1. **Title of the module**  
   Introduction to Teaching (UGCD516)

2. **School or partner institution which will be responsible for management of the module**  
   London Contemporary Dance School

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**  
   Level 5

4. **The number of credits and the ECTS value which the module represents**  
   10 credits (5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**  
   Term 3

6. **Prerequisite and co-requisite modules**  
   NA

7. **The programmes of study to which the module contributes**  
   BA (Hons) Contemporary Dance

8. **The intended subject specific learning outcomes.**  
   **On successfully completing the module students will be able to demonstrate:**
   
   8.1 understanding and knowledge of the body and its function leading to the development and sharing of safe technical practices
   8.2 acquisition of the skills necessary to develop a personal teaching practice grounded in an anatomical and kinaesthetic understanding of current dance practice(s).
   8.3 a heightened understanding of the observation and communication skills required to develop learning in others.

9. **The intended generic learning outcomes.**  
   **On successfully completing the module students will be able to demonstrate:**
   
   9.1 critical, analytical and practical skills
   9.2 applied creative and imaginative skills
   9.3 reflexive and Independent thinking
   9.4 the understanding of group dynamics and the capacity to take responsibility for leading a group
   9.5 the ability to communicate and pursue goals with others.

10. **A synopsis of the curriculum**  
    In this course, students will be encouraged to establish and develop a teaching style/philosophy based on their interest, research and current understanding of the body. Essentially, to learn to teach what they know.
They will acquire the skills necessary to develop a technique class, which clearly conveys their philosophical approach to movement, which is firmly grounded in a thorough understanding of health and safety. They will learn to communicate clearly with students and explore various methods that a teaching practitioner might use to facilitate the learning process. They will also learn to communicate confidently with an accompanist. A final technique class will be created incrementally starting with a comprehensive warm up and following on to centre exercises that provide a cohesive and thorough framework for the translation of the teacher’s philosophy. This might be arrived at through an existing technical structure or via a combination of a variety of dance techniques.

As part of the teaching assessment, students will deliver technical dance classes to fellow undergraduate students. Although supervised and marked by a member of the teaching faculty, a peer assessment process will also contribute to the feedback and eventual mark that is awarded.

11. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**


12. **Learning and Teaching methods**

   Taught sessions 35 hours
   Teaching Prep 35 hours
   Teaching Practice 25 hours
   Tutorials 5 hours

   Total 100 hours

13. **Assessment methods**

   Continuous Assessment 60%
Note on Continuous Assessment: This is designed to assure and evaluate the student's ongoing engagement with the course and aptitude for embodied knowledge/cognition. Students will receive clear criteria for this assessment at the beginning of the modules concerned.

Teaching Practice 40%

14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
<th>9.1</th>
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<th>9.3</th>
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<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
<td>Lectures workshops Tutorials</td>
<td>40</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Teaching Practice</td>
<td>25</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Teaching Prep</td>
<td>35 20</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Assessment method</td>
<td>% Weighting</td>
<td>Continuous</td>
<td>60%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Teaching Practice</td>
<td>40%</td>
<td>x</td>
<td>X</td>
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15. The Collaborative Partner recognises and 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 module 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 the Collaborative Partner’s disability/dyslexia student support service, and specialist support will be provided where needed.

16. Campus(es) or Centre(s) where module will be delivered:
London Contemporary Dance School

17. Partner College/Validated Institution:
London Contemporary Dance School

18. University School responsible for the programme:
School of Arts

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
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Module Specification Template (September 2015)