

Programme Specification

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| 1. Awarding Institution/Body | Royal Academy of Dance |
| 2. Teaching Institution | Royal Academy of Dance |
| 3. Accrediting Authority | Not Applicable |
| 4. Final Award | Professional Award in Adult Dance Practice |
| 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 2018 |

9. Rationale

The Continuing Professional Development Award in Adult Dance Practice is a distance learning programme for teachers who want to develop their skills in relation to leading dance classes with and for adult learners. According to research published by the EU, in 2030 one in four Europeans will be over the age of 65 and within the next ten years there will be more than one billion people worldwide over the age of 60. At the same time, most industrialised nations are witnessing a decline in the birth rate. Within the EU, for example, the number of young adults, aged 15-24, is set to decline from approximately 24 million now to 21 million in 2030. This demographic shift suggests there are strong business reasons for dance teachers to develop their practice in working with adults of all ages.

10. Main educational aims of programme:

- To equip dance professionals with the knowledge, skills and understanding necessary to safely and effectively adapt their dance teaching practice to work with a broad range of adult learners;
- To enable dance teachers to identify new business opportunities in relation to demographic shift;
- To enable dance teachers to gain knowledge and understanding of educational and pedagogical theories of learning and teaching, applying these in reflection and critical evaluation of their skills in relation to leading dance classes with and for adult learners;

11. Programme outcomes –

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

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| <p>A: Subject Knowledge and Understanding Subject Specific:</p> <ol style="list-style-type: none"> 1. Awareness of the processes of ageing in relation to dance practice 2. Understanding of strategies for inclusive practice in relation to age 3. Ability to identify and capitalise upon new opportunities for business development in relation to demographic shift 4. The role of adult dance activities within in the wider community (local and global), social inclusion and creative enterprise | <p>Teaching and Learning Strategies and Methods</p> <p>Acquisition of knowledge is achieved in two primary ways: through practical work-based tasks and through participation with other teachers and the module tutor through the Virtual Learning Environment (VLE), supported by one-to-one tutoring via telephone and email. Learning and teaching is resource-based, drawing on examples of best practice in dance teaching with and for adults from around the world.</p> <p>Assessment</p> <p>Subject knowledge and understanding is assessed through a range of formative and summative assessment modes. Formative assessment comprises participation in selected unit tasks within the VLE specified for tutor feedback and/or through the submission of tasks directly to the tutor. Summative assessment modes include portfolios, essays, action plans and reflective logs.</p> |
| <p>B: Cognitive (thinking) skills - able to:</p> <ol style="list-style-type: none"> 1. Identify and comply with expectations of professional practice and evaluate personal and professional skills for continuing professional development 2. Recognise the impact of effective teaching practice on learning 3. Analyse the effectiveness of dance classes 4. Undertake independent research to support and enhance the learning and teaching of dance | <p>Teaching and Learning Strategies and Methods</p> <p>Cognitive development is achieved through on-line peer group discussion and the individual tutoring system. Critical skills are embedded in the reading and tasks engaged in through the VLE. Periods of self-directed study are required; this will be enhanced through the use of a VLE, which will enable students and tutors to consolidate and expand upon the formally taught components.</p> <p>Assessment</p> <p>Assessment of cognitive skills is embedded within study tasks and summative assessments across written and practical assignments.</p> |

Programme outcomes – continued

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

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| <p>C: Practical skills - able to:</p> <ol style="list-style-type: none">1. Design and deliver dance classes tailored to the needs, both physical and psychological, of adult learners2. Record and document teaching in a manner which is coherent and accountable3. Use effective interpersonal skills to communicate with others4. Deliver dance classes which are creative and imaginative | <p>Teaching and Learning Strategies and Methods</p> <p>Practical skills are developed through periods of tutor-guided action and reflection. Tutors guide students in the application of a range of resources via the VLE and software pertinent to professional needs.</p> <p>Assessment</p> <p>Assessment of key practical skills is embedded within study tasks and summative assessments across written and practical assignments.</p> |
| <p>D: Key transferable skills – able to:</p> <ol style="list-style-type: none">1. Collate, analyse and critically evaluate information2. Use a range of strategies to manage time, including the setting of realistic goals, forward planning and prioritising workloads3. Work independently, using initiative and problem solving skills4. Incorporate feedback from others to progress learning5. Assess own achievement and identify strategies to progress learning6. Use a range of ICT skills to access the VLE, dance specialist databases, on-line journals and discussion forums | <p>Teaching and Learning Strategies and Methods</p> <p>The combination of study tasks, peer discussion through the VLE and completion of formative and summative assessments provide multiple opportunities for students to demonstrate and extend key transferable skills. As distance learners, students will spend much of their time working independently and will extend ICT skills through additional research related to specific study and assessment tasks. All modules are designed to promote responsibility for learning, reflection, evaluation and effective time management.</p> <p>Assessment</p> <p>Assessment of key transferable skills is embedded within study tasks and summative assessments across written and practical assignments.</p> |

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

In order to achieve the Professional Award in Adult Dance Practice learners must complete all Modules within four years of Registration.

- The Professional Award in Adult Dance Practice is a modular programme comprising four compulsory modules, each attracting 15 credits, amounting to a recommended 600 study hours.
- The programme will be delivered internationally
- The programme is aligned to Level 5 (60 credits)
- Achievement is assessed against learning outcomes as specified for each module and successful completion of summative assessments as outlined in Assessment and Examinations booklets.
- Students' achievement is assessed in relation to learning outcomes specified for each module.

60 Credits at Level 5. Potential Award - Professional Award in Adult Dance Practice

| Level 5 | Delivery Period 1 January - June | Delivery Period 2 July - December |
|---------------|-------------------------------------|--------------------------------------|
| Year 1 | CPD 510 | CPD 511 |
| Year 2 | CPD 512 | CPD 513 |

Compulsory Modules

CPD 510: Dancing into Adulthood (15 Credits)

CPD 511: Dance for Older Adults (15 Credits)

CPD 512: Principles of Adult Ballet (15 Credits)

CPD 513: Business Strategy and Digital Communications (15 Credits)