Postgraduate Certificate in Education (Dance Teaching)
Programme Specification

PROGRAMME SPECIFICATION	
1. **Awarding Body**	University of Bath
2. **Teaching Institution (if different)**	Royal Academy of Dance
3. **Final Award**	Postgraduate Certificate in Education (Dance Teaching)
4. **Programme title/route/pathway**	Not applicable
5. **Subsidiary award(s) and title(s)**	Not applicable
6. **FHEQ Level**	7
7. **FHEQ Credits**	60
8. **Name of Professional, Statutory or Regulatory Body (PSRB)**	Not applicable
9. **Date of last accreditation (if applicable)**	January 2019
10. **Mode of study**	Distance learning
11. **Language of study**	English
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**	Lee Davall
17. **Date of Production / Revision of the specification**	July 2022

18. Educational aims of the Programme

The programme enables participants to:

- Engage critically with new developments in dance education and learning and teaching
- Deepen subject knowledge within a clearly defined area or context, informed by research at the forefront of current understanding
- Develop knowledge and understanding of education research techniques
- Advance knowledge of, and skills in, teaching or leadership
- Extend and refine communication skills through different forms of writing and discussion

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	Learning and Teaching strategies
1. Enhanced knowledge and understanding of dance education and a clearly defined area or context within dance education, informed by research at the forefront of the discipline 2. Critical awareness of current problems, existing theories, developments and new insights in defined areas of dance education	Acquisition of advanced levels of knowledge and understanding is achieved through guided reading and discussion forums, and individual tutoring by e-mail and telephone/Skype. Assessment Subject knowledge and understanding is assessed through written assignments and, in some instances, practical assignments ranging

3. Enhanced understanding of research techniques applicable to dance education research	from essays to action plans and portfolios. Practical modes of assessment may include the evaluation of practical teaching (as in MAE704 and MAE705) and conducting a focus group interview (MAE708).
Skills and other attributes - *Intellectual / cognitive skills* 1. Conceptual understanding that enables critical evaluation of current research and advanced scholarship within a defined area or teaching context within dance education 2. Enhanced knowledge of learning and teaching and/or leadership 3. Ability to relate examples of theoretical research to professional practice	**Learning and Teaching strategies** Cognitive development is achieved through reflective practice, on-line peer group discussion and the individual tutoring system. Advanced level critical skills are embedded in the reading and tasks in each Module Study Guide. **Assessment** All assessment modes provide opportunities for students to demonstrate high level thinking skills. The essay in module MAE701 engages students in critical evaluation of the relevance of selected research to their own professional practice. These critical skills are part of all module options.
Skills and other attributes – *Professional practical skills* If students undertake a practice-based module option, they will develop: 1. Enhanced skills in teaching within specialist areas through application and critical reflection 2. Flexibility and creativity in the application of knowledge to practical teaching 3. Ability to act autonomously in the planning and implementation of practical tasks at a professional level 4. Ability to respond to the needs of learners and make sound judgements	**Learning and Teaching strategies** Practical skills will be delivered as part of an Induction Seminar which introduces students to key issues in dance and dance education practice. MAE704: Inclusive Dance Practice and MAE705: Somatic Approaches to Dance Education provide further opportunities to develop practical teaching skills in a specific area. MAE703: Leading Learning and MAE708: Assessment Issues in Dance Practice provide students with an opportunity to implement particular research methods. **Assessment** Throughout the programme, students will engage in informal practical tasks. Specific module options also provide opportunities for formal practical application of theories and concepts. This engagement provides students with opportunities to utilise practical skills drawn from modules into their teaching. Since all students are experienced dance teachers, some of whom have significant professional experience, the assessment of practical teaching is not a focus of the programme except where specialist skills are required (as in MAE704 and MAE705).
Skills and other attributes - *Key / transferable skills* 1. Ability to analyse and critically evaluate complex concepts and ideas 2. Ability to reflect upon practice in relation to existing scholarship	**Learning and Teaching strategies** The essential reading materials and further reading in each Module Study Guide introduce complex concepts, theories and debates to challenge analytical, critical and evaluative skills.

3. Ability to construct informed, authoritative and lucid debate which engages with recent thinking 4. Ability to communicate ideas with coherence and clarity, using advanced verbal and non-verbal skills, including advanced ICT skills	The nature of work-based and distance-learning study ensures that communication and problem solving skills are central. Student-led and tutor-guided modes of study encourage independent reflective practitioner/learners able to progress their own learning and communicate research findings with clarity. Assessment The written assignments allow students to demonstrate concise writing, and may involve analysis, self-reflection, description and critical evaluation.	

20. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

The Postgraduate Certificate in Education (Dance Teaching) is a modular, distance-learning and work-based programme of study designed to introduce students to the process of reflecting upon their own practice as a dance teacher, in the light of existing scholarship. It offers the opportunity to think about the relationship between theory and practice with a chance to complete assignments that breakdown the boundaries between their work as a dance teacher and the world of higher education. The programme details are as follows:

- *All students are initially registered for the Postgraduate Certificate in Education (Dance Teaching).*
- *The Postgraduate Certificate in Education (Dance Teaching) is studied over one or two academic year(s) part-time by distance learning.*
- *On successful completion of the Postgraduate Certificate in Education (Dance Teaching) students may progress to study at postgraduate diploma or Master's level.*
- *The programme is divided into modules to the value of 15 or 30 credits. Each 15 credit module is indicative of 150 hours of learning and each 30 credit module is indicative of 300 hours of learning. The study hours for each module comprise tutor contact, private study and assessment.*
- *In order to achieve the Postgraduate Certificate in Education (Dance Teaching) students must successfully complete 60 credits at FHEQ Level 7.*

Programme variances (if applicable)
Not applicable

Programme pathways and variants
Not applicable

FHEQ Level 7: Postgraduate Certificate in Education (Dance Teaching)

Module code	Module title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
MAE700	Research Methods	Compulsory	15	1	*Postgraduate Certificate in Education (Dance Teaching) 60 credits of which 60 are at FHEQ Level 7. The pass mark required for all*
MAE701	Dance, Education and Culture	Compulsory	15	1	
One module (30 credits) from the following:					
MAE702	Dance Pedagogy	Option	30	2	
MAE703	Leading Learning	Option	30	1	
MAE704	Inclusive Dance Practice	Option	30	1	

MAE705	*Somatic Approaches to Dance Education*	*Option*	*30*	*2*	*modules at FHEQ Level 7 is 50%.*
MAE706	*Society, Politics and Youth Dance*	*Option*	*30*	*1*	
MAE707	*Dance in the Private Sector: Scope and Influence*	*Option*	*30*	*2*	
MAE708	*Assessment Issues in Dance Practice*	*Option*	*30*	*2*	
MAE709	*Laban Studies: Shaping Education Practice*	*Option*	*30*	*1*	
MAE710	*Dance and Lifelong Learning*	*Option*	*30*	*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 listed optional modules (30 credits).*		

21. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

Data supplied by an external source for student analysis which contributes to an assessment	✕
External / guest teaching	✓
External markers	✕
Student placement	✓(15 hrs on MAE704)
Module Placement	✕
Professional Training Year	✕
Clinical Placements (that are not part of the PTY Scheme)	✕
ERASMUS Study (that is not taken during Level P)	✕
Study exchanges (that are not part of the ERASMUS Scheme)	✕
Dual Degree	✕
Joint Degree	✕

Further information

External/guest teaching:
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.

Student placement:
MAE704: Inclusive Dance Practice requires students to undertake 15 hours of practical experience with an approved Inclusive Dance practitioner or company.

22. Criteria for admission

The admission criteria for the Postgraduate Certificate in Education (Dance Teaching) are as follows:
- *A good honours degree in dance or with a significant dance component*
- *A recognised dance teaching qualification*
- *Must be employed as a dance teacher for the duration of the programme*

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: band 7.0 overall and no less than 6.5 in any of the four parts (listening, reading, writing, speaking), using the academic International English Language Testing System (IELTS).

Applications are welcome from professional dance teachers who do not hold traditional academic qualifications but have equivalent experiential learning. An applicant who does not hold appropriate entry requirements but whose application indicates 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.

Applications are reviewed on a case-by-case basis in accordance with the Faculty of Education Accredited Prior Learning (APL) Policy. APL applications are only considered if an offer for Postgraduate Certificate in Education (Dance Teaching) has been accepted. Credit may be considered in respect of Prior Certificated or Prior Experiential Learning and may be granted only where evidence can be provided by the applicant that s/he has already achieved the skills and knowledge that would have been achieved had s/he studied for the module(s) for which exemption is sought.

23. 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.

24. Support for students and their learning

The Faculty of Education provides the following mechanisms to support students throughout their studies:

- ***Induction Seminar (IS**): Students attend a five-day induction to the programme prior to the start of Semester 1. The IS enables individuals to meet fellow students, tutors and administrators. Prior to the IS, students receive an Induction Seminar Information Booklet which provides pertinent information and a timetable of sessions.*
- ***Programme Handbook:** The Programme Handbook provides students within an overview of the programme and important information relating to assessment and awards, resources, support services, communication, registration and payment of fees, academic integrity, equal opportunities and graduation. Students are encouraged to refer to the handbook throughout their studies.*
- ***Module Study Guides:** A Module Study Guide is provided for each module and contains specially selected study materials and structured study tasks to support student learning and preparation for summative assignments.*
- ***Assessment and Examinations Booklet:** This booklet provides students with all the details on summative assessments, submission dates and assessment criteria.*
- ***Faculty of Education Style Sheet:** This document sets out the Faculty of Education's requirements for formatting and citing and referencing.*
- ***Faculty of Education Website:** The website has key documentation related to the programme, plus homepages for each of the modules. Students are issued with a password at the beginning of their studies which allows them access to programme information and materials, links to study skills, IT support, and module forums.*
- ***Access to Athens:** Students are given access to Athens for the duration of their studies. This enables them to access key readings as well as extend their research for module assignments.*
- ***Programme Manager:** The Programme Manager is responsible for the leadership and management of the programme as a whole. The Programme Manager maintains contact with students throughout their studies and provides tutorial support when required. At the end of each academic year students complete a Student Annual Review form in which they reflect on*

- *their progress so far and set targets. Students have an opportunity to discuss this with the Programme Manager.*
- *Programme Officer: The Programme Officer provides dedicated support for all day-to-day administrative needs.*
- *Module Tutors: Module tutors provide students with academic guidance. This is achieved through module forum discussions, tutorials, feedback on study tasks and draft assignments, and the marking and reporting on assessment submissions.*
- *Registrar: The Registrar provides advice and support in relation to programme registration, fees and funding, progression, examination results and awards.*
- *Student Records and Awards Officer: The Student Records and Awards Officer provides information on enrolment status, suspension from studies and withdrawal.*
- *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.*
- *Student Support and Welfare Officer: The Student Support and Welfare Officer provides help with non-academic and pastoral needs. S/he works closely with module tutors and the Programme Manager to provide comprehensive pastoral support when this is needed.*
- *Student Representation: Students nominate a Student Representative during the Induction Seminar.*
- *Programme Monitoring: Students are strongly encouraged to provide feedback on the programme through Module Evaluation Questionnaires and the End of Programme Survey.*

25. 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.

26. Further information

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