

Central School of Ballet

A Guide to Student Support



Our Approach

At Central, all students are provided with the support that they need to succeed in and benefit from higher education. We take a holistic approach to support throughout the entire student journey, from admission and transition into higher education, to completion and transition out of higher education.

We aim to provide effective student support that recognises the diverse needs of the student body. Two aims of our new Learning, Teaching and Assessment Strategy (LTAS) are 'Care' and 'Belonging'. They are articulated in the following objectives:

- a) To generate a strong school identity as a kind, nurturing and inclusive community
- b) To celebrate difference through an inclusive pedagogical approach
- c) To embed student and staff wellbeing
- d) To foster resilience and adaptability
- e) To sustain excellent student support
- f) To develop socio-cultural awareness through Equality Diversity and Inclusion (EDI) work

At Central we work to ensure equality of opportunity for all students to develop contextual and professional skills. Ensuring equality of opportunity requires collaboration across academic, professional and specialist services. We provide a broad and ongoing range of academic, pastoral and professional support to all students.

In making this provision the student support teams and the wider School, consider both the needs of the individual student and the wider student body, including anticipating their varied requirements (such as protected characteristics). In this way we aim for all students to flourish through their learning experiences.

Central has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience. They are highly skilled in meeting the learning and support needs of students, ensuring effective acquisition of skills and understanding.

Student Support is provided in the following areas:

- Medical and Wellbeing Support
- Pastoral Support
- Academic Learning Support
- International Student Support
- Safeguarding
- Support Through Studies
- Financial Support and Guidance
- Professional Career Support

Medical and Wellbeing support

The medical team provide the following support to students free at the point of contact:

- Physiotherapy
- Triage of injury
- Rehabilitation classes
- Rehabilitation plans shared with teaching teams (One Note)
- Pilates group classes
- 1:1 and small group Pilates work
- HIIT classes
- Weight training coaching and bespoke plans
- Strength and Conditioning sessions
- Injury Prevention Screening at enrolment for among other things: joint movement range, global strength, hypermobility
- Joint consultations with physiotherapist and physician and/or physiotherapist and rehab team
- Class observations by Medical and Wellbeing team for early identification of individual technical faults
- Team consultations with honorary physician Dr John Reece

Students can independently book physiotherapy sessions within the School and will usually be seen within 24hours. For any acute injuries students are seen immediately.

External referrals – For either physical or mental health issues requiring external referrals we are able to facilitate access to imagery testing and counselling services.

We have confidence in the approach to medical and wellbeing support outlined above as, following an injury and/or mental health concern the vast majority of our students are able to continue their studies and progress on their course.

Pastoral Support

Providing students with a sense of belonging and supportive community aids retention and creates an open environment, where students can confidently seek help. Some of the roles that have direct pastoral responsibilities include:

- Tutors – The role of the tutor is primarily to support the student throughout the academic year; helping them to manage their learning journey with increasing autonomy and supporting them with appropriate personal issues. Tutors will refer any student concerns to the most appropriate person. The issues may be addressed at the weekly Artistic Staff Meeting or Senior Management Team meeting as appropriate. Tutors are supported by their line manager.
- MA Course Lead - Postgraduate students, usually working professional artists, can access support through their Course Lead and wider teaching team.
- Student Support Officer – The Student Support Officer can meet with students on an informal basis to discuss any concerns. She is located in reception and this everyday connection builds trust and accessibility of support. She works closely with Head of Medical and Wellbeing and can refer students to appropriate forms of additional support.
- Head of Medical and Wellbeing – The Head of Medical and Wellbeing oversees the provision of medical and Wellbeing support as described above.
- Designated Safeguarding Lead – The Designated Safeguarding Lead and Deputies manage any Safeguarding concerns that may arise.

Due to the small scale of our institution, students are known to us, and we encourage them to talk with any member of staff they feel most comfortable. Through the *Who Do I Talk To?* Leaflet, we are explicit that they can talk to us about their concerns, and we will take them seriously and try to resolve any concern in the most appropriate way.

We have confidence in our approach to pastoral support as students are able to ask for help when needed and they appropriately communicate their concerns across a range of issues. Members of staff are able to find good solutions and access appropriate forms of support seeking guidance where necessary and making referrals if appropriate. Our students achieve very high levels of attendance and engagement as evidenced in Continuous Assessment feedback and monitoring meetings. Similarly, the School's student retention levels are excellent which indicates a conducive learning environment.

Academic Learning Support

Central provides effective academic learning support for all students to achieve successful learning outcomes.

In order to meet the academic learning needs of the students, the Learning Support team provide:

- Screening for Specific Learning Differences (all students upon entry to course)
- Enhanced Learning Agreements (ELA) planning and coordination with in-house and external providers
- Individualised academic support such as proof reading, draft feedback, guidance with study skills, etc.
- Apply for DSA funding, and coordinate and manage weekly DSA-approved support for each student throughout their course
- Support and coordinate tuition for learning equipment
- Additional bespoke weekly classes for Direct Entry and incoming international students
- Guidance for study skills, self-organisation skills and independent study programmes

As and when necessary, the School utilises the University of Kent regulations to make reasonable adjustments to assessments. This enables all students to fairly demonstrate their capabilities across the course.

We have confidence in our approach to Academic Learning support because students continue to succeed in Contextual Studies. They consistently report in the NSS and End-of-Year Feedback that the Academic Learning Support they receive is of high quality. Many students choose to access additional 1:1 tutorial and/or small group support and those students with SpLDs have external 1:1 provision that is tailored to their needs.

International Student Support

We have a high proportion of international students many of whom are from Japan. In order to enrol on our Undergraduate Courses all international students need to demonstrate their English Language proficiency at the levels determined by the Student Visa requirements.

Most of our Japanese students come through The Wells, a Japanese recruitment agency, who offer further support in relation to translation, student visa process, accommodation and travel. The Wells is kept involved in School correspondence with students so that they are able to translate or support if necessary.

We provide additional twice weekly English Language classes for all international students to support their development of communication skills and English Language technical proficiency. We provide a translator for their first two days on induction in the first warm up week.

Furthermore, we provide a specially designed Contextual Studies support class that enables international students to access the materials more effectively. For example, unfamiliar concepts are explored and cultural perspectives can be reflected upon. This supports the integration of international students within the school in general and in the Contextual Studies Modules in particular.

One to two International Student Reps are put in place each year, to specifically focus on international student feedback across both the Foundation and BA(Hons) Top-up Degree, regarding their course and Central experience.

Safeguarding

The [Child Protection and Safeguarding Policy](#) ensures that the School is doing everything in our power to ensure the safety and protection of students. This includes all student on an undergraduate higher education irrespective of being over 18 years of age.

We accept the responsibility to take reasonable and appropriate steps to ensure the safety and protection of these groups through adherence to these safeguarding guidelines. The policy also includes preventing students and staff from being drawn into radicalisation or extremism and that any concerns should be referred to the DSL in the same way as all other safeguarding concerns.

6.7 Support Through Studies Policy

Overarching the above forms of Student Support is the [Support Through Studies Policy](#). This policy provides students with a facilitative framework for overcoming barriers to successful progress. Irrespective of the cause, students engage with the Support Through Studies team to resolve progress issues and plan for successful outcomes

The Support through Studies team tailor support to the individual student's needs. This may include among other things:

- Regular meetings to review course progress
- 1:1 bespoke learning plan
- Assessment modifications
- Referral to additional forms of support
- Bespoke guidance to enhance accountability for course engagement and progression

This policy facilitates seamless identification of, and access to, any academic or other student support needs.

If appropriate the Designated Safeguarding Lead and/or Deputy Safeguarding officers will be involved with the Support Through Studies team to ensure any safeguarding concerns are addressed.

Finance Support and Guidance

Students can seek guidance on financial matters by approaching our senior school manager Josh Yeardley. We have a series of supportive measures in place to address issues of finance such as:

- Application Fee Waiver Scheme: As part of its access agreement commitments, Central School of Ballet will waive application fees for UK applicants from low income households (under £43,000 household income). Priority may also be given to Black and Brown people and people from the Global Majority, those who declare a disability and care experienced or estranged students, and those from postcodes where participation in higher education is low.
- Central's In-House Bursaries: all students are eligible to apply and the amount of funds available vary, depending on the source. Central's In-House Bursary Fund is open for applications twice a year, once in the autumn term and once in the spring term. Awards are made in line with the school's student support policy and the available funds. Any student at Central may apply to receive financial support from this fund.
- Central School of Ballet's Means-Tested Bursary Scheme offers financial assistance to home fees/UK undergraduate students who are new to Higher Education. Any home fee paying students with a household income of £25,000 or less, will receive £2,000 per year for the first two years of training. A student's income is assessed through their Student Finance application, so it is important to give Student Finance permission to share this information with us when you complete your application. Students have the option to receive this sum as a tuition fee discount or as a cash bursary, paid in 2 instalments in term 2 and term 3.
- A Care Leaver and Estranged Student bursary is provided in addition to the above. This allocates support of up to £1,000 bursary per year of study to care leavers and students estranged from their parents.
- Hardship Fund – If students are experiencing acute financial hardship
- Diagnostic Assessment and equipment repayments

Student Loans

As a recognised HEI, our home fee paying students are eligible for a Student Loan from Student Finance Company if it's their first time accessing a HE course.

- Tuition Fee Loans - Central's undergraduate courses qualify for UK Government student loans and most of Central's UK students are eligible for student loans to cover tuition fees. The loan is paid directly to Central by Student Finance. Find out more about tuition fee loans on the government website.
- Maintenance Loans - UK students can also apply to receive a maintenance loan from student finance. The amount of money you receive will be decided based on your personal circumstances. You can find out how much maintenance you are likely to receive using the Student Finance Calculator. Maintenance loan payments are made three times a year at the beginning of each term.

For more information about Fees and Finances please use this [link](#).

Professional Career Support

Preparing for a career in dance is embedded in our course curriculum. In particular, professional skills are developed through Year 2 and Year 3 Contextual Studies and tutorial curriculum, e.g. CV writing, company research, showreels, preparation for auditions and interviews. Understanding of the health requirements of a dancer to sustain a training and subsequent career is a strong and continuous feature of the learning experience.

As part of their course, students also receive guidance regarding designing invoices, reviewing contracts, and creating professional online image and use of social media. There is a Careers Hub on Moodle for audition listings and career document templates.

Industry professionals and external experts are regularly invited to deliver lectures and workshops to students regarding career planning and employment/audition preparation.

Furthermore, Year 3 students are encouraged to maintain an ongoing dialogue with the Artistic Director and Professional Training Lead through a series of 1:1 meetings. The focus of this support is to develop individual career ambitions and strategic approaches to realising personal goals.

Similarly, Year 3 students receive coaching from the AiR and Ballet tutors to support the performance element of their independent Dissertation Projects.

Students are supported to attend auditions (with relevant permissions) and can be coached in repertoire, provided with references and medical report and signposted to relevant opportunities as appropriate.