

COURSE SUMMARY (October 2022)

COURSE TITLE	MA Dance Research for Professional Practitioners
COURSE DURATION	Twenty-four months, Part-time
ENTRY PROFILE	<p>Candidates must normally be engaged or have been engaged as a practitioner within a professional context, in dance or cognate disciplines (i.e. Company, Theatre, Conservatoire, School) and normally hold an undergraduate degree in a relevant discipline with a minimum 2:1 classification. Professional experience (normally at least 3 years) is a prerequisite for this programme. Sufficient appropriate vocational training and/or professional experience may be considered in lieu of an undergraduate degree (see below for more details). Applicants must successfully demonstrate a satisfactory level of linguistic written proficiency.</p> <p>Admission to the programme is via a two-stage admissions process and candidates must meet all Stage 1 Entry Criteria in order to progress to Stage 2 of the process.</p> <p>Stage 1 Entry Criteria</p> <ul style="list-style-type: none"> • Professional experience requirement • Normally, candidates should have a minimum of at least 3 years' professional experience in a practitioner capacity in any field of dance and/or within a professional dance context (e.g. Company, Theatre, Conservatoire, School). • Education Requirement • Candidates should normally hold an undergraduate bachelor's (BA) degree with a 2.1 minimum classification. • In exceptional circumstances, where applicants do not meet this academic requirement, comparable vocational training and/or experience, supported by satisfactory testimonials, may be considered in lieu of an undergraduate bachelor's degree, or alongside a degree with a classification below 2:1. In these instances, the candidate's whole academic and professional profile will be taken into consideration in reviewing the application against this entry criterion. <p>[Cont...]</p>
ENTRY PROFILE	

<p>(Continued)</p>	<ul style="list-style-type: none"> • Age Requirement • The minimum age to study this programme is normally 22– there is no upper age limit for this programme • Language Requirement • ESOL candidates must have an average 6.5 in IELTS test, minimum 6.0 in reading and writing, to enrol on the programme <p>Students may be admitted to the programme with advanced standing in line with the University’s standard APECL requirements. Such cases are subject to prior approval by the University of Kent according to its APL process see: https://www.kent.ac.uk/teaching/qa/codes/taught/annexr.html</p> <p>NOTE: This course is delivered on a part-time basis remotely and does not require UK residency. We do not sponsor applicants with a visa for entry to this course.</p>
<p>COURSE OUTLINE</p>	<p>The MA Dance Research for Professional Practitioners aims to develop a body of informed practitioners within mainstream dance companies and vocational schools, a sector of dance that is under-represented in the postgraduate and academic sector, alongside a body of potential practitioner-researchers who have worked in that sector.</p> <p>The course is designed to apply Practice Led Enquiry as a principal mode of investigation, whilst incorporating the application of established research in such a way as to integrate, enhance and advance students’ current embodied practices/experience as professional practitioners. The practice of dancers, teachers, and other related modes of dance practice is at the heart of this programme, which aims to guide students in deepening their understanding of their discipline and advance professional knowledge, and it with rigorous research processes that address the practical, artistic, cultural, social and political implications of dance in the sector.</p> <p>The course’s focus on Practice led Enquiry within dance and cognate practices will allow students to place practice and/or career aims at the heart of the enquiry, and draw out embodied, implicit and procedural knowledge, whilst at the same time developing rigorous critical and analytic skill. By this engaging in this process their tacit knowledge will become more explicit and shareable.</p>

COURSE OUTLINE (Continued)

The course will facilitate the development and deepening of insights and understanding of dance as a practice and a cultural phenomenon, with the aim of advancing the development of Reflexive Practice as a desirable skill in professionals working in elite dance companies and schools, and as a means of enhancing practice in the mainstream sector. *[Cont...]*

Through the interplay between practice interrogation and more traditional forms of research, students will be able to make valuable connections within their field, leading to transformation of their knowledge boundaries.

Graduates of this programme will develop skills in Practice led Enquiry processes, which will lead to:

- The development of confidence in their own scholarly voice as practitioner-researchers
- The understanding of the modes of sharing within dance practice
- the development and enhancement of the ability to identify and interpret implicit meanings embedded in their practice.
- The ability to undertake varied research and development processes as well as critical analysis of both personal work and that of others.
- The identification and communication of relevant evidence and ideas of and about dance in the 21st century across a range of dance practices, and a range of specialist and non-specialist audiences
- both the advancement of the individual's expert embodied understanding of dance that will enhance critique in the production of original work, develop new ways of working in their chosen area of practice, and generate valuable insights and knowledge for the benefit of dance, the arts and society.

The course aims to offer a bespoke scholarly opportunity within a professional context that is tailored to the learners' individual practice in dance. It is designed to embrace a wide range of research interests within the dance profession (e.g., dancer, rehearsal director, lecturer/teacher, community practitioner, dance maker).

The course is offered on a part-time basis to accommodate professional working schedules and allow for the gradual deepening of dance related practices.

The course is designed to be flexible and meet the needs of students who are learning whilst working, and students can choose from a mixture of in-person and online delivery as best suits their needs.

MODULES AND CREDITS	KV Code	SDS Code	Title	Level	Credits	Term(s)	
	Stage 1						
	Compulsory Modules						
	RSPG4	C	Thinking Dance Through its Practice	7	25	Yr 1	
	RSPG6	C	Activating and Documenting Research Experiments in Dance	7	40	Yr 1	
	RSPG7	C	Reflective Practice in Action	7	35	Yr 1	
	RSPG8	C	Advanced Research Enquiry	7	20	Y1 & Yr 2	
	KV Code	SDS Code	Title	Level	Credits	Term(s)	
	Stage 2						
	Compulsory Modules						
	RSPG5	C	Dissertation	7	60	Yr 2	
METHOD OF STUDY	<p>The teaching and learning strategy for this course is grounded in the belief that postgraduate education in dance for practising professionals is as concerned with soft skills (such as critical thinking, creative problem solving, teamwork, and communication), as it is with the acquisition or deepening of knowledge about a single discipline.</p> <p>Adopting this position leads to the use of teaching and learning methods that increase students' abilities to: study independently; identify, interpret and critique concepts; identify appropriate theories to complement conceptual underpinnings of embodied practices; develop the ability not only to operate as a practitioner but also to think as an expert with the ability to produce original insights and valuable knowledge for the benefit of the development of the arts in society as a whole and its concomitant social capital; and engage in continuous learning in their professional contexts.</p> <p>In this programme, the Practice-Led Enquiry undertaken by each student simultaneously teaches students how to undertake research in dance whilst formulating the student's own area of research. Attention to writing and articulating ideas is embedded in all the research modules. The ability to articulate areas of enquiry is developed and honed in the research-led modules as part of the reflective practice through revisiting, writing up and</p>						

METHOD OF STUDY (Continued)

auditing reflections of the practice as the research progresses. Through these processes, students will develop the writing and thinking skills needed for advanced Practice-Led Enquiry. *[Cont...]*

This degree also provides opportunities to students who wish to advance their writing skills when articulating their analyses of their ideas about their research and practice, both verbally and visually in lecture-demonstrations.

Inclusivity and access are at the heart of the teaching/learning and assessment strategies with remote learning and online provision available at all stages of the programme.

To these ends a **flexible Mixed Teaching and Learning model** will include:

- **Interactive/collaborative teaching and assessment** strategies.
- **Self-directed learning** through reflective practice and independent research.
- **Peer learning**, through discussions and active participation with peers.
- **Lectures and seminars** which invite speakers to ask challenging questions as they deliver their presentation to facilitate deeper deliberation on the content of the seminar/lecture.
- **Seminars and guided workshops** led by tutors and students which are designed to experiment with a variety of research strategies and cross-disciplinary understandings. Seminars will entail research methodology and contextual framework sessions suitable for post-graduate study that will facilitate the development of critical thinking and research skills.
- **Research Intensives** (3-10 day workshops) focusing on project-led development of practice-led research strategies to accommodate the fact that often in innovative Practice Led Enquiry projects appropriate research strategies need to be developed in situ. Intensives may also take the form of week-long or weekend cluster of sessions on a particular module.
- **Student-led research seminars and workshops:** Workshops will include Practice Research experimentation, development of original ideas in a studio environment, sharing of Practice Research work (with Critique).
- **Open discussion groups.**
- **One-to-one mentoring:** mentoring will be provided to each individual on the basis of their current professional engagement (Dancer, Teacher, Rehearsal Director etc) and this will include working with the student in-situ and developing practice.

<p>METHOD OF STUDY (Continued)</p>	<p>Online delivery – all sessions on this course will be recorded and available and some will be streamed to allow for remote engagement with this MA course. <i>[Cont...]</i></p> <ul style="list-style-type: none"> • Teaching, Learning and Assessment strategies will be focused according to the specific professional practice of the individual students and promote inclusivity with regards to the specific practice (performance, education, directing) and dependent on any potential learning needs. Proactive adjustments dependent on individual needs of learners will be implemented in order to ensure parity of experience. • A Personal Programme Learning Agreement (PPLA) will be negotiated with each student on the basis of their research and practice led enquiry interests and include mutually agreed project outcomes and links to the specific module learning outcomes. This will facilitate student agency and identify the focus of the individual learner’s aims in undertaking this course.
<p>WORKLOAD (CONTACT HOURS & SELF-STUDY)</p>	<p>The MA Dance Research for Professional Practitioners assumes 1800 notional learning and teaching hours with average contact time of 15-40 hours per module (dependent on the credit value of each module - refer to individual module specifications to determine precise number of hours per module).</p> <p>This mode of delivery also requires a strong commitment by the student and the motivation to conduct independent and self-directed study, and to engage in advanced reflective practice within their given discipline and professional context.</p> <p>Note on professional engagement and/or experience: Study on the programme embraces the current or recent working practice of the student. Students on this programme will ideally have accrued professional experience in their field of dance (or cognate) practice of 3 years. This programme has a directed focus on professional practice, where the student’s working experiences within the sector are the basis for their individual Practice Led Enquiry and research.</p>
<p>METHODS OF ASSESSMENT</p>	<p>Bespoke assessment strategies Due to the nature of the delivery of the course students will be engaging in a variety of methods to frame and focus their research. Each module serves as different opportunity to advance their learning, writing, and execution of their research as a dance practitioner.</p> <p><i>[Cont...]</i></p>

<p>METHODS OF ASSESSMENT (Continued)</p>	<p>Consequently, the method of assessment allows for a range of platforms. Working with their mentor and lecturers the students will be advised of a range of formats, including:</p> <ul style="list-style-type: none"> • Written Assignment • Reflective Journal • Verbal Presentation • Video/media Presentation • Live Performance • Choreographic Process Reflection • Viva <p>In addition to formal assessment of essays, research projects, written work and portfolios, assessment strategies will include:</p> <ul style="list-style-type: none"> • peer-assessment • self-assessment and critique • collaborative (student/lecturer) assessment <p>Assessment methods will also include:</p> <ul style="list-style-type: none"> • short research experiments (practical or theoretical), • reflective reports, • professional portfolios, • essays, • presentations, • lecture demonstrations, • teaching/rehearsal demonstrations
<p>AWARD RECEIVED UPON SUCCESSFUL COMPLETION OF COURSE</p>	<p>MA DANCE RESEARCH FOR PROFESSIONAL PRACTITIONERS</p>
<p>WHERE IS THE COURSE TAUGHT</p>	<p>Remote Learning Course delivered by Rambert School – St. Margaret’s Drive, Twickenham, TW1 1QN</p> <p>This Course has mixed-mode delivery options, primarily delivered and accessed online, with intensive in-person workshops throughout the year, which are also streamed. It can be accessed from anywhere and is delivered to accommodate for students’ professional working schedules, and flexibility is built in to the delivery mode.</p>

	<p>NOTE: This course is delivered on a part-time basis remotely and does not require UK residency. We do not sponsor applicants with a visa for entry to this course.</p> <p>To facilitate student success on this Course, delivery may be adjusted where deemed reasonable and appropriate by the Course Team.</p> <p>Subject to government requirements and restrictions allied to the Covid19 pandemic or other circumstances beyond the School's control, the School may be required to deliver parts of this course online that might normally be delivered face to face.</p>
<p>LENGTH OF MODULES</p>	<p>The programme has been designed in identifiable, but sometimes overlapping, stages which will allow the progressive development and integration, and later consolidation, of the practical and theoretical research skills the degree offers.</p> <p>RSPG4, RSPG6 & RSPG7 will be delivered in the first 12 months and RSPG8 together with RSPG5 (dissertation) will be delivered in Y2 of the programme. The timing of the modules is formulated specifically for part-time study.</p>
<p>STAFF WHO DELIVER THE TEACHING</p>	<p>This course is delivered by an expert team of postgraduate lecturers and industry/academic mentors and supervisors.</p> <p>Research has a broad and inclusive definition within this programme, focusing predominantly on Practice led Enquiry which is bespoke to the learner. The delivery is tailored to the learner, who will be supported throughout the learning process by expert mentors, supervisors and module leaders.</p> <p>Mentors will be assigned on the basis of the student's negotiated individual areas of interest and investigation for their Practice Led Enquiry.</p> <p>The mentoring and guiding process will be supported by a Personal Programme Learning Agreement (PPLA) which will be generated at the start of the programme in negotiation with the student and based on their research and practice interests, curiosities and concerns.</p> <p>The PPLA is particularly relevant in modules RSPG6 and RSPG7 which are based within the working practice of the student, and is reviewed and approved by mentors, module leaders, course leader and the External Examiner.</p>

Rambert School has been a member of the Conservatoire for Dance and Drama (CDD) for 15 years, and in that time students of Rambert School have also been registered students of CDD. We have recently decided to seek independent registration as a Higher Education Provider (HEP) and are currently in the process of making an application to the English Universities Regulator, the Office for Students (OfS), with the aim of achieving independence by July 2022.

It is anticipated that by the time of your enrolment on a course of higher education from September 2022 onwards, Rambert School will be an independently registered Higher Education Provider with the Office for Students. You would therefore be registered as a student of Rambert School only, and not a registered student of CDD.

This means that your contract (as set out in the Terms and Conditions) will be with Rambert School only, where previously it would also have been with CDD. CDD student-related policies and procedures will cease to apply to Rambert School students, and will be replaced with equivalent Rambert School policies and procedures (eg the CDD Student Complaints Procedure will be replaced with the Rambert School Complaints Procedure).

In the event that the School does not achieve independent registration within the anticipated timeline, you may be initially registered as a student of the Conservatoire for Dance and Drama. In this event, we will write to let you know and to explain what this means for you in practice.

Our change in status to be independently registered with the Office for Students will not change any course content, nor will it change how or where our courses are delivered, and our courses will continue to be validated by the University of Kent (which awards Rambert School degrees).

We are working closely with the Conservatoire for Dance and Drama to ensure there is no disruption to students during this period of transition, and will continue to do so.

If you have any questions about this please contact admissions@rambertschool.org.uk