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Course Specification

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the course. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Course Title: MA Dance Teaching and Facilitating

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Northern School of Contemporary Dance
3. School/Division responsible for management of the course	Arts and Humanities
4. Teaching Site	<i>Northern School of Contemporary Dance Chapel town Campus</i>
5. Mode of Delivery	Full-time Part-time
6. KentVision Academic Model	
7. Course accredited by	
8. a) Final Award	<i>MA Dance Teaching and Facilitating</i>
8. b) Alternative Exit Awards	<i>PG Diploma in Dance Teaching and Facilitating; PG Certificate in Dance Teaching and Facilitating</i>
9. Course	<i>MA Dance Teaching and Facilitating</i>
10. UCAS Code (or other code)	
11. Credits/ECTS value	<i>180 Credits, 90 ECTS</i>
12. Study Level	<i>Level 7</i>
13. Relevant QAA subject benchmarking group(s)	<i>Education Studies (December 2019) – see QAA benchmarking statements at https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5 This Subject Benchmark Statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to postgraduate level study</i>
14. Date of creation/revision (note that dates are necessary for version control)	<i>July 2020</i>
15. Intended Start Date of Delivery of this Course	<i>From September 2022</i>

16. Educational Aims of the Course

The course aims to:

1. Provide an excellent quality of Higher Education provision in the field of dance pedagogy, through the theoretical and practical understanding and application of competences drawn from People Dancing's professional competency guidelines (2011) and DfE Teachers' Standards (2013).
2. Enable the student to reflect on, and engage with, their professional practice as an artist in residence at an increasingly conceptual and theoretical level; theorising their practical knowledge and experience, and applying theoretical learning to their professional practice delivery.
3. Equip individuals to become critically reflective artist as facilitator practitioners, able to develop their own professional practice and skills in teaching young people or adults, and to encourage enhancement in learning and teaching constructively in institution settings and beyond.
4. Equip a student to plan, deliver and evaluate their teaching, learning, feedback and support strategies appropriate to their role and discipline.
5. Equip the student with the knowledge and skills to plan and deliver high quality dance activity to others, which reflects inclusive learning environments and responds well to the strengths and needs of all young people or adults being taught.
6. Equip the student to contribute to learning communities that value professional attitudes, diversity and equality of opportunity, inclusivity and ethical practice.
7. Equip the student with the knowledge and experience to design and/or support the participants' attainment of knowledge and skills through well-designed activities which facilitate opportunities, to support the learning process with feedback.
8. Provide extensive opportunities for students to reflect upon and critically examine their practice, promoting significant individual personal and professional development in a range of learning environments where dance pedagogy situates itself readily within the institution.
9. Provide a supportive and guiding environment in which practice can be shared and ideas cultivated in relation to teaching practice across a range of learner contexts (large groups, small groups, creative supervision, tutoring and technology-enhanced learning and learner support).
10. Develop students' ability to undertake and articulate independent research and investigation into their own development or the development of the practice, through sustained engagement with dance pedagogy in a variety of environments.
11. Enhance competencies such as teaching and dance leadership, artistry and creativity, safe practice and planning and management through a period of placement activity
12. Equip students to reflect upon their development through the process of self-assessment against benchmarks which align to National Standards competencies in synergy with dance teaching and facilitating.

Aims in relation to the mission statement:

- provide an excellent quality of higher education, a high quality of conservatoire HE provision in the field of dance pedagogy
- provide flexibility and a multidiscipline approach
- Provide teaching that is informed by current research and scholarship and which requires students to engage with a range of professional frameworks which inform style and representation, reflected through both tradition and currency in a variety of settings where dance pedagogy can take place.
- meet the lifelong needs of a diversity of students
- support national and regional economic success
- build on close ties within Europe and elsewhere, reflecting Kent's position as the UK European University

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- Nurture students' ability to be independently minded and to be able to work in an independent manner.
- Enhance students' skills of interpersonal interaction and reflexiveness through individual and group work
- Widen participation in higher education within the local region by offering a variety of entry routes.
- Attract intellectually able students irrespective of race, background, gender, as well as physical disability, from within the United Kingdom and from overseas.

Aims in relation to the learning and teaching strategy:

- To provide teaching that is informed by current research and scholarship and which requires students to engage with aspects learning, teaching, assessment and student support which is cutting edge and reflects currency in a variety of settings where dance pedagogy can take place.
- To provide opportunities for the development of personal, communication, research and other key skills appropriate for further study.
- Foster students' ability to be independent minded and to be able to work in an independent manner.
- Provide high quality teaching in supportive environments with appropriately qualified and trained staff

17 Course Outcomes

The MA Dance Teaching and Facilitating programme 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. For example within various education or community contexts. The parameters in which the programme outcomes and where a student may be placed as an artist in residence is likely to include: high schools, secondary comprehensive schools, grammar schools, academies, private dance schools, youth groups, future NSCD academies, museums and galleries educational faculties, regional dance agencies, dance company education outreach provision and sometimes within aspects of the commercial sector. In this instance, the programme is not designed to connect to the broader community settings such as the National Health Service, social care provision, rehabilitation, prisons or the alike, that require a different set of professional standards, within its framework.

The programme outcomes make references to the subject benchmarking statement for Education studies (2019). This benchmarking statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to Postgraduate level study. The programme aims are underpinned by People Dancing's professional competency guidelines (2011) and DfE Teachers' Standards (2013). These support students to develop practice and competencies that:

- I. Set high expectations which inspire, motivate and challenge participants;
- II. Promote good progress and outcomes by participants;
- III. Demonstrate good subject knowledge around which to plan and teach well-structured dance activities;
- IV. Adapt teaching to respond to the strengths and needs of all participants

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- V. Make accurate and productive use of feedback to support growth and development of the individual
- VI. Manage behaviour effectively to ensure a good and safe learning environment where exciting person centred learning can happen
- VII. Fulfil wider professional responsibilities in relation to the host organisation's work, vision and values
- VIII. Uphold trust and maintain high standards of ethical behaviour, within the context of their studies or professional practice
- IX. Having regard to participants safeguarding and well-being;
- X. Tolerance of and respect for the rights of others;
- XI. Not undermining society's values, democracy, individual liberty and rule of law;
- XII. Proper and professional regard for the ethos, policies and practices of the school or community institution;
- XIII. Understanding of, and always act within statutory frameworks which set out their professional duties and responsibilities;

This programme will recruit from an identified market of dance graduates who aim to develop their professional practice as a dance artist and facilitator. Studying the professional contexts of teaching alongside the application of practice on placement will encourage discourse and dialogue among participants within their chosen education and community arts sector. Similarities and contrasts in professional identities of the student population of this programme will provide an important and rich resource to the lectures, online delivery, placement activity and reflexive processes. There is increased hybridisation and collaboration in education, youth, community and arts organisations, as such this programme encourages students to contribute to cross-disciplinary reflections. The programme supports a strong commitment to scholarship, combining subject delivery and/or subject support through the contexts of learning, teaching and supporting learners' environments where young people and adults participate in dance classes, workshops and courses.

The programme's modular framework provides opportunities for students to engage with a number of areas of activity, core knowledge and professional values through analysis and reflexive practice related to People Dancing's professional competency guidelines (2011) and DfE Teachers' Standards (2013). (Points I-XIII, above). To demonstrate Northern School of Contemporary Dance's continued commitment to these professional competencies, we have embedded the areas of teaching, personal/professional conduct, evaluation and professional development into the programme's learning outcomes and assessment activities. Engagement in the framework's activity will be demonstrated through essays, reflective statements, observed professional practice, peer review or support practice, an action research project and self-development plan. These elements will map their praxis against the achievement of the learning outcomes across five modules.

A. Knowledge and Understanding of:

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1. the theoretical underpinnings of learning and teaching, in relation to engagement in arts education **(SB5.1, 7.4)**
2. current critical debates, concepts and discourses in dance pedagogy **(SB5.1, 7.4)**
3. critical perspectives on dance teaching and facilitating, encompassing a sophisticated awareness of new insights, informed by the forefront of their academic and professional practice **(SB5.2, 5.4, 7.4)**
4. techniques to compare, contrast and critically reflect upon a range of research paradigms and research methods and apply these to enhancing an aspect of academic practice to improve student learning and learner engagement **(SB5.3, 5.5, 5.6, 7.4)**
5. the professional values inherent in effective academic dance practice participant learning support, including respect for individual learners, sound equality and diversity practices, ethical principles in research, widening participation **(SB5.3, 7.4)**
6. the use and value of appropriate learning technologies within dance pedagogy, participant support and feedback mechanisms **(SB5.3)**
7. the implications of quality assurance and quality enhancement for academic and professional practice **(SB5.3, 5.4, 7.4)**
8. the different methods for evaluating the effectiveness of their professional practice, within the context of teaching, participant feedback and engagement **(SB5.3, 5.5, 5.6, 7.4)**
9. appropriate techniques and methodologies sufficient to allow detailed investigation into relevant issues related to dance pedagogy and learner engagement **(SB5.3, 5.4, 5.6, 7.4)**

Skills and Other Attributes

B. Intellectual Skills:

1. the ability to adopt independent, flexible and innovative approaches in advancing subject knowledge and understanding **(SB6.1, 7.11)**
2. the ability to evaluate and improve own practice in dance pedagogy, with reference to theories and principles of learning and teaching. **(SB6.1, 7.11)**
3. the ability to communicate the outcomes of qualitative and experiential learning through the process of critical analysis and reflective practice within and on a professional environment **(SB7.6)**
4. the capacity to understand and apply principles of evaluation, quality assurance and quality enhancement to academic and professional dance pedagogy **(SB7.5, 7.6)**
5. the capacity to critique and analyse professional development needs to enhance academic and professional practice **(SB7.5, 7.6, 7.12)**
6. the ability to deal with complex issues creatively and systematically and make informed judgements and conclusions which are communicated clearly **(SB7.4)**
7. the ability to demonstrate conceptual understanding of the subject discipline that enables critique of dance pedagogy through practice **(SB6.3, 7.4, 7.12)**
8. the ability to undertake independent research in the field of dance pedagogy and disseminate this to the wider public **(SB6.3, 7.4)**

C. Subject-specific Skills:

1. the ability to develop and evaluate a range of practical approaches to teaching, learning and learner support, set within the context of learning theories. **(SB6.2, 6.3)**
2. the ability to identify and apply a range of professional values to the understanding of arts based pedagogy and learner support **(SB7.5, 7.11)**
3. the ability to design, plan and evaluate learning activities and/or programmes of study appropriate to discipline, level of study and cohort identity **(SB6.2, 6.3)**

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4. the capacity to analyse a range of learning contexts and how they can be effected including an understanding and respect for individual learner profiles and diverse learning communities **(SB7.4)**
5. the ability to teach and support participant engagement and learning effectively in their subject area, incorporating appropriate learning technologies **(SB7.4, 7.8)**
6. the ability to develop inclusive learning environments with consideration to the international and intercultural dimension of arts education into their professional practice **(SB7.4, 7.10)**
7. the ability to support and provide effective feedback to facilitate personal growth and development in an individual **(SB6.2, 6.3)**
8. the capacity to evaluate and critique their own strengths and avenues for development with regard to academic practice and plan effective ways to continually develop their professional practice **(SB7.6)**
9. the capacity to conduct education action research either individually or as part of a team through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting **(SB6.3, 7.5)**
10. the ability to engage with emerging developments within the profession, whilst displaying commitment to ongoing professional development, through practice **(SB7.11)**

D. Transferable Skills:

1. the ability to work in planned and improvisatory ways, clarify the nature of a problem, evaluate alternatives, propose viable solutions and determine the outcome of the various options **(SB5.7, 7.12)**
2. the ability to connect with a wide variety of people: different gender; people from other social, educational, religious, cultural and racial backgrounds; individuals who have visible and non-visible disabilities and/or learner support needs **(SB5.7, 7.10)**
3. the ability to communicate information, ideas and creative responses, using appropriate scholarly and professional registers/conventions for a variety of audiences **(SB5.7, 7.7)**
4. the ability to apply appropriate and effective decisions to complex and/or unpredictable situations
5. the capacity to operate and think reflexively, creatively, critically and technically to develop ideas and construct arguments **(SB5.6, 5.7, 7.6)**
6. the capacity to hold concentration and focus for extended periods both in themselves and the participants they work with in the professional practice context
7. the capacity to research and examine, information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through observations, personal experiences and reflections **(SB5.7, 7.7, 7.9, 7.11)**
8. the capacity to use information retrieval skills with an advanced degree of critical analysis, involving the ability to gather, sift, manipulate, synthesise, and organise material **(SB7.7, 7.9, 7.12)**
9. the ability to apply a degree of high personal effectiveness: critical self-awareness, self-reflection and self-management; time management; the ability to continue to learn through reflection on practice and experience **(SB5.7)**

Teaching/learning and assessment methods and strategies used to enable the course learning outcomes to be achieved and demonstrated

This course uses a number of learning and teaching strategies aimed at developing participants' critical, reflective understanding of the principles underpinning pedagogical practice in a chosen setting where the dance artist in residence may work. The course will comprise a series of seminars and workshops delivered by internal and visiting staff. The course will also develop an online component within modules to support directed study through NSCD-Moodle Virtual Learning

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Environment (VLE). Students will have direct and remote access to forums, documents, texts and announcements online as well as shared areas and message boards. In addition, each participant will have the opportunity to meet a tutor for a number of one-to-one tutorials to discuss progress and/or plans for future professional development. As part of the course's approach to learning and teaching, student-led seminars elements and peer observations are programmed in order to promote independence, autonomy and enhance dynamic group activity and participation. Peer support groups set up within the VLE will facilitate student support and interaction whilst on placement and between study days.

This MA programme is delivered through a series of interactive intensive study days. These offer the chance to experience and discuss a variety of learning activities, whilst allowing for time in the professional placement environment to apply these to practice. Teaching aims to demonstrate good practice and therefore employs a range of styles. Learning opportunities will be given through tutor led sessions, working with academics, working with dance professionals, directed and independent study, group work, lectures, seminars, placement learning, professional practice (simulated and actual) and experiential learning. The course will encourage students in their development of academic knowledge and enhancement of professional practice. Mentor support and observations of the student through their placement practice by an NSCD member of staff will encourage deeper analysis and engagement with continuing professional development, in their subject discipline and pedagogy, through research, scholarship and evaluation.

Access to technology and IT resources will enhance their digital capabilities in relation to appropriate learning technologies.

Lectures that place their professional practice at the heart of the enquiry:

Through the *Dance Teaching and Learning in Context* module students engage with dialogue surrounding the ways in which they as artists in residence deliver practice, how this relates to how the participant of their practice learns. Within the module students contextualise the needs of their participants, understand the impact of support mechanisms and resource management, to develop the full potential of the learning experience. Students have the opportunities to engage in dialogue with experts around disability models and best practice to support students with specific learner requirements, with regard to reasonable adjustments and the construction of an inclusive learning environment. Within this context the arising implications for their own professional development within a larger socio-political and economic climate are also well connected.

Within the *Dance Workshop Design and Planning* module students are introduced to different types of professional frameworks, legislation and codes of practice that are transferrable across settings and practice, both in education and community contexts where an artist in residence may develop their practice. Alongside the development of their professional competencies in all models, students look at developing effective schematics and apply current codes of practice to support 'curriculum' enhancement through curriculum delivery and feedback within all modules. Students are introduced to the tools for creating effective schemes of work, curricular which is designed to be one-off or progressive and continuous through a set period of the year, planning inclusive lessons and reflecting upon their practice. Through learning support and inclusive practice, student analyse, discuss and present strategies that best support participants in their workshop with individual support needs and those who have visible and non-visible disabilities. All three modules help students to develop effective learning environments and identify innovation in their approaches to the learning and growth of participants in their classes/workshops.

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Through *Professional Practice* students are introduced to models of reflection and have opportunities to observe colleagues/professionals from the industry and learn more about the statutory and regulatory frameworks in which they operate as professionals. Students will have the opportunity to contextualise learning within the context of being artist as teacher/facilitator in a chosen education/community or appropriate arts based education department setting. On placement, students work with an appointed professional mentor to gain a realistic understanding of the demands of working in a specific professional environment. This includes fully participating in design, planning and delivery of professional schemes of work to teach, support participants and to give formative feedback.

Through *Inclusive Creative Practice* students are encouraged to transfer knowledge and experiences from *Dance Teaching and Learning in Context* and *Dance Workshop Design and Planning* to a new practical context. In this module students are given the opportunity 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. There is an expectation that students will work alongside other roles in an institution to enhance their understanding of policy and practicalities for supporting participants through activity demonstrates that participant centred engagement at the heart of the activity.

The use of NSCD-Moodle (VLE) will support tasks and formative feedback loops as part of directed study hours. These will include discussion forums, blogs and peer reviewed work. This will support the students to stay connected whilst on placement activity, encourage them to share ideas and develop further discourse around their practice and their own learning.

The assessment strategy seeks to enable students to act as autonomous learners, adopting a research-based approach to personal and organisational development in order to enhance professional practice within a clear framework of the participants' own professional values. Assessments are designed to enable students to demonstrate that they have achieved the standards expected of qualified professionals and as such students put together evidence of practical competence in all aspects of teaching/facilitating and supporting participants. Practical assessment opportunities derive from 'real-world' arts facilitating professional practice. The complexity of the skills required together with the reflection on and analysis of practice enables ongoing development and improvement, drawing upon theoretical and contextual perspectives. Essay/report style assignments and/or presentations facilitate the opportunity for formative feedback to be given on draft work to assist students to meet the required threshold standard at first attempt. Substantial prompt developmental feedback is provided for students in particular by module tutor(s), and by professional mentors when a student is on placement. Formal observation forms (in conjunction with other institution formal observation schemes) are used to assist students identify and reflect upon their competence in professional practice – this is for formative purposes only.

Assessment will take the form of formative and summative assessments including assessment of subject knowledge, knowledge related to pedagogy, professional practice, working processes, reflexive practice, reflective writing, teaching or learner support practice, and action research methodologies. All participants' coursework should include a consideration of what they have learned from observing their host mentor or other professionals in their practice.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit award relating to this course of study, see the module mapping table, located at the end of this specification.

18 Course Structures and Requirements, Levels, Modules, Credits and Awards

The MA Dance Teaching and Facilitating course is studied over one year full-time or two years part-time. The course is divided into two stages. Stage 1 comprises modules to a total of 120 credits. Stage 2 comprises modules to a total of 60 credits. Students must successfully complete each module to be awarded the specific number of credits for that module. Upon successful completion of both stages, students will achieve 180 credits and be awarded the MA in Dance Teaching and Facilitating.

Where students successfully complete stage 1 only, they will achieve 120 credits and be awarded the PG Dip in Dance Teaching and Facilitating. One credit corresponds to approximately ten hours of 'learning time' – these include classes, seminars, directed study, placement, private study and research. Thus obtaining 180 credits in the chosen period of study requires 1,800 hours of overall learning time.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **course** learning outcomes. For further information refer to the Credit Framework.

Each module and course is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. Students who obtain 120 credits at level 7, will be eligible for the award of Postgraduate Diploma. Students who obtain 60 credits at Level 7 will be eligible for the award of Postgraduate Certificate.

Compulsory modules are core to the course and must be taken by all students studying on this course. Appropriate time for the acquisition of skills, knowledge and understanding, as well as critical reflection is fully considered in the construction of the course. This allows the students the opportunity to engage fully with the deeper practice of learning through an enquiring mind. Such constructs are defined by the QAA (2020) revised *Masters degrees characteristics* as being indicative of an 'in-depth knowledge and understanding of their profession, informed by current practices'.

Students have access to NSCD resources and take advantage of the full range of student support systems provided by the NSCD, including pastoral, academic and wellbeing.

1 year full time mode of study

Stage 1: (120 Level 7 credits) Autumn and Spring Term

In order to achieve PG Dip in Dance Teaching and Facilitating, all assessments will undergo moderation by an internal moderator who is independent of the marking and module delivery. A significant sample of the work across the range of marks for each module is reviewed by the External Examiner. The External Examiner will witness a range of assessment and moderation processes

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during their visits to the school. Further support is provided from NSCD's academic, administration and support staff as required.

Stage 2: (60 Level 7 credits) Summer Term

These modules follow on from successful completion of stage 1. In the Autumn and Spring terms students undertake a placement to demonstrate their commitment to continued professional development. In the summer term, students undertake a substantial piece of independent or collaborative research, in which they are given the opportunity to work at an advanced level of action research relative to the field of study. Students are guided through the process by tutor support, who visits students at least twice during placement. There is an induction scheme for professional mentors (see section 18). The Module leader has overall responsibility for pastoral support and progress assessment of students on placement, and they maintain contact with the students through visits, the placement company's directorship and/or administration, the institution mentors, and directly with the students via email and phone calls. Further support is provided from NSCD's academic, administration and support staff as required.

2 year part time mode of study (year one)

Stage 1: (90 Level 7 credits) Autumn and Spring Term (as above)

Year two:

Stage 1: (30 Level 7 credits) Autumn or Spring Term (as above)

Stage 2: (60 Level 7 credits) Summer Term (as above)

One year full time mode of study:

KV Code	SDS Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules					
	MADTL1	Dance Teaching and Learning in Context	7	30	1, 2
	MAICP1	Inclusive Creative Practice	7	30	2
	MADWP1	Dance Workshop Design and Planning	7	30	1
	MADPP1	Professional Practice	7	30	1, 2
Stage 2					
Compulsory Modules					
	MAARP3	Independent Action Research Project	7	60	3
Optional Modules : There are no optional modules as part of this course of study					

Two year part time mode of study: year 1

KV Code	SDS Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules					
	MADTL1	Dance Teaching and Learning in Context	7	30	1, 2
	MADIP1	Inclusive Creative Practice	7	30	2

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	MADWP1	Dance Workshop Design and Planning	7	30	1
Optional Modules : There are no optional modules as part of this course of study					

Two year part time mode of study: year 2

KV Code	SDS Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules					
	MADPP1	Professional Practice	7	30	1 or 2
Stage 2					
Compulsory Modules					
	MAARP3	Independent Action Research Project	7	60	3
Optional Modules : There are no optional modules as part of this course of study					

19 Work-Based Learning

Work-based learning appropriately takes place in modules MADPP1 Professional Practice, and MAARP1 Independent Action Research Project. Location will focus predominately across the North of England, within easy access from NSCD for placement visits. A small bank of providers will be in place at point of application. Where this involves International students the placement will be connected directly to NSCD. NSCD has a *Code of Practice for Placements Policy* which enables students to design a specific learner agreement with supporting institution and professional mentor. This Individually Negotiated Learner Plan (INLP) identifies clearly processes of induction, insurance, risk assessment and how module learning outcomes are achieved, assessed and supported through the placement activities. The placement design and delivery is monitored by module leaders for MADPP1 and MAARP3. Modules MADPP1, MADPP2 and MAARP3 are designed to connect study with work practices and as such are governed by the NSCD Placements Policy. The course as a whole is designed for students to carry out observations, assist and lead taught classes/workshops. As a large proportion of the course relates to work-based activities, participants use their work experience to evaluate and enhance their professional skills and knowledge. We encourage participants to identify a senior, more experienced colleague in their placement provider to be a host mentor. Host mentors, who are all experienced dance artists and teachers, play a particularly important role as an experienced colleague with a close and detailed working knowledge of the environment and discipline. They support the participant in other ways throughout their professional delivery. They might give advice on such things as:

- Choice of teaching method
- Dealing with problems arising in professional day to day practice
- Gaining and giving feedback
- Institution procedures and policies related to learning and teaching
- Action research itself
- Reviewing written work as colleagues complete their work

In relation to the course, the host mentor acts as a 'critical friend' who provides a source of support and discussion during study and practice on placement. The host mentor will have experience of teaching in the participant's discipline. She or he will also be aware of the institution context, and will be able to give advice on issues with which participants will engage as they progress through the course.

Professional mentor Training

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There is an induction scheme for professional host mentors (of the placement providers) run by NSCD. These annual meetings provide a chance for host mentors and practitioners to meet with the *MA DTaF* and *PGDip ALTHE* teams to clarify issues associated with the scheme and to standardise the support system. The NSCD module leader has overall responsibility for pastoral support, progress and assessment of students on placement. It is the NSCD module leader who maintains contact with the students through visits, the placement company's directorship and/or administration, the professional mentors, and directly with the students via email, Skype, Zoom and phone calls. Students have regular tutorials to support the teaching, learning and assessment process.

Northern School of Contemporary Dance has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this course we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with Northern School of Contemporary Dance's student support service, and specialist support will be provided where needed.

Disability statement: Where disabled students are due to undertake a work placement as part of this course of study, a representative of NSCD will be available to meet with the work placement provider as required to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

All work placement providers and students are required to complete NSCD's online health and safety checklist, insurance and training certification checklist and learner contract, prior to the start of the placement.

20 Support for Students and their Learning

- Induction programme for placement mentors
- School induction programme
- Course handbooks and module guides
- Library services, see <https://nscdlibrary.wordpress.com/>

Academic Support

NSCD provides students with a comprehensive range of support mechanisms to help them with their studies and their professional development. All students have access to academic support and guidance from tutors who maintain an overview of students' progress and development. Module tutors provide support and guidance on course or progress issues as well as on more practical and pastoral matters. Students have access to module learning materials through the use of the student intranet facility. Module tutors and Student Services also arrange appropriate extra support where needed. Module tutors give individual and group feedback in class as well as one to one feedback in module tutorials. Following formal assessments, students receive formal feedback from the module tutor or representative of the assessment panel as appropriate. All students can book appointments online through the virtual learning environment (NSCD Moodle – Student support tutorials)

Virtual Learning Environment (VLE)

Moodle is the school's chosen Virtual Learning Environment. It is used to support teaching and learning online. Moodle is available to students at any time on any internet-connected computer, laptop or device with a web browser both on and off the school site. Students have access to Moodle through a downloaded app available on all smart devices.

Moodle is a media rich environment where the student can, as appropriate to their course:

- choose to view or download resources or revisit taught activities online
- watch short video clips from class, or dance works, listen to audio or podcasts
- see scheduled events on the calendar helping them to organise their time and remind them of important assignment dates / sessions and times
- easily and quickly submit their assignments online without having to come into school and view grades and feedback at the same time (summative assignments can be monitored for plagiarism)
- track and monitor their own progress
- communicate with their peers through the discussion forums and share ideas and experiences
- send messages directly to their tutor and other learners on their course.
- gain access to a wide range of electronic resources and journals to help with your research and assignments
- access e-books online

The Student Review Board (SRB)

The Student Review Board monitors the progress, conduct and attendance of all students. If any of these areas are causing concern, the SRB alerts the student and identifies the appropriate NSCD support mechanisms to help her/him to address them. The SRB can also instigate disciplinary action in accordance with CDD's supporting students through study policy and non-academic disciplinary Procedures.

Student Support Mechanisms

Through Academic Registry and Student Services, NSCD employs a range of qualified tutors to offer advice and assistance to students with a disability, medical condition, mental health difficulty or specific learning difficulty and who may require support to gain equal access to the curriculum. All students can book appointments online through the virtual learning environment (NSCD Moodle – Student support tutorials)

Advice and Assistance Available:

- Assessment of educational support needs
- Training in the use of supportive technology with advice on how to access equipment
- Advice on study-related support
- Advice on funding and financial management
- Arranging dyslexia tests and tuition
- Information visits for disabled students including access needs
- Negotiating alternative arrangements for assessment and making reasonable adjustments
- Information on national health and well-being organisations and services

Learner support for students with a disability or a specific learning need

Students are asked to identify support needs at point of application. However, students are encouraged to disclose their disability at any point in their studies. (See section 23)

Support for Students whose First Language is not English

All students must meet the stated IELTS level for English Language. Those who require further, course specific, English Language support will be provided with support by NSCD.

Health & Wellbeing

Northern School of Contemporary Dance has a strong tradition of providing student care and support services and commits considerable resources to this purpose. Many students who are embarking on a course will be living away from home or abroad for the first time and may face a number of challenges during their training. We aim to provide the necessary services to help all students overcome these and ensure that the highest level of individual care is offered.

Northern School of Contemporary Dance is committed to promoting mental health and wellbeing. The Health & Wellbeing Coordinator oversees our wellbeing offer which provides students with the opportunity to talk about personal issues in complete confidence and in a private setting.

The NSCD wellbeing service employs a specialist number of in-house to advise and support students surrounding eating disorders, disordered eating, body dysmorphia, cognitive behavioural therapy, mental health conditions, anxiety and depression. The list is not exhaustive and where in house support is not appropriate, NSCD's Wellbeing Coordinator has connections to refer students to a number of external specialists. The Wellbeing Coordinator works with the Body Work Supervisor to support any cross over between physical and mental wellbeing.

Safeguarding and Prevent

NSCD has in place a Safeguarding Officer and a safeguarding team for staff and students to discuss and report issues surrounding the safeguarding of young people or vulnerable adults. Many of the safeguarding team are also course leaders and so monitor situations at each course level. Each year we provide induction training and updates surrounding safeguarding.

Part of NSCD's Safeguarding duty also includes protecting vulnerable individuals from the risk of radicalisation and extremism. Prevent is one of four national strands within CONTEST, the UK's long term Counter Terrorism Strategy. The Counter Terrorism and Security Act 2015 requires NSCD to have 'due regard to the need to prevent people from being drawn into terrorism'.

As a result:

- NSCD has clear policies & procedures in place relation to Safeguarding & Prevent
- NSCD has a Designated Safeguarding & Prevent Lead supported by a team of Officers across all of NSCD's provision, who report back to our Safeguarding Committee
- NSCD Supports a culture of vigilance across NSCD so all staff, students & visitors feel supported in raising a concern
- NSCD trains all staff in Safeguarding & Prevent at a level appropriate to their role
- NSCD include student inductions for Centre for Advanced Training, Cert HE, Undergraduate & Postgraduate levels
- NSCD takes all concerns seriously & act upon them in a timely & appropriate manner, whilst offering full support through NSCD & specialist services
- NSCD has a thorough recruitment process, making sure staff are appropriate to work with our diverse student body

- NSCD has a Prevent Risk Assessment Plan, which is currently set at a LOW Level

21 Entry Profile

The minimum age to study a degree course at the School is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit.

21.1 Entry Route

For current information, please refer to the school prospectus

- Applicants for the course should usually be graduates of three-year dance or related course delivered in the University or Conservatoire sector at level 6, or where applicants do not hold this entry qualification, and may be applying with a similar degree of professional training or scholarship, may apply for entry by demonstrating their relevant experience via a portfolio.
- Applicants should be willing to gain or have some experience of delivering dance practice to others and show through their application that they have a passion and rationale for facilitating dance practice
- Applicants must apply through letter of application and submit a video of dance practice to be considered for entry onto the course – this is available via the school's remote application process
- ESOL Applicants must have an average 6.5 in IELTS test, minimum 6.0 in all areas (reading, writing, speaking and listening) to enrol on the course.
- Students may be asked to complete an enhanced DBS check prior to the start of the professional placement on the grounds that during the later stage of the course they may be working unsupervised with children and young adults.

Students may be admitted to the course with advanced standing in line with the University's standard RPL requirements. Such cases are subject to prior approval by the University of Kent according to its RPL process see: <https://www.kent.ac.uk/teaching/documents/quality-assurance/codes/taught/pdf/copt-annexr-appendix-a.pdf>

21.2 What does this course have to offer?

This professional and dynamic qualification encourages students to develop their creative, physical, emotional and intellectual capacity as dance artists in residence in education and community settings. NSCD recognises the role of the arts in young people's lives, and we recognise the need to equip graduates and professionals currently working in this environment, with professional qualifications that prepare artists to be the very best current and next generation of dance artist facilitators

The MA Dance Teaching and Facilitating (MATAF) course is an advanced professional development qualification to support graduates with a set of skills that will enable them to enhance their portfolio career as graduates who want to take the next step into teaching in a variety of arts institutions, schools and community settings.

The course is designed to develop the expertise, both theoretical and practical, required by those working in class and workshop settings. It provides participants with the opportunity to explore and develop a reflective, scholarly and evidence based expertise within the contexts of where dance practice with young people and adults can take place. Students will be encouraged to relate their study to their own teaching practice and their participants' learning. A number of experienced academics and visiting experienced artists within the dance education sector will be involved in supporting and assessing participants during their studies.

The distinctiveness of this course lies in the experience that students gain, working as individuals and through collaboration with others, by which they acquire a realistic appreciation and full understanding of the demands of working in education, community and other professional environments. The course also facilitates the development of the interpersonal skills required for dance artist/facilitators to work successfully with other artist/facilitators in the sector and in different disciplines, where practice is being taught and shared.

Distinctive features of this course support its aims to promote teaching or facilitating which enables students to place their participants at the heart of their learning experience. It requires students to involve their young people and adults within the processes of this qualification, as an integral measure towards successfully meeting the learning outcomes. This course will enable students to participate actively in pedagogy and to reflect upon experiences which lead to professional development. The weekly intensive days at NSCD and online directed learning activities enable the participants as professionals to engage in critical dialogue and offer 'buddy' style peer support to each other whilst on placement. The course will encourage students to expand upon their repertoire of teaching styles to appropriately support participants' needs and preferences. There will be sessions devoted to modes of delivery and feedback in the teaching and learning process and other sessions will support 'curriculum/workshop design' and processes for learning support mechanisms within the class/workshop setting. Students will be encouraged to talk about issues which surround professional practice in an encouraging and supportive environment, and they will be required to reflect upon the practice as a learner as well as analyse others' practice to enhance their own professional practice as an artist teacher/facilitator. Through research and evidence-informed approaches students can bring validity and currency to their scholarship and continued professional development. These are considered to be important areas of development for the emerging artist or experienced artist in residence in education, community and other professional settings.

21.3 Personal Profile

The course is open to graduates or the equivalent who have shown a passion for teaching in education, community and other professional settings. NSCD will seek evidence of personal and professional experiences that provide an indication of ability to meet the demands of the course.

On entry the student will be able to demonstrate:

- physical ability, experience and/or potential
- a degree of creativity, performance ability and understanding
- ability to describe and present facts which contextualise their artistic preferences and abilities
- ability to respond to feedback and begin to be reflective in their practice
- some experience of leading and facilitating dance workshops
- the potential to further refine and advance their acquired artistic awareness through the delivery of dance activities with and for young people or adults
- the potential to further develop teaching and learning as knowledge and understanding and to apply them to a professional context
- the capacity to gain the maximum benefit from the programme of study through an imaginative and intelligent involvement with all aspects of the learning experience
- an approach to working professionally as artist in residence that is typically creative, reflective and evaluative

22 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

22.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- Periodic Programme Review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Annual course and module monitoring reports
<http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
- Student evaluations and feedback
- Affiliate Annual Programme Monitoring Report (APMR) Conservatoire for Dance and Drama (CDD) template
- Annual staff appraisal including observation, analysis and approval of teaching
- Induction programme for new staff including an identified mentor
- Internal moderation of assessed work
- Staff feedback

22.2 Committees with responsibility for monitoring and evaluating quality and standards

- NSCD Academic Board
- University of Kent Board of Examiners
- NSCD Learning, Teaching and Quality Assurance Committee (LTQAC)
- Postgraduate Faculty meetings
- Course team meetings
- Student Voice Forum
- CDD Senate
- CDD Learning and Teaching Committee
- CDD Quality Assurance Forum

22.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student Voice Forum
- Postgraduate Taught Experience Survey (PTES)
- Student module evaluations
- Postgraduate Student Representation System (School, Faculty and Institutional level)
- Student module surveys, course surveys, exit surveys and exit interviews
- Student representation on NSCD committees (Academic Board and the Learning and Teaching Committee)
- Principal, Director of Studies and Coordinator meetings with student cohorts

22.4 Staff Development priorities include:

- Annual Appraisals
- Institutional Level Staff Development Programme
- Study Leave
- Academic Practice Provision (PGDip ALTHE, MATAF, other development opportunities)
- PGCHE / PGDIP ALTHE requirements

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- HEA (associate) fellowship membership
- Professional body membership and requirements
- Course team meetings
- Research seminars
- Conferences
- Equality, Diversity and Inclusivity (EDI) awareness

23 Indicators of Quality and Standards

- Annual External Examiner reports
- Graduate Destinations Survey
- Postgraduate Taught Experience Survey (PTES) results
- QAA Higher Education Review 2015
- Annual Course Monitoring Reports, which draws upon:
 - Statistical indicators in relation to recruitment and enrolment, retention rates, withdrawals and reasons for withdrawals, progression and qualification rates
 - Student surveys at module and course level
 - Student group module evaluation meetings
 - Feedback from the Student Communications Committee
 - Graduate destinations
 - Tutor discussion at Faculty meetings and Teaching Staff meetings
 - Formal discussions and recommendations of the Learning and Teaching Committee and Academic Board
 - External Examiner's report
 - Peer review of APMR at CDD level, through its Learning, Teaching Committee and Academic Board
- Report of the QAA Institutional Audit of the CDD in 2010
- University of Kent Periodic Review visit and report 2018
- University of Kent QAA Higher Education review 2015

23.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality>
- QAA Benchmarking statement/s for *Education Studies* (2019)
- Staff research activities
- NSCD strategic plan 2017-2022 <http://www.nscd.ac.uk/wp-content/uploads/2017/08/Strategic-Plan-2017-22-brochure-web.pdf>
- NSCD Learning and Teaching Strategy
- NSCD Assessment Procedures
- Conservatoire for Dance and Drama (CDD) Learning and Teaching Strategy 2019-2023
- NSCD Critical Evaluation Document for the University of Kent (May 2018)

24 Inclusive Course Design

NSCD recognises and has embedded the expectations of current equality legislation, by ensuring that the course is as accessible as possible by design. Additional alternative arrangements for

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students with Inclusive Learning Plans (ILPs) / declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

NSCD's policy is to support all students to become independent learners who take responsibility for their own learning. The Learner Support Tutor will work with students with a disability or specific learning difficulty towards achieving this. If a student is entitled to extra time for assignments or to undertake alternative assessments this will be identified in an Individual Learning Support Plan (drawn up by the Learner Support Tutor in consultation with tutors and in negotiation with the student). As well as making all reasonable adjustments within the curriculum design, resources and support, any extensions to deadlines or alternative assessment arrangements are agreed by the Learner Support Tutor, in consultation with the relevant module tutor and/or subject coordinator. Both group and individual tutorials are arranged to help students with disabilities/learning needs with their studies. ILP is downloaded to the students learning profile within the NSCD Virtual Learning Environment (NSCD-Moodle) for the student and module tutors to have access to. The VLE can be adapted to support individual's access needs and all supported tutorial notes can again be accessed through this medium to support the student's learning and development.

Module Mapping: *MA Dance Teaching and Facilitating*

	Stage 1				Stage 2
	MADTL1 Dance Teaching and Learning in Context (Compulsory)	MAICP1 Inclusive Creative Practice (Compulsory)	MADWP1 Dance Workshop Design and Planning (Compulsory)	MADPP1 Professional Practice 1 (Compulsory)	MAARP3 Independent Action Research Project (Compulsory)
Course Learning outcomes					
Knowledge and Understanding:					
A1	X	X	X		
A2	X				X
A3	X	X	X	X	X
A4		X		X	X
A5	X	X	X	X	X
A6	X	X		X	X
A7			X	X	
A8			X		X
A9					X
Intellectual Skills:					
B1	X	X		X	X
B2		X	X	X	X
B3			X		X
B4	X		X	X	
B5		X	X		X
B6	X			X	X
B7			X		X

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B8					X
Subject-specific Skills:					
C1	X	X	X		
C2	X			X	
C3			X	X	X
C4			X	X	
C5	X				X
C6		X	X	X	X
C7			X		
C8		X			X
C9					X
C10	X				X
Transferable Skills:					
D1					X
D2		X	X	X	X
D3	X		X		X
D4				X	
D5	X				X
D6			X	X	X
D7	X	X	X	X	X
D8	X		X	X	X
D9				X	X
D10				X	X