

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' Graduate Teaching Diploma
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	November 2022

9. Rationale

The Professional Dancers' Graduate Teaching Diploma (PDGTD) 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) delivered in the UK and Australia concurrently 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
- Knowledge and understanding of developments in dance education, training and pedagogy
- Develop 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. Knowledge of contemporary and emerging theories and debates on dance pedagogy as applied to dance, dance education and training in a global context.
2. Knowledge and understanding of health and safety issues in relation to dance practice and teaching.
3. 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 self-reflective viva voce and a critical reflective essay. All modules have both formative feedback and summative assessment to support learning and progression. Assessments are criterion-referenced.

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

1. 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. 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. 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, 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.

Programme outcomes – continued

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

C: Practical skills - able to: →

1. Ability to apply knowledge and understanding of dance repertoire, creative and choreographic practice in dance education and training.
2. Application of dance pedagogy to teach creatively, safely and effectively across a range of age groups and abilities and over a sustained period of time.
3. 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. Independently plan and effectively complete a range of tasks using analysis, and critical reflective practice and independent thinking.
2. Demonstrate 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 feedback tasks and summative assessments provide multiple opportunities for students to demonstrate and extend key transferable skills. As distance learners students spend time working independently to extend ICT skills through additional research related to specific study and assessment tasks. Throughout the programme students will engage with critical analysis and evaluation of a variety of information. 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 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 sound time management and 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 10 months. The programme consists of both part-time distance learning and intensive onsite study. Intensive on-site study takes place in the UK or Australia as a 12-day intensive study period (ISP) delivered within a window between weeks 22 and 24 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' Graduate Teaching Diploma
- The Professional Dancers' Graduate Teaching Diploma is a ten-month, part-time programme of study comprising of two 20 credit modules and one 40 credit module. Each 20 credit module is indicative of 200 hours of learning and the 40 credit module indicative of 400 hours of learning.
- Students study for, and are assessed in modules to the value of 80 credits aligned with FHEQ Level 6.
- The minimum pass mark is 40%
- On successful completion of the Professional Dancers' Graduate Teaching Diploma, 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 80 credits having successfully completed all modules may progress to study the 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 (80 Credits at Level 6). Potential Award – Professional Dancers' Graduate Teaching Diploma

Module code	Module title	Compulsory	Credit volume	Delivery Schedule	Award requirements
PDG601	<i>Dance Teaching as Professional Practice</i>	Compulsory	20	Wks 1-10	<i>Professional Dancers' Graduate Teaching Diploma</i>
PDG602	<i>Dance Teaching as Educational Practice</i>	Compulsory	20	Wks 12-22	
PDG603	<i>Dance Teaching as Applied Practice</i>	Compulsory	40	Wks 23-42	
					<i>80 Credits at Level 6</i>