

Optional Student Submission for TEF 2023

1. Approach to Evidence-Gathering

I wrote this Teaching Excellence Framework Student Submission to share the student perspective at London Contemporary Dance School, a part of The Place (Contemporary Dance Trust). I was asked to write this Student Submission for the Teaching Excellence Framework, as I am a 2nd-year student and active student representative at London Contemporary Dance School. Due to the small and specialist nature of London Contemporary Dance School, we currently do not have a student union, but rely on student representatives from each year, to represent the students' needs and desires, provide feedback, and communicate between faculty and students. Student representatives attend board meetings, ensuring the student voices are heard in decision-making processes. These meetings include the Student Voice Committee, Learning and Teaching Committee, Academic Board, Equality Diversity and Inclusion Committee, The Place Board of Governors, and Education and Participation Meeting, in which student representatives provide a student perspective, raise concerns and communicate updates back to their fellow students. Over the last two years, I have regularly attended the Education & Participation Meeting, Learning and Teaching Committee, and Student Voice Committee. Student representatives allow the students at London Contemporary Dance School to have a voice in the school function and course design, specifically the BA(Hons) course outline, the general functioning of the school, and London Contemporary Dance School's presence within broader society.

This submission is the result of contributions from many individuals at varying levels in the school. Firstly, London Contemporary Dance Schools TEF Contact provided pre-existing evidence from the past survey results and guidance and support during the submission process. Finally, a group of student representatives from across each year group, have reviewed this submission, to ensure that it is an accurate representation of the student's perspective.

This submission relied on pre-existing evidence from the past 4 years at London Contemporary Dance School. This includes Survey Results from the 2017-2022 National Student Surveys, which demonstrates the perspective on teaching, assessments, feedback, learning resources and student outcomes from the past 5 years of graduating students. This data outlines the past 5 years of responses, compared to the 2022 sector average and the 2022 benchmark of other comparable institutions. Similarly, evidence from the Graduation Outcome Survey in 2018-2019 and 2019-2020 is also used in the creation of this submission. Pre-existing evidence regarding continuation, completion and progression data from students was provided by the Office for Students representing students from 2013-2016 for completion, and 2016-2019 students who continued from year one to year two of their studies. has provided a copy of the NSS, Graduate Outcome Survey and completion and continuation data for this submission. Pre-existing evidence from the London Contemporary Dance Schools Student Submission for the Quality and Standard Review from 2021-2022, has also been used in this submission. This review was conducted by Student Representatives and was collected from a student survey, in 2021.

For extra evidence-gathering for this submission, I created a survey based on the National Student Submission questions and the Teaching Excellence Frame Work Outline to determine current students' perspectives. The survey covered the topics of Teaching, Assessments, Academic Support, Learning Resources, Student Voice, and Student Outcomes. 14 students responded anonymously, from the three-year groups, by ranking a series of statements

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on a Likert Scale, with the options Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. Students also had the opportunity to provide further information and thoughts on each of the topics, in a comment section. This survey was entirely independent of the school and distributed by student representatives to each year group. When data was received, I created a spreadsheet to analyze the feedback from the Survey by adding the percentage of students who voted Strongly Agree and Agree for each question. These percentages were then used to calculate a sector average, for each topic. This analysis strategy is based on the technique used for the National Student Submission data.

This student submission has been created independently from London Contemporary Dance School, and its staff. The only communication with the school on this submission was through the Teaching Excellence Framework student contact, for access to pre-existing data, and initial communication with the Office for Students. Furthermore, this submission was created without the collaboration of any other university or colleges, and only covers the London Contemporary Dance School BA(Hons) degree in Contemporary Dance. I, can confirm London Contemporary Dance School, its faculty or any other party, did not have undue influence on the content of this submission.

2. Student Experience

Teaching at London Contemporary Dance School supports students' learning, progression and attainment within the BA(Hons) in Contemporary Dance Course. The teaching is intriguing and supports student learning through an intellectually stimulating course which pushes students to achieve their best work. Throughout a variety of classes, from dance techniques to more academic classes like dance psychological or contextual studies, all teachers provide the best possible learning experience for students through dynamic instruction, constructive feedback, and support. This teaching excellence is demonstrated in the 2022 NSS results, in which London Contemporary Dance School scored 87%, compared to the average of 80.05%, or an average of 84% at a comparable institution. This demonstrates that London Contemporary Dance School students from 2018-2021, ranked teaching outcomes highly. Furthermore, this class experienced courses through the ongoing Covid-19 Pandemic and subsequent lockdowns and still received excellent teaching. The high level of teaching excellence is also demonstrated in my survey. When asked about teachers' explanations, ability to make subjects interesting, and the amount to which subjects are intellectually stimulating and challenging, their responses were remarkably high, at 89%. This demonstrates that current students continue to feel teaching at London Contemporary Dance School is exemplary, and was described by a BA3 as "[The teaching is] Excellent! We have teachers who push us to our full potential whilst completely nurturing us as people, checking in frequently to make sure we are ok and happy with the work ahead. We have teachers who have so much incredible knowledge and are so extremely generous with their information and how they pass on their information to help us improve".

While the school has received outstanding scores on both the NSS and the survey for this submission, there are some concerns regarding the length of time a teacher is timetabled to instruct on the course. While teaching may be at a high standard, it can be difficult for a student to reach their full learning potential due to the structure of the programme. The BA(Hons) course provides students with an opportunity to engage with a large variety of practices, classes and techniques, something that allows students versatility and self-exploration but often limits the amount of time learning with an individual teacher; as the majority of staff are contracted short term as they are working industry professionals. As described by another BA3 student "It is difficult to access teaching because primary education is delivered by various (10+) contract-based teachers rather than core faculty. Education based on constant rotation does not allow staff enough time

Provider Name: Contemporary Dance Trust Limited (10004028)

with students, to access their strengths and weaknesses to help grow based on their individual needs". London Contemporary Dance School has aimed to address this discrepancy by changing the structure of the course, allowing a teacher to remain with a class for a longer time. The current BA1 students are the first to experience this change and will be asked by the faculty for their opinion on this new learning experience.

In conclusion, students feel they experience a high quality of teaching on the BA(Hons) course, through dynamic classes, constructive feedback and genuine support, but feel an increase in the duration a teacher is timetabled would benefit their learning.

Feedback and assessments at London Contemporary Dance School benefit students' learning, progression and attainment, pushing students to achieve their best work, however, formal assessment feedback can be vague and untimely to receive. The 2022 NSS results ranked London Contemporary Dance School slightly below the sector average of 68.53% at 60.42%. According to the survey breakdown, this is likely due to a result of the delay in receiving feedback on assignments, in which London Contemporary Dance School ranked 50%, compared to the sector average of 65.59%. The school has aimed to improve this when switching the BA(Hons) accreditation from the University of Kent to the University of the Arts London. The new degree programme, which started in 2021, and is currently experienced by BA2 and BA1, aims for students to receive their grades 20 working days after assignment submission. This change will allow students to receive their feedback sooner, allowing them to implement feedback into their learning faster, and London Contemporary Dance School will likely score higher on the Feedback and Assessment sections on future NSS surveys. This hypothesis is supported by results from my survey, created for this submission, as feedback punctuality scored a 71.10%, an increase from the 2022 NSS results. Furthermore, this demonstrates London Contemporary Dance School's ability to improve its course based on student opinion. The results of my survey, of current students, did question the quality of feedback provided, suggesting feedback should be more precise. A BA2 student described, "I found the feedback on one of my marked assessments quite vague. The feedback was just saying "could have gone into more detail" and "could have gone deeper" but I had a word limit that limited how deep it is possible to go, and maybe that was not taken into consideration". It should be noted grading assessments on this course is difficult, due to the subjectivity of an art course, resulting in feedback often being vague to ensure unbiased and anonymous responses.

While London Contemporary Dance School may score lower on assessment feedback, students receive highly constructive feedback within classes and during tutorials. This direct feedback is beneficial to students, as they can automatically implement corrections, ask learning questions and generally grow as artists, dancers and students. The impact of direct feedback was described in the 2021 Student Submission for the Quality and Standards Review, stating "[Teachers] are open to conversations, providing feedback, and helping students in whatever ways needed. We are extremely privileged that the faculty at London Contemporary Dance School is so widely involved in the industry, which provides students with further knowledge, opportunities, networking, and insight on what potential paths are available in the future". In conclusion, students learning benefits from assessments and feedback at London Contemporary Dance School, but this feedback can be ambiguous and untimely to receive, limiting students' ability to grow. Furthermore, students find direct feedback, like in-class or tutorial feedback to be the most beneficial to their learning as they can implement quality knowledge quickly, furthering their growth.

The BA(Hons) in Contemporary Dance consists of an intellectually stimulating and challenging course, that engages students in learning and enables them to develop their knowledge and skills. Students at London Contemporary Dance School, gain understanding in a variety of dance practice, teaching, creativity and choreography; combined with social, health and well-being knowledge gained from practical lessons, like Dance Psychology, Dance Science and

Provider Name: Contemporary Dance Trust Limited (10004028)

Contextual Studies. The course develops students' abilities as collaborators, communicators, problem solvers, and critical thinkers, and strengthens their dedication, time management, and self-sufficiency. In my survey created for this submission, over half of the students, 57.10%, Strongly Agreed when asked if 'the course challenges students to achieve their best work'. This is further supported by the 2022 NSS results where London Contemporary Dance School scored above the sector average at 88.89% compared to 77.78% regarding the course being intellectually stimulating and challenging to students. While London Contemporary Dance School has created an intellectually stimulating and challenging course, there are some concerns from students that they are unprepared for the physical demands of a professional dancer and may lack the technical requirements provided at other institutions. This is something that has been raised by each year group and was described in my survey by a BA3 student "while London Contemporary Dance School prepares students exceedingly well, some shortcomings may be in the daily curriculum itself. While we are creative and well-informed, students from other institutions are known to be stronger dancers overall. Comments have been made to students from staff and guest artists that we are lacking in physical dance practice: pickup speed, style, rhythm." Students feel that despite their courses being intellectually stimulating and challenging, their dance technique training is limited compared to other institutions. This feeling is likely a result of the school applying principles of periodization to the course, to maximize training while minimizing injury, thus improving the longevity of our careers. Periodization fluctuates students' training demands and might be why present students feel underworked, but ideally will result in more sustainable, and successful careers.

To summarize, the course derived by London Contemporary Dance School engages students in their learning and challenges them to develop their knowledge and skill in a variety of dance-related contexts, but students fear aspects of their technical training may be limited compared to other institutions, as a result of the periodization strategy.

Students' academic experience benefits from employer engagement, and interactions with current professional practices and disciplines, providing inspiration and guidance for students. While studying, students are provided opportunities to collaborate with working choreographers, dancers, artists or dance companies currently active in the dance industry. This provides students with valuable experiences, inspiration, guidance and networking opportunities, boosting their academic experience and easing their transition to employment. The school further assists with the transition to employment, by offering audition workshops with varying companies, allowing students to engage with employers in a safe environment, and gain valuable audition and interview experience before graduation. Furthermore, the school is thoroughly connected with the dance community and provides opportunities for students to expand their practice, outside of the curriculum. For example, the school regularly shares performance, work or volunteer opportunities for students or provides discounted theatre and performance tickets. Additionally, the school's location at The Place provides interaction between students and industry professionals who are working and creating at The Place. Additionally, the school provides a variety of opportunities for collaboration within the industry, allowing students to gain valuable experiences, and networking opportunities, benefiting their academic experience. This is described by a BA1 Student regarding a collaboration with _____ company saying "the _____ project gives students an early opportunity to work on industry-standard performances right from early in the course to give students an early insight into what life in the industry is like." This demonstrates the opportunity for skills development, and experience students gain from collaboration with industry professionals.

In conclusion, these opportunities aid students' academic experience, as they can grow their professional practice network while gaining valuable experience and inspiration.

Provider Name: Contemporary Dance Trust Limited (10004028)

London Contemporary Dance School supports its staff's professional development and practice, and it consequently benefits the student's learning experience. Staff are encouraged to improve their learning and knowledge, to regularly update and maintain their understanding of various courses, techniques or dance styles. For example, specific techniques in dance require specific training for teachers, which can only be gained through courses, workshops or conferences, and the school supports staff by providing time off and funds for these courses. Furthermore, the school provides staff, with the opportunity to take evening dance classes, something beneficial to staff without a dance background, allowing them to gain a better understanding of dance, and the student's experience. In terms of professional development, the school encourages teachers to attend another teacher's class, to witness, and evaluate their teaching style and learning environment, in a program designed by Jeannie Steele, the Head of Learning and Teaching. This encourages teachers' professional development as they can receive feedback about their teaching, while gaining knowledge from another teacher's professional practice and is supported by the school, through scheduling.

In conclusion, staff are supported to continue to grow and learn, aiding their professional development and academic practice.

London Contemporary Dance School's supportive learning environment, and the quality and quantity to which students access academic support are one of the course's strongest features. The learning environment created by supportive teachers and staff, fosters inspiration, creativity, and curiosity, allowing students to grow as dancers, artists, and humans. Students feel confident their teachers will provide them with the best possible instruction, and guidance; and this is why London Contemporary Dance School ranked highly, 88.89%, on the 2022 NSS results for Learning Community. This is compared to the sector average of 68.22%, demonstrating the excellent learning environment at London Contemporary Dance School. Students can access a variety of support such as physical and psychological support from the London Contemporary Dance School student well-being team, financial support, or guidance regarding their course, student life, and career advice. Students can access these resources through Google Classroom, their school email or by meeting with their personal tutor, which all students are assigned, to provide guidance during the three years of studies.

Additionally, students with Learning Difficulties are supported within the learning environment and can receive support through the dedicated Learning Support Coordinator or a Learning Agreement. The Learning Agreements, aid students to succeed in a learning environment by outlining unique student needs and support requirements a teacher must provide. The availability and extent students can access support resources are demonstrated in my survey. When asked about academic support, particularly the ability to contact staff and receive quality advice on their course and career, students predominantly choose Strongly Agree and Agree, resulting in a section average of 83.93%. Similarly, on the 2022 NSS results, London Contemporary Dance School scored 81.48% compared to the sector average of 73.88)%. Furthermore, when asked about learning support during my survey, one student described "The learning support team went the extra mile to get me diagnosed after years of teachers not believing me". This quotation and the above data demonstrate the quality and ease of access to support and guidance resources London Contemporary Dance School provides, creating a supportive learning environment and aiding student success.

Extensive physical and virtual learning resources are available at London Contemporary Dance School and are integral to students' learning experience and success. Students have access to beautiful facilities that support their learning, such as studio spaces, a full body conditioning room, multiple lecture rooms, a library and numerous common areas such as a cafeteria, meeting rooms or stretching zones. Additionally, learning resources aid student studies, like live musicians, a costume department, an Audio Visual department and a student support team

Provider Name: Contemporary Dance Trust Limited (10004028)

dedicated to managing the physical and psychological demands of a dance programme. The school also provides extensive virtual learning resources, aiding student learning and exploration; including access to digital journals, magazines, books, and articles about dance and the arts, access to performances through a digital streaming service and provides subscriptions to digital learning services like Open Athens, Outlook, and Padlet. These resources, combined with excellent support from all teachers, are why students experience an exemplary learning environment. This is demonstrated in my survey, as the Academic Support and Learning Resources sections scored the highest averages, at 20.35 and 19.25, respectively. This indicates the majority of students Strongly Agreed when asked about Academic Support, in terms of ease in contacting staff and receiving quality guidance. The majority of the student also ranked Strongly Agree or Agree when asked if the IT and library resources have aided their learning. While the majority of my survey was based on NSS questions and topics, Learning Resources was one section I added additional statements, to better represent the learning resources required within a dance programme. I added questions regarding the London Contemporary Dance School facilities, and well-being resources, as both are critical to a dancer student's success. Compared to more traditional programmes, dancers require adequate space, the support of a musician, and access to quality physical and psychological support to manage the burden of the program. When asked additional questions, all students responded with the highest ranking, at 100% Strongly Agree or Agree. This not only demonstrates the quality of these learning resources but the profound importance of well-being support and facilities as resources. These learning resources are not recognized on the NSS, as it focuses on IT, and library support, as they would be the main resources in a traditional programme. While London Contemporary Dance School students have extensive access, both physically and digitally, to a collection of dance books, research, journals and performance in the library and an extensive Audio Visual department; these support resources are only beneficial to dance students when combined with other learning resources, like well-being support, musicians, and adequate studio space. Because of this, London Contemporary Dance School scored lower on the NSS in Learning Resource at 69.44% in 2022 compared to the sector average of 80.9%, as the questions fail to consider all the learning resources necessary for a dance student's success. This discrepancy is further demonstrated by similar institutions, like Rambert or Northern School of Contemporary Dance, that also scored lower on the NSS. In 2022, the average for comparable institutions was 73%, meaning London Contemporary Dance School only ranked slightly below 69.44%.

In conclusion, London Contemporary Dance School provides extensive resources that support student success but this is not fully recognized in NSS survey results due to the distinctive needs of students in specialized programmes, such as dance.

Students' voice is impertinent to London Contemporary Dance School, particularly when improving student experience and outcomes. During the term, the school relies on student representatives to share any needs, desires, or concerns from the student body. These concerns are shared with the faculty at Student Voice Meetings, or during Board Meetings in which student representatives' presence is mandatory. When deciding on the course, or the school's function; student representatives are always informed to ensure the student's voice is present. Furthermore, all students have the opportunity to share concerns during biweekly year-group meetings with faculty, or by contacting any of the support staff.

Additionally, at the end of each term, students complete a feedback form on their units and provide information regarding their experience of the unit, its content, assessments, teaching methods and any other feedback. This feedback is utilized, to improve the experience and outcome of a unit for future students. The quality of students' voices can be demonstrated in the 2022 NSS results, in which London Contemporary Dance School scored 82% compared to a sector average of 67%. Furthermore, compared to similar institutions, London Contemporary Dance School has the third highest rank at 82%, while the sector average for comparable

Provider Name: Contemporary Dance Trust Limited (10004028)

institutions is 60%. This high ranking is further supported by the following statement from my survey by a BA3 student, "The openness from faculty has been incredible, our voice as a year has always been heard! We have always had the opportunity to share how we feel and our opinions. Everything I have ever said over the three years (which has been a lot!) has always been discussed further and acted on. It's been incredible seeing how our feedback has helped shape the years below us and that cycle just keeps going. The school does care about us as people instead of just us as numbers".

3. Student Outcomes

London Contemporary Dance School supports its students to succeed during their studies, through an interesting but challenging course, extensive student support and a team of supportive staff and teachers. While completing their BA(Hons), students challenge themselves and grow through the programme, but if struggling, extensive support is available. This includes physical support, like physiotherapy or personal training, and psychological support, like counselling or mindfulness training, which allows a student to overcome the physical and mental strains of a dance programme. London Contemporary Dance School, also offers financial support, through a Student Fund and emergency support through a Hardship Fund. To help offset the financial challenges from the current cost of living crisis, the school is also providing a free weekly meal to its students alongside other guidance to support its students during this difficult time. Students also receive support to succeed in their programme, by receiving extensive guidance, regarding their course, career and artistic practice, from the London Contemporary Dance School teachers and staff, the majority of whom have or currently work in the dance community. This guidance, along with the school's support, prompts students to succeed within their training, and beyond in professional employment.

Not only does BA (Hons) course prepare students for a career in a dance and art vocation, the skills learned at London Contemporary Dance School can be transferred to different fields of study or work. The school provides extensive support to help its students transition into their chosen field of work, whether employed or freelance, through extensive guidance, applications and auditions support, and instruction on skills specific to dance employment like CV writing, Art Grant applications, and assistance with headshots or dance showreels. The support allows students to flourish beyond their studies and is demonstrated by the results of the 2019-2020 Graduation Outcome Survey, in which 40% of London Contemporary Dance School graduates were working as paid employees and 25% were self-employed/freelancing. This survey also states that 62% of graduates were working at an associate-level professional occupation, which is the occupation level that includes dancers and arts. Meaning, the majority of graduate students, go on to work and contribute to society, in the arts. These student outcome results can not only be accredited to the hard work of the graduate students but also the extensive support provided by London Contemporary Dance School.

Students rates of continuation and completion at London Contemporary Dance School can be demonstrated by data collected by the Office for Students. From years 2016-2019, London Contemporary Dance School ranked 91.6% in terms of continuation, which is slightly above the 91.4% average institution benchmark. This means that the majority of students continued into their second year of studies at the London Contemporary Dance School. These statistics of continuation, demonstrate the teaching excellence at London Contemporary Dance School, as the majority of first-year students are choosing to remain in this supportive, and engaging environment. Additionally, students who do not choose to continue their studies may receive an Exit Award, documenting their completed learning, thus allowing them to progress forward.

In terms of completion, the majority of students complete their degree, at London Contemporary Dance School. According to completion data provided by the Office for Students

Provider Name: Contemporary Dance Trust Limited (10004028)

covering 2013-2016 entrants, 87.5% of students completed their degree. When compared to the average of 89%, London Contemporary is only slightly lower. This demonstrates that the majority of students complete their degree, as a result of the engaging course, supportive environment, and caring staff.

Students' rates of progression into skilled employment, further study or other positive outcomes can be demonstrated by the Graduate Outcome Surveys completed by 2018-2019 graduates and 2019-2020 graduates. These demonstrate that the majority of student progress to skilled employment, further education or other positive outcomes. From the 2018-2019 Graduates Survey, 24% of graduates were developing a creative, artistic or professional portfolio, and another 24% were working as a paid employee, while 14% were self-employed/freelancing. In 2019-2022, 40% of graduates were working for a Paid employer, 25% were self-employed/freelancing and 13% were developing a creative, artistic, or professional portfolio. It should also be noted that in 2018-2019 84% of graduates and 2019-2020 62% of graduates, were employed at an associate professional occupation level. The associate professional occupation level includes dancers, and choreographers as an occupation, a career that requires the knowledge and skills gained through the BA(Hons) in Contemporary Dance at London Contemporary Dance School.

This progression into skilled employment, further study or positive outcomes, is showcased within some of London Contemporary Dance School's staff. Many staff were once students at London Contemporary Dance School; where they gained valuable experience and skills to become professional dancers. They have utilized these skills to build successful careers, which include returning to the school to share their practice with future students. This is the case for a graduate in 2017, who used the skills he gained while on the course to create a movement theology and dance practice, allowing him to succeed in teaching students at London Contemporary and Rambert, and recently joined Sadler's Wells Board of Trustees. Stories like this, combined with the above data, demonstrate the successful progression rate of graduates from London Contemporary Dance School, a result of the high-quality learning experience.

London Contemporary Dance School intends its students to have a variety of educational gains, both academic, artistic and personal development, as well as workplace readiness. Students' academic development gains, involve acquiring skills and knowledge regarding contemporary dance, as well as critical thinking, problem-solving, academic writing, referencing and research within their programme. These gains are important for a dancer's career, as not only is a deep understanding of contemporary dance required, but so are supporting skills to succeed as a professional. Students also achieve artistic gains, which are necessary for a dance-related career; such as extensive knowledge of a variety of dance techniques, terminology, choreography practice, collaborative practice, and an understanding of the context of contemporary dance within society. Student personal development gains include soft skills like collaboration, time management, interpersonal skills and communication, as well as persistence, motivation and confidence. These educational gains are relevant to students at London Contemporary Dance School, as they not only prepare students for working in their chosen profession but also make students stronger dancers and curious artists, capable and inspired to contribute to their communities.

London Contemporary Dance School supports its students throughout their three years to achieve these gains by graduation. The school understands their role to support students' growth, learning and well-being, for success. The school provides this support through various means, enabling students to achieve academic, artistic and professional development gains and workplace readiness. The school provides extensive instruction on academic writing, research and referencing to support student academic development gains. These skills are learned and practised with assessments, which challenge students to use critical thinking, reflection, research

Provider Name: Contemporary Dance Trust Limited (10004028)

strategies and documentation to demonstrate their growth. Students' professional development gains, such as confidence, teamwork and leadership, are supported by progressively increasing challenge and autonomy for a student's dance practice. First-year students are introduced to key concepts of contemporary dance, and the course. These include themes of collaboration, creation, communication and reflection. In the Second year, these concepts are built on by challenging the student to create and explore their dance practice within a collaborative setting. By the third year, students have gained autonomy, and a strong sense of their dance practice, and begin to create, perform and collaborate with external artists, and on their own. This system of progressively challenging students' abilities allows them to gain professional skills such as confidence, time management skills, and the development of their artistic practice within a supportive and caring environment. This is described in an alumni interview from the 2021 Quality and Standard Review Student Submission, which states "She [the alumni interviewed] also mentioned how much London Contemporary Dance School opened up her mindset and approach to dance, as well as making students prepared for a variety of work. [...] Additionally, she comments on the way London Contemporary Dance School creates as much inclusivity in their programme as they can, helping students feel they have autonomy over their work, which lends them to understand of how to make decisions, look at things with a critical eye, collaborate, and more". This quotation demonstrates the extent to which London Contemporary Dance School supports students to achieve gains, allowing them to grow as artists. These gains combine to prepare students for work, within or outside of the dance field, allowing students to flourish after graduation as they have the skills, knowledge, confidence and ability to create, explore and contribute to society.

London Contemporary Dance School evaluates and demonstrates the gains of its students, both formally and informally. Student gains are evaluated formally through assessments, reflections and showcases. During these formal evaluations, students are prompted to showcase their gains, through personal reflection, skill demonstration, or research. Throughout their course, students also demonstrate their gains informally, at regular tutorials and reflection sessions with their teachers, or meetings with personal tutors, year group leaders or faculty to assess their progress. The school also facilitates collaboration and performances with different artists, and the broader community to share the gains made by students. These formal, and informal evaluations and demonstrations, not only display students' gain, but it also provides students with valuable experience, further preparing them for employment.