by an RAD Examiner through observation of performance of all the exercises and a dance. All candidates receive an Assessment Report, and all candidates who fulfil the minimum criteria receive a Certificate and a Medal.
- 1.5.4 *Solo Performance Awards*: these will be available at Grades 1-3 from 1 January 2013. Candidates are assessed by an RAD Examiner through the performance of three solo dances. All candidates receive an Assessment Report, and all candidates who fulfil the minimum criteria receive a Certificate and a Bar.
- 1.5.5 *Graded Examinations*: there are nine levels, from Primary in Dance to Grade 8, progressively structured in terms of difficulty. Candidates are assessed by an RAD Examiner through observation of their performance of the set exercises, studies and / or dances, as appropriate to the level. All candidates receive a Result Form, and all candidates who fulfil the minimum criteria receive a Certificate and (for Primary in Dance only⁵) a Medal.
- 1.5.6 *Vocational Graded Examinations*: there are six levels, from Intermediate Foundation to Solo Seal Award, progressively structured in terms of difficulty. Candidates are assessed by an RAD Examiner through their observation of performance of a selection of the set exercises, studies or variations, and one or more free enchaînements. All candidates receive an examination Result Form, and all candidates who fulfil the minimum criteria receive a Certificate.

1.6 Overview of assessments by level and type

QCF Level	Demonstration Classes	Class Awards	Presentation Classes	Graded Examinations	Vocational Graded Examinations
	Pre-School Dance Curriculum				
		Pre-Primary in Dance			
		Primary in Dance		Primary in Dance	
1			Grade 1	Grade 1	
			Grade 2	Grade 2	
			Grade 3	Grade 3	
2			Grade 4	Grade 4	Intermediate Foundation
			Grade 5	Grade 5	
3			Grade 6	Grade 6	Intermediate
			Grade 7	Grade 7	Advanced Foundation
			Grade 8	Grade 8	
4					Advanced 1
					Advanced 2
					Solo Seal Award

⁴ And Grades 1-3 from January 2013.

⁵ And Grades 1-3 from January 2013.

1.7 Examiners

- 1.7.1 All Examinations and Class Awards are externally assessed by an Examiner who is appointed, trained and monitored by the RAD. The RAD has an International Panel of Examiners resident throughout the world. Examiners undergo a rigorous selection process and training programme before being appointed to the Panel. Their professional expertise, together with their ability to create a welcoming and reassuring environment in the examination studio, ensures the provision of high standards and a positive examination experience for all candidates. All Examiners have completed a check with the Criminal Records Bureau (or equivalent body) and adhere to the policies and procedures of the RAD Examinations Board, including equal opportunities and child protection. Examiners are not assigned to examine at the same location within any two year period.

1.8 Communication and publications

- 1.8.1 The first and most authoritative point of reference for information related to examinations is the Specification documentation. This document, *Examinations Information, Rules and Regulations* is an overarching document, detailing official policies, guidelines, advice, and terms and conditions relating to examinations. This document should be read in conjunction with individual *Specifications* for various examinations and groups of examinations (see 1.1.2 above).
- 1.8.2 Printed publications detailing the examination content in word notes and Benesh Movement Notation, as well as printed music scores, CDs and DVDs, are available from RAD Enterprises Ltd. See individual Specifications for more details.
- 1.8.3 In association with the Marketing Department, the Examinations Board publishes *Focus on Exams* three times a year. This is a publication dedicated entirely to matters relating to examinations, e.g. updates on syllabus content, examination policies and procedures, reminders and advice, and general articles of interest. The annual Fees Table is published in the October edition. It is translated into several languages and sent to all RAD Registered Teachers, as well as being posted on RAD websites.
- 1.8.4 *Focus on Members* is a publication mailed to Registered Teachers three times a year with *Dance Gazette*. Content is co-ordinated by the Marketing, Communications and Membership department but is adapted as appropriate for specific countries and geographical regions worldwide. Accordingly, some country-specific examinations-related information is included, notably session dates.
- 1.8.5 The *RAD Annual Report* is mailed to all members prior to the AGM and posted on the RAD website. It includes an overview of the main activities of each department of the organisation during the previous year and an outline of future activities, as well as financial statements.
- 1.8.6 *E-Newsletter* – published monthly to subscribers (including all RAD Registered Teachers with an email address) and may include information related to examinations.
- 1.8.7 *Website* – www.rad.ord.uk. There are also satellite websites hosted in other countries in which the RAD operates worldwide.

2 Recognition and accreditation

2.1 Office of Qualifications and Examinations Regulation

- 2.1.1 The Royal Academy of Dance is recognised as an Awarding Organisation in England by the Office of Qualifications and Examinations Regulation (Ofqual), in Wales by the Department for Education and Skills (DfES), and in Northern Ireland by the Council for the Curriculum, Examinations and Assessment (CCEA) respectively.

2.2 Qualifications Frameworks in England, Wales and Northern Ireland

- 2.2.1 The table on page 9 explains how the RAD's Graded and Vocational Graded Examinations align with other accredited qualifications available in England, Wales and Northern Ireland.

2.3 Qualifications and Credit Framework

- 2.3.1 The Qualifications and Credit Framework (QCF) is designed to provide learners, learning providers and employers with an inclusive and flexible regulated qualifications framework containing units, and qualifications built from those units, that recognise the widest possible range of quality-assured learner achievements.
- 2.3.2 The QCF introduces a standard currency for learner achievement through the award of credit. Each qualification on the QCF is assigned a level, indicating the standard or degree of difficulty, and a credit value, indicating the size or breadth of the qualification. There are three sizes of QCF qualification: award (1-12 credits), certificate (13-36 credits) and diploma (37 or more credits).
- 2.3.3 In the case of the RAD's Graded and Vocational Graded Examinations, each qualification comprises one mandatory unit, as indicated in the table on page 10.
- 2.3.4 For more information about the QCF, see:

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/145-explaining-the-qualifications-and-credit-framework>

(website correct at time of publication)
- 2.3.5 The table on page 10 shows how the RAD's qualifications are accredited on the Qualifications and Credit Framework.

Table explaining how the RAD's Graded and Vocational Graded Examinations align with other accredited qualifications available in England, Wales and Northern Ireland:

Level	RAD Examinations	National Qualifications Framework (NQF)	Qualifications and Credit Framework (QCF)	Framework for Higher Education (FHEQ)
		Entry level certificates Skills for Life at entry level	Entry level awards, certificates and diplomas Foundation Learning Tier pathways Functional Skills at Entry Level	
1	Grades 1-3	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	
2	Grades 4 and 5 Intermediate Foundation	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	
3	Grades 6, 7 and 8 Intermediate Advanced Foundation	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	
4	Advanced 1 Advanced 2	NVQs at level 4 Key Skills level 4 Certificates of higher education	BTEC Professional Diplomas, Certificates and Awards	Certificates of higher education
5		Higher national diplomas Other higher diplomas NVQs at level 5	HNCs and HNDs BTEC Professional Diplomas, Certificates and Awards	Diplomas of higher education and further education, foundation degrees and higher national diplomas
6		National Diploma in Professional Production Skills	BTEC Advanced Professional Diplomas, Certificates and Awards	Bachelor degrees, graduate certificates and diplomas
7		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			Award, certificate and diploma in strategic direction	Doctorates

Table showing how the RAD's qualifications are accredited on the Qualifications and Credit Framework:

Qualification title	Abbreviated title	Qualification number	Unit number	Level	Credit value
RAD Level 1 Award in Graded Examination in Dance: Grade 1 (Ballet)	Grade 1	501/1393/8	D/602/0480	1	7
RAD Level 1 Award in Graded Examination in Dance: Grade 2 (Ballet)	Grade 2	501/1389/6	H/602/0481	1	7
RAD Level 1 Award in Graded Examination in Dance: Grade 3 (Ballet)	Grade 3	501/1379/3	K/602/0482	1	7
RAD Level 2 Award in Graded Examination in Dance: Grade 4 (Ballet)	Grade 4	501/1392/6	M/602/0483	2	10
RAD Level 2 Award in Graded Examination in Dance: Grade 5 (Ballet)	Grade 5	501/1405/0	T/602/0484	2	10
RAD Level 3 Certificate in Graded Examination in Dance: Grade 6 (Ballet)	Grade 6	501/1375/6	A/602/0485	3	13
RAD Level 3 Certificate in Graded Examination in Dance: Grade 7 (Ballet)	Grade 7	501/1380/X	F/602/0486	3	13
RAD Level 3 Certificate in Graded Examination in Dance: Grade 8 (Ballet)	Grade 8	501/1376/8	J/602/0487	3	13
RAD Level 2 Certificate in Vocational Graded Examination in Dance: Intermediate Foundation (Ballet)	Intermediate Foundation	501/1582/0	L/602/0751	2	28
RAD Level 3 Certificate in Vocational Graded Examination in Dance: Intermediate (Ballet)	Intermediate	501/1583/2	Y/602/0753	3	28
RAD Level 3 Certificate in Vocational Graded Examination in Dance: Advanced Foundation (Ballet)	Advanced Foundation	501/1591/1	H/602/0755	3	28
RAD Level 4 Certificate in Vocational Graded Examination in Dance: Advanced 1 (Ballet)	Advanced 1	501/1378/1	M/602/0757	4	33
RAD Level 4 Diploma in Vocational Graded Examination in Dance: Advanced 2 (Ballet)	Advanced 2	501/1489/X	A/602/0759	4	38

2.4 Level descriptors

2.4.1 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 into the National Qualifications Framework. For the transition of these qualifications to the QCF, the awarding organisations came together to review collectively the original set of descriptors against the generic descriptors for the QCF and make amendments and changes to the descriptors where necessary. The resulting descriptors aim 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.

2.4.2 The full set of Level Descriptors is shown in the tables on pages 13-15.

2.5 14-19 Diploma in England

2.5.1 The RAD's accredited qualifications are included in the catalogue of qualifications which may contribute to the Additional and Specialist Learning component of the Diploma for 14 to 19 year olds offered by approved schools and colleges in England. For more information, see:

http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_070676

(website correct at time of publication)

2.6 Universities and Colleges Admissions Service (UCAS)

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

2.6.2 The points allocated to dance examinations are shown in the table on p12. To work out how many points your qualification is worth, locate it in the first five columns, then read across to the right hand column. For example, if you have Grade 8 with Distinction, this can be found in Column 1, Line 2, and is worth 65 points.

2.6.3 For further details, please visit:

http://ucas.com/students/ucas_tariff/tariffables/#dance

(website correct at time of publication)

or consult the FAQ document issued by the UK recognised dance awarding organisations, available on request.

Grade 8	Grade 7	Grade 6	Adv Fnd	Int	Points
			Distinction		70
Distinction				Distinction	65
					60
Merit	Distinction		Merit		55
				Merit	50
Pass	Merit		Pass		45
		Distinction		Pass	40
	Pass	Merit			35
		Pass			30
			Distinction		70

2.7 Recognition outside England, Wales and Northern Ireland

- 2.7.1 Information about recognition and accreditation of qualifications outside England, Wales and Northern Ireland can be obtained from RAD National Offices and websites.

Level descriptors for Graded Examinations in Dance:

General descriptor	Knowledge and understanding	Application and action	Autonomy and accountability
<p>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.</p>	<p>Candidates demonstrate 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.</p>	<p>Candidates demonstrate basic techniques through using an increasing vocabulary of movement in their chosen dance discipline / genre.</p> <p>Candidates demonstrate the ability to interpret music with a sense of appropriate timing and rhythm for their chosen dance discipline / genre.</p> <p>Candidates demonstrate performance with an increasing confidence and responsiveness to an audience.</p>	<p>Candidates demonstrate an awareness of their own health and safety and safe dance practice.</p>
<p>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.</p>	<p>Candidates demonstrate 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.</p>	<p>Candidates demonstrate an increasing consolidation of technical skills in their chosen dance discipline / genre.</p> <p>Candidates demonstrate an increased ability to interpret music and display sensitivity to musical content and style appropriate to the dance discipline / genre.</p> <p>Candidates 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. They demonstrate confidence in performing the movement sequences required.</p>	<p>Candidates demonstrate an understanding of and responsibility for their own health and safety and safe dance practice.</p>
<p>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.</p>	<p>Candidates demonstrate a sound and established knowledge and understanding of the technique and music of a particular dance discipline / genre.</p> <p>They demonstrate an increased awareness of performance and an increased understanding of the relationship between performer and audience.</p>	<p>Candidates demonstrate a wide range of movements performed consistently and confidently with technical accuracy and control.</p> <p>Candidates demonstrate an increased sensitivity to a range of musical content and style appropriate to the dance discipline / genre.</p> <p>Candidates demonstrate dynamics and fluidity of movement incorporating the use of space and a maturity and individuality in interpretation and expression.</p>	<p>Candidates demonstrate a clear understanding of and responsibility for their own health and safety and safe dance practice.</p>

Level descriptors for Vocational Graded Examinations in Dance:

General descriptor	Knowledge and understanding	Application and action	Autonomy and accountability
<p>Achievement at Level 2 reflects the ways in which candidates will begin to make the transition from personal motivation for dance to a disciplined attitude necessary for a dance professional. Candidates will build upon skills, knowledge and understanding in relation to an increasing vocabulary of movement and artistic understanding showing increased confidence and assurance</p>	<p>Candidates will demonstrate a clear knowledge and understanding of technique, music and performance in within the chosen discipline/genre in relation to mood, dynamics and rhythm and the mechanics and purposes of the required vocabulary. They show a developing awareness of the professional context of dance.</p>	<p>Candidates demonstrate technical accuracy through:</p> <ul style="list-style-type: none"> • the appropriate physicality, core stability and flexibility required to execute the work • a clear sense of line and style • the execution of appropriately demanding pre-set steps, movements and sequences • the use of appropriate technical and artistic language <p>Candidates demonstrate an increased sensitivity to varying musical qualities with technical facility.</p> <p>Candidates demonstrate an increased assuredness of presentation and performance through:</p> <ul style="list-style-type: none"> • the use of developing musical and artistic skills • improved spatial awareness • an ability to communicate directly with an audience • underpinning interpretation with reference to key aspects of the genre • the confidence and ability to follow directions within their chosen dance discipline / genre 	<p>Candidates will demonstrate an awareness of their individual physicality in relation to safe dance practice.</p> <p>Candidates will demonstrate the ability to work with others within a discipline/genre framework and to take responsibility for themselves.</p>
<p>Achievement at Level 3 reflects the ways in which candidates make the transition from expressive and personal motivation for dance to a disciplined attitude necessary for a dance professional. Candidates 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 addition an increasing understanding of professional contexts will be demonstrated and applied in performance and practice.</p>	<p>Candidates will demonstrate a sound and established knowledge and understanding of the technique and vocabulary required within the chosen dance genre. They will be able to apply a broad knowledge and understanding of their genre to their own work and demonstrate knowledge of the role of a dance professional and the need for safe and healthy working practices and the professional context for dance.</p>	<p>Candidates will demonstrate consolidated technical skills through:</p> <ul style="list-style-type: none"> • The fluent use of the dance movement vocabulary • the acquisition of an increased range of movements in sequences of increased length and complexity • an ability to sustain an appropriate sense of style throughout more complex sequences • those additional elements of movement vocabulary and/or technique required for progression to professional work <p>Candidates will demonstrate enhanced musical and artistic qualities through:</p> <ul style="list-style-type: none"> • greater understanding of mood, dynamics and rhythm • a sensitive personal interpretation of musical mood 	<p>Candidates will demonstrate the ability to accept the feedback and direction required for professional development. They will demonstrate an awareness of own abilities and aptitudes in relation to their professional aspirations</p>

		<p>Candidates will demonstrate performance through:</p> <ul style="list-style-type: none"> • the execution of appropriately demanding pre-set steps, movements and sequences • expression and fluidity of movement involving dynamics and use of space • the confidence and ability to individually interpret directions within their chosen dance discipline / genre and use the performance skills necessary to engage an audience. 	
<p>Achievement at Level 4 reflects the ways in which candidates build upon a range of skills, knowledge and understanding to demonstrate the disciplined attitude necessary for a dance professional. Candidates will demonstrate an increasingly sophisticated vocabulary of movement and artistry showing confidence, assurance and professional awareness in application. In addition, a thorough understanding of professional contexts will be demonstrated and applied in performance and practice.</p>	<p>Candidates will demonstrate a comprehensive knowledge of the repertoire and vocabulary of their chosen dance genre. They will demonstrate the ability to comment critically on others' work with reference to the broader context of dance provision. They will demonstrate knowledge of the world of dance and its relationship to the aspects of choreography and direction that underpin professional development as a dancer and the ability to relate this to working in professional contexts.</p>	<p>Candidates will demonstrate evidence of personal style and technical mastery through:</p> <ul style="list-style-type: none"> • a wide range of movements performed with stamina and safely developed technical strength • the use of an extensive dance movement vocabulary <p>Candidates will demonstrate assured musicality and artistry through:</p> <ul style="list-style-type: none"> • a highly developed understanding of mood, dynamics and rhythm • an increasingly mature interpretation of the music <p>Candidates will demonstrate a performance as a coherent entity in a confident and assured manner through:</p> <ul style="list-style-type: none"> • the ability to integrate personal knowledge and experience with the repertoire required in their chosen dance discipline / genre, using this as the basis for improvisation in their work. • subtleties of performance • evidence of more varied and challenging work being undertaken • the ability to communicate subtleties of interpretation effectively (both solo and/or ensemble) • the ability to interpret the repertoire for their chosen dance discipline/genre with a developing sense of individuality and style • an adaptable, self-confident approach to performance skills. 	<p>Candidates will demonstrate insight into the demands and opportunities of professional production and employment, and the ability to confidently and imaginatively interpret the demands posed by different situations and to create responses that are appropriate to both audience and context. They will be able to demonstrate accepting, reflecting on and taking responsibility for acting appropriately on feedback and take the initiative to improve their own performance.</p>

3 Registration and entry

3.1 Registration of Schools and candidates

- 3.1.1 All candidates entered for Examinations, Presentation Classes, Class Awards and Solo Performance Awards must be entered under the name of a Registered School. In order to register a School with the RAD, form V/GEF5 Part A (Centre Registration Form) should be completed and submitted to the relevant RAD Office. Registered Schools are allocated a School ID number by the RAD.
- 3.1.2 In most countries, including all whose examination results are processed at RAD headquarters, all candidates must be registered at the School under whose name they will be entered for examination prior to entry. In order to register candidates at a Registered School, form V/GEF5 Part B (Pupil Registration Form) must be completed and submitted to the relevant RAD Office as early as possible and certainly not later than 2 weeks prior to the examination closing date. Pupils previously registered at a School do not need to be re-registered.
- 3.1.3 Upon registration, candidates are allocated a unique ID number which stays with them throughout their examination history. It is strongly recommended that candidates keep a record of their ID number, as they will require it when they change teachers or move from their current locality.
- 3.1.4 Names must be clearly and correctly written, ordered and spelt on the Registration Form. Certificates are prepared from the names given on the Registration form, not the entry form. The RAD will accept no responsibility for errors in the spelling or ordering of names on Certificates where candidates have not been registered correctly, even when names are subsequently altered on entry forms.
- 3.1.5 In most countries, including all whose examination results are processed at RAD headquarters, all candidates must have been registered prior to entry. Failure to register candidates before entry can lead to delays and problems with the processing of entries, results and Certificates.
- 3.1.6 It is not necessary for participants in Demonstration Classes to be registered.

3.2 Availability of an examination service

- 3.2.1 Examinations take place within specified dates published by the RAD, which are referred to as examination sessions. Depending on the country, there may be one or more sessions a year. The length and number of examination sessions can vary from year to year and country to country according to the number of entries anticipated and the examining resources available.
- 3.2.2 Each session has a published closing date: this is the date by which entry forms must be received by the RAD.
- 3.2.3 An examination tour is a period of time in which an Examiner is contracted for a given number of examination days. The length of the tour in a particular area is dependent on the number of entries submitted, the number of requests for the same dates and the geographical allocation of tour dates.

3.2.4 There are three kinds of tours:

- Approved Examination Centre (AEC) tours – where the Examiner visits Applicants' own studios. All Graded levels, as well as Intermediate Foundation and Intermediate examinations, can be included within these tours.
- RAD Approved Venue (RAV) tours – where examinations take place at one or more locations provided by the RAD, and to which candidates from various schools travel. All Vocational Graded Examinations are included within RAV tours⁶.
- Dual tours – a combination of AEC and RAV visits by the Examiner.

3.2.5 In countries with no RAD office, examination services may be requested from RAD headquarters, but there is no guarantee that the RAD will be able to provide the service at the time requested as this depends on the availability of suitable resources.

3.2.6 The RAD will endeavour to schedule examinations according to the dates requested at the time of entry, but this cannot be guaranteed. Information about how examinations are scheduled is contained in the document *Guide to Graded and Vocational Graded Examination Tour Scheduling*.

3.2.7 In certain countries, where possible and practical to arrange, 'Special' examination visits can be requested for dates outside the published session dates, provided there is a minimum of 4 hours' examining time (6 hours in some countries). The closing date is 2 months before the date requested. The RAD cannot guarantee to fulfil requests for Specials. Special examinations are subject to a surcharge which reflects the additional administration necessary, and Examiners' hotel expenses (where applicable) may be payable by the Applicant. More information is available on request.

3.2.8 A minimum of two candidates is required for a Solo Seal Award examination to take place.

3.3 Entry of candidates

3.3.1 Teachers are recommended to contact parents prior to the closing date to seek confirmation that candidates are available to be entered for examination and secure payment of the examination fee, together with any additional fees the school might charge.

3.3.2 Where a pre-booking request service is offered, Applicants must give at least 3 alternative dates. Pre-booking date requests are not confirmed until after the closing date. Use of a pre-booking system is more likely to result in preferences being met; however this cannot be guaranteed, although the RAD will make every effort to do so.

3.3.3 Entry forms, which consist of two or three parts: AEC1, AEC2 and, where applicable, GEF3 (Examinations, Demonstration Classes, Presentation Classes, Class Awards and Solo Performance Awards in Approved Examination Centres) or of two parts: RAV1 and RAV2 (Examinations in RAD Approved Venues), must be submitted together to reach the relevant RAD Office by the published closing date for the receipt of entries for the particular examination session. These are published by RAD Offices, on RAD websites, and in *Focus on Members* and similar publications.

⁶ Special arrangements sometimes apply to the Solo Seal Award. See 3.2.8.

- 3.3.4 Entry forms are available in various formats including e-forms (downloadable from RAD websites) and paper copies. Entries cannot be accepted by telephone or letter.
- 3.3.5 Entry forms can only be submitted by an RAD Registered Teacher (RAD RTS), Teacher recognised by Mutual Agreement, or by the Principal or Administrator of a Registered School which employs or contracts an RAD Registered Teacher or Teacher recognised by Mutual Agreement who is also listed on the entry form. The RAD Registered Teacher, Teacher recognised by Mutual Agreement, Principal or Administrator is identified on the entry form as the Applicant, and submits the entry on behalf of the candidate(s).
- 3.3.6 It is the responsibility of the Applicant to read this document, and to be aware of and have regard to its content. By signing the entry form⁷, the Applicant forms a contract with the RAD in respect of the provision of an examination service, and thereby undertakes to comply with all policies, procedures, terms and conditions published by the RAD relating to examinations, and in particular those set out in this document, and to pass these on to the candidates and/or their parents, guardian, or teachers as necessary and appropriate. This includes confirming that any premises to be used for examinations (Approved Examination Centres) under the name of that School meet the minimum requirements (see 4.6 below).
- 3.3.7 The Applicant undertakes to ensure that the individuals who take examinations are those individuals whose details are listed on the entry form, and that no other person is substituted for any candidate. Failure to ensure that this requirements is maintained will be treated as malpractice (see 7.8 below).
- 3.3.8 All parts of the entry form must be fully and correctly completed according to the guidelines provided, including ID numbers for School, teacher(s) and candidate(s). Entry forms which are incomplete or incorrect will be returned and will incur an administrative surcharge (see 3.5.15 below).
- 3.3.9 The RAD cannot accept responsibility for non-receipt of entry forms or for entries that do not arrive until after the closing date due to insufficient postage or server downtime. Receipt of entry forms will not be acknowledged.
- 3.3.10 Late entries will only be accepted in exceptional circumstances and medical or other evidence may be required. Where late entries are accepted, a surcharge is applied (see 3.5.9 below). No entries can be accepted, nor can amendments to entries be received, later than 2 weeks after the closing date under any circumstances.
- 3.3.11 Names must be clearly and correctly written, ordered and spelt. Please note however that Certificates are **not** prepared from the names written on the entry forms (see 3.1.4 above).
- 3.3.12 The Applicant's correspondence address provided on the entry form will be used for all examination-related communication for that session, including the dispatch of Certificates – even when different addresses may be used by the RAD for other purposes, or where a different address is already logged on RAD systems. It is the responsibility of the Applicant to ensure that the correct address is provided. The RAD takes no responsibility for delays caused by the dispatch of results, Certificates and Medals to incorrect addresses where these have been provided by the Applicant.
- 3.3.13 Applicants should indicate any dates when it is impossible for them to hold examinations (eg. due to the unavailability of pianist or studio, candidates' previously

⁷ Electronic entry forms include a field where the Applicant is instructed to enter their name; this is taken as the signature.

booked holidays, or school commitments); these should be kept to a minimum, as the RAD cannot always guarantee to accommodate such preferences.

- 3.3.14 Where applicable, candidates must have reached the stated minimum age by 31 December⁸ in the year in which they take the examination (see 4.1.2 below.)
- 3.3.15 Candidates entered for examination must normally have passed any required pre-requisite examination. Where this is not an RAD examination, a copy of the Certificate must be included with the entry form. In certain circumstances it may be possible for candidates to enter for an examination *and* the required pre-requisite in the same session (see 3.3.20, 4.2 and 6.2.10 below.) This option is not available for entry to the Solo Seal Award, where Advanced 2 with Distinction must have been attained *prior* to entry in every case.
- 3.3.16 The section concerning coaching by RAD Vocational Grades Examiners must be completed for all Vocational Grades candidates.
- 3.3.17 In most countries, the minimum time for an examination visit is three hours (excluding breaks). Applicants who are either unable to provide the minimum number of hours or do not wish to pay the minimum fee level will be required either to join with other Schools or teachers or attend another centre.
- 3.3.18 Demonstration Classes are held only during the course of a normal Graded examination session, and Teachers wishing to hold these must also have examination and/or Presentation Class entries in the same session. Demonstration Classes cannot be used to make up the minimum requirement for Graded examinations, Class Awards and Presentation Classes.
- 3.3.19 Demonstration Classes can take place at any point during the examination day, but if an audience is to be invited it is probably best to place it either at the start or the end of the day. On form AEC2 teachers should write **PSC L1** or **PSC L2** as appropriate in the **Level** column, with the timings, but it is not necessary to list the names of the participants.
- 3.3.20 Although the RAD discourages teachers from entering candidates for two examinations (whether at the same or different levels) in the same session, this is not expressly forbidden. However, it should be noted that this may result in candidates being assessed twice by the same Examiner. Where achievement in one examination is predicated on achievement in the other (ie. where one examination is a pre-requisite for the other) para 6.2.10 below will apply.
- 3.3.21 The RAD does not normally undertake to provide a service to Applicants in respect of either (1) providing or recommending pianists for examinations in AECs, or (2) providing information as to which AECs can accommodate Intermediate Foundation and Intermediate examinations. Where in certain exceptional circumstances an RAD Office is able to assist an Applicant with these matters, this is offered as an additional service and a fee may be applied.

3.4 Conditions of entry

- 3.4.1 Applicants must follow correct procedure as outlined in 3.2 above.

⁸ 1 January from 2013.

- 3.4.2 Entries must be received by the published closing date (with the exception of late entries as provided for in 3.3.10 above).
- 3.4.3 The Applicant must have registered their School and all candidates prior to entry.
- 3.4.4 The Applicant must be a Registered Teacher of the Royal Academy of Dance, Teacher recognised by mutual agreement, or the Principal or Administrator of a School registered with the Royal Academy of Dance which employs or contracts a Registered Teacher of the Royal Academy of Dance or a Teacher recognised by Mutual Agreement who is also listed on the entry form.
- 3.4.5 All Registered Teachers or Teachers recognised by Mutual Agreement named on the entry form must be current members of the Royal Academy of Dance at the time of the submission of the entry forms.
- 3.4.6 Examination fees must be paid in full at the time of entry.⁹
- 3.4.7 Where any of the above Conditions of entry are not met, examinations will not be scheduled until and unless appropriate action is taken to enable the Conditions to be met in full. Where such action is not taken, examinations will not take place and entry forms will be returned. An administrative surcharge will be applied.
- 3.4.8 The RAD reserves the right to refuse entry to examinations, withhold examination schedules, or withhold the release of results, Certificates and where applicable, Medals for all candidates, if any of the conditions above are not met at the time of entry, or are subsequently found to have not been met when the examination has been completed.

3.5 Fees

- 3.5.1 The RAD's worldwide examination fees are reviewed each calendar year and are valid from 1 January.
- 3.5.2 Examination fees are published in *Focus on Exams* (Issue 3, October) which is sent to all Registered Teachers, Teachers recognised by Mutual Agreement, and Affiliate Members with *Dance Gazette*, and is also available to download from RAD websites.
- 3.5.3 The RAD only publishes examination fees for countries where there is an established provision of examination services and where the scheduled examination session exceeds a minimum of seven days. In countries where a session is less than seven days an Applicant will be required to pay the full cost of providing those services. Please contact the Examinations Department at RAD headquarters for more information.
- 3.5.4 Where in their sole discretion the Applicant, or any Teacher or other individual associated with the Applicant's entry, applies additional charges to the candidate on top of the RAD examination fee, it is their responsibility to ensure that candidates and parents are made aware of the fact that these additional charges are those of the School and are additional to the examination fee which the teacher is obliged to pay to the RAD in order for the candidate to be allowed to take an exam. Teachers should also make candidates and parents aware of the fact that the Academy has no responsibility towards them in respect of any fees or additional charges paid, including the non receipt by the RAD of any such fees or charges.

⁹ But see 3.5.9 below.

- 3.5.5 Where the Applicant, or any Teacher or other individual associated with the Applicant, applies any additional charges as detailed in 3.5.4 above, these must be separated and shown as such in all documentation issued to candidates and parents and not subsumed within any charge.
- 3.5.6 As the Applicant is effectively acting as the agent or trustee of the candidate or parent for examination fees paid by them to the Applicant, the Academy recommends that these fees should not be paid into the general bank account of the Applicant or School. All such fees should be paid into an exam fee escrow account and identified in all accounts records as examination entry fees received on behalf of the named candidate or parent. The objective of this guideline is to protect money that is the property of candidates or parents and which is not the property of the School.
- 3.5.7 Payment of fees must be made in full at the time of entry. This is a condition of entry.¹⁰
- 3.5.8 Fees must be paid by the Applicant by single cheque, credit card, bank draft / transfer or cash payment at the time of entry, as available according to location.
- 3.5.9 In certain cases, an RAD Office may agree that an Applicant may withhold a portion of the fees payable in order to cover legitimate costs incurred by the RAD such as Examiner accommodation or subsistence. Any such arrangements are made entirely at the discretion of the relevant RAD Office and with the Applicant's agreement, must be fully documented and all relevant accounts and paperwork maintained for auditing purposes.
- 3.5.10 It is the responsibility of the Applicant to collect the examination fee from the candidate and/or their parents. The RAD will not enter into any dispute between the Applicant and candidates/parents regarding the non-payment of examination fees. Payment direct from candidates or parents/guardians of candidates will not be accepted.
- 3.5.11 Evidence of bank transfers or online payments must be provided at the time of entry. Online entries may be accompanied by scanned evidence of bank transfers or online payments.
- 3.5.12 Where payment is in cash this must be made in person and not sent by post.
- 3.5.13 Once an entry has been submitted, the entry fee cannot be refunded other than in accordance with the RAD's regulations for withdrawals, non-attendance and fee refunds (see 5.14 – 5.17 below).
- 3.5.14 Late entries are not normally accepted; however, where in exceptional circumstances they are accepted, a 10% late surcharge will be applied to the gross fee for all entries received up to 7 days after the closing date, and a 20% surcharge for entries received between 7 and 14 days after the closing date. (This regulation applies to complete entries or substantial numbers of additional candidates.)
- 3.5.15 As well as for late entries, additional fees or surcharges may be charged in the following circumstances:
- Where one or more condition(s) of entry is/are not met, leading to a delay in the processing of the entry and/or return of the entry
 - Where a payment has been dishonoured by the bank

¹⁰ But see 3.5.9 below.

- Where an entry form is considered incomplete and is returned to the Applicant after the published closing date
- Where a single candidate or small number of candidates is added after the closing date to an entry received before the closing date
- Where a change is agreed to an examination day due to exceptional circumstances
- Where a Certificate, Result Form or Assessment Report has to be replaced where the Applicant gave incorrect information at the time of registration (see 3.1.4 above)
- Where a Certificate, Result Form, Assessment Report, Medal or Bar is damaged or lost by the recipient

Additional fees and surcharges are published annually and can be found in *Focus on Exams*, regional and national publications and on RAD websites.

3.5.16 For information about fee refunds please see Sections 5.16 – 5.19 below.

3.6 After the closing date

- 3.6.1 Examinations are normally scheduled during school term times. Parents should therefore be aware that teachers may request their child to be absent from school in order to take an examination (unless the examination happens to fall at a weekend). It should be noted that refunds will not be given for clashes with school examinations or holidays, as they should have been foreseen at the time of entry. The RAD can provide a standard letter, which can be used by teachers to request release from school.
- 3.6.2 The RAD aims to send out examination schedules / timetable notifications at least two weeks prior to the date of the examination, according to the information given on the entry form. Teachers are requested not to contact RAD offices to ask for dates prior to this time as this will delay the process of sending out notification to all teachers.
- 3.6.3 The RAD reserves the right to withhold confirmation of examination dates if any of the conditions of entry as listed in section 3.4 above are not met.
- 3.6.4 Candidates at AECs are scheduled according to the running order provided by the Applicant on the AEC2 entry form. Intermediate Foundation and Intermediate candidates should be scheduled at the end of the day wherever possible. Where possible, candidates of similar heights should be grouped together and each set of candidates should be ordered in ascending height.
- 3.6.5 Candidates at RAVs are scheduled by the relevant RAD Office. At RAVs candidates at Intermediate Foundation and Intermediate levels are scheduled in sets by school as a preference rather than mixed, in order to provide parity with these examinations in AECs. However, in certain circumstances this may not be possible. Applicants may express a preference for their candidates to be mixed with those from other schools. Ultimately, candidates entering for Intermediate Foundation and Intermediate examinations at RAVs will still need to be prepared to dance with others who are either known or not known to them as the case may be.
- 3.6.6 Changes to the running order can only be considered in very exceptional circumstances, eg. candidate withdrawal or illness. All alterations to the timetable must be agreed in advance with the appropriate RAD Office, and an administration fee will normally be incurred. Examiners will not normally accept changes to the

agreed timetable on the day of the examinations. Where any person substitutes for a candidate without the prior knowledge and agreement of the RAD, the RAD will treat any such occurrence as malpractice (see 7.8 below).

- 3.6.7 It is the responsibility of the Applicant to ensure that all those connected with the examination, including candidates and (where appropriate) their parents, are aware of all relevant information, including the examination date, time and studio location.
- 3.6.8 Examiners may not examine any candidate who is known to them personally, or if they have coached a candidate within the 12 months prior to the closing date, and they are required to declare if this is the case. For this reason, it may sometimes be necessary to re-schedule, postpone or, in exceptional circumstances, cancel an examination. In the event of cancellation a full refund of fees will be given.
- 3.6.9 The RAD reserves the right not to hold a session or tour or arrange an examination visit if there are insufficient entries in a certain area. This applies to:
- examinations in Approved Examination Centres, if an Applicant requests an examination service in an outlying area and/or in a country where no examinations service has been provided before.
 - examinations in RAD Approved Venues, in a country which has an established service for examinations in Approved Examination Centres.

In these cases the RAD may wish to apply clauses 3.5.3 and / or 3.3.17 above.

4 Preparation and requirements

4.1 Age requirements

4.1.1 For Demonstration Classes, the following target ages apply:

Level	Target age
Pre-School Dance Curriculum: Level 1	2½ - 3½
Pre-School Dance Curriculum: Level 2	3½ - 4½ or 5

4.1.2 For Examinations, Class Awards, Presentation Classes and Solo Performance Awards, for reasons of safe dance practice, candidates must have achieved the minimum age by 31 December¹¹ in the year in which the examination takes place, as follows:

Level	Minimum age
Pre-Primary in Dance	5
Primary in Dance	6
Grades 1-5	7
Grades 6-8	11
Intermediate Foundation	11
Intermediate	12
Advanced Foundation	13
Advanced 1	14
Advanced 2	15
Solo Seal Award	15

4.1.3 There are no *maximum* age limits for any examination, Class Award, Presentation Class, Demonstration Class or Solo Performance Award.

4.2 Pre-requisites

4.2.1 There are no pre-requisites for RAD Graded Examinations. It is not necessary for candidates to have taken the previous Graded Examination (or, for Grade 1, the Primary in Dance Examination) before being entered for an examination.

4.2.2 Award of some Vocational Graded Examinations is dependent on the previous Examination having been passed, as shown in the table below.

Equivalent qualifications in Ballet from the following Awarding Organisations are also accepted:

- British Ballet Organisation (BBO)
- British Theatre Dance Association (BTDA)
- Imperial Society of Teachers of Dancing (ISTD)
- International Dance Teachers' Association (IDTA)

¹¹ 1 January from 2013.

Examination	Pre-requisite
Intermediate Foundation	None
Intermediate	None
Advanced Foundation	Intermediate
Advanced 1	Intermediate
Advanced 2	Advanced 1
Solo Seal Award	Advanced 2 (Distinction)

4.2.3 Candidates entering for a Solo Performance Award need to have passed the previous Graded Examination as follows:

Solo Performance Award	Pre-requisite
Grade 1	Primary in Dance Examination
Grade 2	Grade 1 Examination
Grade 3	Grade 2 Examination

4.3 Recommended study hours

4.3.1 Guidelines for recommended study hours for RAD examinations are shown in the table below. These guidelines are consistent with the rationale developed by the UK dance Awarding Organisations in 2009 for the determination of credit values on the Qualifications and Credit Framework.

Qualification	Guided Learning Hours	Practice Hours	Study (Notional Learning) Hours
Grade 1	60	10	70
Grade 2	60	10	70
Grade 3	60	10	70
Grade 4	75	20	95
Grade 5	75	20	95
Grade 6	90	40	130
Grade 7	90	40	130
Grade 8	90	40	130
Intermediate Foundation	150	125	275
Intermediate	150	125	275
Advanced Foundation	150	125	275
Advanced 1	150	175	325
Advanced 2	150	225	375

4.3.2 The rate of learning of individual students may vary, and the length of training for each student before entering for an examination is at the discretion of the teacher. It is recommended, however, that students studying for Vocational Graded Examinations should expect to 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.

4.4 Examination timing

4.4.1 The time scheduled for each examination is as shown in the table on p27.

4.5 Re-taking examinations

4.5.1 Candidates may re-take an examination as many times as they wish, regardless of the result.

4.6 Centres and Venues

4.6.1 Approved Examination Centres (AECs) are premises provided by the Applicant for examinations, and are normally owned or hired by the Applicant. Graded Examinations (all levels), Intermediate Foundation and Intermediate Examinations, Class Awards, Presentation Classes, Demonstration Classes and Solo Performance Awards¹² may be held in AECs.

4.6.2 Studios must conform to relevant health and safety regulations. On the examination day, the Examination Attendant (see 5.1.2 below) is responsible for emergency procedures, including fire evacuation and first aid.

4.6.3 In circumstances where Applicants join together to provide exams in one location, the primary responsibility lies with the Applicant who normally uses those premises for examinations ('host teacher' / 'guest teacher'). Where neither Applicant uses the premises in this way, primary responsibility must be agreed between the two parties and communicated to the relevant RAD office.

4.6.4 In order that candidates may perform in the safest and most suitable environment, the RAD specifies minimum requirements for Approved Examination Centres as follows:

4.6.5 *Size:* for Grades 1 – 8 and all pre-Grade 1 classes and assessments, the recommended minimum size of the performing space is 81 square metres. If the performing space is rectangular the length of the short walls should be no less than 8 metres.

For Intermediate Foundation and Intermediate Examinations the required minimum size of the performing space is 100 square metres, although 169 square metres is recommended. If the performing space is rectangular the length of the short walls should be no less than 9 metres.

Sizes given exclude the area required for the pianist and Examiner. There should be no obstructions to the Examiner's sightlines (e.g. pillars).

4.6.6 *Flooring:* the floor should be sprung or should have a slight 'give'. The floor should not be concrete or constructed of wood laid directly on to concrete as this provides no shock absorption.

In addition, for Intermediate Foundation and Intermediate Examinations, it is recommended that the floor should be sprung and constructed in such a way that it is able to absorb between 55% and 70% of the force of impact of a dancer landing from

¹² Solo Performance Awards from January 2013

Examinations	Number of candidates / participants	Timing (minutes)	All other classes and assessments	Number of candidates / participants	Timing (minutes)
			Pre-School Dance Curriculum: Level 1 Demonstration Class	1-8	30
			Pre-School Dance Curriculum: Level 2 Demonstration Class	9-16	45
Primary in Dance Examination	1	15	Primary in Dance and Pre-Primary in Dance Class Award	1 - 2	15
	2	20		3 - 4	20
	3	25		5 - 8	30
	4	30			
Grade 1 Examination	1	15	Grade 1 Presentation Class	1 - 2	20
	2	20		3 - 4	25
	3	30		5 - 8	35
	4	35			
Grade 2 Examination	1	20	Grade 2 Presentation Class	1 - 2	25
	2	25		3 - 4	30
	3	35		5 - 8	40
	4	40			
Grade 3 Examination	1	25	Grade 3 Presentation Class	1 - 2	25
	2	30		3 - 4	30
	3	40		5 - 8	40
	4	45			
			Grades 1-3 Solo Performance Awards ¹³	1	10
				2	15
				3	20
				4	25
Grade 4 - 5 Examination	1	30	Grade 4 - 5 Presentation Class	1 - 2	30
	2	35		3 - 4	35
	3	45		5 - 8	45
	4	50			
Grade 6 - 7 Examination	1	35	Grade 6 - 7 Presentation Class	1 - 2	35
	2	40		3 - 4	40
	3	50		5 - 8	50
	4	55			
Grade 8 Examination	1	35	Grade 8 Presentation Class	1 - 2	35 - 40
	2	40		3 - 4	50 - 60
	3	50			
	4	60			
Intermediate Foundation Examination	1	40			
	2	45			
	3	60			
	4	65			
Intermediate Examination	1	45			
	2	50			
	3	65			
	4	70			
Advanced Foundation Examination	1-4	85			
Advanced 1 Examination	1-3	95			
Advanced 2 Examination	1-3	100			
Solo Seal Award	2-3	30			
	4	40			
	5	50			

¹³ From January 2013

jumps. (Floors that are too highly sprung may not be suitable for pointe work.) It is also recommended that the floor should have an industry top standard covering suitable for ballet, including pointe work, produced by companies such as Harlequin®, Tarkett® or equivalent. The covering should be laid from wall to wall; portable covering should be securely taped.4.5

Wooden floors can often be slippery, and care should be taken to minimise this, eg. by keeping polishing to a minimum. Where appropriate, rosin should be provided to candidates in order to prevent falls and injury.

- 4.6.7 *Barres*: these should preferably be fixed, but portable barres are acceptable provided that they are stable. All barres should be of sufficient length for four candidates to use together. Fixed barres should be approximately 30cm away from the wall on either the right or left side of the studio. Two heights, approximately 102cm and 115cm, are preferable for both fixed and portable barres, but are not essential. The barre used for the examination should be placed on the left or right side and not across the back of the room.
- 4.6.8 *Ceiling Height*: this should allow for sufficient circulation of air, and for tall male candidates to perform grand allegro with the arms in 5th position, and should be a minimum of 3 metres.
- 4.6.9 *Ventilation and temperature*: the studio should be at a suitable working temperature, which should not normally fall below 18.3°C/65°F. It should be well ventilated and heated as appropriate and in extremely cold weather extra heating may need to be provided. In hot climates, it is advised to have either air conditioning, overhead fans and/or windows that can easily be opened.
- 4.6.10 *Lighting*: the studio should be well lit either by natural or artificial light. Where direct sunlight is likely to obstruct either the candidate's or Examiner's focus or attention, there should be blinds, curtains or shutters.
- 4.6.11 *Mirrors and doors*: the studio should have doors; curtains are not acceptable. All mirrors should be covered so that candidates are not distracted.
- 4.6.12 *Table*: a writing table and a comfortable chair (preferably height adjustable) should be provided for the Examiner. The table should be firm and steady, and large enough to enable the Examiner to process paperwork of A3 or equivalent size. It should be placed to avoid extremes of glare and sunlight, with a clear view of the entire performing space and the accompanist / music co-ordinator and so that all candidates can be seen when standing at the barre.
- 4.6.13 *Music*: an accompanist, keyboard instrument, music scores, additional instruments and/or playback facilities for recorded music must be provided as appropriate. See 4.7 below for further details.
- 4.6.14 *Disabled access*: there should be disabled access to the premises' facilities as well as to the studio.
- 4.6.15 *Changing room and toilet facilities*: these must be available to the Examiner, accompanist / music co-ordinator and candidates. They should normally be provided separately for male and female candidates. If possible, facilities for the Examiner and accompanist / music co-ordinator should be separate to those for candidates.
- 4.6.16 *Warm up facilities*: ideally a studio should be provided for candidates to warm up, although if this is not available then an alternative private area should be allocated for this purpose if possible.

- 4.6.17 *Fire, Health and Safety Procedures*: the studio's Health and Safety procedures should be clearly visible and emergency exits should be clearly marked.
- 4.6.18 These minimum requirements are set out for the benefit of candidates, in order to safeguard their health and safety, but also to ensure that they are able to perform to their best in examinations. The RAD accepts no liability for any injuries to candidates which occur in Approved Examination Centres.
- 4.6.19 If, in the opinion of the Examiner, the facilities provided are such as to seriously disadvantage candidates or put them at risk of injury, the examinations may be cancelled or suspended.
- 4.6.20 Approved Examination Centres are monitored by both the RAD and the qualifications regulators. Applicants agree that access to their examination centre is available to the RAD and Regulatory Authority personnel as required. Notification will be normally be made in advance if either the RAD or Regulatory Authority nominated personnel wish to visit the premises.
- 4.6.21 RAD Approved Venues (RAVs) are provided by the RAD. All levels of Vocational Graded Examinations may be examined in RAVs. The number and location of RAD Approved Venues varies from country to country. Further information is available on request from RAD Offices.

4.7 **Music**

- 4.7.1 For examinations in Approved Examination Centres, Applicants are required to provide their own accompanist, keyboard instrument and stool, music score, additional instruments, playback facilities for recorded music and/or CDs, as appropriate and required according to the Specifications for the examinations being held. The RAD provides pianists and playback equipment in RAD Approved Venues.
- 4.7.2 A keyboard instrument, complying with the specifications stipulated in Music Factsheet No. 8 (available from the RAD's website), must be used. An upright or grand piano is preferable, but an electric digital piano with full keyboard, touch sensitive keys and pedalling facility is acceptable if an acoustic piano is not available.

For Pre-Primary in Dance and Primary in Dance levels *only*, the syllabus music allows for a variety of musical stylings and instrumentations; therefore a keyboard other than that stipulated above may be appropriate. It is sufficient to say that if the keyboard is adequate for the person who will play it, then it is adequate for the examination.

- 4.7.3 A piano stool or chair, preferably height adjustable, should be provided. This should be safe and appropriate for the person playing the instrument.
- 4.7.4 For Primary in Dance and Pre-Primary in Dance only, the Specification allows for some percussion instruments to be used in certain exercises.
- 4.7.5 A playback facility for recorded music, together with CDs as appropriate, may be necessary for Primary in Dance and Pre-Primary in Dance¹⁴, and must be provided for Intermediate Foundation and Intermediate. Remote controllers may be used for playback devices. Adjustments to the tempo of playback devices using pitch / tempo controls may be used at the discretion of the teacher, but only to a degree to which the learning outcomes and assessment criteria of the exercise can be met. If the

¹⁴ And Grades 1-3 from 2013.

equipment allows, it is always preferable to change the tempo *without* changing the pitch. Amplifiers and speakers should be powerful enough and suitably placed to provide a strong and clearly audible accompaniment, but remain within the limits stipulated by the Control of Noise at Work Regulations 2005 in the UK, or corresponding regulations in other countries.

- 4.7.6 The piano, any additional musical instruments, and playback facility should be situated so that the accompanist / music co-ordinator can see both the Examiner and the candidates. It should be placed away from the examining table and should not distract or obscure the sight line of the Examiner.
- 4.7.7 The use of all instruments, playback equipment, scores and other musical resources should be sufficiently well prepared and rehearsed, so as not to impede the flow and time constraints of the examination. The Applicant is responsible for ensuring that the accompanist / CD operator is aware of the requirements of the examinations and is fully briefed in undertaking their role.
- 4.7.8 For Intermediate Foundation and Intermediate examinations, operation of playback equipment must be undertaken by the pianist. It is not permissible for any other individual to enter the examination room to undertake this role. It is the Applicant's responsibility to engage a pianist who is willing to undertake this role, and to explain to the pianist what is required.
- 4.7.9 For Primary in Dance and Pre-Primary in Dance¹⁵, it is better if the teacher does not act as pianist or operate the CD player. When teachers are not able to provide another person to perform either of these functions, in order not to distract the candidates, the following guidelines are suggested:
- a screen that completely conceals the piano / CD player (and the person operating it) from the candidates should be used
 - the teacher should sit with their back towards the examination area and make no eye contact with the candidates
 - candidates should understand before they go into the examination that the Examiner will conduct the examination and that the teacher will not assist at any point.
- 4.7.10 For the Free Enchainement sections of Intermediate Foundation and Intermediate Examinations, pianists can choose to play a piece of the suggested music that appears at the back of the printed music book or a piece of their own choice. The Applicant is responsible for ensuring that pianists are aware of the requirements of this part of the examination and the extent of what may be requested by Examiners.

4.8 Examiner transport

- 4.8.1 Where an Applicant or their representative provides transport for an Examiner as part of their scheduled tour, and where these arrangements are made on an official basis with the RAD, it is the Applicant's responsibility to ensure that adequate, valid and current insurance arrangements are in place, as appropriate (eg. vehicle insurance). (Where an Examiner accepts assistance with transport on an informal and/or unofficial basis, this requirement does not apply.)

¹⁵ And Grades 1-3 from January 2013.

5 On the examination day

5.1 Before the examinations: Approved Examination Centres

- 5.1.1 The examination studio should be fully prepared in advance of the arrival of the Examiner, including any relevant health and safety checks.
- 5.1.2 A responsible person must be available to act as Examination Attendant. (This may be the Applicant or another Teacher associated with the entry). The Examination Attendant is responsible for running the examination day and should be available to deal with or react to emergencies, including fire evacuation procedures and first aid. The Attendant should be present outside the studio at all times, in order to assist candidates, and those accompanying them such as parents, before and after their examinations.
- 5.1.3 *No Entry / Quiet / Examinations in Progress* signs should be placed at the entrance to the studio and in other appropriate locations, in order to prevent interruption and noise.
- 5.1.4 The studio should be tidy and as clear as possible of any surplus furniture.
- 5.1.5 The Examiner's writing table should be prepared as outlined in 4.6.12 above. In addition, a bell, a jug of water and a glass, a firm board on which to rest marksheets and a supply of pens should be placed on the table.
- 5.1.6 Where possible, any relevant props should be placed in the studio prior to the start of the examinations.
- 5.1.7 Where appropriate, Study Choice forms should be completed and made available to the Examiner.
- 5.1.8 Where necessary, the Examiner should be informed if candidates are performing the Free Movement exercises and study in bare feet.
- 5.1.9 The Examiner will arrive approximately 15 minutes before the start of the first examination. The Examination Attendant should make themselves known to the Examiner and introduce the pianist. The Examiner must be informed of fire evacuation procedures and first aid facilities and procedures. The Examiner should then be escorted to the studio and be given time to prepare for the examinations. (See 4.8 above for important information related to examiner transport).
- 5.1.10 The Examiner will advise when the pianist can enter the studio. The pianist may only remain in the studio whilst engaged in accompanying the candidates, and should not discuss proceedings with either the Examiner or candidates, unless asked to assist with translation, where required. The pianist should leave the studio during the breaks so that the Examiner can complete the paperwork without being disturbed.

5.2 Before the examinations: RAD Approved Venues

- 5.2.1 Normally the Venue will be open one hour before the start of the examinations and closed half an hour after the end of the examinations.

- 5.2.2 An RAD representative will be present at the Venue to greet and register the candidates. An area will normally be available at the Venue for candidates to warm up before the examination.
- 5.2.3 Persons accompanying candidates to the Venue, including teachers and parents, are not allowed into the warm-up room.
- 5.2.4 Rosin will be provided for candidates if appropriate.
- 5.2.5 Identity checks are required for Vocational Graded Examinations and these will be carried out by the Examination Attendant or other appointed official. All candidates must bring valid photographic ID with them to the Venue on the day of the examination. The full policy, which outlines procedures for checking candidate ID, is available on request.
- 5.2.6 Candidates are given a pre-allocated number when registering on arrival at the Venue. This number is worn throughout the examination as a means of identification. The numbers will be in sequential order, representing the total number of students to be examined on a day. If candidates fail to arrive or have cancelled after the timetable has been issued, the numbers will not run in sequential order and the original allocated numbers will remain.

5.3 Examination formats

- 5.3.1 Examinations will only be conducted according to the numbers for candidate sets outlined in the relevant Specification. The order of candidates must always remain as the colour or number indicated on the entry form, even if there are absent candidates. Advice on whether male and female candidates are examined together or separately must also be followed.

5.4 Admission to examination

- 5.4.1 Normally only the Examiner and the pianist may be present during an examination. The RAD may at its discretion permit additional Examiners (and, for examinations in RAD Approved Venues, pianists) in the studio, for example during standardisation, training or new Examiner sessions. In this event teachers will be notified in advance.
- 5.4.2 Only in cases of emergencies should unauthorised persons enter the studio whilst the examination is in progress.

5.5 Uniform, personal presentation and effects

- 5.5.1 The regulation uniform (see Specification) should be worn for all examinations. Where this is not possible, suitable alternatives of the same or similar colour and style may be worn.
- 5.5.2 In order to ensure the health and safety and fair assessment of all candidates, and in accordance with convention, the following guidelines for personal presentation are given:
- all uniform should be clean and well fitting, and underwear should not be visible
 - elastic or ribbons should be firmly sewn on shoes in the correct position and securely fastened before entering the studio

- hair should be neatly and appropriately styled off the face and neck in order that the line of the head and neck is not obscured
 - spectacles may be worn
 - jewellery must not be worn, unless required for religious or cultural reasons
 - where used, make-up should be light and kept to a minimum.
- 5.5.3 In the Graded syllabus, from Grade 3, candidates may perform the Free Movement exercises and study in either ballet shoes or bare feet. If bare feet are chosen, convertible tights should be worn. Candidates are not allowed to leave the examination studio in order to change and all candidates will be assessed against the same criteria.
- 5.5.4 Candidates may take a small plastic bottle of water into the examination studio. Normally water should only be drunk during official rest breaks.
- 5.5.5 Candidates who require asthma pumps and sprays are allowed to take these into the examination studio.
- 5.5.6 Candidates taking Vocational Graded Examinations may take a hand towel into the studio.
- 5.5.7 Candidates may wear arm or leg supports if necessary. These should be white or flesh coloured. The Examiner will make no concession in the case of candidates wearing a support.
- 5.5.8 The RAD reserves the right to refuse entry to examination to any candidate wearing incorrect footwear as detailed in the relevant Specification.
- 5.5.9 More information on uniform is available from RAD Enterprises Ltd. (see Specifications for contact details).

5.6 **Demonstration Classes**

- 5.6.1 Demonstration Classes are an optional part of the Pre-School Dance Curriculum; they allow the students an opportunity to perform a selection of the material covered over the year to an invited audience of parents/carers of those participating and an Examiner. An Examiner will be present, not to assess the participants but to watch and enjoy their demonstration, adding to the sense of occasion.
- 5.6.2 Demonstration Classes can take place at any point during the examination day, but if an audience is to be invited it is probably best to place it either at the start or the end of the day.
- 5.6.3 In order to give the participants the maximum benefit from the experience, it is recommended that numbers do not exceed 16 per class. The teacher/pupil ratio for the age group should be consistent with the legislation of the country where the class is taking place, and teachers may therefore be required to have one or more assistants with them. It is entirely the responsibility of the Applicant to ensure that any such legislation relating to working with very young children is complied with. It is essential that the Registered Teacher or Teacher recognised by Mutual Agreement who is listed on the entry form is the person primarily responsible for conducting the class.

- 5.6.4 Teachers should plan the class so that, using the chosen theme, the content addresses the four learning outcomes of the Curriculum. Teachers should be selective in their choice, meeting the needs of the children. Each class will be 'unique' in that the content will be derived from the teacher and children's own inspirations.
- 5.6.5 Guests must be asked to arrive in good time. The audience should be seated where the teacher and children feel most comfortable. The number of people in the audience should comply with the health and safety requirements applicable to the building in which the class is to be conducted, and no children under 12 years of age should be admitted as guests. Guests should be reminded that neither they nor candidates will be allowed to enter the studio once the Demonstration Class has started, nor will they be allowed to leave before it has finished. Guests must be reminded of the regulations governing the observation of Demonstration Classes, which are as follows:
- no photography or video recording is permitted
 - mobile phones and watch alarms must be switched off
 - no food or drink is allowed in the studio
 - guests must remain silent during the Demonstration Class, and must not attempt to speak to or otherwise distract candidates
 - no opportunity will be given for guests to discuss the class with the Examiner
 - guests must enter and leave the studio quickly so as not to disrupt the examination timetable

No fees may be charged by the teacher for viewing the Demonstration Class.

- 5.6.6 If the Examiner is to present the certificates to the participants, the teacher should hand them over, ready completed, before the start of the class.
- 5.6.7 The Examiner will ring the bell when s/he is ready to begin, and the teacher (and any assistants) should then lead the participants into the studio.
- 5.6.8 The teacher should very briefly introduce the students to the Examiner and then proceed to conduct the class as usual. The class should be conducted in such a manner that it re-creates the regular class environment as closely as possible.
- 5.6.9 Teachers can decide to use a pianist or recorded music. Recorded music can be chosen from the CD supplied with the resource pack, or can be the teacher's own choice.
- 5.6.10 Resources (e.g. dressing up clothes and props) can be used if so desired. No uniform is prescribed, and there is no need for the participants to wear colours or numbers.
- 5.6.11 All participants will receive a certificate of achievement for the level undertaken, which will normally be signed and presented by the Examiner at the end of the class (although they may be presented later by the teacher on another occasion if s/he prefers). Certificates of achievement will mark the student's participation and involvement in the Pre-School Dance Curriculum for the appropriate level. The certificates will be sent in advance to the teacher, so that s/he can complete a tick-box evaluation on the reverse side before the certificates are presented, to inform parents/carers of the child's progress.

5.7 **Class Awards**

- 5.7.1 Class Awards are conducted by the Teacher.
- 5.7.2 A maximum of 8 candidates can be presented at any one time.
- 5.7.3 Candidates should be ready to begin their Class Award at least 10 minutes before the scheduled start time.
- 5.7.4 Numbers must be worn throughout the Class Award as a means of identification. Large numbers should be pinned to the front and back of each candidate's leotard or t-shirt, using two safety pins for each number. Numbers should correspond to those given on the entry form. If candidates fail to arrive or cancel, the original numbers remain in place.
- 5.7.5 The Examiner will ring the bell when s/he wishes the Class Award to begin. The teacher should lead the candidates into the studio in numerical order and introduce them individually to the Examiner. The Examiner will check the name and number of each candidate. The teacher may then proceed to conduct the class.
- 5.7.6 The teacher may move around the room as felt necessary, interacting with the candidates as appropriate. However the Examiner's view should not be obscured.
- 5.7.7 Teachers may bring a list of exercises into the studio as an aide-memoire.
- 5.7.8 The Class Award should not exceed the allocated time for the number of candidates presented (see table on p27 above).
- 5.7.9 No candidate may enter the studio after the Class Award has started.
- 5.7.10 On conclusion of the Class Award the teacher should escort the candidates out of the studio.
- 5.7.11 Please note that audiences are not permitted for Class Awards.

5.8 **Presentation Classes**

- 5.8.1 With the exception of Grade 8, Presentation Classes are conducted by the teacher or an assistant. If the assistant conducts the class, he/she should have helped to prepare the candidates and worked with them on a regular basis. Only one teacher/assistant may conduct the Presentation Class and be in the room with the candidates. It is not essential that the assistant holds Registered Teacher Status or is a Teacher recognised by Mutual Agreement, as long as this is the case for the main teacher.
- 5.8.2 If there are to be invited guests, they must be asked to arrive in good time. In order to safeguard the smooth running of the Presentation Class, there should be no more than two guests per candidate, and no children under 12 years of age should be admitted as guests. Guests should be reminded that neither they nor candidates will be allowed to enter the studio once the Presentation Class has started, nor will they be allowed to leave before it has finished. Guests must be reminded of the regulations governing the observation of Presentation Classes, which are as follows:

- no photography or video recording is permitted
- mobile phones and watch alarms must be switched off
- no food or drink is allowed in the studio
- guests must remain silent during the Presentation Class, and must not attempt to speak to or otherwise distract candidates
- no opportunity will be given for guests to discuss the class with the Examiner
- guests must enter and leave the studio quickly so as not to disrupt the examination timetable

No fees may be charged by the teacher for viewing the Presentation Class.

- 5.8.3 The Examiner acts as the audience and will present the Certificates of Participation at the end if so desired by the teacher; alternatively these may be left for the teacher to present at a later date. Before the start of the Presentation Classes, teachers should inform the Examiner of their preference. If the Certificates are to be presented by the Examiner, teachers should state how they would like this to be done. Individual records of attainment may be completed by the teacher in advance of the Presentation Class to indicate candidates' progress.
- 5.8.4 Candidates should be ready to begin their Presentation Class at least 10 minutes before the scheduled start time.
- 5.8.5 A few minutes before the start time, the Examination Attendant should line the candidates up in the correct order outside the studio door. Candidates should be wearing numbers from 1 to 8 (1 to 4 in the case of Grade 8). The number must not be changed even if a candidate fails to attend the Presentation Class. Candidates should have with them their character skirts (female only) and shoes and any props needed (eg. scarves, handkerchiefs, flags) if these have not already been placed in the studio.
- 5.8.6 The Examiner will ring the bell when s/he wishes the Presentation Class to begin. Candidates should enter the room in numerical order and make a simple *révérence* to the Examiner. After the Examiner has checked the candidates' names, the teacher can conduct the class in his/her own manner. The teacher may interject and remind the candidates from time to time, but should refrain from demonstrating or counting throughout the exercises. Teachers may move around the room as felt necessary, but the Examiner's view should not be obscured. Generally, standing near the piano or at one of the downstage corners is the most comfortable position from which to conduct the class. The Examiner may ask to see an exercise a second time, and may speak to the candidates from time to time.
- 5.8.7 Teachers can bring either the syllabus, Specification or a list of the exercises into the studio as an aide-memoire.
- 5.8.8 The Presentation Class must be kept within the stated time limit for the number of candidates entered (see table on p27 above).
- 5.8.9 No candidate may enter the studio after the class has started.

5.9 Solo Performance Awards

- 5.9.1 Solo Performance Awards are assessed by the Examiner.

- 5.9.2 A maximum of 4 candidates can be presented at any one time.
- 5.9.3 Male and female candidates may be presented together.
- 5.9.4 Candidates should be ready to begin their Solo Performance Award at least 10 minutes before the scheduled start time.
- 5.9.5 Candidates should wear numbers as per Class Awards (see 5.7.4 above).
- 5.9.6 The Examiner will ring the bell when he/she wishes the Solo Performance Award to begin. The candidates should enter the studio and greet the Examiner.
- 5.9.7 Candidate 1 will perform Dance 1 and then leave the studio in order to prepare for Dance 2. Candidate 2 then performs Dance 1 and leaves the studio, and so on with Candidates 3 & 4. The Examiner will ring the bell for Candidate 1 to come back into the studio for Dance 2. The proceedings will continue in the same order until the final candidate has performed Dance 3.
- 5.9.8 No candidate may enter the studio after the Solo Performance Award has started.

5.10 Graded Examinations (Primary in Dance – Grade 8)

- 5.10.1 A maximum of 4 candidates can be examined at any one time.
- 5.10.2 Candidates should be ready to begin their examination at least 10 minutes before the scheduled start time.
- 5.10.3 Each candidate in each examination set should be given a coloured badge or ribbon in the following order: Pink/Red, Blue, White and Yellow.
- 5.10.4 A few minutes before the start time, the Examination Attendant should line the candidates up in the correct order outside the studio door. Checks should be carried out to ensure that the candidates are all wearing their correct colour. The order of the candidates must correspond with the order given on the examination entry form. The order must not be changed even if a candidate fails to attend the examination. Candidates should have with them their character skirts (female only) and shoes and any props needed (eg scarves, handkerchiefs, flags) if these have not already been placed in the studio.
- 5.10.5 The Examiner will ring the bell when s/he wishes the examination to begin. The Attendant should direct the candidates to run into the centre and curtsey or bow to the Examiner. Candidates should stand in front of the Examiner in the order indicated below:

pink / red	blue	white	yellow
EXAMINER			

The Examiner will check the name and number of each candidate; once this has been completed, the examination will start.

- 5.10.6 No candidate may enter the studio once the examination has started.
- 5.10.7 On conclusion of the examination, the Examiner will instruct the candidates to leave the studio.

5.11 Grade 8: additional guidelines

- 5.11.1 The barre work, which is conducted by the Examiner, is performed together, and at the end of the barre female candidates leave the studio and change into calf-length skirts. All candidates then return to perform the *Entrée Polonaise* together, and then leave the studio.
- 5.11.2 The Pink/Red candidate then enters the studio alone for *Etude Lyrique*, after which he/she leaves; followed individually in turn by the Blue, White and Yellow candidates. This continues for each of the chosen Classical, Free Movement and Character solos. Finally all candidates return for the *Finale Polonaise and Révérence*, which is performed together. If there are only one or two candidates in a set, the pauses between Solos will be a little longer.
- 5.11.3 For one candidate the above procedure will be followed except that he/she will remain in the studio after the *Entrée Polonaise* before performing *Etude Lyrique* and after the Character Solo before performing the *Finale Polonaise and Révérence*.
- 5.11.4 This examination should be presented as a stage performance. Candidates will make their entrances and exits as if entering and exiting from a stage. The Examiner will not cue the pianist or candidate(s) at the start of each piece. Having entered, the candidates will place themselves in the correct starting position and the pianist will take his or her cue from them. At the end of each solo there is no need for a bow, curtsy or 'thank you' to the Examiner or pianist as the *Finale Polonaise and Révérence* serves this purpose.

5.12 Vocational Graded Examinations¹⁶

- 5.12.1 Candidate numbers are pre-allocated in sequential order, representing the total number of Vocational Grades candidates to be examined on a day. If candidates fail to arrive or cancel after the timetable has been issued, the original allocated numbers remain in place.
- 5.12.2 Numbers must be worn throughout the examination as a means of identification. They should be pinned to the front and back of each candidate, using two safety pins for each number.
- 5.12.3 Ideally candidates should spend approximately 30 minutes warming up before their examination. Candidates should be ready to begin their examination at least ten (10) minutes before the scheduled start time.
- 5.12.4 Candidates should line up outside the studio in sequential number order (see below) immediately before their examination is due to commence.
- 5.12.5 The Examiner will ring the bell when s/he wishes the examination to begin. Candidates should enter and form a line across the studio as shown in 5.12.7 below, make a simple *révérence* and greet the Examiner. This may either be in English or the candidate's own language.
- 5.12.6 The Examiner will then check the name and number of each candidate and guide them through the examination.

¹⁶ Including Intermediate Foundation and Intermediate Examinations in AECs

5.12.7 At the barre, candidates stand in sequential order with the lowest number in front. In the centre, candidates should stand, or will be placed, in sequential order in a position in which they can be seen best by the Examiner, as shown below:

Candidate 1	Candidate 2	Candidate 3	Candidate 4
EXAMINER			

5.12.8 Female candidates will be required to take their pointe shoes into the studio and will be given time to change before the pointe section.

5.12.9 No candidate may enter the studio after the examination has started.

5.13 Leaving the examination room

5.13.1 Candidates who feel unwell during any examination or suffer an injury resulting in them not being able to continue, should, in the interests of health and safety and the concentration of the other candidates, withdraw and leave the studio.

5.13.2 Temporary withdrawal from the examination room should be for as brief a time as possible, during which the examination will be stopped and the remaining candidates advised to keep warm. If, having left the examination, the candidate is unwell and not able to return within approximately three minutes, the Examiner should be informed immediately by the Examination Attendant, so that the examination can be resumed as soon as possible.

5.13.3 If a candidate is unable to complete an examination either due to illness / injury or for any other reason, they may elect to either (a) accept the result of the examination on the basis of the completed sections of the exam, or (b) withdraw fully from the assessment and apply for compensation as detailed in 5.16.2 below. In the event of the former, the Examiner will assess the candidate on the basis of the work seen, as if no response had been given by the candidate to the parts of the exam which were not completed. This may result in marks of 0 being awarded for generic criteria as well as criteria which refer to specific parts of the examination.

5.14 Language

5.14.1 All examinations and assessments are conducted in English.

5.15 Injury to candidates

5.15.1 The RAD takes no responsibility for any injury to a candidate in an examination, unless it can be shown, in the case of an RAD Approved Venue, that it was negligent in providing suitable facilities for the examination to take place, and that it was this negligence which caused the injury to occur. Other than in this case, any injury to a candidate in an examination is entirely the responsibility of the Applicant, and the RAD hereby indemnifies itself against any action taken against it as a result of such injury occurring.

5.16 Withdrawals and non-attendance of candidates

- 5.16.1 Notice of withdrawal of any candidate who cannot be present for an examination must be submitted to the RAD Office where the original entry was sent, with an explanation of the reason, immediately the inability to attend is known, and no later than the day of the examination.
- 5.16.2 If a candidate is unable to attend for or complete an examination due to circumstances beyond their control, including illness, compassionate reasons eg. family bereavement, serious adverse weather conditions, etc., compensation may be sought. Evidence must be submitted to the appropriate RAD Office no later than 4 weeks after the examination date. In the case of illness, this must comprise a signed medical certificate or doctor's letter, indicating that the candidate was indisposed on the day of the examination. In other cases, a signed statement from an appropriate person is required, outlining the circumstances, together with any other appropriate evidence. In these cases, where deemed appropriate and at its sole discretion, the RAD will carry forward the examination fee for one session, thus enabling the candidate to enter again at the next session for no additional charge, *except* where fees have increased in the intervening period, where the balance will be payable. If this is not possible or practical, 50% of the entry fee will be refunded. Refunds will be processed within 8 weeks of the examination tour being completed.
- 5.16.3 Where an examination has been partially completed, no award will be given where compensation as outlined in 5.16.2 above is applied for and given.
- 5.16.4 Refunds will not be given for clashes with academic school examinations or holidays, as these should have been foreseen at the time of entry.
- 5.16.5 Refunds will not be given where a candidate withdraws from an examination due to a required pre-requisite not being passed.
- 5.16.6 Refunds are not available for Demonstration Classes (see 5.19.6 below).

5.17 Cancellation of examinations by the RAD

- 5.17.1 If the RAD has to cancel an examination session, either wholly or in part, after the receipt of entries and fees due to circumstances beyond its control (eg. war, terrorism, civil unrest, epidemic of serious illness, severe weather disruption, sudden unavailability of the intended Examiner or, at RAD Approved Venues only, the pianist), the RAD will, where possible, give Applicants 48 hours notice of such cancellation.
- 5.17.2 In such circumstances the RAD will make every effort to re-schedule the examinations affected within four months. Where this cannot be done, 90% of the exam fees will be refunded to Applicants. Where examinations are re-scheduled and a candidate is unable to attend for examination at the revised time, 50% of the fee is refundable. Candidates will not be liable for any increase in examination fees occurring between the date of the original examinations and the re-scheduled examinations.

5.18 Cancellation of examinations by the Applicant

- 5.18.1 If the Applicant has to cancel an examination session or visit due to their own illness or other grounds as outlined in 5.16.2 above, after the closing date, they must inform the RAD immediately, in writing, including all supporting evidence. If these conditions

are met, a refund of 90% of the fees will be considered and applied at the RAD's sole discretion, and where so applied will be processed on completion of the examination tour.

- 5.18.2 At Approved Examination Centres, on the day of the examination, if an accompanist is unable to attend due to unforeseen circumstances eg. illness or major travel disruption, the examinations will normally need to be cancelled.
- 5.18.3 Where the RAD is able to arrange for an examination session to go ahead as normal, but the session needs to be cancelled nonetheless due to the majority of candidates not being able to attend due to circumstances such as those outlined in 5.14.2 above, the RAD may at its sole discretion decide to apply the conditions outlined in paragraph 5.15.2 above. This will be on a case-by-case basis and Applicants affected will be informed.

5.19 Further information about withdrawals, cancellations and non-attendance

- 5.19.1 Refunds cannot be given where candidates' lessons have been curtailed prior to an examination due to a dispute between the Applicant and the candidate (or candidate's parent/guardian).
- 5.19.2 Candidates who become ill prior to or during the examination but who nonetheless complete the examination are eligible to apply for Special Consideration (see 7.5 below). If a candidate elects to apply for Special Consideration they will forfeit the right to apply for compensation as set out in 5.16.2 above.
- 5.19.3 If a candidate is unable to complete an examination, marks for the missed sections cannot be awarded, nor can generic marks be awarded for performance and music when they relate to the missed sections. With the exception of Grade 8, Advanced 1 and Advanced 2 (where all sections must be passed in order to gain an overall pass), candidates may still be able to pass an incomplete examination provided that the total marks reach the minimum required.
- 5.19.4 A candidate in quarantine for any infection must be withdrawn. If examinations are cancelled owing to quarantine, alternative examinations / fee refunds may be offered at the RAD's discretion.
- 5.19.5 It is the responsibility of the Applicant to ensure that all those connected with the examination, including candidates and (where appropriate) their parents, are aware of all relevant information regarding withdrawals, non-attendance and fee refunds.
- 5.19.6 No refunds will be given for participants who are entered for a Demonstration Class but on the actual day do not participate; however if these students have been regularly attending classes with the teacher, they will still receive a certificate recognising their achievement.

6 Awarding and reporting

6.1 Assessment

- 6.1.1 Full details of mark schemes and assessment methodologies may be found in the relevant Specification.
- 6.1.2 All results are subject to stringent quality assurance measures, and are subject to analysis and adjustment procedures. The full policy is available on request.
- 6.1.3 Examiners may only disclose the provisional results of an examination to the RAD.

6.2 Dispatch of results

- 6.2.1 Provisional results¹⁷ will be issued no later than four weeks, and final results, Certificates and Medals no later than six weeks, following the end of an examination session (allowing for public holidays). Results target dates for examination sessions are published in RAD publications including *Focus on Members* and on RAD websites.
- 6.2.2 Provisional results may be issued by post or electronic communication at the RAD's discretion.
- 6.2.3 Examination Result Forms, Assessment Reports, Certificates and / or Medals are issued to the Applicant by post. Where possible, secure postal services are used. Applicants should be aware that they may be required to receive these materials in person and sign for them.
- 6.2.4 Result Forms, Assessment Reports and Certificates are the property of the candidate. It is the responsibility of the Applicant to ensure that candidates receive such materials as they are entitled to within a reasonable timescale following the receipt of such from the RAD. Any failure by any responsible person to deliver them to the candidate in a timely manner will be regarded as malpractice (see 7.8 below).
- 6.2.5 The passing on of false or incomplete information to candidates regarding results of examinations, either verbally or in writing, will be regarded as malpractice (see 7.8 below).
- 6.2.6 The distributing of results information to third parties in advance of receipt by the candidate and without the candidate's consent will be regarded as malpractice (see 7.8 below).
- 6.2.7 Paragraphs 6.2.4 – 6.2.6 above apply even in the event of a dispute arising between the Applicant and another Teacher, parent, or any other interested party.
- 6.2.8 All communication regarding Results and Certificates will be made to the Applicant, via the contact details given on the Entry Form. Under no circumstances will the RAD communicate results to any third party, including individuals named on the Entry Form who are not the Applicant.

¹⁷ It is necessary to use the term 'provisional results', as the qualification itself, in statutory terms, is defined by the Certificate, and no qualification can be officially confirmed until the Certificate is issued. However, these provisional results will have been through all RAD quality assurance systems, and will only change in exceptional circumstances.

6.2.9 All Certificates are secure and fraud-proof. Security features include:

- Micro-numismatics (eg. RAD Crest)
- Advanced holograms (eg. RAD Crest or Logo)
- Specialist reactive inks
- Advanced security numbering
- Website document validation
- Controlled secure papers & toners

Examination Certificates and Result Forms are issued on secure parchment paper, blue for Vocational Graded Examinations and green for Graded Examinations. The Certificates include the Award date (the date that the Award is confirmed) and the Result Forms include the Award date plus the Examiner's name.

6.2.10 Where a candidate enters for and takes an examination despite a required pre-requisite not being passed, no result or Certificate will be issued.

6.2.11 Where a candidate withdraws from or fails to complete an examination and compensation is sought under clause 5.16.2 above, no result or Certificate will be issued.

6.3 Enquiries about results

6.3.1 The RAD offers clerical check and candidate report services, for which fees are payable. All other enquiries about results should be submitted in writing to the Head of Examinations at RAD Headquarters. The full policy is available on request.

6.4 Replacement Result Forms, Assessment Reports, Certificates and Medals

6.4.1 Applications for replacement Result Forms, Assessment Reports, Certificates, or Medals must be made in writing to the office of issue, stating as much information as possible, but including as a minimum:

- Name of candidate
- Candidate ID
- Candidate date of birth
- Teacher ID
- Examination, Class Award, Presentation Class level
- Date of Examination

6.4.2 A charge will normally be made for replacement Result Forms, Assessment Reports, Certificates or Medals. The exception is where the RAD has misspelt the name of a candidate, despite the correct version of the name having been submitted by the Applicant according to proper procedures and timescales (see 3.1.4 above). Charges are published in the annual Fees Table.

6.4.3 In accordance with regulatory requirements, replacement Certificates and Result Forms are labelled as such.

6.4.4 The full policy is available on request.

7 General information

7.1 Data protection

- 7.1.1 In accordance with its obligations as a regulated Awarding Organisation, the RAD maintains a database of all candidates who take RAD examinations.
- 7.1.2 A record of candidates' results is kept throughout their examination history. This information is confidential to the RAD and the Applicant, according to the terms of the RAD's contract to provide an examination service to the Applicant. However, the RAD may make statistical information available to government bodies and associated agencies, for statistical or credit transfer purposes, as required by the regulatory authorities. This data will always be handled in a way that is compliant with the UK Data Protection Act and with the RAD's own published policies.
- 7.1.3 Personal information will be dealt with properly irrespective of how it is collected, recorded and used – whether on paper, electronically or recorded on other media. The RAD regards the lawful and correct treatment of personal information as important to successful operations, and to the maintenance of confidence between it and those with whom it deals. Our staff and those acting on our behalf will obtain, use and disclose personal information lawfully and correctly. The full policy is available on request.

7.2 Quality assurance

- 7.2.1 As an Awarding Organisation recognised and accredited by the qualifications regulators in England, Wales and Northern Ireland, the RAD has comprehensive quality assurance procedures in place to ensure that the examination service is of the highest quality. Detailed policies and procedures relating to a number of issues are available on request.

7.3 Diversity and equality

- 7.3.1 The RAD Examinations Board prides itself on its commitment to diversity, and takes steps at all times and with respect to all its functions, policies and procedures to ensure that no candidate is discriminated against on grounds of race, disability, gender, religion, sexual orientation or for any other reason. This includes ensuring that no unnecessary barriers are present which deny access to candidates who could otherwise enter for examinations and achieve qualifications. The full policy is available on request.
- 7.3.2 In accordance with good practice in monitoring diversity and equality, the RAD requests certain information about candidates, eg. gender and ethnic origin, as well as names and dates of birth. This data is requested in a consistent format worldwide; however information on ethnic origin is not required for candidates registered outside the UK.

7.4 Reasonable adjustments

- 7.4.1 Candidates who feel unable to enter for an examination due to the presence of a barrier, such as a disability or condition, may wish to request for special arrangements or aids to be put in place to enable them to enter for and complete an examination. In these cases, the RAD will make adjustments to administrative and/or examination procedures if such adjustments are judged to be reasonable, necessary and practicable.
- 7.4.2 In order to safeguard the integrity of the award, all candidates will be assessed against the same criteria and no concessions will be made in this respect.
- 7.4.3 The full policy is available on request.

7.5 Special consideration

- 7.5.1 Special consideration is a post examination adjustment to the mark of an assessment for a candidate who was prepared for and present at an examination but who may have been disadvantaged by temporary adverse circumstances that arose prior to¹⁸ or at the time of the examination. Such circumstances could include a temporary illness or injury, or some other event outside of the candidate's control, which had, or was reasonably likely to have had, a material effect on that candidate's ability to take an assessment or demonstrate his or her level of attainment in an assessment. The full policy is available on request.

7.6 Child protection

- 7.6.1 The RAD recognises that it is a privilege to work with children and young people, and is committed to creating an environment that enables them to learn and develop in a safe, understanding and encouraging environment. The RAD will take appropriate steps to ensure that children and young people are not exposed to reasonably unforeseeable risk of injury, whether to their physical or mental health and wellbeing. The RAD is committed to the protection from harm and the safeguarding of all children and young people who attend its activities. The full policy is available on request.

7.7 Complaints, enquiries about results, and appeals

- 7.7.1 Any complaint or enquiry about an examination should be submitted in writing to the Head of Examinations at RAD headquarters. The full policy is available on request.

7.8 Malpractice

- 7.8.1 In accordance with its regulatory responsibilities and in order to safeguard the integrity of its qualifications in the interests of all candidates and the qualifications frameworks in England, Wales and Northern Ireland, the RAD will investigate any allegation or instance of examinations malpractice and will take appropriate action where necessary. The full policy is available on request.

¹⁸ In this context, 'prior to' will normally extend back to the closing date for entry, but not before.

7.9 **Conflicts of Interest**

7.9.1 In accordance with regulatory requirements, the RAD identifies and monitors conflicts of interest likely to have an adverse affect on the awarding of qualifications. A copy of the full policy is available on request.

7.10 **Disputes**

7.10.1 The contract to provide an Examination service is made between the RAD and the Applicant. The RAD recognises that the Applicant has certain contractual obligations in the way he/she behaves towards candidates and their parents in respect of examinations, and will investigate where there is evidence that these obligations have not been fulfilled. Otherwise, the RAD Examinations Board will normally not become involved in disputes between Applicants, Teachers, candidates and their parents/guardians.

7.11 **Customer Service Statement**

7.11.1 This is available on request.