

Certificate in Dance Teaching (Ballet)
 Programme Specification

PROGRAMME SPECIFICATION		
Awarding Body	Royal Academy of Dance	
Teaching Institution (if different)		
Final Award	Certificate in Dance Teaching (Ballet)	
Programme title/route/pathway	Certificate in Dance Teaching (Ballet)	
Subsidiary award(s) and title(s)	NA	
FHEQ/Sector-recognised Standards Level	4	
FHEQ/Sector-recognised Standards Credits	120	
Name of Professional, Statutory or Regulatory Body (PSRB)	Not applicable	
Date of last accreditation (if applicable)	NA	
Mode of study	Main Mode of Study	Please tick:
	Full-time	<input type="checkbox"/>
	Part-time	<input checked="" type="checkbox"/>
	Onsite:	<input type="checkbox"/>
	Distance learning:	<input checked="" type="checkbox"/>
Language(s) of study	TBC	
Location(s) of study (e.g. if distance learning / overseas centre):		
UCAS Code	NA	
QAA Subject Benchmark Statement (if applicable)	Dance, Drama and Performance Education Studies	
Other internal and / or external reference points		
Faculty / Department	Faculty of Education	
Date of Production / Revision of the specification	October 2022	
Educational aims of the Programme		
The programme enables participants to:		
<ul style="list-style-type: none"> • become informed, independent and articulate ballet teachers able to take up employment within the private dance studio sector • develop their own knowledge and understanding of ballet teaching • develop intellectual, professional and key transferable skills relevant to the teaching of ballet in the private dance studio sector • establish a foundation for lifelong learning 		

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:

<p><u>Knowledge and Understanding</u></p> <ol style="list-style-type: none"> 1. Knowledge of the underlying principles associated to the stages of learning, including both cognitive and physiological development 2. Knowledge and understanding of the content and progressions of ballet vocabulary 3. Learning and teaching theories and strategies applicable to ballet teaching 4. Knowledge and understanding of health, wellbeing and safe practice as related to effective ballet teaching 5. An understanding of best practice and professional values in relation to ballet teaching 	<p><u>Learning and Teaching strategies</u> Acquisition of subject knowledge and understanding is achieved mainly through distance learning with tutor support via video conferencing and email. An Intensive Study Period (ISP) in the first year allows for face to face learning and teaching and practical study of fundamental teaching skills. Practical engagement is enhanced via group tutorials. Pedagogical and subject knowledge is delivered through an extended teaching placement in the second year, supported by a school based Mentor and a Tutor. All learning and teaching is student centred and resource based with study materials provided via the programme Virtual Learning Environment (VLE).</p> <p><u>Assessment</u> Subject knowledge and understanding is assessed through a case study written assignment in CDT411. Subject knowledge and understanding is also assessed verbally and practically via the following; CDT412 is assessed via a recorded presentation. CDT413 is assessed via a lecture demonstration and CDT424 is assessed via a practical teaching and recorded reflection following the periodic submission of summative assessment tasks.</p> <p>Student teachers are assessed using a competency model on a Pass/Fail basis.</p>
<p><u>Skills and other attributes - <i>Intellectual / cognitive skills</i></u></p> <ol style="list-style-type: none"> 1. Describe, analyse and evaluate ballet vocabulary for teaching 2. Employ a variety of methods and techniques to review, consolidate and extend knowledge of ballet teaching 3. Prepare teaching material tailored appropriately to meet learners' needs 	<p><u>Learning and Teaching strategies</u></p> <p>Cognitive development is achieved largely through module study materials and formative assessments which are designed to engage student teachers in reflection, analysis and evaluation. Online peer group discussion and the individual tutoring systems are in place to facilitate this learning. In all modules, student teachers are encouraged to undertake independent research using databases, websites and printed resources relevant to their</p>

<p>4. Employ a range of research methods, techniques and skills to review, consolidate and extend knowledge of subject (ballet) and pedagogical principles</p>	<p>own country of residence and produced in their own language of study. Cognitive development is also achieved through professional practice in the form of the teaching placement.</p> <p><u>Assessment</u></p> <p>Cognitive development is integral to all module assignments and seen in various ways; the observation case study (CDT411), the recorded presentation (CDT412), lecture demonstration (CDT413) and the practical teaching assessment (CDT424).</p> <p>Student teachers are assessed using a competency model on a Pass/Fail basis.</p>
<p><u>Skills and other attributes - Professional practical skills</u></p> <ol style="list-style-type: none"> 1. Observe children, young people and adults and evaluate their learning needs 2. Plan and deliver effective and inclusive learning and teaching in dance 3. Teach ballet effectively and safely using practical demonstration as appropriate 4. Manage a dance class environment, using teaching skills to establish a purposeful learning environment 5. Recognise and respond in a practical situation to learners' needs 	<p><u>Learning and Teaching strategies</u></p> <p>Practical skills are developed through practical engagement with the fundamentals of teaching in terms of both subject (ballet) and pedagogical knowledge in all modules through set study tasks. These skills are the focus of the Intensive Study Period (ISP) in CDT413. This practical knowledge provides the basis for starting to teach and the progression from observing, assisting teaching to solo teaching in CDT424. The mentoring process ensures that student teachers are supported in this transition which begins in the latter part of CDT413.</p> <p><u>Assessment</u></p> <p>Practical skills are assessed on a formative and summative basis in the CDT413 where the emphasis is on effective practical knowledge and understanding of ballet teaching. Practical teaching skills are monitored throughout the CBTS424 teaching placement and assessed through the summative teaching examination and submitted summative tasks.</p> <p>Student teachers are assessed using a competency model on a Pass/Fail basis.</p>

<p><u>Skills and other attributes - Key / transferable skills</u></p> <ol style="list-style-type: none"> 1. Collate and present information in various different forms 2. Manage time effectively and meet deadlines 3. Work independently, using initiative and taking responsibility for learning 4. Solve problems using knowledge and skills 5. Communicate effectively through verbal and non verbal skills 6. Use a range of ICT skills including word processing, using presentation software, making digital recordings, conducting internet research. 	<p><u>Learning and Teaching strategies</u></p> <p>The combination of distance-learning and face to face delivery provides a range of opportunities for student teachers to extend key/transferable skills. As distance learners, student teachers spend much of their time working independently and extending digital literacy skills through research and participation in online discussion forums and group tutorials. The onsite component and teaching placement gives student teachers a chance to work as a group, to develop non verbal communication skills and gain confidence in speaking in front of tutors, pupils and peers. All modules are designed to promote responsibility for learning, effective time management and the submission of work on time.</p> <p><u>Assessment</u></p> <p>The assessment of key skills is an integral part of the competency framework across all summative assessments (CDT411-CDT424).</p> <p>Student teachers are assessed using a competency model on a Pass/Fail basis.</p>
<p>Programme structure – including the route / pathway requirements, levels, modules, credits, awards and further information on the mode of study.</p>	
<p>The Certificate in Dance Teaching (Ballet) is a modular programme comprising four modules to the total value of 120 credits; three 20-credit modules and one 60-credit module.</p> <p>The programme is delivered internationally and in English and a number of other languages.</p> <p>Student teachers’ achievement is assessed in relation to learning outcomes specified for each module.</p> <p>The programme is structured and delivered as follows:</p> <ul style="list-style-type: none"> - All students are initially registered for the Certificate in Dance Teaching (Ballet). - The Certificate in Dance Teaching (Ballet) is studied over two calendar years and is a part-time taught programme of study. - On successful completion of the Certificate in Dance Teaching (Ballet), 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 	

<p>other Higher Education programmes with the Royal Academy of Dance or apply for undergraduate level programmes at other Higher Education institutions.</p> <ul style="list-style-type: none"> - The Programme is divided into modules of 20 or 60 credits. Each 20 credit unit is indicative of 200 hours of learning. Each 60 credit module is indicative of 600 study hours of learning. Study hours for each module comprise of student contact, private study, assessment and, in some instances, teaching placements. - The programme uses a competency model where student teachers are assessed on a Pass/Fail basis. Student teachers must pass all competencies - In order to achieve the Certificate in Dance Teaching (Ballet) student teachers must achieve a total of 120 credits. 					
Programme variances (if applicable)					
<i>Not applicable</i>					
Programme pathways and variants					
<i>Not applicable</i>					
FHEQ Level 4: Potential awards – Certificate in Dance Teaching (Ballet)					
Module code	Module title	Compulsory / optional	Credit volume	Semester / Year (1 / 2 / 3)	Award requirements
<i>CDT411</i>	<i>Learning to Learn</i>	<i>Compulsory</i>	<i>20</i>	<i>1</i>	<i>Certificate in Dance Teaching (Ballet)</i> <i>120 Credits of which 120 are at FHEQ Level 4</i> <i>The programme uses a competency based model. All competencies must be achieved.</i>
<i>CDT412</i>	<i>The Dancing Body</i>	<i>Compulsory</i>	<i>20</i>	<i>1</i>	
<i>CDT413</i>	<i>The Fundamentals of Teaching: Principles and Practice</i>	<i>Compulsory</i>	<i>20</i>	<i>1</i>	
<i>CDT424</i>	<i>Dance Teaching in Practice</i>	<i>Compulsory</i>	<i>60</i>	<i>2</i>	
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.</i>		
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					<i>x</i>
External / guest teaching					<i>✓</i>
External markers					<i>x</i>
Student placement (please indicate if this is one day, one month, six months, a year etc.)					<i>✓</i>

Further information

External/guest teaching:

To facilitate international delivery of the programme, the Faculty of Education contracts external tutors with professional/industry-related experience. Any such contributions are formally approved by the Head of Teacher Education and a formal contract is agreed and issued.

Student placements:

The following modules contain placement components:

CDT411, CDT412: a series of observational visits to selected dance teaching contexts

CDT413: a series of observational/preparation visits to the student teacher's approved placement school for CDT424

CDT424: A ten month teaching placement to include observation, assisting and solo teaching (min. 30 classes in total).

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 Placement Handbook and regular Mentor training. The RAD regularly undertakes quality assurance of Mentors.

Criteria for entry and admissions process

Admissions criteria for entry at FHEQ Level 4 are as follows:

- Applicants must be aged 18 or older by the start date of the programme
- Applicants must hold RAD Intermediate (or equivalent)

Entry onto the programme is subject to an enhanced DBS or equivalent criminal record check.

Applicants who do not hold appropriate entry requirements but whose application indicates that they may be a suitable candidate for the programme are 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 Certificate in Dance Teaching (Ballet)

Assessment regulations
All of the Royal Academy of Dance's programmes adhere to the Faculty of Education's General Regulations, programme-specific Regulations and <i>Code of Practice on Assessment of Students' Work within Taught Programmes</i> .
Support for students and their learning
<p>The following support services are available for students enrolled on the Certificate in Dance Teaching (Ballet):</p> <ul style="list-style-type: none">- Study Materials: Student teachers are provided with a Programme Handbook, Placement Handbook, and an Assessment and Examinations booklet along with other study support materials on the VLE.- Induction: Students attend a five-day online Induction to the programme prior to the start of Year 1 and a two-day online induction ahead of Year 2 of the programme. The Induction enables individuals to meet fellow student teachers, tutors and administrators. Prior to the Induction, student teachers receive an information pack which provides pertinent information and a timetable of sessions.- Programme Handbook: The Programme Handbook provides student teachers within an overview of the programme and important information relating to assessment and awards, resources, support services, communication and graduation. Student teachers are encouraged to refer to the handbook throughout their studies.- Learning and Teaching Handbook: The Learning and Teaching Handbook provides relevant information about the operation of the Faculty of Education and the programmes of study at the Royal Academy of Dance. Aside from practical advice, it includes information on the services and facilities student teachers have access to as well as all the processes, regulations and policies they need to be aware of during their time as a student with the RAD.- 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, progress 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 Virtual Learning Environment: The VLE has key documentation related to the programme, plus homepages for each of the programmes. Student teachers are issued with a password at the beginning of their studies which allows them access to programme information and materials, links to study skills, student support services, IT support, and module forums.- 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.

- Mentors: Mentors/ provide support and guidance for trainee teachers while on placement in schools.
- Registrar: The Registrar provides advice and support in relation to programme registration, fees and funding, progression, examination results and awards.
- Assessments Officer: The Assessments Officer provides information on enrolment status, suspension from studies and withdrawal.
- Study Skills Coordinator: Should student teachers require additional support with study skills (including academic writing), they can be referred to, or seek further guidance from the Study Skills Coordinator. The Study Skills Coordinator also contributes to the delivery of programme/level-specific study skills tutorials.
- Student Support and Wellbeing Manager: The Student Support and Wellbeing Manager provides help with non-academic and pastoral needs and works closely with Level Coordinators, module tutors and the Programme Manager to provide comprehensive pastoral support when this is needed. The Student Support and Wellbeing Manager also supports students with additional learning needs or medical conditions that meet the criteria for “disability” in line with the Equality Act (2010).
- Student Representation: Student teachers nominate a Student Representative during the first week of each year of study.
- Academic Integrity training: Academic integrity training helps students understand the principles and application of academic integrity, including the different types of academic misconduct and the relevant policies and procedures.
- Safeguarding training: Safeguarding training informs students of the requirements to protect all children and vulnerable adults who come into contact with the Royal Academy of Dance from harm. Safeguarding training is mandatory for all staff and students coming into contact with children and/or vulnerable adults as part of their studies or work.
- Prevent training (UK only): The Royal Academy of Dance as a provider of higher education registered with the Office for Students is required to ‘have due regard to the need to prevent people from being drawn into terrorism’. Students who are based in the UK receive Prevent training as part of their programme.

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 RAD’s Education Sub-committee, which also reviews the quality of teaching; programme design and development, assessment, internal and external validation, student feedback, and student experience.

All academic 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.

Further information

Further information can be found on our webpages at <https://www.royalacademyofdance.org/programme/certificate-in-dance-teaching-ballet/> , within the Programme Handbook, Programme Regulations, General Regulations and Codes of Practice which are provided on entry to the Programme.