

Licentiate of the Royal Academy of Dance 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	Licentiate of the Royal Academy of Dance
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.	<p>Main educational aims of programme</p> <ul style="list-style-type: none"> • To provide a distinctive learning opportunity for students interested in specialising in the work of the Royal Academy of Dance • To develop the learners' interest in, and knowledge and understanding of the teaching of ballet through a variety of age ranges using the RAD syllabi • To equip students with a range of intellectual, professional and key/transferable skills facilitating dance teaching in the vocational sector • To train educated and professionally competent individuals capable of contributing to the development of the Royal Academy of Dance on both a national and international scale • To provide students with a secure platform for lifelong learning, through the advancement of professional qualifications
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10.	<p>Programme outcomes</p> <p><i>The programme provides opportunities for students to achieve and demonstrate the following outcomes.</i></p>
<p>A: Subject Knowledge and Understanding</p> <p><i>Subject Specific:</i></p> <ol style="list-style-type: none"> 1. Knowledge and understanding of the different requirements in ballet training for male and female students 2. In-depth knowledge and understanding of ballet training through the RAD syllabi, including Graded syllabi and Vocational Graded examinations 3. In-depth knowledge and understanding of differences in training through the Graded and Vocational Graded syllabi 4. In-depth knowledge and understanding of how to use the RAD syllabus effectively at all levels, 	<p>→ Teaching and Learning Strategies and Methods</p> <p>Acquisition of knowledge is achieved mainly through completion of on-site taught modules. Learning and teaching is resource-based with a high dependency on primary source materials. Cognitive development is achieved largely through lectures, seminars, and practical sessions including technique classes and workshops. The programme reflects a belief in cognitive development through both practical and theoretical study.</p>

	<p>creating non-syllabus exercises to meet the demands of the syllabus settings</p> <p>5. In-depth knowledge and understanding of current issues in teaching ballet in the vocational sector, including: training the professional student, the advantages and disadvantages of syllabi-driven teaching, issues of assessment</p> <p>6. In-depth knowledge and understanding of safe practice in dance teaching</p> <p><i>Pedagogical:</i></p> <p>1. Ability to deliver in an effective and appropriate manner RAD syllabi to ensure all learners achieve their full potential</p> <p>2. Ability to make use of a wide range of educational theories, teaching styles and strategies to successfully deliver the RAD syllabi</p> <p>3. Knowledge and understanding of health and safety issues in relation to ballet practice, teaching and training.</p>	<p>Assessment</p> <p>Subject knowledge and understanding is assessed through a range of formative and summative assessment modes. Formative assessment is mainly delivered through tutor comment and feedback. Summative assessment modes include practical examinations and discussion and presentations.</p>	
	<p>B: Cognitive (thinking) skills – able to:</p> <p>1. Evaluate the effectiveness of the RAD syllabi in training the non-vocational and vocational dancer</p> <p>2. Evaluate a range of teaching strategies relevant to students of a variety of abilities and experiences</p> <p>3. Identify and accommodate issues of inclusion and gender</p> <p>4. Critically evaluate the RAD syllabi and examinations framework</p>	<p>→ Teaching and Learning Strategies and Methods</p> <p>The cognitive thinking skills are developed through both theory and practice. This is delivered predominantly through face-to-face teaching and discussion. Increased personal research is expected at Level 6. With limited published primary resources, mode of delivery continues to be predominantly through face-to-face sessions.</p> <p>Assessment</p> <p>Cognitive skills are assessed through a range of practical assessments, discussion and presentations which increase in length and complexity over the three levels.</p> <p>This provides opportunities for students to demonstrate information gathering and analytical skills, reflective practice, communication and presentation skills as well as conceptual understanding and critical engagement with their subject.</p>	

			All module assessments will measure thinking and problem-solving skills.	
	<p>C: Practical skills – able to:</p> <ol style="list-style-type: none"> 1. Demonstrate technical accuracy, understanding and competence in performance of selected syllabi. 2. Devise material which acts as both preparation for and extension of RAD set syllabus. 3. Demonstrate in-depth understanding of stylistic differences in classical, character and free movement work. 4. Demonstrate safe practice in performance. 	<p>→ Teaching and Learning Strategies and Methods</p> <p>Acquisition of practical skills is achieved through attendance at the five-week intensive taught programme and completion of the formative and summative assessments.</p> <p>Assessment</p> <p>Practical assessments are compulsory at each level and increase in duration and complexity. Over the course of the three levels, the assessment criteria increasingly focus on technical skill, artistic and musical interpretation of the Advanced Vocational Graded Syllabi and the training of the professional dancer, which distinguishes the LRAD teacher.</p>		
	<p>D: Key transferable skills – able to:</p> <ol style="list-style-type: none"> 1. Analyse and evaluate complex ideas, debates and arguments. 2. Work independently, using initiative and effective time-management and problem-solving skills. 3. Influence the thinking of others through rational argument and secure communication skills. 4. Extend knowledge, understanding and skills through self-assessment and reflective practice. 5. Develop and express ideas clearly using verbal and non-verbal skills 	<p>→ Teaching and Learning Strategies and Methods</p> <p>Development of key/transferable skills is clearly identified for each module. Formative and summative tasks increase in quantity and complexity, ensuring that students are able to analyse, debate and evaluate the thinking of others as well as their own. As primary sources are the key to achievement, taught sessions remain constant. Progression from tutor-led to student-led study is evident in the Graded syllabi. Time-management, problem-solving skills and the use of reflective practice increase with each level.</p> <p>Assessment</p> <p>The assessment of key skills is integrated, rather than discrete. Key skills are devised as a progression from HE Levels 4 to 6. The range of assessment modes ensures communication through verbal and non-verbal methods, time management and problem solving are all demonstrated.</p> <p>The assessments provides an opportunity for students both to work and be assessed as part of a group, and as individuals.</p>		

11.	<p>Route/Pathway/Field requirements, levels, modules, credits and awards The programme is offered in an intensive five-week period delivered annually over a three-year period. Points where students enter, interrupt or leave a programme are indicated by arrows (below).</p>	
	<p>The Licentiate of the Royal Academy of Dance is a modular programme delivered in three intensive five-week blocks over three years. Students study for, and are assessed in, modules to the value of 60 credits at Levels 4 to 6. The programme is aligned with FHEQ Levels 4 to 6.</p> <p>To progress from one LRAD level to the next, students must have completed the appropriate number of Higher Education credits at the appropriate FHEQ Levels (4, 5 and 6) and have successfully achieved the relevant LRAD module credits. Students who exit prior to completion of the programme will be issued with a transcript recording all successfully achieved credits. A requirement for admission to the programme is RAD Vocational Graded Intermediate ballet, or equivalent in ballet. The assessment of LRAD is criterion based with both modules at each level equally weighted at 50%. A final mark out of 100% is given for each module, which allows the exit award to be classified as 'pass', 'merit' or 'distinction'. The award of LRAD is only made to candidates who hold an undergraduate honours degree in dance, the RAD Vocational Graded Advanced 1 Ballet (2013) and have passed all 60 LRAD credits by the end of the programme.</p>	

Potential Award – Licentiate of the Royal Academy of Dance		
Level 6	Licentiate of the Royal Academy of Dance	
5 week intensive period (normally June – July) LRAD6	60 Credits (in total for the programme) of which 20 are at Level 6 Assessment: 20 credits <i>LRAD6G: RAD Graded: Practical Examination (50%)</i> <i>LRAD6V: RAD Vocational: Practical Examination (50%)</i>	
	Progression 	
Level 5		
5 week intensive period (normally June – July) LRAD5	Assessment: 20 credits <i>LRAD5G: RAD Graded: Practical Examination (50%)</i> <i>LRAD5V: RAD Vocational: Practical Examination (50%)</i>	
	Progression 	
Level 4		
5 week intensive period (normally June – July) LRAD4	Assessment: 20 credits <i>LRAD4G: RAD Graded: Practical Examination (50%)</i> <i>LRAD4V: RAD Vocational: Practical Examination (50%)</i>	