



Examination Information, Rules and Regulations

This document is valid from 1 October 2010 to 31 December 2011

The **Royal Academy of Dance** (RAD) is an international teacher education and awarding body 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

© Royal Academy of Dance 2010

ROYAL ACADEMY OF DANCE®, RAD®, RAD PRE-PRIMARY IN DANCE™ and RAD PRIMARY IN DANCE™ are registered trademarks of the Royal Academy of Dance. The use or misuse of trademarks or any other content of this publication, without prior written permission from the Royal Academy of Dance, is strictly prohibited.

The Royal Academy of Dance is incorporated in England as a Royal Charter corporation. It is registered as a Charity in England and Wales No. 312826.

www.rad.org.uk

Contents

1. Introduction	4
2. Portfolio of syllabi and types of assessment	5
3. Recognition and accreditation.....	7
4. Entry to examination	13
5. Examination information	17
6. Approved centres and venues	22
7. On the examination day	24
8. Examination procedure	25
9. Withdrawals, cancellation and non-attendance	30
10. Results and certification.....	31
11. General information	33

1 Introduction

1.1 About this document

1.1.1 This document gives information and guidelines, explains procedures, and outlines rules and regulations concerning the examinations and assessments offered by the Royal Academy of Dance.

1.1.2 It should be read in conjunction with the Specifications for particular examinations and groups of examinations, as follows:

- Specification: Graded Examinations in Dance: Level 1 Awards: Grades 1-3;
- Specification: Graded Examinations in Dance: Level 2 Awards: Grades 4-5;
- Specification: Graded Examinations in Dance: Level 3 Certificates: Grades 6-8 Award;
- Specification: Vocational Graded Examinations in Dance: Level 2 Certificate: Intermediate Foundation;
- Specification: Vocational Graded Examinations in Dance: Level 3 Certificates: Intermediate and Advanced Foundation;
- Specification: Vocational Graded Examinations in Dance: Level 4 Certificate: Advanced 1; Level 4 Diploma: Advanced 2.

1.1.3 Information about other examinations and assessments offered, including the Pre-school Curriculum, Primary and Pre-Primary, Primary in Dance and Pre-Primary in Dance, and the Solo Seal Award, is available separately to this suite of documents. However, some information about these examinations is included in this document. In due course, this document will be revised to include these examinations and awards in full, along with the relevant Specifications. Where information or regulations are given elsewhere, those in this document should be considered the latest and most current version.

1.1.4 Unless otherwise stated, all documents, policies, guidelines and forms referred to are available on request from the Examinations Department at RAD headquarters, regional and national offices, and RAD websites. Contact details for these offices are published in *dance gazette*, *Focus on Members* and online.

1.2 Overview of provision

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.

1.3.1 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 or six Vocational Graded levels. Students may move from the Graded pathway to the Vocational Graded pathway at an appropriate time; or they may study both pathways simultaneously.

2 Portfolio of syllabi and types of assessment

2.1 Portfolio of syllabi

- 2.1.1 *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 the Pre-Primary levels. This curriculum is appropriate for students between the ages of two and a half and five years.
- 2.1.2 *Graded Syllabus: Pre-Primary and Primary*: 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.
- 2.1.3 *Graded Syllabus: Grade 1 – Grade 8 Award*: 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 Movement 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.

- 2.1.4 *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.

2.2 Types of assessment

- 2.2.1 *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.
- 2.2.2 *Presentation Classes*: are available from Pre-Primary to Grade 8 Award. They are conducted by the teacher up to Grade 7, and by an RAD Examiner at Grade 8 Award. 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 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.

2.2.3 *Class Awards*: these are the latest addition to the RAD's portfolio of assessments and are available for Pre-Primary in Dance and Primary in Dance. 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.

2.2.4 *Graded Examinations*: there are nine levels, from Primary to Grade 8 Award, progressively structured in terms of difficulty. Candidates are assessed by an RAD Examiner through observation of their performance of a selection of the set exercises, studies and dances. All candidates receive an examination Result Form, and all candidates who fulfil the minimum criteria receive a Certificate.

Primary in Dance is the latest addition to the RAD's portfolio of Graded Examinations. Candidates are assessed by an RAD Examiner through observation of performance of all the exercises and a dance. All candidates receive an examination Result Form, and all candidates who fulfil the minimum criteria receive a Certificate and a Medal.

2.2.5 *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.

2.3 Overview of assessments by level and type

NQF / QCF Level	Demonstration Classes	Class Awards	Presentation Classes	Graded Examinations	Vocational Graded Examinations
	Pre-School Dance Curriculum				
		Pre-Primary in Dance	Pre-Primary		
		Primary in Dance	Primary	Primary / 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 Award	Grade 8 Award	
4					Advanced 1
					Advanced 2
					Solo Seal Award

(Although only two of these five types of assessment are properly *Examinations*, the word 'examination' is commonly used in a generic sense to refer to all five types. This is how the word, with a lower case 'e', is used in this document.)

3 Recognition and accreditation

3.1 Office of the Qualifications and Examinations regulator

3.1.1 The Royal Academy of Dance is recognised as an Awarding Organisation in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by the Department for Children, Education, Lifelong Learning and Skills (DCELLS), and in Northern Ireland by the Council for the Curriculum, Examinations and Assessment (CCEA) respectively.

3.2 Qualifications Frameworks in England, Wales and Northern Ireland

3.2.1 The table on page 8 explains how the RAD's Graded and Vocational Graded Examinations align with other accredited qualifications available in the UK.

3.3 Qualifications and Credit Framework

3.3.1 The RAD's qualifications are accredited on the Qualifications and Credit Framework as follows:

Qualification	Qualification details	Unit number	Level	Credit Value
Grade 1	501/1393/8	D/602/0480	1	7
Grade 2	501/1389/6	H/602/0481	1	7
Grade 3	501/1379/3	K/602/0482	1	7
Grade 4	501/1392/6	M/602/0483	2	10
Grade 5	501/1405/0	T/602/0484	2	10
Grade 6	501/1375/6	A/602/0485	3	13
Grade 7	501/1380/X	F/602/0486	3	13
Grade 8	501/1376/8	J/602/0487	3	13
Intermediate Foundation	501/1582/0	L/602/0751	2	28
Intermediate	501/1583/2	Y/602/0753	3	28
Advanced Foundation	501/1591/1	H/602/0755	3	28
Advanced 1	501/1378/1	M/602/0757	4	33
Advanced 2	501/1489/X	A/602/0759	4	38

3.3.2 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.

3.3.3 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).

3.3.4 In the case of the RAD's Graded and Vocational Graded Examinations, each qualification comprises one mandatory unit, as indicated in the table above.

3.3.5 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>
(link correct at time of publication).

Level	RAD Examinations	National Qualifications Framework	Qualifications and Credit Framework	Framework for Higher Education
Entry		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 Award 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

3.4 **Level descriptors**

3.4.1 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 bodies 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.

3.4.2 The full set of Level Descriptors is shown in the tables on pages 10-12.

3.5 **14-19 Diploma in England**

3.5.1 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)

3.6 **Recognition outside England, Wales and Northern Ireland**

3.6.1 Information about 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.</p> <p>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. 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>

General descriptor	Knowledge and understanding	Application and action	Autonomy and accountability
		<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>

4 Entry to examination

4.1 The Applicant

- 4.1.1 Examination entry forms can only be submitted by an RAD Registered Teacher (RAD RTS), teacher recognised by mutual agreement, or by a school which employs an RAD Registered Teacher or teacher recognised by mutual agreement. The school, RAD Registered Teacher or teacher recognised by mutual agreement is regarded as the Applicant, and submits the entry on behalf of the candidate(s). The Applicant is eligible to enter candidates for examinations by completing and submitting the appropriate entry form and making payment to the RAD.
- 4.1.2 It is the responsibility of the Applicant to read this examination information and to agree to these rules and regulations. By signing the entry form, the Applicant agrees and undertakes to comply with all policies and procedures, rules and regulations set out by the RAD in relation to examinations, and to pass these on to the candidates and/or their parents, guardian, or teachers as necessary and appropriate. Entry forms submitted online are deemed to have been so signed.
- 4.1.3 The Royal Academy of Dance is a teacher registration organisation as well as an Awarding Organisation. Teachers holding Registered Teacher status (RAD RTS) are required, as a condition of membership and registration, to uphold the RAD's *Code of Conduct and Professional Practice for Teachers registered with the Royal Academy of Dance*. Teachers using the RAD examination syllabus as the basis of a course of study are expected to encourage students to achieve their personal best in the understanding, appreciation and performance of dance. In the case of young students, parents and guardians may be confident that teachers will guide their children through the various options available, and that, at whatever age or stage they may have reached, they will receive a comprehensive, well structured and relevant education in dance. They can be sure that they will be taught according to safe and competent teaching practice, with the opportunity to be externally assessed through progressively structured examinations.

4.2 Prior to entry: registration and pre-booking

- 4.2.1 The Applicant must first have registered their school or their employer's school in order for entries to be submitted and accepted. Registration Forms GEF 5 / VEF 5 (Part A) should be used for this purpose. By registering the school, the Applicant confirms that any premises to be used for examinations under the name of that school (Approved Examination Centres) meet the published minimum requirements (see 6.1 below).
- 4.2.2 In most countries, including all whose examination results are processed at RAD headquarters, all candidates must be registered by the Applicant prior to entry. Candidate Registration Forms GEF 5 / VEF 5 (Part B) must be completed and submitted not later than 2 weeks prior to the closing date.
- 4.2.3 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.
- 4.2.4 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, which should be the same as on the Entry form. The RAD will accept no

responsibility for errors in the spelling or ordering of names on Certificates where correct registration procedures have not been followed.

4.2.5 Applicants are encouraged to use a pre-booking system where one is available. Where a pre-booking system is used, Applicants must give at least 3 alternative dates. Pre-booking dates are not confirmed until after the closing date. It is very important to give as many dates as possible in order to avoid disappointment. 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.

4.3 **Entry**

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

4.3.2 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, and in some cases may result in entries being returned.

4.3.3 Entry forms, which consist of two or three parts: GEF1, GEF2 and, where applicable, GEF3 (Graded Examinations) or of two parts: VEF1 and VEF2 (Vocational Graded Examinations), must be submitted together to reach the relevant RAD office by the published closing date for the receipt of entries (see regional and national publications and websites for dates).

4.3.4 Online GEF1-3 or VEF1-2 entry forms (currently available in certain countries only) are acceptable alternatives to paper entry forms. Entries cannot be accepted by telephone or letter.

4.3.5 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.

4.3.6 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 clause 4.5.8 below). No entries can be accepted, nor can amendments to entries be received, later than 2 weeks after the closing date under any circumstances.

4.3.7 Instructions for completion of the entry forms are printed on the reverse side of the paper forms. All parts of the entry form must be correctly completed, including School ID, Registered Teacher or teacher recognised by mutual agreement ID, candidate ID, candidate's name correctly spelt, candidate's level of examination or award, dates of birth, calculation of fees and impossible dates.

4.3.8 Paper entry forms must be signed by either an authorised School representative, RAD Registered Teacher or teacher recognised by mutual agreement.

4.3.9 Schools, RAD Registered Teachers, teachers recognised by mutual agreement and candidates are all issued unique ID numbers on registration, which must be quoted on all entry forms and in all communications with the RAD, as follows:

- Centre ID
- Registered Teacher ID
- Candidate ID

- 4.3.10 Names must be clearly and correctly written, ordered and spelt, and should be consistent with the Registration Form (GEF / VEF 5), from which the Certificates will be prepared. It is the responsibility of the Applicant to update any errors, changes or inconsistencies accordingly **before** the Certificates and results are issued.
- 4.3.11 The 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.
- 4.3.12 Where applicable, candidates must have reached the stated minimum age by the end of the calendar year in which they take the examination. See 5.3 below.
- 4.3.13 Candidates entered for examination must have passed any required pre-requisite examination. Where this is not an RAD examination, a copy of the Certificate must be included. See 5.4 below.
- 4.3.14 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 booked holidays, or school commitments); these should be kept to a minimum, as the RAD cannot always guarantee to accommodate such preferences.
- 4.3.15 The section concerning coaching by Vocational Graded Examiners must be completed for all Vocational Graded candidates.
- 4.3.16 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) clause 5.4.2 below will apply.

4.4 **Conditions of entry**

- 4.4.1 Applicants must follow correct procedure as outlined in 4.3 above.
- 4.4.2 The Applicant must be a Registered Teacher of the Royal Academy of Dance or teacher recognised by mutual agreement, and a current member of the Royal Academy of Dance, at the time of the submission of the entry forms.
- 4.4.3 Examination fees must be paid in full at the time of entry. It is the responsibility of the Applicant to collect the examination fee from the candidate.
- 4.4.4 The Applicant must have registered their school and all candidates prior to entry.
- 4.4.5 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.

4.5 Fees

- 4.5.1 The RAD's worldwide examination fees are reviewed each calendar year and are valid from 1 January.
- 4.5.2 Examination fees are published in the publication *Focus on Exams* (Issue 3, October) which is sent to Members with *dance gazette*, and is also available on the RAD website.
- 4.5.3 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.
- 4.5.4 Candidates and parents should be aware that some teachers apply additional charges on top of the RAD examination fee. These charges are solely at the discretion of the teacher.
- 4.5.5 Payment of fees must be made by the Applicant by single cheque, credit card, bank draft or transfer at the time of entry, as available in certain countries. Payment by individual candidates will not be accepted.
- 4.5.6 Evidence of bank transfers or online payments must be provided at the time of entry in order to satisfy the condition that examination fees must be paid in full at the time of entry and by the published closing date. Online entries may be accompanied by scanned evidence of bank transfers or online payments.
- 4.5.7 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 Section 9 below).
- 4.5.8 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.
- 4.5.9 As well as for late entries, additional fees or surcharges may be charged in the following circumstances:
- Where a payment has been dishonoured by the bank;
 - Where an entry form is considered incomplete and is returned to the Applicant after the published 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 mis-spelt a candidate's name, and/or did not follow the correct candidate registration procedures (see 4.2 above);
 - Where a Certificate, Result Form, Assessment Report or Medal 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.

4.5.10 For information about fee refunds please see Section 9 below.

5 Examination information

5.1 Sessions and tours

- 5.1.1 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.
- 5.1.2 Each session has a published closing date: this is the date by which entry forms must be received by the RAD.
- 5.1.3 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.
- 5.1.4 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.
- 5.1.5 While Graded Examinations take place in teachers' studios, Vocational Graded Examinations take place at RAD Approved Venues. (From January 2012, Intermediate Foundation and Intermediate exams may also be held in teachers' studios as part of a Graded session). The number of RAD Approved Venues varies from country to country and from area to area, depending on the number of candidates. Further information is available on request.
- 5.1.6 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. This can be arranged by the RAD.
- 5.1.7 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 (see Section 6.1) 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 (see Section 6.2) in a country which has an established service for examinations in Approved Examination Centres.
- In these cases the RAD may wish to apply clauses 4.5.3 and / or 5.1.6 above.
- 5.1.8 The RAD will endeavour to schedule the examinations according to the dates requested, but this cannot be guaranteed. Information about how examinations are scheduled is contained in the document *Tour Scheduling Information for Teachers*.

- 5.1.9 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.
- 5.1.10 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.
- 5.1.11 The RAD reserves the right to withhold examination schedules if any of the conditions of entry as listed in section 4.4 above are not met.
- 5.1.12 After the closing date, changes to the schedule can only be considered in very exceptional circumstances, eg. candidate withdrawal or illness. All alterations to the published timetable must be agreed 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.
- 5.1.13 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.
- 5.1.14 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.

5.1 Examiners

- 5.2.1 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.
- 5.2.2 Examiners are not assigned to examine at the same location within any two year period.
- 5.2.3 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.

5.3 Minimum ages

- 5.3.1 For reasons of safe dance practice, candidates must normally have achieved the minimum age by 31 December (1 January from 2013) in the year in which the examination takes place, as follows:

Examination:	Minimum age:
Pre-Primary / Pre-Primary in Dance	5
Primary / 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

There are no *maximum* age limits for any examinations.

5.4 Pre-requisites

- 5.4.1 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.
- 5.4.2 Award of some Vocational Graded Examinations is dependent on the previous Examination having been passed, as follows:

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

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)

5.5 Recommended study hours

- 5.5.1 Guidelines for recommended study hours for RAD examinations are as 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

5.5.2 The rate of learning of individual students may vary, and the length of training for each student before entering for 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.

5.6 Examination timing

5.6.1 The time scheduled for each examination is as follows:

Level and assessment type	Number of candidates	Timing (minutes)
Primary and Primary in Dance Examination	1	15
	2	20
	3	25
	4	30
Pre-Primary Presentation Class; Primary in Dance and Pre-Primary in Dance Class Award	1 - 2	15
	3 - 4	20
	5 - 8	30
Grade 1 Examination	1	15
	2	20
	3	30
	4	35
Grade 1 Presentation Class	1 - 2	20
	3 - 4	25
	5 - 8	35

Level and assessment type	Number of candidates	Timing (minutes)
Grade 2 Examination	1	20
	2	25
	3	35
	4	40
Grade 3 Examination	1	25
	2	30
	3	40
	4	45
Grade 2 - 3 Presentation Class	1 - 2	25
	3 - 4	30
	5 - 8	40
Grade 4 - 5 Examination	1	30
	2	35
	3	45
	4	50
Grade 4 - 5 Presentation Class	1 - 2	30
	3 - 4	35
	5 - 8	45
Grade 6 - 7 Examination	1	35
	2	40
	3	50
	4	55
Grade 6 - 7 Presentation Class	1 - 2	35
	3 - 4	40
	5 - 8	50
Grade 8 Award	1	35
	2	40
	3	50
	4	60
Grade 8 Presentation Class	1 - 2	35 - 40
	3 - 4	50 - 60
Intermediate Foundation		70 (60 from 2012)
Intermediate		80 (65 from 2012)
Advanced Foundation		85
Advanced 1		95
Advanced 2		100

5.7 Re-taking examinations

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

6 Approved centres and venues

6.1 Approved Examination Centres

- 6.1.1 These are premises provided by the Applicant for examinations, and are normally owned or hired by the Applicant. Studios must conform to minimum health and safety regulations.
- 6.1.2 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. 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.
- 6.1.3 In order that candidates may perform in the safest and most suitable environment, the RAD specifies minimum requirements for Approved Examination Centres as follows:
- 6.1.4 *Size:* for Grades 1 – 8 Award and all pre-Grade 1 assessments, the 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 (from 2012 only) the 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).

- 6.1.5 *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 (from 2012 only), 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 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.

- 6.1.6 *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.
- 6.1.7 *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.
- 6.1.8 *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.

- 6.1.9 *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.
- 6.1.10 *Mirrors and doors*: the studio should have doors; curtains are not acceptable. All mirrors should be covered so that candidates are not distracted.
- 6.1.11 *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.
- 6.1.12 *Music*: an accompanist, keyboard instrument, music scores, additional instruments and/or playback facilities for recorded music must be provided as appropriate. See 6.3 below for further details.
- 6.1.13 *Disabled access*: there should be disabled access to the premises' facilities as well as to the studio.
- 6.1.14 *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.
- 6.1.15 *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.
- 6.1.16 *Fire, Health and Safety Procedures*: the studio's Health and Safety procedures should be clearly visible and emergency exits should be clearly marked.
- 6.1.17 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 takes no responsibility for any injuries to candidates which occur in Approved Examination Centres.
- 6.1.18 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.

6.2 **RAD Approved Venues**

- 6.2.1 These are provided by the RAD for Vocational Graded Examinations and are subject to minimum requirements.

6.3 **Music**

- 6.3.1 For examinations in Approved Examination Centres, Applicants are required to provide their own accompanist, keyboard instrument, music score, additional

instruments and/or playback facilities for recorded music, as appropriate. The Applicant may be the accompanist. The RAD provides accompanists in RAD Approved Venues.

- 6.3.2 A keyboard instrument, as stipulated in Music Factsheet No: 13 (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.
- 6.3.3 A piano stool or chair, preferably height adjustable, should be provided. This should be safe and appropriate for the person playing the instrument.
- 6.3.4 For Primary in Dance and Pre-Primary in Dance only, additional musical instruments may need to be provided.
- 6.3.5 For Primary in Dance and Pre-Primary in Dance, Intermediate Foundation and Intermediate, a playback facility for recorded music must be provided.
- 6.3.6 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.

6.4 **Monitoring of centres**

- 6.4.1 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.

7 On the examination day

7.1 Approved Examination Centres

- 7.1.1 The examination studio should be prepared in advance of the arrival of the Examiner, including any relevant health and safety checks. Any instructions, eg. emergency and fire evacuation procedures, should be communicated to the candidates, Examiner and pianist, prior to the start of the examinations.
- 7.1.2 A responsible person must be available to act as Examination Attendant. (This may be the Applicant). The Examination Attendant is responsible for running the examination day and should be available to deal with or react to emergencies. 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.
- 7.1.3 *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.
- 7.1.4 Where possible, relevant props should be placed in the studio prior to the start of the examination or Presentation Class, eg chairs for Grade 2 Character Dance.

- 7.1.5 The Examiner's writing table should be prepared as outlined in 6.1.11 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.
- 7.1.6 Where appropriate, Study Choice forms should be completed and made available to the Examiner.
- 7.1.7 Where necessary, the Examiner should be informed if candidates are performing the Free Movement exercises and study in bare feet.
- 7.1.8 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 should then be escorted to the studio and be given time to prepare for the examinations.
- 7.1.9 The Examiner will advise when the pianist can enter the studio. The pianist may only remain in the studio whilst actually 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.

7.2 RAD Approved Venues

- 7.2.1 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.
- 7.2.2 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.
- 7.2.3 Persons accompanying candidates to the Venue, including teachers and parents, are not allowed into the warm-up room.
- 7.2.4 Rosin will be provided for candidates if appropriate.
- 7.2.5 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 photo 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.
- 7.2.6 Candidates are given a pre-allocated number when they arrive at the Venue to register. 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.

8 Examination procedure

8.1 Examination formats

- 8.1.1 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.

8.2 Admission to examination

8.2.1 Normally only the Examiner and the accompanist 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.

8.2.2 Only in cases of emergencies should unauthorised persons enter the studio whilst the examination is in progress.

8.3 Uniform, personal presentation and effects

8.3.1 The regulation uniform (see Specification) should be worn for all examinations. Where this is not possible, suitable same or similar colour alternatives may be worn.

8.3.2 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.

8.3.3 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.

8.3.4 Candidates may take a small plastic bottle of water into the examination studio. Normally water should only be drunk during official rest breaks.

8.3.5 Candidates who require asthma pumps and sprays are allowed to take these into the examination studio.

8.3.6 Candidates taking Vocational Graded Examinations may take a hand towel into the studio.

8.3.7 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.

8.3.8 The RAD reserves the right to refuse entry to examination to any candidate wearing incorrect footwear as detailed in the relevant Specification.

8.3.9 More information on uniform is available from RAD Enterprises (see Specifications for contact details).

8.4 Presentation Classes

- 8.4.1 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.
- 8.4.2 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.
- 8.4.3 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.
- 8.4.4 Candidates should be ready to begin their Presentation Class at least 10 minutes before the scheduled start time. No candidate may enter the studio after the class has started.
- 8.4.5 A few minutes before the start time, the Attendant should line the candidates up in the correct order outside the studio door. Candidates should be wearing numbers from 1 to 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.
- 8.4.6 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 *révère* 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. The Presentation Class must be kept within the stated time limit.

8.4.7 Teachers can bring either the syllabus or a list of the exercises into the studio as an aide-memoire.

8.5 Graded Examinations

8.5.1 Candidates should be ready to begin their examination at least 10 minutes before the scheduled start time.

8.5.2 Each candidate in each examination set should be given a coloured badge or ribbon in the following order: Pink, Blue, White and Yellow.

8.5.3 A few minutes before the start time, the 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.

8.5.4 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	blue	white	yellow
EXAMINER			

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

8.5.5 No candidate may enter the studio once the examination has started.

8.6 Grade 8 Award: additional guidelines

8.6.1 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.

8.6.2 The Pink 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.

8.6.3 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*.

8.6.4 This Award 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,

curtsey or 'thank you' to the Examiner or pianist as the *Finale Polonaise and Révérence* serves this purpose.

8.7 Vocational Graded Examinations

8.7.1 Candidates should be ready to begin their examination at least ten (10) minutes before the scheduled start time.

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

8.7.3 The Examiner will ring the bell when s/he wishes the examination to begin. Candidates should enter the studio in sequential number order (see below) and form a line across the studio, make a simple *révérence* and greet the Examiner. This may either be in English or the candidate's own language.

8.7.4 The Examiner will then check the name and number of each candidate and guide them through the examination.

8.7.5 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			

Candidate numbers are pre-allocated and are 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.

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

8.8 Leaving the examination room

8.8.1 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.

8.8.2 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.

8.8.3 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 9.2 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.

8.9 Language

8.9.1 All examinations and assessments are conducted in English.

9 Withdrawals, cancellations and non-attendance

9.1 Withdrawals and non-attendance of candidates

9.1.1 Notice of withdrawal of any candidate who cannot be present for an examination must be submitted to the 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.

9.1.2 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 within 4 weeks following 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 4 weeks of the examination tour being completed. *NB: Demonstration Class fees are non-refundable.*

9.1.3 Where an examination has been partially completed, no award will be given where compensation as outlined in 9.1.2 above is applied for and given.

9.1.4 Refunds will not be given for clashes with academic school examinations or holidays, as these should have been foreseen at the time of entry.

9.1.5 Refunds will not be given where a candidate withdraws from an examination due to a required pre-requisite not being passed.

9.1 Cancellation of examinations by the RAD

9.2.1 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.

9.2.2 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.

9.3 Cancellation of examinations by Applicant

- 9.3.1 If the Applicant has to cancel an examination session or visit due to their own illness or other grounds as outlined in 9.1.2 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.
- 9.3.2 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.
- 9.3.3 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 9.2.1 above, the RAD may at its sole discretion decide to apply the conditions outlined in paragraph 9.2.2 above. This will be on a case-by-case basis and Applicants affected will be informed.

9.4 Other

- 9.4.1 Refunds cannot be given where candidates' lessons have been curtailed prior to an examination due to a dispute between the Applicant and the candidate.
- 9.4.2 Candidates who become ill immediately prior to or during the examination but who nonetheless complete the examination are eligible to apply for Special Consideration (see 11.5 below).
- 9.4.3 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.
- 9.4.4 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.

10 Marking, results and certification

10.1 Assessment

- 10.1.1 Full details of marking schemes and assessment methodologies may be found in the relevant Specification.
- 10.1.2 All results are subject to stringent quality assurance measures, and where required, moderation will be applied.
- 10.1.3 Examiners may only disclose the provisional results of an examination to the RAD.

10.2 Dispatch of results

- 10.2.1 Provisional results 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 Examinations publications and on RAD websites. (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.)

10.2.2 Examination Result Forms, Assessment Reports, Certificates and Medals are issued to authorised persons in writing only. In certain countries results may be accessed through the RAD's online facility.

10.2.3 It is the responsibility of the Applicant to ensure that candidates receive examination Result Forms, Assessment Reports, Certificates and/or Medals as appropriate within a reasonable timescale following the receipt of such from the RAD. Result Forms, Assessment Reports and Certificates are the property of the candidate, and any failure by any responsible person to deliver them to the candidate in a timely manner will be regarded as malpractice.

10.2.4 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.

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

10.2.6 Where a candidate withdraws from or fails to complete an examination and compensation is sought under clause 9.2 above, no result or Certificate will be issued.

10.3 **Enquiries about results**

10.3.1 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 relevant RAD office. The full policy is available on request.

10.4 **Replacement Result Forms, Assessment Reports, Certificates and Medals**

10.4.1 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

10.4.2 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 sections 4.2 and 4.3 above). Charges are available on request.

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

10.4.4 The full policy is available on request.

11 General information

11.1 Candidate data

11.1.1 In accordance with its obligations as a recognised Awarding Organisation, the RAD maintains a database of all candidates who take RAD examinations.

11.1.2 A record of candidates' results is kept throughout their examination history. This information is confidential to the candidate, but may be made available to government bodies, 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,

11.2 Quality assurance

11.2.1 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.

11.3 Diversity and equality

11.3.1 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.

11.3.2 In accordance with good practice in monitoring diversity and equality, the RAD collects certain information from teachers about their candidates, eg. gender and ethnic origin, in addition to the normal requirements of names and dates of birth. The RAD uses the same entry forms worldwide. Teachers entering candidates outside the United Kingdom are requested to complete the information about gender but do not need to complete the information on ethnic origin, unless it is a requirement in their own country.

11.4 Reasonable adjustments

11.4.1 Candidates who feel unable to enter for an examination due to the presence of a barrier, such as a permanent or temporary disability or condition, may request special arrangements or aids to be put in place to enable them to enter. In these cases, the RAD will make adjustments to administrative and/or examination procedures if such adjustments are reasonable, necessary and practicable. It is

emphasised that, in order to safeguard the integrity of the award, all candidates will be assessed against the same criteria and no concession can be made in this respect.

- 11.4.2 Parents may wish to inform teachers when they enrol their child at a dance school if there is any physical, mental or behavioural impairment (permanent or temporary) which is likely to affect the child's ability to participate at dance school or as an examination candidate. The teacher will, in due course, use this information to complete the appropriate form at the time of entry.
- 11.4.3 A teacher who intends to enter a candidate with a permanent or temporary disability or condition should complete a Notification of a Candidate with a Permanent or Temporary Disability / Condition and Request for Reasonable Adjustments form (VEF / GEF12). The completed form should be returned to either the Examinations Manager at RAD headquarters or the relevant RAD Office, for forwarding to the Examinations Manager. Applications should be made by the closing date at the latest, in order to enable the RAD to make any special arrangements that may be necessary to ensure that the candidate's particular requirements are met.
- 11.4.4 In instances where a disability / condition is not known until after the closing date for entry, the Examinations Manager or National Administrator must be informed immediately and no later than two (2) working days prior to the examination. Under no circumstances should any forms be given directly to the Examiner on the day of the examination.
- 11.4.5 Supporting medical evidence must be provided.
- 11.4.6 Parents should respect a teacher's opinion as to whether a student is able to fulfil the assessment criteria for an examination. As an alternative, the student may be entered for a Class Award or Presentation Class, which is led by the teacher.
- 11.4.7 The full policy is available on request.

11.5 **Special consideration**

- 11.5.1 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 adverse circumstances that arose immediately prior to or at the time of the examination.
- 11.5.2 A teacher, parent/guardian or candidate may apply to the Examinations Manager for Special Consideration using the appropriate form. A separate form should normally be used for each candidate; however in cases where a group of candidates has been disadvantaged by one event, e.g. a fire alarm, one form should be used with a list of candidates who have been affected, attached to the form. All applications, accompanied by evidence, must be made in writing using the appropriate form and sent to the Examinations Manager within five working days of the examination.
- 11.5.3 The full policy is available on request.

11.6 **Data protection**

- 11.6.1 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.

11.7 Child protection

11.7.1 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.

11.8 Complaints and appeals

11.8.1 Any complaint about an examination should be submitted in writing to the Examinations Manager at RAD headquarters. The full policy is available on request.

11.9 Malpractice

11.9.1 In accordance with its regulatory responsibilities and in order to safeguard the integrity of its qualifications in the interests of all candidates, 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.

11.10 Disputes

11.10.1 The RAD cannot become involved in any dispute or communication breakdown between the Applicant and the candidate or parent on whose behalf the entry has been made.

11.11 Customer Service Statement

11.11.1 This is available on request.