

Programme Specification



1. Programme title	MA Dance Education
2. Awarding institution	Middlesex University
3a Teaching institution	London Studio Centre
3b Language of study	English
4a Valid intake dates	October, February, June
4b Mode of study	Full-Time or Part-Time
4c Delivery method	<input type="checkbox"/> On-campus/Blended <input checked="" type="checkbox"/> Distance Education
5. Professional/Statutory/Regulatory body	N/A
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	MA Dance Education PGDip Dance Education PGCert Professional Dance Teaching
8. Academic year effective from	2024/2025

9. Criteria for admission to the programme

LSC welcomes applications from a diverse student body who may not have standard entry qualifications. There are processes in place to allow for work or life experience to be taken into consideration. Please see below for further details.

The standard entry criteria and requirements are as follows:

An Honours degree or equivalent qualification in dance, dance education or a related discipline and/or relevant work experience, demonstrating an ability to study at postgraduate level.

Consideration will also be given to applicants who can make a strong case for admission in relation to a particular project and can demonstrate their potential to satisfactorily complete

the programme.

Other relevant and equivalent UK, European and International qualifications will be considered.

For applicants whose first language is not English: Average IELTS score of 6.5 (or equivalent) with a minimum achievement of 6 for all components, is required.

Applicants are required to have either a regular teaching commitment or volunteer work in any dance or performance setting for the duration of the programme and will be monitored using LSC's MA/PGCert Policy on Student Employment. While the programme has a focus on Conservatoire, Higher Education and Professional contexts, applicants may be teaching in any other dance teaching context. Student aspirations will be encouraged and supported whilst transferring their learning into this context. Applicants must submit proof of their regular teaching commitments through a copy of a contract or letter from the employer as a condition of entry onto the programme.

Applicants are required to submit a CV alongside two written statements, one about their own dance pedagogy and a statement demonstrating their knowledge of current dance education debates. These are considered before applicants are shortlisted for interview in order to ensure applicants have the appropriate teaching experience to succeed on the programme.

Applicants who have non-standard qualifications (or who wish work or life experience to be taken into account as part of their application) will be considered on an individual basis, in line with the general aims and principles of the Admissions Policy and LSC's mission to widen access and participation.

10. Aims of the programme

The programme aims to:

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

dance education

- Foster an interest in practice-based research as a mode of continued professional development to enhance teaching practice.
- Encourage an autonomous approach to risk taking and developing professional pedagogic practices.

11. Programme outcomes*

A. Knowledge and understanding

On completion of this programme you will be able to:

A1: Enhance your knowledge in dance education and pedagogy informed by systematic observation, reflection, analysis, evaluation and research at the forefront of the discipline.

A2: Investigate and debate current research and advanced scholarship within dance pedagogy in professional, conservatoire, and/or higher education contexts.

A3: Critically engage with complex debates around and within dance education and discuss how these relate to your own personal professional practice.

A4: Evidence mastery of knowledge surrounding current philosophical issues, debates and discussions within dance education in conservatoire, higher education and professional contexts.

A5: Apply robust knowledge of research design, methods and methodology appropriate to dance education contexts.

Teaching/learning methods

The enhancement of systematic complex levels of knowledge and understanding and cognitive development is achieved through distance education activities such as asynchronous pre-recorded lectures and study-tasks which are supported by synchronous online discussions, one-to-one and group tutorials as outlined below.

Asynchronous Pre-Recorded Lectures allow you to engage with presented material from anywhere in the world that has an internet connection. You will be able to start, stop, rewind and re-play the lectures to enable you to learn at your own pace developing your knowledge and understanding (A1, A2, A4, A5) of the concepts explored.

Asynchronous Study Tasks allow you to take on your learning and apply what you have learnt in various ways. Whether it is through, reading, writing, watching, or exploring, the study tasks are designed to get you to develop your knowledge and understanding (A1-5) and put into practice some of the theory and ideas explored within your own dance teaching context.

Asynchronous and Synchronous Online Discussion enables you to engage with your colleagues, to debate, discuss the concepts explored in lectures, readings and study tasks. This develops your knowledge and understanding (A1-A5) and allows you to hear, appreciate and challenge different

perspectives that arise from others' unique experiences. These discussions are a safe place to challenge your own ways of doing things, present your findings, ask questions and engage in a valuable knowledge exchange with your peers and lecturers.

Synchronous one-to-one and group tutorials, allow you to engage with your peers and/or lecturers directly on zoom/teams. They are places to meet, greet, chat, brainstorm, ask questions, provide points of view, share ideas and receive support. These spaces challenge your knowledge and understanding (A1-5) and stretch your abilities in a safe supportive environment.

Assessment methods

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

All assessment methods are Distance Education in format with most assessments undertaken asynchronously, with two viva voce style presentations scheduled synchronously at a time agreed between you and your tutor.

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

Wherever possible, inclusive modes of assessment are offered to ensure that you can meet threshold expectations without the need for alternative assessment based on individual needs. Assessments have been designed based on the good-practice advice from the guidance document: *Inclusive Teaching and Learning in Higher Education as a Route to Excellence* published by the Department for Education (DfE) (2017). For

	<p>example, you are offered flexibility of choice in assessment to allow you to demonstrate your key strengths according to your individual abilities, interests and goals.</p> <p>Offering a wide variety of assessment modes and types ensures that you are both supported and stretched during your studies. Such variety in assessment modes ensures that no one group of people are advantaged over another and all students are treated equally and supported to reach their potential.</p> <p>Beyond informal formative feedback points across the delivery of each module, you will additionally have the opportunity to engage with formal formative assessment. These assessment points allow you to demonstrate your progress in achieving the Module Learning Outcomes and receive feedback that you can apply directly to your summative assessment.</p> <p>All assessments, both formative and summative offer variety in assessment mode, reflecting the requirements of the dance teaching profession.</p>
<p>B. Skills</p> <p>On completion of this programme you will be able to:</p> <p>B1: Develop advanced cognitive skills in dance and dance teaching through application of theory to teaching practice and critical reflection and evaluation of professional practice.</p> <p>B2: Investigate examples of theoretical research and their application to teaching and draw on personal experience and research to interpret knowledge and extend ideas and debates on dance education.</p> <p>B3: Apply and Experiment with dance teaching skills and strategies within your own personal professional practice.</p>	<p>Teaching/learning methods</p> <p>The enhancement of systematic complex levels of skill development is achieved through distance education activities such as asynchronous pre-recorded lectures and study-tasks which are supported by synchronous online discussions, one-to-one and group tutorials as outlined below.</p> <p>Asynchronous re-Recorded Lectures allow you to engage with presented material from anywhere in the world that has an internet connection. You will be able to start, stop, rewind and re-play the lectures to enable you to learn at your own pace. These lectures will allow you to reflect upon your own dance teaching contexts in relation to the ideas explored, which develops your cognitive and practical skills (B2).</p>

B4: Take responsibility, act autonomously and make strategic decisions in tackling and solving problems, and in planning and implementing tasks at a professional level.

Asynchronous Study Tasks allow you to take on your learning and apply what you have learnt in various ways. Whether it is through, reading, writing, watching, or exploring, the study tasks are designed to get you to develop your cognitive and practical skills (B1-B5) as you put into practice some of the theory and ideas explored within your own dance teaching context.

Synchronous and Asynchronous Online Discussion enables you to engage with your colleagues, to debate, discuss the concepts explored in lectures, readings and study tasks. This develops your cognitive and practical skills (B1-B5) and allows you to hear, appreciate and challenge different perspectives that arise from others' unique experiences. These discussions are a safe place to challenge your own ways of doing things, present your findings, ask questions and engage in a valuable knowledge exchange with your peers and lecturers.

Synchronous One-to-one and group tutorials, allow you to engage with your peers and/or lecturers directly on zoom/teams. They are places to meet, greet, chat, brainstorm, ask questions, provide points of view, share ideas and receive support. These spaces challenge your skill development (B1-B5) and stretch your abilities in a safe supportive environment.

Assessment methods

Your skills will be honed, applied and assessed through a variety of distance education assessment modes, the reasons for which are explained above.

The various assessment modes you will come across to assess your achievement of the learning outcomes are through Coursework, Portfolios, Practical Teaching Assessments, Oral Presentations, and Viva Voces.

All assessment methods are Distance Education in format with most assessments

	<p>undertaken asynchronously, with two viva voce style presentations scheduled synchronously at a time agreed between you and your tutor.</p> <p>Coursework allows you to reflect on your skill development in written form. These papers are often reflective or critical accounts of your learning or case studies of your own practice as it evolves. These assessments allow you to describe, challenge, and critically analyse your skill development in practice.</p> <p>Pre- Recorded Practical Teaching assessments allow you to demonstrate your achievement as a practicing dance teacher allowing you to evidence how you apply theory to practice and develop your dance teaching skills.</p> <p>Pre-Recorded Oral Presentation assessments allow you to communicate and illustrate your skill development using digital technologies. You will be asked to present your learning and articulate your responses to a pre-identified audience.</p> <p>Portfolio assessments enable you to reflectively and creatively illustrate your learning in a variety of different outputs often drawing on digital technologies to produce your work. These assessments facilitate new and exciting ways of presenting your understanding of the learning outcomes.</p> <p>Synchronous Online Viva Voce assessments allow you to discuss and respond to reflections on your experiences in your dance teaching context. These assessments take place “live” but online and allow you to openly challenge your skill development and your articulation of them.</p> <p>Practice-Based Research assessments allow you to undertake an original research within your own dance teaching context to tackle a particular issue that is relevant to you. This hones your knowledge and skills and is the culmination of your programme of study.</p>
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M7003: Continuous Enhancement of Teaching Practice		credits to receive the award of PGDip Dance Education Students must pass M7001, M7002, M7003 for a total of 60 credits to receive the award of PGCert Professional Dance Teaching
M7004: Perspectives and Contexts in Dance Education		
M7005: Research Design for Dance Education		
M7006: Independent Research Project		

*Please refer to your programme page on the website re availability of option modules

12.3 Non-compensatable modules	
Module level	Module code
7	M7006: Independent Research Project

13. Information about assessment regulations
See the University's regulations, which can be found at https://www.mdx.ac.uk/about-us/policies .
London Studio Centre uses a 0-100 marking scheme for assessed work, which is explained in the handbook.

14. Placement opportunities, requirements and support (if applicable)
N/A

15. Future careers / progression
Graduates from London Studio Centre's MA Dance Education have gone on gain employment or benefit from promotions within the dance teaching sector in Conservatoire, Higher Education and Professional Contexts. Graduates have gone on to Programme Leadership of University Validated Programmes of Study, Head of Dance at international schools and UK based colleges and have gained promotions within their existing places of employment. Graduates from the programme are also well equipped for further study on research degrees and have gone on to publish academic papers and present their master's work at conferences.

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

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

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

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

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

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

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

16. Particular support for learning

Distance Education at LSC

The MA Dance Education is a Distance Education Programme of Study. As such, you will be supported in your learning through a Virtual Learning Environment (VLE) online.

London Studio Centre's VLE called DIVA, is a Moodle based platform where you will have your own login to access all of the programme work available to you. The programme has a central hub called the "Coffee House" where you can interact with all students on the programme inside and outside of your "cohort" and access Key Programme Documentation such as your Programme Handbooks, Programme Regulations, Assessment information and Term Dates.

In addition, each module has its own module page where you will find everything you need to study the module. Here you will find all pre-recorded lectures, assessment briefs, topic learning activities, all module readings/podcasts/videos and other resources alongside exemplar materials and summative submission information.

Support for learning how to use DIVA will take place in your online induction week and you will continue to have support with DIVA across your entire programme of study.

Learning Differences and Neurodivergent Conditions

London Studio Centre welcomes students with disabilities, learning differences, long-time illness, injury and neurodivergent conditions. If applicable, and supported by evidence, reasonable adjustments will be negotiated to support your learning and assessment.

LSC endeavours to provide accessible and inclusive education for all students. When additional support needs are identified for an individual student, reasonable adjustments can possibly address any specific differences creating barriers to learning. Additional support might include extra tutorials, study skills guidance, and/or assessment adjustments, as well as specific advice for understanding learning and processing differences.

Your learning needs can be discussed and possibly recorded as a Learning Support Agreement (LSA). An LSA outlines reasonable adjustments, notes about any specific barriers to learning, and offers advice for you and the teaching and assessment staff to ensure that your needs are being met to facilitate your academic progression.

If you suspect a learning difference (such as dyslexia), or a neurodivergent condition (such as Autism or ADHD), but lack a diagnosis or assessment, LSC will support you on a case-by-case basis and within the support structures available to us within the University regulations.

17. HECos code(s)

100509

18. Relevant QAA subject benchmark(s)

Framework for Higher Education Qualification (FHEQ)
Level 7 Descriptor

Quality Assurance Agency for Higher Education (QAA) *Characteristics Statement Master's Degree* (2020)

19. Reference points

QAA Framework for Higher Education Qualifications
QAA The UK Quality Code for Higher Education
OfS Regulatory Framework
Middlesex University Regulations
Middlesex University Learning and Quality Enhancement Handbook
London Studio Centre's policies, procedures and strategies
Middlesex University Guidance for the Design of Distance Education

20. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

21. Curriculum map for [title of Programme]

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding	
A1	Enhance your knowledge in dance education and pedagogy informed by systematic observation, reflection, analysis, evaluation and research at the forefront of the discipline.
A2	Investigate and debate current research and advanced scholarship within dance pedagogy in professional, conservatoire, and/or higher education contexts.
A3	Critically engage with complex debates around and within dance education and discuss how these relate to your own personal professional practice.
A4	Evidence mastery of knowledge surrounding current philosophical issues, debates and discussions within dance education in conservatoire, higher education and professional contexts.
A5	Apply robust knowledge of research design, methods and methodology appropriate to dance education contexts.
Skills	
B1	Develop advanced cognitive skills in dance and dance teaching through application of theory to teaching practice and critical reflection and evaluation of professional practice.
B2	Investigate examples of theoretical research and your application to teaching and draw on personal experience and research to interpret knowledge and extend ideas and debates on dance education.
B3	Apply and experiment with dance teaching skills within your own personal professional practice.
B4	Take responsibility, act autonomously and make strategic decisions in in tackling and solving problems, and in planning and implementing tasks at a professional level.

A1	A2	A3	A4	A5	B1	B2	B3	B4
Highest level achieved by all graduates								
7	7	7	7	7	7	7	7	7

Module Title	Module Code by Level												
		A1	A2	A3	A4	A5	B1	B2	B3	B4			
Professional Dance Pedagogy in Practice	M7001	X	X				X		X				
Supporting Healthy Dance Practice	M7002:	X	X					X	X				

Continuous Enhancement of Teaching Practice	M7003			X				X		
Perspectives and Contexts in Dance Education	M7004		X	X	X		X	X	X	
Research Design for Dance Education (30 credits)	M7005					X				X
Independent Research Project (60 credits)	M7006	X	X	X	X	X	X		X	X