

PROGRAMME SPECIFICATION

1. Awarding Body	Royal Academy of Dance
2. Teaching Institution (if different)	Royal Academy of Dance
3. Final Award	Professional Dancers' Teaching Diploma
4. Programme title/route/pathway	Professional Dancers' Teaching Diploma
5. Subsidiary award(s) and title(s)	Not applicable
6. Level	Level 6
7. Credits	60 credits
8. Name of Professional, Statutory or Regulatory Body (PSRB)	Not applicable
9. Date of last accreditation (if applicable)	October 2019
10. Mode of study	Full-time
11. Language of study	English or Mandarin
12. UCAS Code	Not applicable
13. QAA Subject Benchmark Statement (if applicable)	Not applicable
14. Other internal and / or external reference points	Not applicable
15. Faculty / Department	Faculty of Education
16. Programme Manager	Fiona Brooker (Interim)
17. Date of Production / Revision of the specification	May 2022

18. Educational aims of the Programme

The programme provides students with opportunities to:

- Gain knowledge and understanding of educational and pedagogical theories applicable to dance teaching
- Develop the skills necessary for safe and effective dance teaching practice
- Reflect on their own learning, taking responsibility for their own professional development
- Prepare for entry to the dance teaching profession and plan for career progression

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:

Knowledge and Understanding

1. Contemporary theories and debates on learning and teaching as applied to dance education and training
2. Health and safety issues in relation to dance practice and teaching
3. Professional development in dance and dance education

Learning and Teaching strategies

Acquisition of knowledge and understanding is achieved through workshops, practical sessions, lectures, seminars online study tasks 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 assessment modes, including presentations, practical teaching, a reflective written assignment and a self-

	<p>reflective interview. 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"> Engage in critical debate on a variety of issues in dance and education Employ a range of research skills to review, consolidate and extend knowledge of ballet, dance and education 	<p><u>Learning and Teaching strategies</u></p> <p>Cognitive skills are developed through lectures, seminars, practical sessions, online study tasks and individual tutoring. Throughout, the programme reflects the ethos of theory informing practice. This approach is evident in all modules as students are able to demonstrate cognitive skills through either theoretical or practical application.</p> <p><u>Assessment</u></p> <p>Intellectual and cognitive skills are assessed in all modules within the application of theory to inform practice and reflection.</p>
<p><u>Skills and other attributes - Professional practical skills</u></p> <ol style="list-style-type: none"> Teach ballet effectively and safely across a range of age groups and abilities Reflect on the effectiveness of teaching to facilitate development of own practice 	<p><u>Learning and Teaching strategies</u></p> <p>Practical skills are developed through presentations, microteaching tasks and supervised teaching practice and group work.</p> <p><u>Assessment</u></p> <p>Practical skills are assessed through practical teaching and presentations. The assessment of practical teaching ensures that students are fully conversant with appropriate pedagogy for dance teaching. The presentation and critical evaluation of pedagogy supports a concept of integrated professional learning.</p>
<p><u>Skills and other attributes - Key / transferrable skills</u></p> <ol style="list-style-type: none"> Use ICT, verbal and non-verbal communication skills to support teaching and present information coherently 	<p><u>Learning and Teaching strategies</u></p> <p>The diverse range of practical and theoretical teaching modes ensures that students gain a range of key skills. The nature of the programme means that the development of both verbal and non-verbal communication skills is a prime outcome. Reflective practice is encouraged through group seminars, group and individual tutorials and peer-feedback within the context of practical teaching. The distance learning component of the programme also promotes individual reflection and critical evaluation.</p> <p><u>Assessment</u></p> <p>The assessment of key skills is integrated, rather than discrete. All assessment modes measure both verbal and non-verbal communication skills. The written assignment and presentation assessments provide opportunities to demonstrate verbal and written communication and ICT skills as well as high-level time management, planning and problem solving</p>

	skills. Teaching assessments require students to apply secure planning, refined communication and problem solving skills. The self-evaluation interview requires skills in reflective practice and independent thinking.
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20. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

The Professional Dancers' Teaching Diploma (PDTD) programme is a taught programme delivered full time over three months.

Participants study through a variety of practical and theoretical sessions including dance classes, teaching observation, peer teaching sessions, supervised teaching practice, lectures, seminars, workshops and online study tasks. Students who have successfully completed the modular programme will be awarded the Professional Dancers' Teaching Diploma and will be eligible for Royal Academy of Dance (RAD) Registered Teacher Status (RTS).

- *The Programme is divided into one module of 10 credits, one module of 20 credits and one module of 30 credits. The 10 credit module is indicative of 100 hours of learning, the 20 credits is indicative of 200 hours and the 30 credit module is indicative of 300 hours of learning. Study hours for each module comprise of student contact, independent study, assessment and teaching practice. The programme is aligned with FHEQ Level 6.*
- *Students are required to achieve all 60 credits to achieve the Professional Dancers' Teaching Diploma.*
- *The minimum pass mark is 40%*

Level 6: Potential awards – Professional Dancers' Teaching Diploma

Module code	Module title	Core /compulsory /optional	Credit volume	Delivery Schedule	Award requirements
PDT601	<i>Dance Teaching as Professional Practice</i>	<i>Compulsory</i>	10	<i>June - August</i>	<i>Professional Dancers' Teaching Diploma</i> 60 Credits at Level 6
PDT602	<i>Dance Teaching as Educational Practice</i>	<i>Compulsory</i>	20	<i>June - July</i>	
PDT603	<i>Dance Teaching as Applied Practice</i>	<i>Compulsory</i>	30	<i>June - August</i>	