

Programme Specification

1. Awarding Institution / Body	Royal Academy of Dance
2. Teaching Institution	Royal Academy of Dance
3. Accrediting Authority	Not Applicable
4. Final Award	Diploma in Dance Teaching Studies
5. Name of Route/Pathway or Field	Not applicable
6. UCAS Code	Not Applicable
7. QAA Benchmarking Group	Not Applicable
8. Date of production/revision	March 2017

9. Rationale

The Diploma in Dance Teaching Studies (DDTS) is designed to extend knowledge, understanding and practice of dance teaching across a range of contexts in preparing individuals for an increasingly diverse employment market. DDTS offers opportunities for dance teachers to study dance education and training in greater depth while also providing pathways for specialisation in ballet studies, music, participatory arts practice and/or dance science. The programme is a progression route from the Certificate in Ballet Studies (CBTS) as well as a 'stand alone' programme for dance teachers who already hold a Level 4 dance teaching qualification or equivalent. The programme will also be of interest to established dance teachers who may not hold certificated qualifications but have extensive experiential experience, thus widening access through the Royal Academy of Dance as the preferred professional membership body for dance teachers. The University of Bath permits students who successfully complete DDTS to progress to the BA (Hons) Dance Education programme entering at Level 5 with advanced standing for up to 60 credits.

10. Main educational aims of programme

The programme will provide students with opportunities to:

- Build on current teaching knowledge, understanding and practice of dance teaching in familiar and new contexts;
- Locate current dance teaching experience within a range of teaching contexts and dance genres;
- Gain knowledge and understanding of educational and pedagogical theories of learning and teaching, and applying these in practice, reflection and critical evaluation;
- Gain knowledge and understanding of professional standards and legislative requirements for dance teachers;
- Gain knowledge and understanding of the skills required to extend current teaching practice;
- Reflect on own learning, taking responsibility for continuing professional development

11. Programme outcomes

The programme provides opportunities for students to achieve and demonstrate the following outcomes

A: Subject Knowledge and Understanding

Subject Specific:

Compulsory Modules

1. Theoretical and applied learning and teaching pedagogies appropriate to dance teaching
2. Inclusive practice addressing student diversity and individual needs
3. Development of teaching practice through reflection *on* and *of* learning
4. Professional values and attributes expected of dance teachers in relation to legislation and codes of conduct

Option Modules

5. Physical and psychological factors affecting dance performance to inform teaching practice
6. Movement frameworks for the advancement of teaching ballet technique
7. Dance as a participatory art form and the values, ethos and principles that underpin the practice
8. Theoretical and applied aspects of music for learning, teaching and performance

Teaching and Learning Strategies and Methods

Acquisition of subject knowledge and understanding is achieved through completion of formative study tasks, group discussions via student forums and virtual group tutorials and tutor feedback on submitted work, with one-to-one telephone or online video conferencing tutorials as required. All learning and teaching is student-centred and resource-based with study materials provided via the virtual learning environment (VLE).

Assessment

Students are assessed against a range of assessment modes which include essays, recorded presentations, projects, portfolios, case studies, practical teaching examinations and career development plans.

Work is assessed against weighted criteria and marked against the Faculty of Education Grade Descriptors.

B: Cognitive (thinking) skills:

Compulsory Modules

1. Analyse and evaluate pedagogical perspectives within the context of dance teaching
2. Undertake independent research to support and enhance the learning and teaching of dance
3. Reflect upon teaching strategies
4. Recognise the impact of effective teaching practice on learning
5. Identify and critically evaluate appropriate professional networks, partnerships and context

Option Modules

6. Evaluate training mechanisms for optimising dance performance
7. Analyse movement/ballet vocabulary
8. Reflect on current teaching and artistic practice to identify how this can be applied and adapted to different community dance settings and sectors
9. Apply musical knowledge to practical problems and situations in dance teaching

Teaching and Learning Strategies and Methods

Cognitive skills are developed through engagement with module study materials and completion of study tasks which encourage critical reflection, analysis and evaluation. Across all modules students are required to undertake independent research drawing upon relevant resources. In practical teaching, students are guided by experienced Practical Teaching Supervisors in developing reflective practice and evaluation.

Assessment

Assessment of cognitive skills is embedded within summative assessments across written, oral and practical assignments.

Programme outcomes – continued

The programme provides opportunities for students to achieve and demonstrate the following outcomes

<p>C: Practical skills:</p> <p>Compulsory Modules</p> <ol style="list-style-type: none"> 1. Plan and deliver effective dance classes and facilitate activities across contexts 2. Secure knowledge, understanding and application of pedagogical practices suitable for selected contexts 3. Plan and resource teaching which is safe, appropriate to the age range and ability level of learners, and focused on the purpose of the selected teaching activities 4. Employ an appropriate range of reflective and pedagogical methods, techniques and skills to review, consolidate and extend knowledge of dance teaching 	<p>Teaching and Learning Strategies and Methods</p> <p>Practical skills are monitored throughout two teaching placements via self-reflection and guided study. Practical Teacher Supervisors undertake observations, and provide support and feedback at regular intervals.</p> <p>Assessment</p> <p>Practical teaching skills are assessed through recorded presentations and a practical teaching examination.</p>
<p>D: Key transferable skills – able to:</p> <ol style="list-style-type: none"> 1. Identify and engage effectively with relevant academic source material 2. Communicate ideas with coherence and clarity using secure writing, oral and/or practical skills 3. Apply theory to practice 4. Assess their own achievement and identify strategies to progress learning 5. Collate, analyse and critically evaluate information 6. Reflect on teaching practice in relation to the creation of appropriate class content 7. Communicate with children, young people and/or adults using a wide variety of verbal and non-verbal skills 8. Work independently, using initiative and problem solving skills 9. Evaluate personal and professional skills and set effective targets for professional development as a dance teacher 	<p>Teaching and Learning Strategies and Methods</p> <p>The combination of study tasks, peer discussion through student forums and completion of summative assessments provide multiple opportunities for students to demonstrate and extend key transferable skills. As distance learners, students will spend much of their time working independently and will extend ICT skills through additional research related to specific study and assessment tasks. All modules are designed to promote responsibility for learning, reflection, evaluation and effective time management.</p> <p>Assessment</p> <p>Assessment of key transferable skills is embedded within summative assessments across written, oral and practical assignments.</p>

12. Route/Pathway/Field requirements, levels, modules, credits and awards

The programme is delivered part-time over two years with 60 credits delivered per year.

The Diploma in Dance Teaching Studies is a modular programme comprising four compulsory modules and four option modules (of which the student must choose two) to the total value of 120 credits; six 15 credit modules and two 30 credit modules.

The programme is delivered via distance learning in English to students based in the UK, Europe and Internationally.

Achievement is assessed against Learning Outcomes as specified for each module and successful completion of summative assessments as outlined in Assessment and Examinations booklets.

Year 1 and 2 (120 Credits at Level 5) Potential Award – Diploma in Dance Teaching Studies

Level 5	Delivery Period 1	Delivery Period 2	Delivery Period 3
Year 1	DTS501	DTS502	DTS503 or DTS504
Year 2			
	DTS506 or DTS507		DTS508

Compulsory Modules

- DTS501: Dance Pedagogy: How Learners’ Learn, How Teachers’ Teach (30 credits)
- DTS502: Dance Pedagogy: Theory to Practice (15 credits)
- DTS505: Extending Teaching Practice (30 credits)
- DTS508: Evaluating Professional Practice and Values (15 credits)

Optional Modules

August – October option

- DTS503: Safe Practice and Enhancing Performance (15 credits)
- DTS504: Ballet Studies (15 credits)

January – March option

- DTS506: People Dancing: Dance as a participatory art form (15 credits)
- DTS507: Music for Studio and Stage (15 credits)