

## BA (Hons) Ballet Education Programme Specification

<b>PROGRAMME SPECIFICATION</b>	
<b>1. Awarding Body</b>	University of Bath
<b>2. Teaching Institution (if different)</b>	Royal Academy of Dance
<b>3. Final Award</b>	BA (Hons) Ballet Education
<b>4. Programme title/route/pathway</b>	BA (Hons) Ballet Education
<b>5. Subsidiary award(s) and title(s)</b>	Diploma of Higher Education: Ballet Education <i>(subsidiary award)</i> Certificate of Higher Education: Ballet Education <i>(subsidiary award)</i>
<b>6. FHEQ Level</b>	6
<b>7. FHEQ Credits</b>	360
<b>8. Name of Professional, Statutory or Regulatory Body (PSRB)</b>	Not applicable
<b>9. Date of last accreditation (if applicable)</b>	January 2019
<b>10. Mode of study</b>	Full-time, taught programme
<b>11. Language of study</b>	English
<b>12. UCAS Code</b>	R55/W540
<b>13. QAA Subject Benchmark Statement (if applicable)</b>	Dance, Drama and Performance Education Studies
<b>14. Other internal and / or external reference points</b>	Not applicable
<b>15. Faculty / Department</b>	Faculty of Education
<b>16. Programme Manager</b>	Felicity Kerr
<b>17. Date of Production / Revision of the specification</b>	October 2022
<b>18. Educational aims of the Programme</b>	
<p>The programme enables participants to:</p> <ul style="list-style-type: none"> <li>• To provide students with an in-depth study of the ballet genre in preparation for its teaching within educational and professional contexts</li> <li>• To develop the learner's interest in, and understanding of, ballet performance, choreography and appreciation from a range of analytical and critical perspectives</li> <li>• To equip students with a wide range of intellectual, professional and key/transferable skills relevant to the teaching of ballet in a variety of professional contexts</li> <li>• To produce educated and professionally competent and motivated individuals who are able to contribute to the development of ballet teaching on a national and international scale</li> <li>• To provide students with a secure platform for lifelong learning, including study for higher degrees and/or advanced professional qualifications</li> </ul>	
<p><b>Programme learning outcomes</b> – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:</p>	

<p><u>Knowledge and Understanding</u></p> <ol style="list-style-type: none"> <li>1. The processes by which ballet performance is constructed and reconstructed</li> <li>2. Ballet histories and traditions and the socio-cultural contexts in which they are located</li> <li>3. Political ideologies, cultural phenomena and artistic trends which have shaped western theatre dance</li> <li>4. Key performers, choreographers, composers, designers and pedagogues who have made major contributions to the balletic canon</li> <li>5. Traditional and contemporary debates on ballet as an art form and as education</li> <li>6. The collaborative nature of performing arts with a focus on the interdisciplinary potential of ballet education and teaching</li> <li>7. The inter-relatedness of theory and practice which informs the discipline of dance</li> <li>8. Contemporary theories and debates on teaching and learning as applied to ballet education training</li> <li>9. Health and safety issues in relation to ballet practice and teaching</li> <li>10. The vocabularies, schools and training systems which support a global ballet culture</li> </ol>	<p><u>Learning and Teaching strategies</u></p> <p>Acquisition of knowledge is achieved mainly through lectures, seminars and directed student-centred learning. Teaching and learning is resource based with a higher dependency on primary source materials as the programme progresses. Compulsory modules employ a range of practical and theoretical delivery modes, including technique classes, lectures, seminars, workshops and individual tutorials to cover the diversity of the programme with a move towards greater emphasis on student-led learning and professional application at FHEQ Level 6. This reflects the teacher education focus.</p> <p><u>Assessment</u></p> <p>Subject knowledge and understanding is assessed through a range of practical and theoretical modes, including practical examinations, written examinations, essays, presentations, performances, choreographic assignments, teaching practice and portfolios. At FHEQ Level 6, the dissertation and module options provide opportunities to demonstrate in-depth subject knowledge and understanding in a chosen area. All modules have both formative a summative assessment to support learning and progression.</p>
<p><u>Skills and other attributes - Intellectual / cognitive skills</u></p> <ol style="list-style-type: none"> <li>1. Describe, interpret and evaluate ballet performance from a range of critical perspectives</li> <li>2. Engage in critical debate on a variety of issues in the arts, dance and education</li> <li>3. Identify historical, social, cultural and artistic contexts which surround ballet practice, performance and teaching</li> <li>4. Employ a range of research methods, techniques and skills to review, consolidate and extend knowledge of ballet and ballet education</li> </ol>	<p><u>Learning and Teaching strategies</u></p> <p>Cognitive skills are developed through lectures, seminars, practical sessions and individual tutoring. These skills are developed as a progression from an introduction to critical dance analysis frameworks at FHEQ Level 4 to the examination of issues of genre and style at FHEQ Level 5 and the choice of subject studies option module at FHEQ Level 6. Throughout, the programme reflects the ethos of theory informing practice. This approach is evident at FHEQ Level 6, where students are able to demonstrate degree-level cognitive skills through either theoretical or practical research.</p> <p><u>Assessment</u></p> <p>At FHEQ Level 4 all assessment modes demonstrate basic cognitive skills. In particular, the written examination paper, essay and presentation demonstrate basic contextual knowledge and critical skills. At FHEQ Levels 5 and 6, modes of assessment are extended to include reflective essays, critical evaluations, teaching/career portfolios and viva voces. The dissertation module at FHEQ Level 6 provides</p>

	<p>students with opportunities to demonstrate in-depth engagement with research methods, techniques and skills indicative of final year undergraduate study.</p>
<p><u>Skills and other attributes - Professional practical skills</u></p> <ol style="list-style-type: none"> <li>1. Perform selected ballet repertoire showing technical and stylistic accuracy and understanding</li> <li>2. Choreograph using the ballet vocabulary and drawing on knowledge of choreographic oeuvres, styles and devices</li> <li>3. Use dance analysis frameworks to enhance performance, choreography and critical appreciation of ballet</li> <li>4. Teach ballet effectively and safely across a range of age groups and abilities</li> </ol>	<p><u>Learning and Teaching strategies</u>          Practical skills are developed through performance, choreography and practical teaching. These areas are delivered through a variety of practical classes, workshops, rehearsals, teaching practices and in-house performances. At FHEQ Levels 5 and 6, there is a move towards greater integration of theory and practice, and of practice as research. Learning and teaching of practical skills moves from a high-contact hour, tutor-directed model to a model of student-led learning.</p> <p><u>Assessment</u>          Practical skills are assessed through practical performance, choreographic assignments and practical teaching. In terms of performance, emphasis moves from demonstration of class work and fundamental technique to performance of ballet repertoire. In choreography, there is a progression from smaller to larger group pieces of increasing length allowing students to demonstrate the ability to create more substantial choreographic offerings. Demonstration of dance analysis skills will form part of the assessment of subject knowledge across all three levels of study. The assessment of practical teaching at FHEQ Levels 5 and 6 ensures that students are fully conversant with appropriate pedagogy for dance teaching. Additional assessment and critical evaluation of teaching materials supports a concept of integrated professional learning.</p>
<p><u>Skills and other attributes - Key / transferable skills</u></p> <ol style="list-style-type: none"> <li>1. Plan, undertake and complete a variety of tasks using reflective practices and independent thinking</li> <li>2. Communicate with specialist and non-specialist audiences using a variety of verbal and non-verbal skills</li> <li>3. Work effectively both independently and as part of a group</li> <li>4. Develop, express and realise ideas using theoretical and practical skills</li> <li>5. Time manage effectively</li> <li>6. Identify, analyse and resolve problems</li> <li>7. Use ICT, both general, and dance specific, in the acquisition of knowledge and the</li> </ol>	<p><u>Learning and Teaching strategies</u>          The diverse range of practical and theoretical teaching modes will ensure that students gain core key skills at each level. The nature of the programme means that the development of both verbal and non-verbal communication skills is a prime outcome. The programme progresses from high-contact hour teaching at FHEQ Level 4 to developing independent learning, planning and time management strategies and decision-making skills at FHEQ Levels 5 and 6. Reflective practice is encouraged largely through group seminars, group and individual tutorials and the mentoring model employed on practical teaching placements.</p>

<p>enhancement of teaching and career development</p>	<p><b>Assessment</b>          The assessment of key skills is integrated, rather than discrete. The diverse range of practical and theoretical assessment modes will measure both verbal and non-verbal communication skills. The array of written assignments provides opportunities to demonstrate written communication and ICT skills, whilst the dissertation and professional placements will require high level time management, planning and problem solving skills. Within each module, specific key skills are identified. At FHEQ Level 6, career preparation, teaching and the dissertation provide the main opportunities for the assessment of reflective practice and individual thinking.</p>				
<p><b>19. Programme structure</b> – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.</p>					
<p><i>The BA (Hons) Ballet Education programme has a unique focus on ballet and education. It provides students with an in-depth study of the ballet genre and simultaneously equips them with 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"> <li>- All students are initially registered for the BA (Hons) Ballet Education.</li> <li>- The BA (Hons) Ballet Education is studied over 3 academic years and is a full-time taught programme of study.</li> <li>- On successful completion of the BA (Hons) Ballet Education, students may seek employment in the dance/ballet teaching profession and they are eligible to become Registered Teachers of the Royal Academy of Dance. Students may also progress to the Royal Academy of Dance's Postgraduate Certificate in Education: Dance Teaching or MA in Education (Dance Teaching) programmes or apply for Masters level programmes at other Higher Education institutions.</li> <li>- The Programme is divided into modules of 15, 30 or 45 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 study hours of learning and delivered over the whole academic year (two semesters). Study hours for each module comprise of student contact, private study, assessment and, in some instances, teaching placements.</li> <li>- The Dissertation module (45 credits at FHEQ Level 6) takes place in Semester 2 of the final year of study.</li> <li>- Students are required to achieve 120 credits at each level of study.</li> <li>- The minimum pass mark is 40%.</li> <li>- In order to achieve the BA (Hons) Ballet Education students must achieve a total of 360 credits of which 120 must be at FHEQ Level 6.</li> </ul>					
<p>Programme variances (if applicable)</p>					
<p><i>Not applicable</i></p>					
<p>Programme pathways and variants</p>					
<p><i>Not applicable</i></p>					
<p>FHEQ Level 6: Potential awards – BA (Hons) Ballet Education</p>					
<p>Module code</p>	<p>Module title</p>	<p>Core /compulsory /optional</p>	<p>Credit volume</p>	<p>Semester (1 / 2)</p>	<p>Award requirements</p>

BBE601	<i>Performance Practice</i>	<i>Option</i>	30	1	<b>BA (Hons) Ballet Education</b> 360 Credits of which 120 are at FHEQ Level 6  The pass mark required for all modules at FHEQ Level 6 is 40%.
BBE602	<i>Ballet Practices: An International Perspective</i>	<i>Option</i>	30	1	
BBE603	<i>The Creative Teacher / Choreographer</i>	<i>Option</i>	30	1	
BBE604	<i>Dance Science- Optimising Performance</i>	<i>Option</i>	30	1	
BBE608	<i>Dissertation</i>	<i>Compulsory</i>	45	2	
BBE605	<i>Education Studies</i>	<i>Compulsory</i>	15	1	
BBE606	<i>Professional Placement (Part 1) and Career Preparation</i>	<i>Compulsory</i>	15	1	
BBE607	<i>Professional Placement (Part 2)</i>	<i>Compulsory</i>	15	2	
How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?			Choose 1 from the 3 listed optional modules.		
FHEQ Level 5: Potential awards – Diploma of Higher Education: Ballet Education					
Module code	Module title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
BBE501	<i>Technique and Performance</i>	<i>Compulsory</i>	30	1 & 2	<b>Diploma of Higher Education: Ballet Education</b>  240 Credits of which 120 are at FHEQ Level 5  The pass mark required for all modules at FHEQ Level 5 is 40%.
BBE502	<i>Ballet: Genre and Style</i>	<i>Compulsory</i>	15	2	
BBE503	<i>Choreography Craft and Form</i>	<i>Compulsory</i>	15	2	
BBE504	<i>Dance Science and Somatic Practice for Teaching</i>	<i>Compulsory</i>	15	1	
BBE505	<i>Dance Teaching: Theory and Practice</i>	<i>Compulsory</i>	15	1	
BBE506	<i>Teaching Placement 1</i>	<i>Compulsory</i>	15	1	
BBE507	<i>Teaching Placement 2</i>	<i>Compulsory</i>	15	2	
How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?			Not applicable, all modules are compulsory at this level.		
FHEQ Level 4: Potential awards – Certificate of Higher Education: Ballet Education					
Module code	Module title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
BBE401	<i>Fundamentals of Ballet Technique</i>	<i>Compulsory</i>	30	1 & 2	<b>Certificate of Higher Education: Ballet Education</b>
BBE404	<i>Introduction to Dance Science</i>	<i>Compulsory</i>	15	1	

	<i>and Somatic Practice</i>				120 Credits at FHEQ Level 4  The pass mark required for all modules at FHEQ Level 4 is 40%.
BBE402	<i>Frameworks for Dance Analysis</i>	<i>Compulsory</i>	15	1	
BBE406	<i>Ballet Repertoire</i>	<i>Compulsory</i>	15	2	
BBE403	<i>Dance Histories: Repertoire, Techniques and Styles</i>	<i>Compulsory</i>	30	1 & 2	
BBE405	<i>Introduction to Dance Teaching</i>	<i>Compulsory</i>	15	2	
How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?			<i>Not applicable, all modules are compulsory at this level.</i>		
<b>20. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme</b>					
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.)					✓
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
<b>Further information</b>					
<b>External/guest teaching:</b> <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>					
<b>Student placements:</b> <i>The following modules contain placement components:          BBE405: a series of 5 half-day observational visits to a range of dance teaching contexts          BBE506: a 1-semester teaching placement at a private sector ballet school (min. 24 placement hours in total)          BBE507: two short dance teaching placements; one in a community and one in a public sector teaching context (min. 24 placement hours in total)          BBE606 and BBE607: a 2-semester teaching placement in a teaching context of the student's choice (min. 90 hours in total; approx. 45 hours per semester)</i>					
<i>All teaching placements are supervised by fully qualified and experienced teaching mentors. Mentors are contracted by the Royal Academy of Dance for each teaching placement and receive guidance in the form of a Mentor Handbook and regular Mentor Training Days. RAD tutors regularly undertake visits to each teaching placement for student assessment and quality monitoring purposes.</i>					
<b>21. Criteria for admission</b>					
<i>Admissions criteria for entry at FHEQ Level 4 are as follows:</i>					

- *Three GCE A Level (A2) passes at grades B, B, C or equivalent (e.g. International Baccalaureate, BTEC National and Higher National Diplomas and Certificates, Abitur, Lyceum Apolytirio, etc.) and*
- *RAD Intermediate level or equivalent ballet ability*

*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).*

*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).*

*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 Certificated 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 BA (Hons) Ballet Education.*

## **22. Assessment regulations**

*All of the Royal Academy of Dance's university-validated programmes adhere to the Faculty of Education's General Regulations, Programme Specific Regulations and Code of Practice on Assessment of Students' Work within Taught Programmes and any relevant regulations of the validating university.*

## **23. Support for students and their learning**

*The following support services are available for students enrolled on the BA (Hons) Ballet Education:*

- **Student Support and Welfare Officer:** *The Student Support and Welfare Officer provides help with non-academic and pastoral needs. 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 BA (Hons) Ballet Education programme has a 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 meet 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.*

## **24. 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 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, 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.*

#### **25. Further information**

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