

Appendix 2c: DipHE: Dance Education Programme Specification

PROGRAMME SPECIFICATION	
1. Awarding Body	University of Bath (subject to final agreement)
2. Teaching Institution (if different)	Royal Academy of Dance
3. Final Award	Diploma of Higher Education: Dance Education
4. Programme title/route/pathway	Not applicable
5. Subsidiary award(s) and title(s)	Certificate of Higher Education: Dance Education <i>(subsidiary award)</i>
6. FHEQ Level	5
7. FHEQ Credits	240
8. Name of Professional, Statutory or Regulatory Body (PSRB)	Not applicable
9. Date of last accreditation (if applicable)	January 2019
10. Mode of study	Full-time or part-time, taught programme
11. Language of study	English
12. UCAS Code	R55/W590
13. QAA Subject Benchmark Statement (if applicable)	Dance, Drama and Performance Education Studies
14. Other internal and / or external reference points	Not applicable
15. Faculty / Department	Faculty of Education
16. Programme Manager	Imogen Vasey Carr
17. Date of Production / Revision of the specification	October 2018
18. Educational aims of the Programme	
<ul style="list-style-type: none"> • To provide an accessible and distinctive learning opportunity for students interested in dance within a variety of educational contexts • To develop the learners' interest in, and knowledge and understanding of education, dance performance, choreography and appreciation from a range of analytical and critical perspectives • To equip students with a range of intellectual, professional and key/transferable skills enabling application of dance knowledge and key educational concepts • To provide educated and professionally competent individuals capable of contributing to dance education on both a national and international scale • To provide students with a secure platform for lifelong learning, including study at FHEQ 6 and beyond or for advanced professional qualifications 	
19. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:	
<u>Knowledge and Understanding</u> <ol style="list-style-type: none"> 1. Contemporary theories and debates on learning and teaching as applied to dance education 2. Health and safety issues in relation to dance teaching 3. The diversity of dance practice across a range of sectors 4. The international development of dance vocabularies, schools and training systems 	<u>Learning and Teaching strategies</u> Acquisition of knowledge is achieved mainly through completion of the Module Study Guide, supported by tutoring via forums on the Virtual Learning Environment (VLE), e-mail and tutorials/seminars via Adobe Connect.. Learning and teaching is resource-based with a higher dependency on primary source materials as the

<ol style="list-style-type: none"> 5. The changing role of the dance teacher: educator, facilitator, leader, trainer 6. Analytical frameworks and critical perspectives through which dance performance is constructed and reconstructed 7. Dance histories and traditions and the socio-cultural contexts in which they are located 8. Political ideologies, cultural phenomena and artistic trends which have shaped western theatre dance 	<p>programme progresses. Tutoring allocation decreases from FHEQ Level 4 to FHEQ Level 5, in order to ensure progression from tutor directed to independent study.</p> <p><u>Assessment</u> Subject knowledge and understanding is assessed through a range of formative and summative assessment modes. Formative assessment comprises the submission of selected unit tasks from the module study guide for tutor comment and feedback. Summative assessment modes include case studies, essays, portfolios, presentations, projects and an open book examination paper (FHEQ Level 4 only). Word length for written assessment increases from 1,800 words for 15 credit modules at FHEQ Level 4 to 2,000 at FHEQ Level 5. For 30 credit modules the word length is 2,500 at FHEQ Level 4 and 3,000 at Level 5.</p>
<p><u>Skills and other attributes - Intellectual / cognitive skills</u></p> <ol style="list-style-type: none"> 1. Engage in critical debate on a selected issue on the arts, dance and education, drawing on established principles and research 2. Identify and effectively communicate historical, social, cultural and artistic contexts which surround dance and education 3. Debate critical issues with academic rigour, authority and critical engagement 4. Employ a range of established research methods, techniques and skills to review and critically analyse knowledge of dance and dance education 	<p><u>Learning and Teaching strategies</u> Acquisition of knowledge is achieved mainly through completion of the Module Study Guide, supported by tutoring via forums on the Virtual Learning Environment (VLE), e-mail and tutorials/seminars via Adobe Connect. This is developed as a progression from the initial introduction to critical frameworks and perspectives (BDE401) at FHEQ Level 4 to the more complex concepts debated in the FHEQ Level 5 compulsory module (BDE501). At FHEQ Levels 5, one-to-one tutoring is aimed at moving from description to analysis and critical evaluation, and engaging with source materials in more depth and detail.</p> <p><u>Assessment</u> At FHEQ Level 4, the essay (BDE402), the case study (BDE403), the presentation (BDE404) and the project plan (BDE405) provide opportunities to demonstrate information gathering, clear descriptive writing, basic presentation skills and basic analytical skills. All module assessments measure thinking skills, the main difference being the specific mode of communication. At FHEQ Level 5, the essay format becomes more dominant in the compulsory modules, requiring students to develop thinking and writing skills simultaneously.</p>

<p><u>Skills and other attributes - Key / transferrable skills</u></p> <ol style="list-style-type: none"> 1. Critically analyse ideas, debates and arguments 2. Work independently, using effective time management and problem solving skills 3. Critically comment on the thinking of others through rationale argument and secure communication skills 4. Communicate with clarity and authority 5. Extend knowledge, understanding and skills by implementing tutor guidance and reflective practice 6. Use a range of ICT skills to access the relevant research and thinking 	<p><u>Learning and Teaching strategies</u></p> <p>The content and structure of the individual Module Study Guides provide opportunities for the development of the key/transferrable skills identified for each module. Required reading materials increase in terms of quantity and complexity, ensuring that students are given the opportunity to analyse, debate and evaluate the thinking of others as well as their own. The nature of distance learning, together with the progression from tutor guided to more independent student-led study, ensures that time management and problem solving skills increase with each level. Reflective practice is encouraged through tasks which take the students' own experience and prior learning as a basis for development.</p> <p><u>Assessment</u></p> <p>The assessment of key skills is integrated, rather than discrete. Key skills progress from FHEQ Levels 4 to 5 with increased demands in terms of independent study and reflective practice. The range of written assessment modes requires time management, problem solving and communication skills. The taught component of BDE401 provides an opportunity for students to both work and be formatively assessed as part of a group, whilst the array of assignments provide similar opportunities for demonstration of increasing ICT skills. Within each module, specific key skills are identified in the module-specific assessment criteria.</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 Diploma of Higher Education: Dance Education programme has a unique focus on dance and education. It provides students with an in-depth study of dance and education, equipping them with a sound pedagogical grounding to pursue a career in dance teaching. The programme is structured and delivered as follows:</i></p> <ul style="list-style-type: none"> - <i>All students initially register for the Diploma of Higher Education: Dance Education.</i> - <i>The Diploma of Higher Education: Dance Education is a taught distance learning programme studied over 2 academic years full-time or 4 academic years part-time. Students have the option of changing from full-time to part-time mode of study or part-time to full-time mode of study at the end of FHEQ Level 4.</i> - <i>On successful completion of the Diploma of Higher Education: Dance Education, students may seek employment in the dance teaching profession and, upon presentation of a portfolio of evidence, may be eligible to become Registered Teachers with the Royal Academy of Dance. Students may also progress to studying at FHEQ Level 6 either on the Royal Academy of Dance's BA (Hons) Dance Education or at other Higher Education institutes.</i> 	

- *The Programme is divided into modules of 15 and 30 credits. Each 15 credit unit is indicative of 150 hours of learning and delivered in a single semester. Each 30 credit module is indicative of 300 hours of learning and delivered in a single semester. Study hours for each module comprise of student contact in the form of tutoring hours, private study and assessment.*
- *Students are required to achieve 120 credits at each level of study.*
- *The minimum pass mark is 40%.*
- *In order to achieve the Diploma of Higher Education: Dance Education students must achieve a total of 240 credits of which 120 must be at FHEQ Level 5.*

Programme variances (if applicable)

Not applicable

Programme pathways and variants

Not applicable

FHEQ Level 5: Potential awards – Diploma of Higher Education: Dance Education

Module code	Module title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
BDE501	<i>The Nature of Dance</i>	<i>Compulsory</i>	30	1	Diploma of Higher Education: Dance Education 240 Credits of which 120 are at FHEQ Level 5 Grade average needed to progress: 40%
BDE502	<i>Dance Analysis</i>	<i>Compulsory</i>	15	1	
BDE503	<i>Perspectives on Learning and Teaching</i>	<i>Compulsory</i>	30	2	
BDE504	<i>Enhancing Performance</i>	<i>Compulsory</i>	15	2	
BDE505	<i>Practical Teaching Placement</i>	<i>Optional</i>	15	1 or 2	
BDE506	<i>Perspectives on Music and Dance</i>	<i>Optional</i>	15	1	
BDE507	<i>Dance Education and Training in Context</i>	<i>Optional</i>	15	1	
BDE508	<i>Dance as a Community Practice</i>	<i>Optional</i>	15	2	

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?
*Semester 1 – Choose 1 optional module.
Semester 2 - Choose 1 optional module.*

FHEQ Level 4: Potential exit awards – Certificate of Higher Education: Dance Education

Module code	Module title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
BDE401	<i>Frameworks and Perspectives</i>	<i>Compulsory</i>	30	1	Certificate of Higher Education: Dance Education 120 Credits at FHEQ Level 4 Grade average needed to progress: 40%
BDE402	<i>From Coralli to Khan: Journeys Through Dance History</i>	<i>Compulsory</i>	15	2	
BDE403	<i>Dance Education: Concepts and Contexts</i>	<i>Compulsory</i>	30	1	
BDE404	<i>The Healthy Dancer</i>	<i>Compulsory</i>	30	2	
BDE405	<i>Music in Dance and Dance Education</i>	<i>Compulsory</i>	15	2	

How many optional modules must a student choose in order *Not applicable, all modules are*

to achieve the necessary amount of credits to achieve this level?	<i>compulsory at this level.</i>
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	✓
Student placement (please indicate if this is one day, one month, six months, a year etc)	✓
Module Placement	x
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	
Student teaching placements are a minimum of 24 hours spread over the semester (usually 2 hours per week for 12 weeks).	
External/guest teaching: <i>On occasion, the Faculty of Education contracts external tutors with professional/industry-related experience. Any such contributions are formally approved by the Dean of the Faculty of Education and a formal contract is agreed and issued.</i>	
22. Criteria for admission	
Admissions criteria for entry at FHEQ Level 4 are as follows:	
<ul style="list-style-type: none"> • Three GCE A Level (A2) passes (Grades B,B,C) or equivalent (e.g. International Baccalaureate, BTEC National and Higher National Diplomas and Certificates, Abitur, Lyceum Apolytirio) and; • Intermediate level RAD or equivalent dance ability(not including circus arts or acrobatics) 	
<i>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: an overall score of 6.5 or more, with no less than 6.0 in all sections, using the academic International English Language Testing System (IELTS).</i>	
<i>An applicant who does not hold appropriate entry requirements but whose application indicates that s/he may be a suitable candidate for the programme is required to complete a Concessionary Entry Task to demonstrate the ability to undertake study at the level for which application has been made. (Further information is available from Registry on request).</i>	
<i>Although applications for Accreditation of Prior Learning may be received at the same time as an application for admission to a programme of study, the two processes must be considered separately. Credit may be considered in respect of Prior Certified or Prior Experiential Learning. Applications will be reviewed on a case by case basis in accordance with the Faculty of Education Accreditation of Prior Learning Policy and credit given for relevant skills and experience already gained. Offers will only be made where evidence can be provided. Credits may also be transferred where prior learning or experience is equivalent to the learning outcomes for modules or units of work on the Diploma of Higher Education: Dance Education.</i>	
23. Assessment regulations	
All of the Royal Academy of Dance's university-validated programmes adhere to the Faculty of Education's <i>General Regulations, Programme Specific Regulations and Code of Practice on Assessment of Students' Work within Taught Programmes</i> and any relevant regulations of the validating university.	
24. Support for students and their learning	

The following support services are available for students enrolled on the Diploma of Higher Education: Dance Education:

- *Student Support Officer: The Student Support Officer provides help with non-academic and pastoral needs, including disability and additional learning needs support. S/he works closely with Level Coordinators, module tutors and the Programme Manager to provide comprehensive pastoral support when this is needed.*
- *Study Skills Coordinator: Should a student 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 Coordinator also contributes to the delivery of level specific study skills tutorials.*
- *Level Coordinators: Each level of the Diploma of Higher Education: Dance Education has designated Level Coordinator responsible for the delivery of level specific study skills, identifying year group needs and liaising with module tutors, the Programme Officer and the Programme Manager. Level coordinators communicate with their allocated students on a weekly basis.*
- *Programme Manager: the Programme Manager is responsible for the oversight, leadership and management of the programme as a whole.*

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 Office for Students, Quality Assurance Agency, Department for Education and OFSTED.

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, student feedback; and student 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 assigned a mentor. 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 full conversant with QA

Programme design is maintained and developed by systematic review of module content and programme specifications against assessment and moderation, student performance, external examiner reports, student 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 reports are submitted to the FoE's Head of Quality Assurance and Dean who submits an over-arching annual report to the RAD's Education Sub-committee.

26. Further information

Further information can be found on our webpages at <https://www.royalacademyofdance.org/study/higher-education/higher-education-1/ba-hons-dance-education-1>, within the Programme Handbook, Programme Regulations, General Regulations and Codes of Practice which are provided on entry to the Programme.