



UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

PGCert Teaching Professional Theatre Dance

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2022/23]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts ¹			
Teaching Body	London Studio Centre (LSC)			
Final Award Title and Type	Postgraduate Certificate (PGCert)			
Course Title	Teaching Professional Theatre Dance			
Course Location and Length	Distance Learning Course with option of onsite face-to-face induction week		Length: Full-Time - 4 months Part-Time - 8 months	
Mode of Study	Full-time	X	Part-time	X
Period of Validation	2021/22 to 2025/26 (For LSC delivery)			
Name of Professional, Statutory or Regulatory Body	Not Applicable			
Type of Accreditation	Not Applicable			
Accreditation due for renewal	Not Applicable			
Entry criteria and requirements²				
<p>Applicants are required to have either weekly teaching employment or volunteer work in a Conservatoire, Higher Education, or Professional setting for the duration of the course and will be monitored using LSC's MA/PGCert Policy on Student Employment. Applicants must submit proof of this arrangement through a copy of a contract or letter from the employer as a condition of entry onto the course.</p> <p>In line with UCA's Admissions Policy, the Entry Criteria and requirements are as follows:</p> <p>A Honours degree or equivalent qualification in dance, dance education or a related discipline and/or relevant work experience, demonstrating an ability to study at postgraduate level.</p> <p>Consideration will also be given to applicants who can make a strong case for admission in relation to a particular project and can demonstrate their potential to satisfactorily complete the course.</p> <p>Other relevant and equivalent UK, European and International qualifications will be considered.</p> <p>For applicants whose first language is not English: Average IELTS score of 6.5 (or equivalent) with a minimum achievement of 5.5 for all components, is required.</p> <p>Applicants who have non-standard qualifications (or who wish work or life experience to be taken into account as part of their application) will be considered on an individual basis,</p>				

¹ Regulated by the Office for Students

² This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

in line with the general aims and principles of the Admissions Policy and within the terms of the Accreditation of Prior Learning policy.

Overall methods of assessment³	Written exams:	Practical exams:	Coursework:
Stage 1	0.0%	50.0%	50.0%
Overall Learning & Teaching hours⁴	Scheduled:	Independent:	Placement:
Stage 1	6.7%	93.3%	0.0%
	40 hours	560 hours	0 hours
General level of staff delivering the course⁵	LSC's staffing for this course is in line with the University's current recruitment policy for Lecturers and Senior Lecturers which states that they must have either an MA or equivalent professional practice in a relevant discipline or field. This is a particular highlight of LSC's teaching staff as most staff have had substantial professional experience in the industry with many staff still playing an active role within a variety of high profile dance professions. All lecturing staff are encouraged to work towards a teaching qualification or professional recognition by AdvanceHE and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Peripatetic Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement:			
In the absence of postgraduate Subject Benchmark Statements the Quality Assurance Agency for Higher Education (QAA) <i>Characteristics Statement Master's Degree (2020)</i> has been benchmarked instead.			
The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ) Level 7			

The Course Structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁴ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁵ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Programme Director, Senior Lecturer

Full-time and part-time

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units
Course				
UTPT7001: Professional Dance Pedagogy	7	15	Core	
UTPT7002: Supporting Healthy Dance Practice	7	15	Core	
UTPT7003: Applying Pedagogy in Practice	7	15	Core	
UTPT7004: Continuous Enhancement of Teaching Practice	7	15	Core	

Section B - Course Overview

This course provides comprehensive and structured professional development for theatre dance teachers who are working in professional, conservatoire, or higher education dance education settings. Preparing students for a robust career in dance teaching and training in a variety of dance techniques, the course equips students with comprehensive and systematic knowledge and understanding of dance pedagogy whilst developing independent research and reflective skills.

The course is distinctive in its flexible design and delivery. Carefully created as a distance-learning course, the ability for students to access this course from anywhere in the world has the potential not only to be global in reach but to fit in with the often unpredictable life of a professional dance artist. Allowing students to tailor their course to their other professional or personal commitments ensures the type of flexibility for postgraduate study that is unique in this subject area. Additionally, this flexibility is designed to meet the particular needs of dance professionals already working as dance teachers wishing to extend their existing practice and/or earn a more formal dance teaching qualification.

The educational aims of the course enable participants to:

- Develop critical understanding of educational and pedagogical theories, including reflective practice, applicable to professional-level dance teaching in conservatoires and/or higher education
- Engage critically with new and innovative developments in dance education, learning, teaching and assessment
- Extend and refine communication skills through discussions, presentations and writing
- Acquire practical skills, knowledge and understanding to become effective teachers of dance

The PGCert develops students' understanding of professional dance pedagogy and theories of learning as relevant to training in these contexts. Students will engage in

critical reflection of their own teaching practice using opportunities to transfer the learning they are doing on the course directly into their everyday professional life.

Section C - Course Aims

The course enables participants to:

- Develop critical understanding of educational and pedagogical theories, including reflective practice, applicable to professional-level dance teaching in professional, conservatoire and/or higher education contexts
- Engage critically with new and innovative developments in dance education, learning, teaching and assessment
- Deepen subject knowledge within a clearly defined context informed by research at the forefront of the discipline
- Extend and refine communication skills through discussions, presentations and writing
- Acquire practical skills, knowledge and understanding to become effective teachers of dance

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

1. Demonstrate systematic knowledge and understanding of dance education and pedagogy informed by observation, reflection, analysis, evaluation and research at the forefront of the discipline

Understanding

2. Demonstrate conceptual understanding that enables critical evaluation of current research and advanced scholarship within teaching dance in professional, conservatoire, and/or higher education contexts

Application

3. Demonstrate advanced subject knowledge in dance and dance teaching through application of theory and critical reflection of professional practice
4. Demonstrate the ability to relate examples of theoretical research to teaching and draw on personal experience and research to interpret knowledge and extend ideas and debates on dance education

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

The Learning, Teaching and Assessment Strategy at LSC keeps students at the centre, working in partnership toward a safe, stimulating, active and meaningful learning environment. As such, learning, teaching and assessment for the PGCert Teaching Professional Theatre Dance has been designed to be high quality, supportive, meaningful, effective, and engaging to prepare students for a career in dance education.

LSC operates an Enhancement Strategy with a specific section for Learning, Teaching and Assessment, which details the precepts against which learning, teaching and assessment initiatives, strategies and procedures are set. The main strategic objectives are to:

- Ensure the teaching faculty continues to reflect a level of excellence in the disciplines of dance and musical theatre education.
- Maintain effective (online) learning environments to engender active student engagement as creative artists and educators during their programme/course of study
- Design assessment to be meaningful and structurally aligned to learning outcomes
- Support teaching faculty to undertake CPD and assess its impact on the quality of the students' learning
- Provide access to data and research to inform the enhancement of teaching practice

These objectives are achieved through a number of strategies including: supporting, developing and mentoring staff; creating high quality course content; continually enhancing teaching facilities, learning resources and the VLE; and gathering evidence and impact narratives of concerted learning, teaching and assessment enhancements.

LSC assess the impact of this strategy regularly by monitoring student feedback, staff engagement with CPD, and student achievement and progression. LSC are proud of achieving Teaching Excellence and Student Outcomes Framework (TEF) Gold in 2018 and 2019 and take pride in the high-quality learning, teaching and assessment that takes place across the institution.

The course meets the educational aims of the University's Creative Education strategy through its creative performing arts roots; its holistic, inclusive, challenging and developmental curriculum design; its supportive and clear assessment strategy; its use of digital technologies as they relate to professional dance teaching; the student-centred approach to course design and enhancement; research led and international curriculum design; focus on employability in the dance teaching sector and education for sustainable design and exchange.

This course is designed with flexibility of the student experience at its heart. The course offers part-time and full-time modes of study, up to three entry points throughout the academic year and, as a distance-learning course, students may study from anywhere in the world with the possibility of fitting their studies around their other life and professional commitments in a way that works best for them. The course has a clear focus on developing students' independent study skills. Students are able to take control of their own learning in a number of ways, whilst maintaining strong connections to the learning community of the course and sharing experiences and learning through others' experiences.

Drawing from the wealth of research in distance learning pedagogy, the learning and teaching strategy for this course includes opportunities for both asynchronous and synchronous learning, the building of a strong community amongst students and staff, student choice and flexibility, a focus on building independent research and practical skills, and a safe and inclusive environment that allows students to put theory into practice through personal reflection and testing of ideas in their own teaching context.

The course is designed to provide graduates with the attributes and skills to innovate and create opportunity within the dance education sector; to work within and beyond this sector in all areas of dance education and beyond; and to bring the values of their creative practice to bear on the world in diverse and unexpected ways.

The acquisition of systematic and comprehensive levels of knowledge and understanding is achieved through distance learning activities such as preparatory tasks, webinars, lectures, seminars, guided reading, discussion forums, and individual tutoring from a team of experts by e-mail and telephone/video conferencing. Additionally, during the intensive induction teaching week, which students can choose to attend face-to-face or virtually, students will participate in practical workshops, 'macro' and 'micro' teaching as well as group and individual tutorials.

Cognitive development is achieved through reflective practice, peer group discussion and the individual tutoring system. Comprehensive critical skills are embedded in the reading and tasks in each Unit. Cognitive development is also achieved through professional practice in the form of teaching and critical reflection.

Practical skills will be honed and applied and the course will introduce students to key issues in dance and dance education practice. The development of practical teaching skills is strongly embedded in all aspects of the course and a particular focus of UTPT7003: Applying Pedagogy in Practice.

All tutor led activities will be undertaken by expert staff underpinned and informed by relevant research, including research published by staff designing and delivering the course. This allows for the research led teaching that will be expected of students to be modelled by staff.

Assessment Strategy

The assessment strategy for the PGCert enables the learning outcomes to be tested through a fair and inclusive assessment process that is clear to both staff and students.

Course Learning Outcomes have been mapped alongside the individual Unit Learning Outcomes, which are clearly assessed through both formative and summative assessment tasks. Such tasks allow students to be given feedback on how they are meeting the learning outcomes on a routine basis.

Wherever possible, inclusive modes of assessment are offered to ensure that students can meet threshold expectations without the need for alternative assessment based on individual needs. Assessments have been designed based on the good-practice advice from the guidance document: *Inclusive Teaching and Learning in Higher Education as a Route to Excellence* published by the Department for Education (DfE) (2017). For example, students are offered flexibility of choice in assessment to allow them to demonstrate their key strengths according to their individual abilities, interests and goals.

Offering a wide variety of assessment modes and types ensures that students are both supported and stretched during their studies. Such variety in assessment modes ensures that not one group of people are advantaged over another and all students are treated equally and supported to reach their potential.

Beyond informal formative feedback points across the delivery of each unit, students will additionally have the opportunity to engage with formal formative assessment. These assessment points allow students to demonstrate their progress in achieving the Unit Learning Outcomes and receive feedback that they can apply directly to their summative assessment.

All assessments, both formative and summative offer variety in assessment mode, reflecting the requirements of the profession. This variety contributes towards an inclusive approach in assessment, one of the aims of the UCA's Creative Education Strategy.

Section F - Employability

LSC has an existing strong track record of preparing students to enter the industry. While LSC does not currently have employability statistics for Postgraduate Courses, LSC is proud of its track record of strong employability statistics as demonstrated by our most recent Undergraduate Destinations of Leavers from Higher Education (DLHE) statistics (2019) showing that 97% of students were either in work or further study 6 months after leaving LSC.

The course has been designed in consultation with employers within the Conservatoire, Higher Education and Professional settings to ensure that the curriculum matches industry expectations and requirements. This consultation will continue in annual course monitoring to ensure that LSC keeps on top of changes and enhancements to employment expectations.

This course offers continuing professional development and recognition to teachers of dance who wish to develop their existing practice. In the world of dance education, many dance teachers do not have a formal qualification when the demands for such a qualification are ever growing. This course allows teachers to acknowledge their existing teaching practice, while enhancing it through the learning and the application of that learning they will do.

The curriculum has been developed with opportunities to focus on employment development while deepening existing dance teaching knowledge. The course has a focus on employability skills specifically relating to the dance teaching sector in a variety of different contexts. For example, students will be expected to demonstrate their planning, delivery and reflection upon a dance teaching experience. This opportunity to put theory into practice and then reflect upon this practice, is an exact requirement of the dance teaching profession and is explicitly linked to employment potential.

Other transferable employability skills including communication, self-motivation, collaborative working, openness, curiosity, commitment to personal development and challenge, time management and problem solving will be developed through the course and are embedded into all of the units.

Because this course is designed to be studied alongside an existing teaching practice, the skills developed will feed into existing employment while opening doors to future employment opportunities.

A commitment to the continuing enhancement of teaching practice and other wider professional values will be nurtured throughout. The applied, practice-based and industry-focused nature of the course means that the learning opportunities are directly relevant to teaching practice.

Employment engagement has been pivotal to course development and will be pivotal in its delivery. The course will be taught by experienced dance teachers/academics who are actively teaching and in senior management roles within the context of the dance education profession. Students will have master classes and guest lectures from employers helping to shape students' further understanding of the dance education industry with particular reference to conservatoire, higher education and other professional contexts.

Section G - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the FHEQ

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives