



THE UNIVERSITY OF EDINBURGH

PROGRAMME SPECIFICATION FOR DANCE SCIENCE
AND EDUCATION

- 1) **Awarding Institution:** THE UNIVERSITY OF EDINBURGH
- 2) **Teaching Institution:** THE UNIVERSITY OF EDINBURGH
- 3) **Programme accredited by:** THE UNIVERSITY OF EDINBURGH
- 4) **Final Award:** MSc
- 5) **Programme Title:** MSc in Dance Science and Education
- 6) **UCAS Code:**
Relevant QAA Subject Benchmarking Group(s): N/A
- 7) **Post holder with overall responsibility for QA:** Director for Dance Science and Education
- 8) **Date of production/revision:** 2012
- 9) **External Summary** (200-250 words)

The Masters in Dance Science and Education is a postgraduate programme of study that includes both scientific and educational practices and enquiries in dance. It is unique to Scotland and is delivered within the School of Education at the Institute of Sport, Physical Education and Health Sciences (SPEHS). This Institute has a long history in the education of physical activity including dance and also has a strong active research profile in health sciences and sports medicine. The programme draws upon the significant resources and expertise in exercise science within the Institute allowing it to combine an in depth understanding of dance education, health and exercise science and contribute to current research and knowledge exchange with the dance industry.

10) **Educational aims of programme:**

This postgraduate programme of study aims to develop an appropriate level of academic rigour in a body of knowledge, with a focus on the scientific that is directly relevant to the process and practices involved in dance education and enhancing dance performance. Critical to the development of all aspects of Dance today is that there are professionals within dance education and science that are appropriately resourced, challenged and inspired to take on their own frontiers and develop new ones. The programme will combine theoretical and practical work to promote learning and understanding of the key concepts required being an effective Dance Scientist, from understanding and evaluating current research and thinking in dance science and education to successfully delivering training interventions as a “practitioner” in a dance education and performance environment. The research elements of the course will provide training for students coming directly from undergraduate study who wish to prepare for either a research or academic career and for mid career professionals who wish to research in their own specialist area of dance. The principal aim of this Masters programme is to provide a foundation in science that can enhance and educate the development of dance as an art form.

11) Programme outcomes:

The degree will inform current dance practice with science and education in a way that allows graduates to meet the demands of today's progressive dance environment, for example

1. Increased understanding, through reflection and debate of the pedagogical, social, aesthetic and philosophical aspects related to dance education and performance
2. Investigation and understanding, through the systematic application of research evidence, of the physical and psychological demands of dance and the scientific principles that underpin dance education
3. Exploration of dance movement, to promote the health care of the dancer, prevention of injuries and optimal performance. Specific concerns include the biomechanical, physiological, pediatric and neuromotor aspects of dance, including nutrition and psychological issues
4. Understanding, identifying and evaluating the theory and practice of a related option area – for example; marketing, management & training within the dance industry

11a) Knowledge and understanding

Students will have the opportunity to gain knowledge and understanding of:

1. How we can prepare the dancer to improve performance employing a multi-disciplinary approach that is informed by research.
2. Specialist skills and awareness of changing trends in dance education and practice through the appraisal and application of relevant literature.
3. Physiological and developmental issues, informed by scientific research that is pertinent to dance practice, and their relationship to dance education and training

11b) Graduate attributes: Skills and abilities in Research and Enquiry

Graduates of this programme will:

1. apply critical analysis, evaluation and synthesis to literatures (research, policy and practitioner), issues and developments at the forefront of the discipline
2. identify and evaluate epistemological and ontological assumptions underpinning key texts in their chosen field of study
3. search for, evaluate and use information relevant to their field of study using library resources including databases
4. identify, conceptualize and define new and abstract problems and issues
5. plan and execute a significant project of research, investigation or development
6. clearly communicate their research plans and the rationale underpinning them unambiguously to specialist and non-specialist audiences

Outcome	When? and Where?	Teaching & Learning	Assessment
1	Throughout, and	RM1 through small group	Critical analysis of

	explicitly in Sources of Knowledge [RM1]	work and academic staff modeling critical reading. Discussions in seminars on key issues in core courses	2 empirical research papers [RM1]
2	Conceptualizing Research [RM2]	Lectures, on line discussions, workshops	Relates directly to LO's for RM2 assignment
3	Throughout, but skills taught explicitly in Sources of Knowledge	Online information skills workshops designed by liaison librarian. Peer support groups. Induction week and pre-sessional courses	Indirectly through application of PG marking scheme criteria re use of literature
4	Throughout but specifically in RM3	Lectures, small group workshops, online discussions. One day mini conference.	Research Planning course assessment through poster (formative and peer) and summative
5	Dissertation	Individual and group supervision	Summative assessment of dissertation building on formative assessment of drafts submitted to supervisor
6	RM 3 and dissertation	Students in RM3 will be asked to present a poster of their research design to a school-wide audience	Feed forward on posters, research proposal is summatively assessed as in dissertation of up 15,000 words

11c) Graduate Attributes: Skills and abilities in Personal and Intellectual Autonomy

Graduates of this programme will:

1. be able to exercise substantial autonomy and initiative in both professional and academic activities, including decision making on the basis of independent thought.
2. be open to new ideas such as the application of scientific principles to traditional dance training and education using methods that include for example, the use of technology in the dance environment, and the application of scientific methods and ways of thinking such as those used in exercise science and medicine

3. be able to integrate knowledge and handle complexity in the application of scientific principles to the aesthetic practices associate with dance education and performance and formulate judgments with limited or incomplete information.
4. be able to reflect on social and ethical responsibilities linked to the application of their knowledge and judgments in the area of dance science and education
5. be intellectually curious with that curiosity leading to professional and academic goals and they will have ability to work towards these goals
6. be able to develop, maintain, and sustain intellectual rigour and application

Outcome	When/ where	Teaching & Learning	Assessment
1	Dance pedagogy	Critical reflection skills are encouraged through academic lead searching the literature, reading and discussions in small groups.	Presentation. Professional portfolio and summative assesment
2	Dance Pedagogy & Preventive Dance medicine	Lectures and discussions about current practice and research in dance	Summative assessment
3	Dance Pedagogy & Preventive Dance medicine & Dissertation	Lectures and discussions about current practice and research in dance	Presentation and summative assessment
4	Throughout	Lectures small group discussions	Presentation for Dance Pedagogy
5	Throughout and in dissertation	During group and individual tutorials	Feed-forward from presentation assessment Summative assessment and tutorials
6	Throughout	During group and individual tutorials	Formative assignments, group discussions, tutor and peer feedback

11d) Graduate Attributes: Skills and abilities in Communication

Graduates of this programme will:

1. be able to communicate using appropriate scientific and educational methods to a range of audiences with different levels of knowledge, for example teachers, coaches and practitioners in the dance environment, professionals and amateurs in the field and administrators and managers within the dance industry

2. be able to communicate with peers, such as dancers, teachers and trainers, more senior colleagues (managers, choreographers and artistic directors) and dance specialists about the advancements in current practice in the dance industry.
3. be able to communicate orally demonstrating clarity and coherence
4. be able to use communication as a tool for collaboration with individuals and groups within the dance environment and industry to assist with the advancement of dance as an art and form of education
5. be able to engage in debate orally and in writing about current practices in dance and demonstrating skills of active listening, critical reading, and clarity of understanding about ‘traditional’ methods in dance education and practice. Students will be able to debate and discuss how the art of dance can be enhanced using modern scientific methods, for example technology, and research to provide new evidence and information about practices in dance.
6. be able to seek and to respond to feedback in personal communication, responding to feed forward and in peer discussions

Outcome	When/ where	Teaching & Learning	Assessment
1	Dance Pedagogy & Preventive Dance medicine & Dissertation	Lecture, discussions and tutorials	Formative and summative assessments, peer and tutor feedback
2	Dance Pedagogy portfolio	Tutor and peer led group discussions and observation sessions in the field	Tutorials, presentation and summative assessment
3	Dance Pedagogy	Group discussions	Presentation
4	Dance Pedagogy	Lectures, discussions and observation sessions	Peer and tutor feedback, professional portfolio assessment
5	Preventive Dance medicine and Dance Pedagogy	Group tasks, literature searches, Lectures	Peer and tutor feedback Summative assessments
6	Throughout	Group and individual tutorials	Presentations and formative & summative assignments

11e) Graduate Attributes: Skills and abilities in Personal Effectiveness

Graduates of this programme will:

1. be able to plan, execute and critically evaluate a significant project of research investigation or development, such as the skills developed in the professional portfolio task where students observe and reflect on professional practice in the field to assist their own personal development

2. have the confidence to make decisions, take leadership role, defend opinions, and address audiences when teaching or advising in the dance environment
3. be able to work collaboratively in the dance environment with professionals in the field recognizing the diversity that often exists in this environment and the different viewpoints and values that may exist within the group. The specific context may include a variety of practices and values highlighting the complexity of the process of collaboration itself.
4. be able to manage risks within the dance environment, for example practical risks in the dance training and intellectual such as new research approaches in dance and working with vulnerable groups in dance education
5. demonstrate leadership and make a critically informed and identifiable contribution to change and development in dance education and its impact on dance training and practice
6. Transfer learning, skills and abilities from one context to another , transferring the scientific skills developed in Dance science to inform and develop dance education and practice.

Outcome	When/ where	Teaching & Learning	Assessment
1	Dance Pedagogy	Group and individual discussion about observation and reflection in the field	Professional portfolio summative assessment
2	Throughout	Group discussions	Presentations, peer and tutor feedback
3	Dance Pedagogy	Individual tutorials and group discussions about observation and interaction in the field for portfolio assignment	Peer and tutor feedback and summative assessment
4	Preventive Dance medicine and dissertation	Lecture and workshops	Summative assessment and group discussions
5	Dissertation	Group and individual tutorials and lectures	Summative assessment
6	Throughout	Lectures and group discussions, observation and reflection sessions	Formative and summative assessments, peer discussions and feedback

11f) Technical/practical skills

Opportunities for Dance Scientists are growing as healthy life style, diet and activity levels are currently topics of major discussion in government bodies in Scotland and throughout the UK. Dance has the potential to promote healthy well being, fight obesity and increase social inclusion and life-long learning. A greater number of qualified experts together with increased levels of expertise and pioneering research in this field will therefore allow the health organisations to achieve their goals. The course is aimed at those already working or wanting to work in dance as specialists, health or physical practitioners, educators, researchers, performers, choreographers, or directors. The course will provide preparation for increased knowledge and professional development for a range of practitioners who wish to focus on scientific theory and practice in dance.

12 Programme structure and features

Students complete 120 credits for the postgraduate diploma (exit award postgraduate diploma) , made up from the mandatory core Dance Pedagogy course (40 credits level 11 SQFC), Preventive Dance Medicine course (20 credits Level 11 SQFC) and two Research Methods course (2x10 credits Level 11 SQFC) **plus two option courses each equivalent to 20 Level 11 SQFC**. With sufficient achievement, students may progress to the Masters award which includes one remaining research methods course (10 credits level 11 SQFC) and Dissertation (exit award available 'MSc'), equivalent to 50 level 11 SQFC. Progression to Dissertation (MSc) requires an average pass mark of 50% throughout the PG Diploma and research methods courses.

Students may study full- or part-time and the timetable arrangements are such that students in full-time work may complete the taught elements through intensive study blocks and evening based study over two years. Assessment for the core courses includes a professional portfolio, presentations and written assignments, these methods of assessment are chosen to allow students to demonstrate both diversity and innovation in their subject.

Each student is allocated a who, together with the programme coordinator, carefully counsel to ensure that the choice of elective courses made from across the school options both complies with the timetable and also maximises the student's potential and accommodates his/her focus of research. Where appropriate course electives from across colleges may also be offered allowing flexibility and optimum student choice between courses throughout the school.

Entry to the programme is an upper second class honours degree, or its equivalent, and a professional interest in the area addressed by the programme. Those whose employment or other educational experience provides evidence of intellectual ability of an equivalent standard to an honours degree are also encouraged to apply.

Where English is the second language, a proficiency test in English is requires (IELTS overall 6.5 with at least 6 in all sections)

Post Graduate Diploma (exit award available 'Post-Graduate Diploma')

Dance Pedagogy (40 credits)

Preventive Dance Medicine (20 credits)

Research methods courses (2x10 Credits)

Two courses from option course list A or option list B

Option course list A

1. Nutritional factors & ergogenic aids (MSc Strength and Conditioning)
2. Paediatric and environmental factors for training (MSc Strength and Conditioning)
3. Peak Performance (MSc Performance Psychology)
4. Physiological and Mechanical aspects of Training (MSc Strength and Conditioning)
5. Conditioning Physiology (MSc Strength and Conditioning)
6. Strategic Marketing and Management (MSc Sports recreation & business management)

Option list B

Option of courses can be taken from the following existing and validated areas:

1. MSc Strength and Conditioning
2. MSc Performance Psychology
3. MSc Sports recreation & business management
4. MSc Community Education
5. MSc Education
6. MSc The Management of Training & Development
7. MSc E Learning
8. Any MSc course at the University of Edinburgh

The choice of optional courses will dependent upon the receiving course having the capacity to take additional students.

Masters

All requirements of the Postgraduate Diploma

Additional Research methods course (10 credits)

Dissertation (15,000 words)

The study of Dance Science and Education provides a breadth of opportunity coupled with the depth of MSc study allowing students to seek and apply in context. Dissertation research areas could include the perspectives of Dance Medicine and Science, the concepts Dance Teaching and Curriculum, Dance Education, and Management throughout the dance industry. The dissertation project will provide the opportunity for students to select to work in areas of vocational application and in contexts dear to themselves building on Diploma work.

13 Teaching and Learning Methods and Strategies

The Core courses within the MSc Dance science and Education programme (Dance Pedagogy 40 credits and Preventive Dance Medicine 20 credits) are delivered in intense teaching blocks. The teaching and learning methods and strategies for these courses include:

- Traditional lectures and seminars, practical workshops.
- Student participation is supported and encouraged in the seminars and workshops through the use of discussions on readings and case studies. The staff –student ratio is approx. 1:10
- Most of the student effort hours in the core courses are devoted to reading and reflective practice that is directly linked to the student’s own professional practice.

During the dissertation period, students work on an individual or group research project guided by a supervisor. Regular meetings, led by students, help to develop an autonomous approach to research practice, plan the research project and discuss the write-up of the dissertation.

Opportunities for feedback include:

- Written feedback relating to formative assignments, tutor led seminars that give opportunities for peer discussion and feedback within the workshops. Group tasks in the workshops with opportunities to engage in peer assessment and discussion.

The University of Edinburgh Innovative Learning Week scheduled in Week 6 of Semester 2 provides space for staff and students in the School of Education to explore new learning activities. The students access to generic support for taught postgraduate students including an induction website (<http://www.blendedlearning.me/induction/>). They receive writing support for international students provided by the English Language Teaching Centre, as well as further academic development opportunities offered by The Institute for Academic Development (IAD)

The lecture theatres and seminar rooms are fully equipped with AV equipment that allows power-point and digital footage to be shown and analysed. The University also has an excellent purpose built dance studio and dance resource room for the students of the programme to use. Software programmes for dance analysis (e.g. Dance Interactive) are available for use in these two spaces and the required AV equipment (e.g. Smart board, digital cameras) are also available for use in the workshops and seminars that take place in these spaces. The Institute for Sport, Physical Education and Health Sciences ISPEHS in which the MSc is housed also has biomechanics and physiology labs with skilled technicians for the students to access in the relevant workshops and research needs for the dissertation project. The library has dance resources, books, journals and electronic journals that are specific to the programme.

14 Assessment Methods and Strategies

The main method of summative assessment is written course assignments of 4,000 words. Students are given clear guidance as to what is required in each assignment, through printed rubrics relating the work to the assessment criteria, and through discussion in workshops.

The Dance Science and Education programme aims to have as much variety of assessment style as possible and also includes a professional portfolio that incorporates a reflective journal that is directly linked to the individual’s professional practice. Students are additionally assessed through an individual presentation and the elective courses also offer a range of summative assessment methods.

In preparation, formative written assignments are given and are fed back through individual and group tutorials, written comments and peer discussions. Tutors give feedback on the extent to which work is well structured, logical, precise, clear and concise. Feedback also focuses on the concepts and their framework, and ways of expressing criticality explicitly and is mostly framed in terms of how students can improve their performance.

The dissertation is 15,000 words. Students can undertake any piece of research that is related to their research interests in Dance Science and Education, so long as it is feasible in the time available and with the constraints of place.

15 Career Opportunities

Opportunities for dance scientists are growing as healthy lifestyle, diet and activity levels are currently important topics of major discussion in government bodies in Scotland and throughout the UK and Internationally. Dance has been pinpointed as the ideal means to promote healthy wellbeing, fight obesity and increase social inclusion and life-long learning. A greater number of qualified experts together with increased levels of expertise and pioneering research in this field will therefore allow the health organisations to achieve these goals. The MSc Dance Science and Education will provide preparation for increased knowledge through core professional development to the performer or education specialist and also give the knowledge and understanding to provide relevant up-to-date information to dancers through the role as an educator, teacher or artistic director.

16 Other Items

Prospective students who have undertaken a programme of study or have undertaken substantial professional development at Masters level through professional experience within the last five years may be eligible to apply for Accreditation of Prior Learning (APL). If granted, APL effectively provides exemption from one or more modules up to a maximum of two.