

**Postgraduate Certificate in Education: Dance Teaching (with QTS)
 Programme Specification**

1. Awarding Body	University of Bath
2. Teaching Institution (if different)	Royal Academy of Dance
3. Final Award	Postgraduate Certificate in Education: Dance Teaching (with QTS)
4. Programme title/route/pathway	Postgraduate Certificate in Education: Dance Teaching (with QTS)
5. Subsidiary award(s) and title(s)	Not Applicable
6. FHEQ Level and Credits	60 Credits at FHEQ Level 7
7. Professional Application	600 Study Hours (equivalent to 60 credits of professional application)
8. Name of Professional, Statutory or Regulatory Body (PSRB)	Department for Education (DfE)
9. Date of last accreditation (if applicable)	March 2012
10. Mode of study	Full-time, taught programme
11. Language of study	English
12. UCAS Code	R55/W5X1
13. QAA Subject Benchmark Statement (if applicable)	Dance, Drama and Performance Education Studies
14. Other internal and / or external reference points	Teachers' Standards (DfE, 2011, updated June 2013)
15. Faculty / Department	Faculty of Education
16. Programme Manager	Bethany Moulange
17. Date of Production / Revision of the specification	April 2017
18. Educational aims of the Programme	
<p>The programme enables participants to:</p> <ul style="list-style-type: none"> • Develop critical understanding of educational and pedagogical theories, including reflective practice, applicable to dance teaching • Engage critically with new developments in dance education, learning, teaching and assessment • Generate action-based research which will enhance trainee teachers' learning, teaching and professional practice • Acquire practical skills, knowledge and understanding to become effective, fully qualified teachers of dance meeting the statutory requirements for the award of Qualified Teacher Status (QTS) 	
19. Programme learning outcomes – the programme provides opportunities for trainee teachers to achieve and demonstrate the following learning and educational outcomes:	
<p><u>Knowledge and Understanding</u></p> <ol style="list-style-type: none"> 1. Systematic knowledge and understanding of dance education, and clearly defined areas and teaching contexts within dance education, informed by research at the forefront of the discipline 2. A critical awareness of current problems, existing theories, developments and new insights in dance education, and clearly defined areas and teaching contexts within dance education 	<p><u>Learning and Teaching strategies</u></p> <p>Acquisition of advanced knowledge and understanding is achieved through guided reading and preparatory tasks, formal lectures, practical workshops, trainee-led seminars and presentations, 'macro' and 'micro' teaching as well as group and individual tutorials. Learning and teaching is resource-based with tutor guidance to support trainee-led, independent work.</p>

<p>3. A comprehensive understanding of research techniques applicable to dance education research and advanced scholarship</p>	<p><u>Assessment</u> Subject knowledge and understanding is assessed through written assignments and, in some instances, practical assignments ranging from portfolios to research reports and presentations. Practical modes of assessment include regular teaching, both on-site and while on school experience and teaching placements.</p>
<p><u>Skills and other attributes - Cognitive skills</u></p> <ol style="list-style-type: none"> 1. Ability to generate innovative practice-based research in dance education, learning and teaching, and/or leadership using established techniques of research and enquiry 2. Conceptual understanding that enables critical evaluation of current research and advanced scholarship within a defined area or teaching context within dance education 3. Conceptual understanding that enables critical evaluation of current research and advanced scholarship within a defined area or teaching context within dance education 	<p><u>Learning and Teaching strategies</u> Cognitive development is achieved through reflective practice, peer group discussion and the individual tutoring system. Advanced level critical skills are embedded in the preparatory reading and planning tasks in each module. Cognitive development is also achieved through professional practice in the form of teaching and action-based research.</p> <p><u>Assessment</u> All assessment modes provide opportunities for trainees to demonstrate high level thinking skills and the level of critical engagement required of M Level study. The PGCE:DT1 Critical Evaluation (Planning and Teaching) engages trainee teachers in critical reflection and rigorous self-evaluation of their own planning and teaching informed by advanced level scholarship. The practice-based research project that supports the PGCE:DT2 research report and the PGCE:DT3 presentation is pivotal in demonstrating application of a range of research methods and techniques in a small-scale education research project.</p>
<p><u>Skills and other attributes - Professional practical skills</u></p> <ol style="list-style-type: none"> 1. As defined in the prevailing Teachers' Standards (including Personal and professional conduct requirements).. 	<p><u>Learning and Teaching strategies</u> The development of practical skills is strongly embedded in all aspects of the programme and a particular focus of the PGCE:DT4 school experience and teaching placements. This process is strongly rooted in reflective practice and facilitated by peer observation, individual mentoring and observation of expert teaching, as evidenced within trainee files.</p> <p><u>Assessment</u> All assessment modes provide opportunities for trainees to demonstrate professional practical skills. Trainee progress is measured against the Teachers' Standards through assessment of practical teaching, QTS evidence files and School Experience and Teaching Files.</p>

<p><u>Skills and other attributes - Key / transferrable skills</u></p> <p>8.</p> <ol style="list-style-type: none"> 1. Deal with complex issues both systematically and creatively, make sound judgements, and communicate their conclusions clearly to specialist and non-specialist audiences 2. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level 3. Continue to advance their knowledge and understanding, and to develop new skills to a high level 4. Other qualities and transferable skills necessary to enable the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations, and the independent learning ability required for continuing professional development* 	<p><u>Learning and Teaching strategies</u></p> <p>Key/transferable skills are integral and are delivered through the strategies and methods listed in Knowledge and Understanding, Intellectual/Cognitive Skills and Professional/Practical Skills listed above.</p> <p><u>Assessment</u></p> <p>Key/transferable skills are assessed through the summative assessments for each module.</p>
<p>20. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.</p>	
<p><i>The Postgraduate Certificate in Education: Dance Teaching (with QTS) combines postgraduate studies with initial teacher training to provide trainee teachers with a comprehensive preparation for dance teaching in secondary education. The programme enables trainee teachers to develop a critical understanding of educational and pedagogical theories applicable to dance teaching, relating these to research and reflective practice, and at the same time acquiring the practical skills, knowledge and understanding to become effective, fully qualified teachers of dance.</i></p> <ul style="list-style-type: none"> - All trainee teachers are initially registered for the Postgraduate Certificate in Education: Dance Teaching (with QTS). - The Postgraduate Certificate in Education: Dance Teaching (with QTS) is studied over one academic year and is a full-time taught programme of study. - On successful completion of the Postgraduate Certificate in Education: Dance Teaching (with QTS) trainee teachers are awarded Qualified Teacher Status (QTS) and the Postgraduate Certificate in Education: Dance Teaching (PGCE: DT). Graduates from this programme may seek employment in secondary schools and are eligible to become Registered Teachers of the Royal Academy of Dance (RTS). Trainee teachers may also progress to the Royal Academy of Dance’s MA in Education (Dance Teaching) programme or apply for Master’s level programmes at other Higher Education institutions. - The PGCE:DT is comprised of 15 and 30 credit modules. Each 15 credit module is indicative of 150 hours of learning and delivered in a single semester. Each 30 credit module is indicative of 300 study hours of learning. Qualified Teacher Status (QTS) requires 120 days of professional practice. Study hours for each module comprise of tutor contact, private study, assessment and, in some instances, teaching placements. - The pass mark for modules at FHEQ Level 7 (DT1, DT2 and DT3) is 50%. For DT4, all of the Teachers’ Standards (DfE 2011) for professional application must be achieved. - In order to achieve the Postgraduate Certificate in Education: Dance Teaching (with QTS) trainee teachers must achieve 60 credits at FHEQ Level 7 and achievement of all Teachers’ Standards. 	
<p>Programme variances (if applicable)</p>	
<p>Not applicable</p>	
<p>Programme pathways and variants</p>	

Trainee teachers who are not successful in attaining the number of FHEQ Level 7 credits for the Postgraduate Certificate in Education but successfully achieve DT4 and all the Teachers' Standards (DfE 2011, updated June 2013) are eligible for the award of Qualified Teacher Status (QTS).

FHEQ Level 6 and 7: Postgraduate Certificate in Education: Dance Teaching (with QTS)

Module code	Module title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
DT1	<i>Dance and Professional Studies (FHEQ Level 7; PGCE)</i>	<i>Compulsory</i>	15	1	Postgraduate Certificate in Education: Dance Teaching 60 credits are at FHEQ Level 7 The pass mark required for all modules at FHEQ Level 7 is 50%. Qualified Teacher Status (QTS) 60 credits are of professional application (achievement of all Teachers' Standards (DfE 2011))
DT2	<i>Dance, Research and Professional Practice (FHEQ Level 7; PGCE)</i>	<i>Compulsory</i>	30	1 and 2	
DT3	<i>Practice-based Reflection (Research and Professional Teaching) (FHEQ Level 7; PGCE)</i>	<i>Compulsory</i>	15	2	
DT4	<i>School Experience & Teaching (professional application; QTS)</i>	<i>Compulsory</i>	60	1 and 2	

21. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

Data supplied by an external source for student analysis which contributes to an assessment	x
External / guest teaching	✓
External markers	x
Student placement (please indicate if this is one day, one month, six months, a year etc.)	✓ (24 wks/120 days on DT4)
Module Placement	✓
Professional Training Year	x
Clinical Placements (that are not part of the PTY Scheme)	x
ERASMUS Study (that is not taken during Level P)	x
Study exchanges (that are not part of the ERASMUS Scheme)	x
Dual Degree	x
Joint Degree	x

Further information

External/guest teaching:

On occasion, the Faculty of Education contracts external tutors with professional/industry related experience. Any such contributions are formally approved by the Head of Learning and Teaching of the Faculty of Education, and a formal contract is agreed and issued.

Module placement:

Trainee teachers on the Postgraduate Certificate in Education: Dance Teaching (with QTS)

programme are required to undertake two placements in secondary schools (10 weeks and 14 weeks in duration). These placements comprise the DT4 School Experience and Teaching module. The Faculty of Education work with over 35 schools within the Partnership which host trainee teachers for either one or both placements in the academic year. The Programme Manager, RAD tutors and Programme Officer work closely with the School-based Tutor and Link Tutor in each Partnership school to ensure that all placement requirements are being fulfilled. Each placement school signs an annual Partnership Agreement Contract that sets out the expectations of each placement and all personnel involved and all placement schools are visited by a member of the Quality Assurance team on a regular basis.

Other placements:

Trainee teachers on the Postgraduate Certificate in Education: Dance Teaching (with QTS) programme undertake a placement in designated Special Educational Needs (SEN) schools (three days total in duration), as part of the DT3 Practice-based Reflection (research and professional teaching) module. The Programme Manager and Programme Officer work closely with the designated SEN schools to ensure that the placement fulfils the needs of the module.

22. Criteria for admission

The admission criteria for the Postgraduate Certificate in Education: Dance Teaching (with QTS) are as follows:

- Undergraduate degree (with a minimum classification of 2.1) in dance or a related subject with a substantial dance component.
- Minimum grade 4 in GCSE English and Mathematics.
- Successful completion of the QTS skills tests in literacy and numeracy. (If selected in the audition and the skills tests have not yet been completed, applicants will be given a deadline in which to pass the tests).

Applicants for whom English is a second language will be required to provide evidence of a competent use of the English language. This evidence may be in the form of a recently achieved, recognised English language proficiency test, for example: band 7.0 overall and no less than 6.5 in any of the four parts (listening, reading, writing, speaking), using the academic International English Language Testing System (IELTS).

23. Assessment regulations

All of the Royal Academy of Dance's university-validated programmes adhere to the Faculty of Education's Code of Practice on Assessment of Trainee teachers' Work within Taught Programmes and any relevant regulations of the validating university.

24. Support for trainee teachers and their learning

The Faculty of Education provides the following mechanisms to support trainee teachers throughout their studies:

- **Study Materials:** Trainee teachers are provided with a Programme Handbook, School Experience and Teaching Handbook, and an Assessment and Examinations booklet along with other study support materials on the VLE.
- **Programme Manager:** The Programme Manager is responsible for the leadership and management of the programme as a whole. The Programme Manager maintains contact with trainee teachers throughout their studies and provides tutorial support when required. At the end of each academic year, trainee teachers complete a Student Annual Review form in which they reflect on their progress so far and set targets. Trainee teachers have an opportunity to discuss this with the Programme Manager.
- **Programme Officer:** The Programme Officer provides dedicated support for all day-to-day administrative needs.
- **RAD Tutors:** RAD Tutors provide trainee teachers with academic guidance. This is achieved through forum discussions, tutorials, feedback on study tasks and draft assignments, and the marking and reporting on assessment submissions.
- **School-based Tutors:** School-based Tutors provide support and guidance for trainee teachers in

achieving their QTS standards while on placement in schools.

- **Link Tutors:** *Link Tutors support the School-based Tutors in developing and monitoring the Trainee Teacher's progress against the QTS Standards and oversee the delivery of a programme of professional studies at the placement schools*
- **Registrar:** *The Registrar provides advice and support in relation to programme registration, fees and funding, progression, examination results and awards.*
- **Student Records and Awards Officer:** *The Student Records and Awards Officer provides information on enrolment status, suspension from studies and withdrawal.*
- **Study Skills Co-ordinator:** *Should a trainee teacher require additional support with study skills (including academic writing), s/he can be referred to or seek further guidance from the study skills coordinator. The Study Skills Co-ordinator also contributes to the delivery of level-specific study skills tutorials.*
- **Student Support Officer:** *The Student Support Officer provides help with non-academic and pastoral needs. S/he works closely with module tutors and the Programme Manager to provide comprehensive pastoral support when this is needed.*
- **Student Representation:** *Trainee teachers nominate a Student Representative during the Induction Seminar.*

25. Quality management – indications of quality and the methods for evaluating and improving quality

Quality assurance (QA) processes are informed by and responsive to external governance as dictated by the QAA, OFSTED and the Department for Education (DfE).

Management of FoE QA process is governed internally by committee, and through various reporting lines to the validating university, which also reviews the quality of teaching; programme design and development, assessment, internal and external validation, trainee teacher feedback; and trainee teacher experience.

All staff engage in research and professional engagement to keep abreast of subject knowledge and pedagogy. All new staff receive comprehensive induction and are supported in their first year of appointment by more experienced tutors. All staff undergo regular peer review of their teaching and annual appraisal which includes review of research interests. In addition, regular INSET and FoE Planning Days provide opportunities for ensuring all staff are fully conversant with QA.

Programme design is maintained and developed by systematic review of module content and programme specifications against assessment and moderation, trainee teacher performance, External Examiner reports, trainee teacher and staff feedback on completion of each module and again at the end of the programme. Each programme undergoes an Annual Programme Review (APR) from which action points are drawn for implementation/review in the next academic year. APR actions plans are captured in the Annual Monitoring Return (AMR), which is sent to the FoE's Head of Quality Assurance and submitted to the validating university.

26. Further information

Further information can be found on our webpages at <https://www.royalacademyofdance.org/study/higher-education/higher-education-1/postgraduate-certificate-in-education-dance-teaching-1> (for example the Key Information Set), within the Programme Handbook, Programme Regulations, General Regulations and Codes of Practice which are provided on entry to the Programme.