

## 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	Certificate in Ballet Teaching Studies
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. Main educational aims of programme
- To provide trainee ballet teachers with the opportunity to become informed, independent and articulate ballet teachers able to take up employment within the private dance studio sector and promote the mission of the RAD
  - To provide trainee ballet teachers with an opportunity to study ballet teaching in preparation for work within a professional context
  - To develop trainee ballet teachers' interest in, and understanding of, ballet teaching with particular emphasis on the RAD syllabus
  - To equip trainee ballet teachers with a range of intellectual, professional and key transferable skills relevant to the teaching of ballet in the private dance studio sector
  - To provide trainee ballet teachers with a foundation for lifelong learning

## 10. Programme outcomes –

*The programme provides opportunities for trainee ballet teachers to achieve and demonstrate the following outcomes.*

### A: Subject Knowledge and Understanding

#### **Subject Specific:**

1. Knowledge and understanding of the RAD syllabi including the content and progressions in ballet vocabulary
2. Knowledge of the underlying principles associated to the stages of learning, including both cognitive and physiological development
3. An understanding of best practice and professional values in relation to ballet teaching

#### **Pedagogical:**

1. Expectations of pupils learning RAD Grades and Vocational Grades
2. Learning and teaching theories and strategies applicable to ballet teaching
3. Health and safety issues in relation to ballet practice and teaching
4. Professional dimensions of ballet teaching in a freelance and private sector context

### → Teaching and Learning Strategies and Methods

Acquisition of subject knowledge and understanding is achieved mainly through distance learning with tutor support via telephone/Video conferencing and email. An Intensive Study Period (ISP) in the first year allows for face-to-face learning and teaching and, practical study of RAD syllabi. Practical engagement is enhanced via group seminars, DVD/video observation and analysis sessions, and tutorials. Pedagogical knowledge is delivered through an extended teaching placement in the second year, supported by a school-based Mentor and a Practical Teaching Supervisor. All learning and teaching is student-centred and resource-based with study materials provided via the programme Virtual Learning Environment (VLE).

#### **Assessment**

Subject knowledge and understanding is assessed through written assignments (CBTS401, CBTS402 and CBTS405), ranging from case studies, portfolios and training plans.

Subject knowledge and understanding is also assessed practically via the following; CBTS403 is assessed via a practical assessment and discussion, along with a written assignment and CBTS404 is assessed via a practical teaching examination, discussion and a teaching portfolio.

Trainee ballet teachers are assessed using a competency model on a Pass/Fail basis.

<p><b>B: Cognitive (thinking) skills – able to:</b></p> <ol style="list-style-type: none"> <li>1. Describe, analyse and evaluate ballet vocabulary for teaching</li> <li>2. Employ a variety of methods and techniques to review, consolidate and extend knowledge of ballet teaching</li> <li>3. Prepare teaching material tailored appropriately to meet learners' needs</li> <li>4. Employ a range of research methods, techniques and skills to review, consolidate and extend knowledge of ballet and RAD syllabi</li> <li>5. Evaluate personal professional practice and devise strategies for continuing professional development</li> </ol>	<p>→ <b>Teaching and Learning Strategies and Methods</b></p> <p>Cognitive development is achieved largely through module study materials and formative assessments which are designed to engage trainee ballet teachers in reflection, analysis and evaluation. On-line peer group discussion and the individual tutoring systems are in place to facilitate this learning. In all modules, trainee ballet teachers are encouraged to undertake independent research using databases, websites and printed resources relevant to their own country of residence and produced in their own language of study. Cognitive development is also achieved through professional practice in the form of teaching placements.</p> <p><b>Assessment</b></p> <p>Cognitive development is integral to all module assignments, in particular, the observation case study (CBTS401), the practical teaching examination (CBTS404) and portfolio (CBTS405).</p> <p>Trainee ballet teachers are assessed using a competency model on a Pass/Fail basis.</p>	
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<p><b>C: Practical skills – able to:</b></p> <ol style="list-style-type: none"> <li>1. Observe children and young people and evaluate their learning needs</li> <li>2. Plan and deliver effective and inclusive learning and teaching in dance</li> <li>3. Teach ballet effectively and safely using practical demonstration as appropriate</li> <li>4. Manage a dance class environment, using teaching skills to establish a purposeful learning environment</li> <li>5. Recognise and respond in a practical situation to learners' needs</li> <li>6. Manage a freelance career within national, regional and professional frameworks for education, dance and teaching</li> </ol>	<p>→ <b>Teaching and Learning Strategies and Methods</b></p> <p>Practical skills are developed through practical engagement with ballet vocabulary and RAD syllabus settings during the Intensive Study Period (ISP). This practical knowledge provides the basis for starting to teach and the progression from observing and assisting teaching to delivering parts of a class and, finally, the whole class. The mentoring process ensures that trainee ballet teachers are supported in this transition.</p> <p><b>Assessment</b></p> <p>Practical skills are assessed on a formative and summative basis throughout the CBTS403 ISP where the emphasis is on effective physical demonstration of ballet within a teaching context. Practical teaching skills are monitored throughout the CBTS404 teaching placement and assessed through the summative teaching examination.</p> <p>Trainee ballet teachers are assessed using a competency model on a Pass/Fail basis.</p>
<p><b>D: Key transferable skills – able to:</b></p> <ol style="list-style-type: none"> <li>1. Collate and present information in various different forms</li> <li>2. Manage time effectively and meet deadlines</li> <li>3. Work independently, using initiative and taking responsibility for learning</li> <li>4. Solve problems using knowledge and skills</li> <li>5. Communicate effectively through verbal and non-verbal skills</li> <li>6. Use a range of ICT skills including word processing, conducting internet research, document formatting, using electronic templates, e-mail and e-mail attachments</li> </ol>	<p>→ <b>Teaching and Learning Strategies and Methods</b></p> <p>The combination of distance-learning and face-to-face delivery provides a range of opportunities for trainee ballet teachers to extend key/transferable skills. As distance learners, trainee ballet teachers spend much of their time working independently and extending ICT skills through research and participation in online discussion forums. The onsite component and teaching placement gives trainee ballet teachers a chance to work as a group, to develop non-verbal communication skills and gain confidence in speaking in front of tutors and peers. All modules are designed to promote responsibility for learning, effective time management and the submission of work on time.</p> <p><b>Assessment</b></p> <p>The assessment of key skills is an integral part of the competency framework across all written and practical assignments (CBTS401-CBTS405).</p> <p>Trainee ballet teachers are assessed using a competency model on a Pass/Fail basis.</p>

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

The programme is delivered part-time over two years with 60 credits delivered per year.

The Certificate in Ballet Teaching Studies is a modular programme comprising five modules to the total value of 120 credits; three 15-credit modules, one 30-credit module and one 45-credit module. The programme is aligned with FHEQ Level 4.

The programme is delivered internationally and in English and a number of other languages.

Trainee ballet teachers' achievement is assessed in relation to learning outcomes specified for each module.

**Year 1 and 2 credits at Level 4.**

**Potential Award – Certificate in Ballet Teaching Studies**

Level 4	Delivery Period 1 CBTS401	Delivery Period 2 CBTS402	Delivery Period 3 CBTS403
Year 1			
Year 2	←	CBTS404	→ CBTS405

**CBTS401: How We Learn: The Stages of Development (15 credits)**

**CBTS402: Safe Practice and Professional Values (15 credits)**

**CBTS403: Ballet and Teaching (30 credits)**

**CBTS404: Practical Teaching (45 credits)**

**CBTS405: Career Development and Management (15 credits)**