



EMPOWERING PEOPLE WITH  
LEARNING DISABILITIES

# Magpie Dance Quality Framework

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## What we do

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Magpie Dance provides high quality contemporary dance experiences, supporting people with learning disabilities to develop dance skills, build their artistic voice and meaningfully engage in mainstream public, arts and professional communities through a lifelong engagement with dance.

## How we do it – People, Access, Challenge, Excellence (PACE)

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We strive for a world where a learning disability is no barrier to personal and artistic success in dance. Our mission is to enable people with learning disabilities to reach their full personal, social and artistic potential through dance. To achieve this, our values focus on **People** first, **Accessibility** and participation, **Challenging** perceptions and achieving artistic and professional **Excellence**.

This framework aims to reflect and create good practice in service provision for participants with learning disabilities. Importantly, it informs the work we do, defining what we mean by excellence in inclusive dance practice and articulating progression routes and anticipated outcomes.

# Section 1 - Our Inclusive Practice

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This section sets out our ethos and the environments we work within to ensure our dance sessions are delivered to the highest of standards.

## 1a. Participant Centred Sessions

### Session input

S1

Activities are engaging and inspiring and enable participants to achieve their full potential.

S2

The dance learning and participation process is communicated clearly to participants and adapted to individual needs.

S3

Sessions are delivered as collective learning and co-creation experiences. Participants are supported and support each other to develop and excel.

S4

The session is delivered through clear verbal and nonverbal communication. The participants' views and their input are integral to the session.

S5

Participants are supported to progress their dance, leadership, communication, technological and social skills.

S6

Participants are supported to broaden their dance and technical vocabulary in order to strengthen their expression.

S7

Most sessions are accompanied by live music from professional musicians who work responsively to participants' ideas.

## 1a. Participant Centred Sessions

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	Participant experience	Session input
P1	The participant experiences dance within the wider context of their life. The participant's artistic identity and ambitions are recognised and encouraged.	S1
P2	The participant experiences inclusive and equal engagement regardless of their ability.	S2
P3	The participant's personal progress is the measure of individual achievement and excellence.	S3
P4	The participant's needs and any additional pastoral or other support needs are identified and managed by the	S1 S2 S3 S4
P5	The participant's wider skills development are nurtured by the facilitators.	S5
P6	The participant is supported to engage with live music when it is accompanying the session.	S5 S6 S7

## 1b. Inclusive and Accessible Environments

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### Environment

E1

Sessions are delivered within appropriate ratios (See individual sessions below) and include a lead facilitator, assistant facilitator and may also include volunteers, trainees, peer mentors, ambassadors, carers and support workers and a musician.

E2

We ensure the physical/digital space is safe, accessible and comfortable for engaging and stimulating dance sessions with appropriate and sufficient materials and equipment available to make it comfortable and appropriate for participants' needs.

E3

The duration of each session and depth of engagement are appropriate to achieve the intended outcomes.

### Input

The lead and assistant facilitators have appropriate dance qualifications or experience and inclusive practice competence. Facilitators are both able teachers and inspirational role models. Facilitators, musicians and volunteers are appropriately insured and have enhanced DBS checks in place. They are all trained in the Magpie Dance methodology. Magpie Dance Ambassadors have completed the Peer Mentor programme.

Sessions are designed and delivered to meet the participant's needs and individual progression taking into account individual participant responses and contributions to the session.

The facilitators reflect on their practice and routinely takes time after the session for self-evaluation.

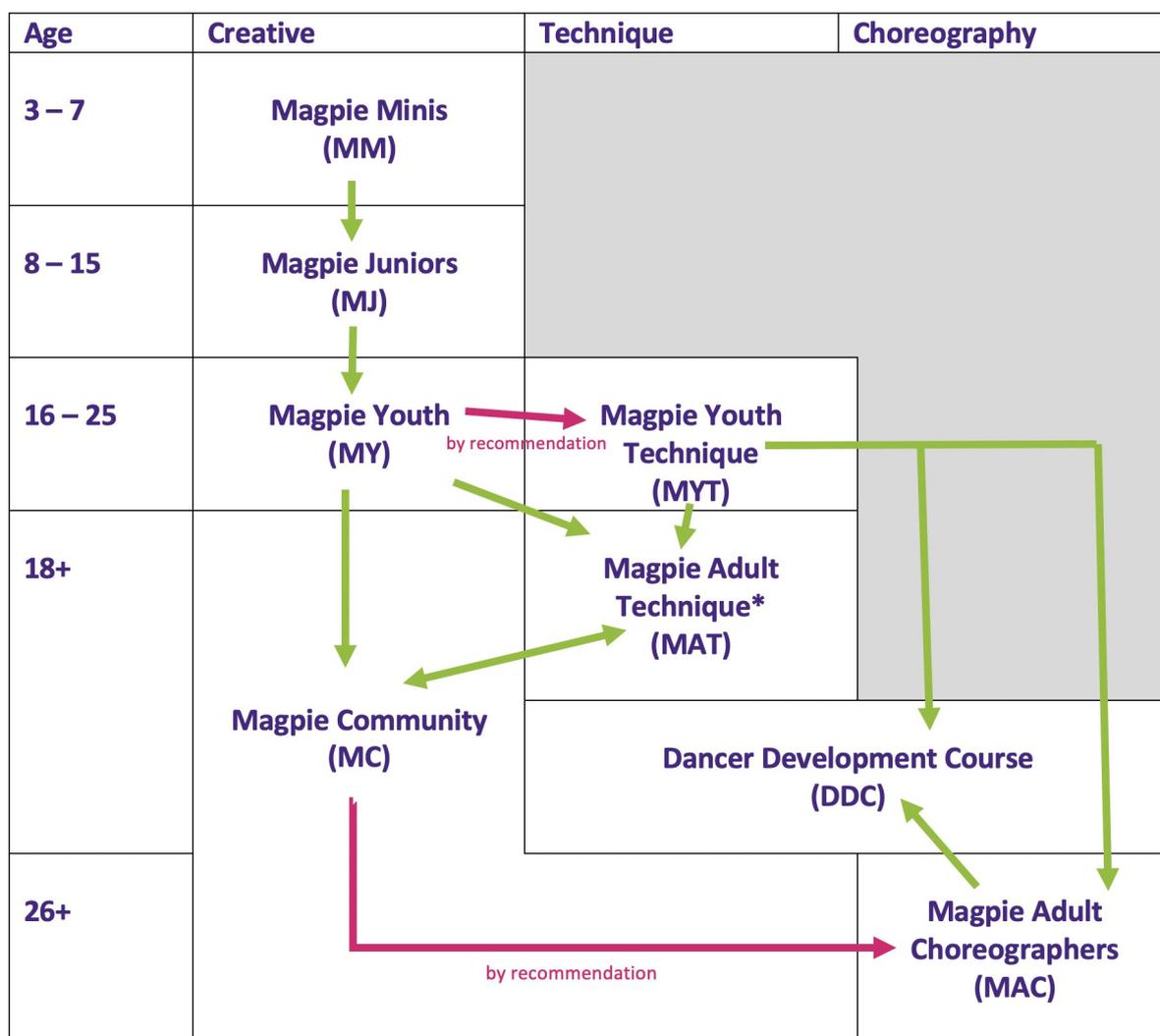
Session activities are monitored in accordance with Magpie Dance's participant outcome and participant input scaling at end of term.

## Section 2 - Progression Routes

This section sets out the contents of our dance sessions, how we deliver them, the anticipated outcomes and how we monitor individual progress.

### 2a. Dance Programmes

The flowchart below provides an illustration of the Magpie Dance progression routes. Maximum capacity for each session is 7 to 30 depending on age, need and delivery method (i.e. digital or in-person).



\*Open access class for adults with and without learning disabilities

## 2a. Dance Programmes

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### **MM - Magpie Mini (age 3-7)**

MM sessions are for children with learning disabilities and their parent / carer. These sessions engage young participants in active learning through dance to develop and achieve measurable life skills through dance.

### **MJ - Magpie Junior (age 8-15)**

MJ sessions are for children with learning disabilities. These sessions engage young participants in active learning to develop and achieve measurable life skills through dance.

### **MY - Magpie Youth (age 16-25)**

MY sessions are for young people with learning disabilities. These sessions engage participants in active learning to develop and achieve measurable life skills through dance.

### **MYT - Magpie Youth Technique (age 16-25)**

MYT sessions are for young people with learning disabilities who have shown an aptitude and commitment to dance. These sessions engage participants in high quality, inclusive contemporary dance technique involving active learning to develop and achieve measurable dance and life skills, creative and professional progression in dance.

### **MC - Magpie Adult Community (age 18+)**

MC sessions are for adults with learning disabilities offering regular and accessible dance classes enabling participants and their support workers to engage in active learning of measurable life skills through dance.

### **MAT - Magpie Adult Technique (age 18+)**

MAT sessions are for adults, with and without learning disabilities, who wish to commit to exploring dance further by learning specific dance styles and techniques. Disciplines include ballet, contemporary and body conditioning. These sessions engage participants in high quality, inclusive dance style techniques involving active learning to develop and achieve measurable dance and life skills, creative and professional progression in dance.

## 2a. Dance Programmes

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### MAC - Magpie Adult Choreographers (age 26+)

MAC sessions are for adults with learning disabilities who have shown an aptitude and commitment to dance. These sessions focus on performance and engage participants in peer-to-peer learning and choreographic techniques which involve active learning to develop and achieve measurable dance and life skills, creative and professional progression in dance.

### DDC – Dancer Development Course (age 18+)

This programme is for participants who attend either Magpie Youth Technique or Magpie Adult Choreographers and wish to engage in more intensive dance training. The course provides access to up to 14 hours of weekly dance tuition as well as opportunities to perform, choreograph and attend enrichment experiences. Students learn skills in research, dance analysis and production design and further their knowledge and understanding of the dance world. Examples of enrichment experiences include theatre trips to watch professional dancers in class and rehearsals (through our partnership with the Royal Opera House).

### MHO - Magpie Health Oxleas (age 18+)

MHO sessions are for adults with learning disabilities and their supporting healthcare professionals (including Support Workers, Occupational Therapists, Speech and Language Therapists and Psychologists) enabling access to dance classes as a regular physical, creative and skills building activity. Participants engage in active learning of life skills through dance. Sessions are delivered in three Oxleas NHS Trust settings: Atlas House (A medium secure specialist inpatient service for people with learning disabilities and co-existing complex social and health conditions such as challenging behaviours, mental health needs, neuro development needs and offending behaviours); Tall Trees (A day service for people with learning disabilities with challenging behaviours and/or Autistic Spectrum Disorders); TOPS – The Older People’s Service (A day service for people with learning disabilities along with complex health needs and/or dementia).

## 2b. Participant Outcomes

Participant Outcome (PO)	Participant Input (PI)	Magpie Dance Sessions	Evaluation Method
PO1 - Increased coordination, technical and creative skills	PI 1 - Participant develops new and lifelong creative skills at their own pace	MM, MAC, MC, MHO, MJ, MY, MYT, DDC	<ul style="list-style-type: none"> <li>• Individual progress score (termly)</li> <li>• Case study (one participant/termly)</li> <li>• Participant feedback (termly)</li> <li>• Family/carer</li> </ul>
	PI 2 - Participant actively learns and develops dance techniques/styles	MAT, MAC, MYT	
PO2 - Improved communication, collaboration and cooperation skills	PI 3 - Participant contributes and shares ideas with their peers	MM, MAC, MC, MHO, MJ, MY, MYT, DDC	<ul style="list-style-type: none"> <li>• Individual progress score (termly)</li> <li>• Case study (one participant/termly)</li> <li>• Participant feedback (termly)</li> <li>• Family/carer (annual)</li> </ul>
	PI 4 - Participant responds to live music / interacts with the musician accompanying the session	MM, MAT, MAC, MC, MHO, MJ, MY, MYT	
	PI 5 - Participant instructs the musician accompanying the session	MAC	
	PI 6 - Participant has the opportunity to work with a variety of partners on joint projects including other artists, organisations and industry professionals (musician, visiting artist, choreographer, etc)	MAT, MAC, MYT, MY, DDC	

## 2b. Participant Outcomes

Participant Outcome (PO)	Participant Input (PI)	Magpie Dance Sessions	Evaluation Method
PO3 - Improved physical health and mental wellbeing	PI 7 - Participant maintains physical movement in a safe and appropriate way throughout the session	MM, MAT, MAC, MC, MHO, MJ, MY, MYT, DDC	<ul style="list-style-type: none"> <li>• Individual progress score (termly)</li> <li>• Case study (one participant/termly)</li> <li>• Participant feedback (termly)</li> <li>• Family/carer (annual)</li> </ul>
	PI 8 - Participant learns and practices movement techniques that improve flexibility and overall fitness	MM, MAT, MAC, MC, MHO, MJ, MY, MYT, DDC	
	PI 9 - Participant uses various props and equipment to stimulate movement	MM, MHO	
PO4 - Increased confidence and self esteem	PI 10 - Participant has the opportunity to lead part of the session	MM, MC, MHO, MJ, MY, MAC, DDC	<ul style="list-style-type: none"> <li>• Individual progress score (termly)</li> <li>• Case study (one participant/termly)</li> <li>• Participant feedback (termly)</li> <li>• Family/carer (annual)</li> </ul>
	PI 11 - Participant evaluates each session	MM, MC, MHO, MJ, MY, DDC	
	PI 12 - Participant evaluates each session and creative project as a whole	MAT, MAC, MYT, DDC	
	PI 13 - Participant has opportunity to perform to varied audiences in varied venues	MM, MAT, MAC, MC, MJ, MY, MYT, DDC	

## 2b. Participant Outcomes

Participant Outcome (PO)	Participant Input (PI)	Magpie Dance Sessions	Evaluation Method
PO5 - Improved social interactions with peers and reduced social isolation	PI 14 - Participant engages in positive interactions with other participants and Magpie Dance staff	MM, MAT, MAC, MC, MHO, MJ, MY, MYT,	<ul style="list-style-type: none"> <li>• Individual progress score (termly)</li> <li>• Case study (one participant/termly)</li> <li>• Participant feedback (termly)</li> <li>• Family/carer (annual)</li> </ul>
	PI 15 - Participant develops trust and friendships through supportive, safe and regular contact with peers	MM, MAT, MAC, MC, MJ, MY, MYT, DDC	
	PI 16 - Participant engages with non-disabled dancers in an open and integrated session	MAT	
PO6 - Increased leadership skills including Improved technical and creative skills as choreographers	PI 17 - Participant creates and leads a technical exercise for the group (peer to peer learning)	MAC	<ul style="list-style-type: none"> <li>• Individual progress score (termly)</li> <li>• Case study (one participant/termly)</li> <li>• Participant feedback (termly)</li> <li>• Family/carer</li> </ul>
	PI 18 - Participant choreographs and rehearses a new group dance piece and performs it to an invited audience	MM, MC, MAC, MJ, MY, MYT, DDC	

## 2b. Participant Outcomes

Participant Outcome (PO)	Participant Input (PI)	Magpie Dance Sessions	Evaluation Method
PO7 – Increased knowledge of dance (e.g., history, styles, choreographers, etc.)	PI 19 – Participant explores new ways of creating and sharing dance experiences	MM, MJ, MY, MC, MAC, MYT, MAT, DDC	<ul style="list-style-type: none"> <li>• Individual progress score (termly)</li> <li>• Case study (one participant/termly)</li> <li>• Participant feedback (termly)</li> <li>• Family/carer</li> </ul>
PO8 – Increased knowledge of technology; willingness to adapt learning methods	PI 20 – Participant engages in online/digital dance sessions using video conferencing platform	MM, MJ, MY, MC, MAC, MYT, MAT, DDC	<ul style="list-style-type: none"> <li>• Individual progress score (termly)</li> <li>• Case study (one participant/termly)</li> <li>• Participant feedback (termly)</li> <li>• Family/carer</li> </ul>

## 2c. Participant Monitoring

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Monitoring of each participant is undertaken by our facilitators at the end of each term. This monitoring is done through capturing quantitative and qualitative information against two performance measures:

### 1. Participant Outcome

This measures each participant's individual progress and personal achievement against the six Magpie Dance participant outcomes. Outcomes are scaled from a minimum of 0 and a maximum of 6.

#### PO Scaling

0

1

2

3

4

5

6

#### Session Input

Participant shows signs of regression.

Participant shows no improvement, they have neither improved nor regressed. No change in the PO observed on any week.

Participant is consistent in maintaining good personal level of attainment each week.

Participant shows slight improvement. Improvement in PO observed some weeks.

Participant shows good improvement. Improvement in PO observed most weeks.

Participant shows significant improvement. Improvement in PO observed every week.

Participant shows exceptional improvement. A high standard of improvement in PO observed every week.

## 2c. Participant Monitoring

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### 2. Participant Input

This measures the participant's attainment of a specific session input expected to have been achieved during the term.

#### PI Scaling

0

1

2

N/A

#### Criteria

Not attained

Partially attained

Fully attained

Not applicable or not covered in the term



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