Programme Specification Northern School of Contemporary Dance	
Programme Title:	MA Teaching and Facilitating (Creative Subjects)
Teaching Institution:	Northern School of Contemporary Dance
Final Award:	MA Arts Teaching and Facilitating
Alternative Exit Awards:	PG Dip Arts Teaching and Facilitating PGCert Arts Teaching and Facilitating
Credit Level:	Level 7
Credits/ECTS value:	180 (90 ECTS)
Modes of Delivery:	2 years part-time
QAA Benchmarks:	QAA Subject Benchmark Statements: Education Studies (December 2019) QAA Subject Benchmark Statements: Dance, Drama and Performance (April 2024) Master's Degree Characteristics Statement (Feb 2020) The Frameworks for Higher Education (Feb 2024) – section 4.17 Descriptor for Level 7 (FHEQ)
Validation Date:	May 2025
Programme Start Date:	September 2025
Review Date:	May 2030

Programme Aims and Overview

The MA in Teaching and Facilitating (Creative Subjects) is a dynamic, practice-based programme designed for arts practitioners, educators, and facilitators who seek to deepen their teaching expertise, expand their professional practice, and make a positive impact in diverse educational and community settings. Through a balance of theoretical study and hands-on application, the programme empowers students to engage critically with educational practices, explore innovative teaching methods, and develop the skills needed to support meaningful, inclusive learning experiences in the arts.

Throughout the course students are encouraged to think critically, challenge established norms and innovate in their teaching practices. Upon completion, graduates are equipped to take on leadership roles in arts education, contribute to curriculum development, and foster

inclusive and transformative learning experiences within both formal and informal educational settings.

Programme Learning Outcomes Upon successful completion of this programme students will be able to:	
Level 7 - Stage 1	
PLO1-1	Create and implement effective, inclusive, and student-centred learning experiences in educational and/or community settings, using contemporary pedagogical strategies to inspire and engage a variety of learners
PLO1-2	Critically analyse and apply relevant theories and methodologies in arts education, enhancing their teaching practices and adapting approaches to address current and evolving issues in the field
PLO1-3	Engage in reflective and reflexive practices and foster collaborative learning environments, promoting peer-to-peer support and professional growth among their students and colleagues
PLO1-4	Use arts teaching and facilitation as a tool for community building, social change, and individual empowerment, crafting schemes of work that support social inclusion and accessibility in the arts
PLO1-5	Utilise pedagogical theory, curriculum design, and reflective professional practice in order to develop the ability to craft transformative learning experiences and offer up course design that support diverse learner needs
Level 7 - Stage 2	
PLO2-1	Design and conduct an independent action research project, contributing to the field of arts education with insights that support evidence-based practices and innovation in teaching and facilitation methods
PLO2-2	Uphold professional and ethical standards in arts education, exhibiting sensitivity to cultural, ethical, and individual differences in their teaching and facilitation
PLO2-3	Utilise an appropriate research methodology to realise a research project with originality in the application of knowledge

Programme Structure

Central to the programme is an embedded approach to teaching and learning in context, ensuring that students not only study educational theories and methodologies but also experience them firsthand in real-world settings. This experiential learning is facilitated through observed and mentored professional practice, where students work closely with experienced educators, receiving constructive feedback and guidance as they apply their

learning in institution-based contexts, e.g. in schools, community arts organisations, or other educational environments.

Professional teaching practice, workshop planning, and reflective practice are essential components of this programme as they equip student teachers with the skills to create engaging, structured learning experiences while continuously assessing and improving their methods for the benefit of their students' artistic and personal development.

Alongside developing professional practice, curriculum and course design forms another cornerstone option of the programme. By engaging with the principles of curriculum and course design, students will gain the ability to propose new courses to tailor educational content to meet the diverse needs and aspirations of future learners.

The programme also emphasizes action research as a means of fostering professional growth and contributing to the field of arts education. Students will conduct their own research projects, investigating relevant questions and challenges within their teaching contexts. This reflective practice encourages students to analyse their own impact as educators, make data-informed improvements, and become advocates for evidence-based approaches in arts education.

Module Structure Year 1				
Stage 1 (level 7) (choose one 30 credit option)				
Module Code	***Module Title***	***Credits***	***Core or Option***	***Pass Compulsory***
NS7LT1a	Arts Teaching and Learning in context.	30	Core	No
NS7PP1a	Professional Practice 1	30	Core	No
NS7PP2a	Professional Practice 2	30	Option	No
NS7CD1a	Curriculum & Course Design in Higher Education	30	Option	No
Year 2				
Stage 1 (level 7)				
Module Code	**Module Title**	**Credits**	**Core or Option**	**Pass Compulsory**
NS7RM1a	Research Methods	30	Core	No
Progression				

In order to progress onto stage 2, students need to complete 120 credits from stage 1, made up of 90 credits of core modules and 30 credits of option modules.				
Stage 2 (Level 7)				
Module Code	**Module Title**	**Credits**	**Core or Option**	**Pass Compulsory**
NS7IR1a	Independent Research Project	60	Core	Yes

Awards

To be eligible for the award of MA, students need to complete 60 credits from stage 2, made up of 60 credits of core modules.

Exit Awards

Upon successful completion of 60 credits from any stage the student is eligible for the exit award of PGCert.

Upon successful completion of 120 credits from any stage the student is eligible for the exit award of PGDip.

Programme Learning Outcomes Module Mapping								
	PLO1-1	PLO1-2	PLO1-3	PLO1-4	PLO1-5	PLO2-1	PLO2-2	PLO2-3
NS7LT1a		X		X				
NS7PP1a	X	X	X	X	X			
NS7PP2a	X	X	X		X			
NS7CD1a	X				X			
NS7RM1a	X	X	X	X	X			
NS7IR1a	X	X	X	X	X	X	X	X

Approach to Teaching

The MA Teaching and Facilitating programme takes a thoughtful, practice-based approach tailored for part-time study over two years. Its structure combines core pedagogical theories, course design, professional practice, and action research, which together equip students to excel as arts educators and facilitators. Delivery methods combine lectures, seminars, tutorials and structured mentored observations during practice.

The programme integrates theoretical and practical elements, allowing students to explore diverse teaching methodologies, curriculum design, and best practices for facilitating arts learning. Each module emphasises reflective practice, enabling students to connect theoretical knowledge to real-world applications.

A key feature of the programme is the focus on professional placement or work practice, embedded as an essential part of the curriculum. This design allows students to apply and test concepts learned in the classroom directly within their professional or placement settings. By maintaining a flexible, part-time route, the programme allows students to balance their academic and professional commitments, supporting their growth as educators while they continue to gain valuable hands-on experience in the field.

Independent study is a key component designed to support students' growth as educators and reflective practitioners. Students are expected to engage in a significant amount of self-directed research, reflective practice, and critical analysis outside of scheduled class hours. This includes reading, planning lessons or workshops, completing assignments, and reflecting on teaching methodologies.

The programme encourages students to take ownership of their learning by setting goals, managing their time effectively, and seeking resources to deepen their understanding of pedagogical theories and practical approaches in arts education.

Assessment Strategy

The MA Teaching and Facilitating program employs a diverse range of assessment modes designed to comprehensively evaluate students' skills, knowledge, and reflective practice. Formative assessment supports students' ongoing development through feedback on practical and theoretical tasks, while summative assessment evaluates their comprehensive understanding and skills at key milestones, such as through taught classes or written submissions. Key assessment methods include practical teaching, reflective writing, and written assignments. This multifaceted approach allows for a holistic evaluation of students' abilities to apply theoretical concepts in real-world contexts while also fostering creativity and critical thinking.

Observed teaching is central to the assessment strategy, enabling students to showcase their teaching methodologies and facilitation techniques. During these observations students are assessed not only on their execution but also on their ability to engage and interact with participants. Reflective writing complements this by encouraging students to critically analyse their experiences, decisions, and the impact of their practices, fostering a culture of self-assessment and continuous improvement.

Written assignments, such as essays and research papers, provide opportunities for students to delve deeper into theoretical frameworks and contextualise their practical experiences within broader educational discourses.

The rationale behind these varied assessment modes is to prepare graduates for the complexities of arts education and facilitation. By engaging in different types of assessments, students develop a robust skill set that combines practical, reflective, collaborative, and academic competencies. This comprehensive assessment strategy ensures that graduates are not only proficient in their craft but also capable of adapting to the dynamic nature of arts teaching and facilitating in diverse environments.

Work-Based Learning and Placements:
Having a suggested 90 hours of contact with a group or groups of pupils, students, or participants in a placement or workplace setting is a fundamental component of the MA Arts Teaching and Facilitating program. This practical experience serves as a platform to apply what is being learned. This firsthand experience is invaluable for developing teaching skills, as it enables them to witness diverse learning styles, student engagement levels, and the challenges that arise in real-time. By interacting with participants, they can adapt their teaching methods to better suit the needs of their students, fostering a more inclusive and effective learning environment. These contact hours provide an opportunity for students to implement pedagogical theories and strategies learned in their coursework. By applying these concepts in practice, they can critically evaluate their effectiveness and make informed adjustments. This iterative process of planning, executing, and reflecting on lessons cultivates a deeper understanding of teaching methodologies, enhancing their overall competency as educators.

The real-life contexts of the workplace encourage the development of essential soft skills, such as communication, empathy, and adaptability. Working with diverse groups allows students to navigate various social dynamics and address individual needs, equipping them with the interpersonal skills necessary for successful teaching.

Student Support:
NSCD has comprehensive student support that covers 5 key elements: health and wellbeing support, academic support (including learner support provision), English-language support, financial assistance, and bodywork provision (including injury support & rehabilitation). Student progress and wellbeing is monitored through several processes including student review board, with student learning enhanced through use of our Virtual Learning Environment (currently NSCD Moodle). NSCD also offers careers guidance and advice, alongside robust safeguarding procedures. Full information can be found in **Annex F.2 Personal, Academic and Student Support system principles and guidelines**.

Entry Profile:
The minimum age to study a postgraduate degree course at the school is usually at least 20 years old by 20 September in the year the course begins. There is no upper age limit.

Applicants for the course should usually be graduates of three-year arts 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.

Students may be admitted to the course with advanced standing in line with the school's standard RPL requirements.

Applicants should be willing to gain or have some experience of delivering arts practice to others and show through their application that they have a passion and rationale for facilitating arts practice

Applicants must apply through letter of application and submit a video of arts practice to be considered for entry onto the course – this is available via the school's remote application process

Candidates for whom English is not their native language will need to demonstrate a proficiency in written and spoken English relevant to the demands of the programme of study. This would normally be at least one of the following:

- IELTS for UKVI with an overall band of 6.0 with no less than 6 in Reading and Writing and no less than 5.5 in Speaking and Listening.

- Language Cert International ESOL SELT with 33– 37 per skill for Reading and Writing, 25-32 per skill for Speaking and Listening. 38 – 50 per skill to achieve 6.5 across all skills.

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. Where something may be identified in the DBS process, NSCD with work with the applicant around what other possibilities may be for the professional practice.

There is procedure in place for candidates to ask for feedback in relation to the application process and a complaints policy surrounding admissions. This information is available on the admissions page of the school's website.

On entry the student will be able to demonstrate:

- physical ability, experience and/or potential
- ability to describe and present facts which contextualise their artistic preferences and pedagogical abilities
- ability to respond to feedback and begin to be reflective in their practice
- some experience of leading and facilitating arts practice with others
- the potential to further refine and advance their acquired artistic awareness through the delivery of arts 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 course 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