

## Course Fact File

# MA Dance Teaching & Facilitating

Entry 2022 | Course validated by University of Kent

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Award:	MA Dance Teaching and Facilitating (MA DTaF)
UCAS Code:	At present you apply for this course through <a href="https://nscd.ac.uk/study/how-to-apply/">nscd.ac.uk/study/how-to-apply/</a>
Location:	Northern School of Contemporary Dance (NSCD), Chapeltown, Leeds
Awarding body:	University of Kent. Students completing 180 M Level credits will be awarded the MA Dance Teaching and Facilitating Qualification. The validation of this course between NSCD and the University of Kent will be reviewed every five years for developmental purposes and will be reviewed again in 2027.
Duration:	1 year full-time, 2 years part-time
Academic year:	The course is studied over three terms, over either one or two years. In term one, students spend two days per week at NSCD and up to three days (or equivalent) with their placement provider. In terms two & three, students spend 1 day per week at NSCD and four days (or equivalent) with their placement provider.
Entry requirements:	This course is open to graduates of three-year dance degree programmes or related courses at HE level. We also accept applications from those who have equivalent professional experience. Applicants should be willing to gain or have some previous experience of delivering dance teaching and evidence that they have a passion and rationale for facilitating dance practice. Entry is through an online application and audition/interview.

**Please note:** It is a requirement of this course that applicants have regular student/pupil contact hours. If applicants are seeking approval from their current workplace for their professional placement, applicants need to source a minimum of 90 working hours across the year and secure access to a more senior or experienced colleague, who can act as a professional mentor. As a guide, we would advise that during the period of study, students have access to a combination of activities which could include: session planning, teaching, support, feedback and, where appropriate, assessment. Two modules require students to lead taught projects with participants and this would also need to be factored into placement activities.

## Course overview

The MA Dance Teaching and Facilitating course provides opportunities for students to develop and demonstrate knowledge, understanding, intellectual skills, subject-specific skills and other transferable skills as an artist-in-residence in a setting where dance pedagogy can take place. Possible settings include: schools, academies, vocational dance provision ie Centres for Advanced Training, regional dance agencies, community groups, youth groups, colleges, Higher Education, education departments of museums/ galleries, dance company outreach provision and sometimes within aspects of the commercial sector such as private dance schools.

The potential of the course to exist in professional contexts is extremely flexible to the needs which arise from the sector.

**Please note:** *the course is not designed to connect to broader community settings such as the National Health Service, social care provision, rehabilitation, prisons or similar, which require a different set of professional standards.*

The course is designed so that students are able to investigate aspects of teaching and learning that are particularly important to them and to focus their professional practice in a particular field. Some of the expected outcomes of the course are:

- Greater knowledge and understanding of learning and teaching, through engagement in arts education and practice
- Critical discourse and debates around concepts related to the teaching of dance
- Knowledge of curriculum design within clear academic frameworks
- Greater understanding of participant engagement through dance pedagogy
- Increased confidence in their practice
- An ability to think creatively and from an evidence base, about how to improve education and engagement in arts activities within and beyond your own practice
- Greater understanding of the application of reflexive practice as a tool for professional development
- Understanding of action research as a mechanism for change and the development of new knowledge

The course consists of four compulsory 30 credit modules at Level 7 (each module taken equating to a total study time of around 250-300 hours) and a further 60 credit action research project which is taken between June-August with a total study time of around 550-600 hours. Total study time for the course includes scheduled teaching, independent study, directed study, placement activity and assessment activity. All students study towards a maximum of 180 credits for the MA qualification.

**Level 7 (Autumn & Spring Term Year 1 FT and PT study) – Dance Teaching and Learning in Context, 30 credits (compulsory module):** This term develops a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of dance teaching.

There is a focus towards a comprehensive understanding of the professional role, application of pedagogy, supporting participant engagement, learner profiles, teaching and learning styles and resource management which may be applicable to students' own advanced scholarship.

The focus of this term is defining the role and practice of the teacher in dance and community contexts, what is special about arts pedagogy, how teachers 'teach' and how participants 'learn' efficiently within an inclusive learning environment. This term will facilitate open dialogue between practitioners and introduce various techniques for reflection and evaluation of practices within the workplace.

**Level 7 (Autumn Term Year 1 FT and PT study) – Dance Workshop design and Planning, 30 credits (compulsory module):** This module develops the student’s awareness of dance workshop or curriculum design and the connected tools for planning for its delivery, to critically analyse core skills and techniques relevant to the artist as facilitator, set within a broader context of how their workshop participants learn and are supported in their learning through quality dance activities. Students will learn how to plan effective workshops, understand the profiles of the individuals they are working with, in order to set ambitious and accessible aims, objectives and tasks. Students will engage with the most appropriate techniques and approaches to use with their workshop participants. These will enable participants to develop the knowledge and skills to enhance the effectiveness of their professional practice (through module MADPP1 Professional Practice). Within this module students will look at set frameworks around which to plan their ‘curriculum’ such as the concept of a syllabus and will also consider non-qualification bearing modes of study including enrichment and community dance practices.

**Level 7 (Spring Term Year 1 FT and PT study) – Inclusive Creative Practice 30 credits (compulsory module):** The module provides opportunity for students to lead work in an inclusive arts context. Students are required to plan, lead and deliver a small-scale creative project with and for a specific cohort of individuals. This module aims to enhance and develop students’ knowledge and understanding of the specific needs of participants, creating an environment and content which is both inclusive and accessible. The module will give students an opportunity to make an applied analytical study of the participants and their support needs as a mechanism for their engagement in creative practice. This is contextualised against the wider context of national strategies including Arts Council England’s Creative Case for Diversity.

**Level 7 (Spring Term Year 1 FT and PT study) – Professional Practice 30 credits (compulsory module):** The module is assessed in a workplace setting. It facilitates the student’s ability to observe, assist and lead dance activities which draw together aspects of all other modules and enables a student to transfer learning to another context. This module also facilitates the 60 credit research module by offering opportunities to progress learning and conduct research through contact with a specific group of learners.

**Level 7 (Spring & Summer Term) Action research project (60 credits):** During the final term of study (usually April to August) students from this programme undertake a substantial independent or collaborative action research project at an advanced level, relative to the field of study. The research project facilitates in-depth investigation into an aspect of learning, teaching in context of a particular institution in the sector and is likely to be drawn from the experience and learning encountered through an earlier aspect of the course. Action research is carried out in connection to the workplace and as such we will introduce to students an ethics code of practice to support the research activity.

## Module Map

This module map provides an overview of the modules that make up your course and when these are studied.

Full-time:

LEVEL 7		
Autumn Term	Spring Term	Summer Term
Dance Teaching and Learning in Context (30 Credits)		Independent Action Research Project (60 credits)
Dance Workshop Design and Planning (30 credits)	Inclusive Creative Practice (30 credits)	
Professional practice (30 Credits)		

Part-time:

LEVEL 7: YEAR 1		
Autumn Term	Spring Term	Summer Term
Dance Teaching and Learning in Context (30 Credits)		
Dance Workshop Design and Planning (30 credits)	Inclusive Creative Practice (30 credits)	

  

LEVEL 7: YEAR 2		
Autumn Term	Spring Term	Summer Term
Professional practice (30 Credits) A single-term module carried out in either Autumn or Spring		Independent Action Research Project (60 credits)

**Timetables:** Timetables are normally available one month before registration. Please note that while we make every effort to ensure that timetables are as student-friendly as possible, scheduled teaching can take place around working patterns, with allocated vacations at Christmas and Easter.

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### Teaching and learning

Students are taught through a combination of classes on site and on placement, including workshops, lectures and seminars. Seminars and small group tutorials enable you to discuss and develop your understanding of topics covered. In addition, you have timetabled meetings with your academic tutors. You use industry-standard facilities throughout your course.

- Students join NSCD Moodle (Virtual Learning Environment) and are expected to complete directed study hours and contribute to peer discussion forums and debates.
- Students work autonomously and are required to use independent study hours as prescribed to prepare, plan and deliver work accordingly, to meet the demands of study.

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### Teaching staff

Students joining the course at NSCD are taught by an experienced teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, professional practitioners with industry experience, demonstrators and technical officers. For more information on who will be teaching you, visit our staff biography pages: [nscd.ac.uk/about/people](http://nscd.ac.uk/about/people)

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### Independent learning

When not attending timetabled sessions, you will be expected to continue learning independently through self-directed study. Typically, this will involve reading journal articles and books, working on individual and group projects, filming and undertaking critical reflections of your work, undertaking research in the library, preparing coursework assignments and presentations, and preparing for assessments. Students use independent study time to access the library and online NSCD VLE.

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### Assessment and feedback

NSCD employs a wide variety of assessment methods including formative, continuous and summative assessment.

- Continuous and summative assessments in technique modules, creative and performance modules
- Lecture demonstrations
- Written essays and dissertations
- Written/verbal project reports and evaluations/reflections
- Individual and small group verbal presentations
- Observation of teaching practice
- Viva Voce

Students receive ongoing feedback in all avenues of their studies through the tutorial system in which professional and academic development are considered and evaluated. Achievement is measured against module assessment criteria and in accordance with programme and module learning outcomes. Students must meet the specific attendance requirements for the programme.

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### Overall workload

Your overall workload consists of classes on site and on placement, in addition to independent learning (expected to be at least 5 hours per module, per week) and assessment activity.

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### Student support

The School provides students with a comprehensive range of support mechanisms to help them with their studies and professional development. All students have access to academic support and guidance from tutors who maintain an overview of students' progress and development.

Our student support team and academic tutors help in the following areas:

- Study skills (including reading, note-taking and presentation skills)
- Written English (including punctuation and grammatical accuracy)
- Academic writing (including how to reference)
- Research skills (in conjunction with the library)
- Critical thinking and understanding arguments
- Pastoral care and counselling services
- Finance support

Our Disability Advice and Student Support Services help students with additional needs resulting from disabilities such as sensory impairment or learning difficulties such as dyslexia. Students have access to module learning materials through the use of Moodle (our Virtual Learning Environment or VLE).

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### Cost and financial support

For the academic year 2022-23 the tuition fees for this course are:

**UK/EU (EUSS only)** £8,000 (full-time) or £4,500 per year (part-time, 2 year course)

**EU/Overseas** £17,500 (full-time only option, with additional costs related to student visa)

**The following course-related costs are not included in the fees:**

- Cost of any materials which you choose to use in your creative projects
- Additional printing over and above the £50 annual allowance
- Cost of books or it equipment that you might wish to purchase
- The cost of enhanced DBS checks if you choose teaching modules (£58 approx.)

**Please note:** any related bursaries for this programme can be found here:

[nscd.ac.uk/bursaries-scholarships/](https://nscd.ac.uk/bursaries-scholarships/)

**Residential and living costs not included in the fees.** For further information contact our admissions team: [admissions@nscd.ac.uk](mailto:admissions@nscd.ac.uk)