

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	Professional Dancers' Postgraduate Teaching Certificate
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	May 2022

9. Rationale

The Professional Dancers' Postgraduate Teaching Certificate (PDPTC) programme is designed to meet the needs of professional dancers by offering a blend of distance learning and traditional face-to-face study as well as supervised teaching practice. A key component is an Intensive Study Period (ISP) held in the country of delivery which will allow students to meet each other, and their tutors, and engage in integrated practice and theory. Successful completion of this programme will provide a progression route onto the MA in Education (Dance Teaching) via an access module and eligibility to become a registered teacher with the RAD.

10. Main educational aims of programme

The programme will provide students with opportunities to:

- Engage critically with existing knowledge, understanding and professional performance experience in dance
- Develop critical knowledge, understanding and skills to teach dance safely and effectively, including adhering to professional standards and norms
- Critically reflect on career transition and Continuing Professional Development to facilitate effective entry to, and progression in the dance teaching profession
- Advance knowledge and understanding of developments in dance education, training and pedagogy
- Extend and refine communication skills through presentations, critical and reflective writing, practical teaching and evaluative discussions
- Develop a range of intellectual, professional and transferable skills relevant to dance teaching

11. Programme outcomes –

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

A: Subject Knowledge and Understanding →

1. Comprehensive knowledge of contemporary and emerging theories and debates on dance pedagogy as applied to dance, dance education and training in a global context.
2. Advanced knowledge and understanding of health and safety issues in relation to dance practice and teaching.
3. Progressive knowledge and understanding of the development of dance training and performance practice.

Learning and Teaching Strategies and Methods

Acquisition of knowledge and understanding is achieved through study tasks outlined in the module study guideline, workshops, supervised teaching, microteaching tasks, and group work, lectures seminars and directed student-centred learning. Learning and teaching is resource-based and includes individual tutorials.

Assessment

Subject knowledge and understanding is assessed through a range of modes, including a presentation, practical teaching, a written teaching rationale, a self-reflective viva voce and a critical reflective essay. All modules have both formative and summative assessment to support learning and progression. Assessments are criterion-referenced.

B: Cognitive (thinking) skills – able to: →

1. Advanced ability to engage in critical debate on a variety of current issues in dance, dance education and training.
2. Demonstrate scholarship through a comprehensive range of study skills and techniques to review, consolidate and extend knowledge of dance, dance education and training.
3. In depth knowledge and critical understanding of reflective practice in the teaching context.

Learning and Teaching Strategies and Methods

Cognitive skills are achieved through reflective practice, on line and face-to-face peer group discussion as part of the Intensive Study Period, and the individual tutoring system. Advanced level critical skills are embedded in module study readings, and study tasks. Across all modules students are required to undertake independent research drawing upon on line and printed materials relevant to dance teaching practice and pedagogy.

Assessment

The assessment of key skills is integrated, rather than discrete. All assessment modes measure the ability to identify and analyse information as well as verbal and non-verbal communication skills. The presentation, the rationale and the critical reflective essay assessments provide opportunities to demonstrate communication and ICT skills as well as, planning and problem solving skills. The teaching assessments require the student to apply secure planning, demonstrate high-level time management and refined communication and problem solving skills. The self-evaluation interview requires skills

Programme outcomes – continued

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

C: Practical skills - able to: →

1. Ability to autonomously apply knowledge and understanding of dance repertoire, creative and choreographic practice in dance education and training.
2. Advanced application of dance pedagogy to teach with originality and creativity, safely and effectively across a range of age groups and abilities and over a sustained period of time.
3. Advanced ability to analyse complex dance and movement material in regard to progression in learning.

Learning and Teaching Strategies and Methods

Practical skills are developed through workshops, supervised teaching practice, microteaching tasks, and group work, lectures seminars and directed student-centred learning. Learning and teaching is resource-based and includes individual tutorials.

Assessment

Practical skills are assessed through practical teaching contexts and a critical reflective viva voce.

Programme outcomes – continued

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

D: Key transferable skills – able to: →

1. Autonomously plan and effectively complete a range of tasks using analysis, and critical reflective practice and independent thinking.
2. Demonstrate comprehensive application of ICT, verbal and non-verbal communication skills to support intellectual enquiry, present information and teach.

Learning and Teaching Strategies and Methods

The combination of study tasks, peer discussion through student forums and completion of formative and summative assessments provide multiple opportunities for students to demonstrate and extend key transferable skills at an advanced level. As distance learners they will spend much time working independently to extend ICT skills through additional research related to specific study and assessment tasks. Throughout the programme students will engage with analysis, abstraction and evaluation of complex and often contradictory information and be able to disseminate opposing arguments clearly to a range of different audiences. All modules are designed to promote responsibility for learning, reflection, evaluation and effective time management.

Assessment

The assessment of key skills is integrated, rather than discrete. All assessment modes measure the ability to identify and analyse information as well as verbal and non-verbal communication skills. The presentation, the rationale and the critical reflective essay assessments provide opportunities to demonstrate communication and ICT skills as well as, planning and problem solving skills. The teaching assessments require the student to apply secure planning, demonstrate high-level time management and refined communication and problem solving skills. The self-evaluation interview requires skills in reflective practice and independent thinking.

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

The programme is offered in part-time, distance learning mode with taught components

The Professional Dancers' Postgraduate Teaching Certificate is a modular programme delivered over 42 weeks. The programme consists of both part-time distance learning and intensive onsite study. Intensive on-site study takes place in Germany or Australia as a one-week induction at the start of the programme and a four-week intensive study period (ISP) delivered within a window between weeks 20-28 of the programme. The programme structure is designed as a flexible programme of study to assist a participant's transition from dance performer to dance teacher by gaining a dance teaching qualification while still performing.

- All students are initially registered for the Professional Dancers' Postgraduate Teaching Certificate
- The Professional Dancers' Postgraduate Teaching Certificate is a one-year, part-time programme of study comprising of two 15 credit modules and one 30 credit module. Each 15 credit module is indicative of 150 hours of learning and the 30 credit module indicative of 300 hours of learning.
- Students study for, and are assessed in modules to the value of 60 credits aligned with FHEQ Level 7.
- The minimum pass mark is 50%
- On successful completion of the Professional Dancers' Postgraduate Teaching Certificate, students may seek employment in the dance teaching profession and they are eligible to become Registered Teachers of the Royal Academy of Dance (RTS).
- Students who exit with 60 credits having successfully completed all modules may progress to study the Postgraduate Diploma in Education (Dance Teaching) and MA in Education (Dance Teaching) subject to meeting all entry requirements including the Postgraduate access module and the English Language requirement, as determined by the validating university.

Year 1 (60 Credits at Level 7). Potential Award – **Professional Dancers' Postgraduate Teaching Certificate**

Module code	Module title	Compulsory	Credit volume	Delivery Schedule	Award requirements
PTC701	<i>Dance Teaching in Context</i>	Compulsory	15	WK 3-12	<i>Professional Dancers' Postgraduate Teaching Certificate</i> <i>60 Credits at Level 7</i>
PTC702	<i>Pedagogy in Practice</i>	Compulsory	30	WK 15-46	
PTC703	<i>Dance Teaching for the 21st Century: Practice and Innovation</i>	Compulsory	15	WK 25-39	