

**Programme Specification**

**Title of Course: BA (Hons) Dance and Drama Top Up**

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| **Date first produced** | Jan 2022 |
| **Date last revised** | n/a |
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| **Version number** | 1 |
| **Faculty** | The School of Arts |
| **School** | Kington School of Art |
| **Department** | Dance and Drama |
| **Delivery Institution** | Edinburgh College |

This Programme Specification is designed for prospective students, current students, academic staff, and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

**SECTION 1:** **GENERAL INFORMATION**

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| **Award(s) and Title(s):** | BA (Hons) Dance and Drama |
| **Intermediate Awards(s) and Title(s):** | Not Applicable |
| **FHEQ Level for the Final Award:** | Honours degree level 6 |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Edinburgh College |
| **Location:** | Edinburgh |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full time |
| **Available as:** | Full field |
| **Minimum period of registration:** | 1 Year |
| **Maximum period of registration:** | 2 years |
| **Entry Requirements:** | The minimum entry qualifications for the programme are:  SQA HND: with a B at Second Year Graded Unit  BTEC National: HND Merit Overall    Plus:  All students will be expected to provide evidence of their ability to meet the required standard for the course. External applicants should apply directly to Edinburgh College via the online application. Consideration will be given to a range of alternative qualifications or experience that is equivalent to the entry requirements set out above.  Students will be required to demonstrate how their alternative qualifications or experience meets the learning outcomes of the HND/BTEC to fulfil the admissions criteria. The College’s decision will be final.  A minimum IELTS score of 6.5 or equivalent is required for those for whom English is not their first language. All applicants will be interviewed and complete an audition. |
| **Programme Accredited by:** | N/a |
| **QAA Subject Benchmark Statements:** | Dance, Drama and Performance 2019 |
| ***Approved Variants:*** | *Not Applicable* |
| **UCAS Code:** | WW45 |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

The aims of the Dance and Drama programme are:

* To prepare students for professional careers in the creative industries
* To enable students to work productively with diverse groups
* To promote knowledge and understanding of the cultural significance of dance and drama writing across a range of forms
* To enable students to realise and develop their creative potential
* to enable students to engage critically and corporeally with a variety of approaches to embodied practice
* To stimulate students’ intellectual curiosity and to foster their capacity for critical thought via practical investigation of creative writing processes and performance
* To promote enthusiasm for enquiry and research thus increasing the appetite for postgraduate work
* To create an appetite for lifelong learning and to enhance students’ personal development and future employment prospects
* To develop methods of analysis and theoretical perspectives appropriate to investigations in Dance and Drama and to equip students with the ability to apply these insights to their experience as Dance and Drama practitioners and as audience members and critics
* To embed a range of voices in the learning and teaching activities within the course and to allow spaces for LGBTQ+, ethnic minorities and disabled students to engage fully in the course

1. **Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA subject benchmarks indicated: Dance, Drama and Performance (2019) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student.

The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills, and graduate attributes in the following areas:

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  On completion of the course students will be able to: |  | **Intellectual Skills**  On completion of the course students will be able to: |  | **Subject Practical Skills**  On completion of the course students will be able to: |
| A1 | Effectively apply detailed knowledge and a systematic understanding of the theory and practice of dance and drama. | B1 | Describe, interpret, and evaluate performance texts, production techniques and performance events. | C1 | Demonstrate understanding of the group and collective process by which performance is developed and realised while proactively seeking to resolve conflict. |
| A2 | Demonstrate current understanding of key practitioners, genres and practices and their cultural and relevant historical contexts. | B2 | Develop and investigate ideas, construct arguments from competing perspectives and present them in appropriate ways. | C2 | Offer, respond positively to and make use of constructive feedback through the use of new techniques and processes. |
| A3 | Identify and define practices embedded in a multicultural approach to drama and dance studies and their interrelationships, through working with a range of practitioners. | B3 | Demonstrate a critical understanding of the interplay between theory and practice in the creative arts. | C3 | Demonstrate critical skills in the close reading, analysis, and critical interpretation of performances in support of the production of a practical piece of work. |
| A4 | Demonstrate an awareness of the strengths and weaknesses of their own creative work and that of others. | B4 | Deploy and manipulate conventions appropriate to specific modes or genres, identifying the possibility of new concepts. | C4 | Organise and participate in creative work, including public presentation, and show understanding of the relationship between performance skills and public presentation skills in other fields in flexible contexts. |
| A5 |  | B5 | Identify the ways in which a piece of creative work might be improved by judging the reliability and validity of evidence to support conclusions through the use of investigative techniques. | C5 | Produce a sustained piece of reflective, well judged analysis that supports the development of performance projects. |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Digital and numerical skills** | **Interpersonal skills** | **Research Skills** | **Management and Leadership** | **Creativity and problem-solving skills** |
| Take responsibility for own learning and plan for and record own personal development | Synthesise information to express ideas clearly in writing and the spoken word to diverse and multiple audiences | Handle and understand number as required for context | Work well with others in a group or team | Identify and use effective ways to search and validate information | Seek opportunities to initiate and determine the scope of a task/project | View problems from a diverse range of perspectives to find solutions |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas effectively | Summarise and visualise numerical data | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Seek opportunities to identify and secure resources needed to undertake the task/project; efficiently schedule and manage the resources | Seek opportunities to address global and long-term challenges |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen to ideas of others in an unbiased way | Navigate, interact and contribute effectively, safely and legally with various digital platforms, including the web | Discuss and debate with others and make concessions to reach agreement | Apply the ethical requirements in both the access and use of information | Seek opportunities to set the direction, successfully complete and evaluate a task/project, revising the plan where necessary | Imagine, create and exploit solutions and more abstract ideas, including experimentation and risk-taking |
| Work effectively without supervision in unfamiliar contexts |  | Use personal and professional digital tools and environments | Give, accept and respond to constructive feedback | Comply with legal requirements in both the access and use of information | Seek opportunities to motivate and direct others to enable an effective contribution from all diverse participants | Work with complex ideas and problems, making evidence-based recommendations |
|  |  | Use technologies to effectively communicate and collaborate across dispersed/global teams. | Show sensitivity and respect for diverse values and beliefs | Accurately cite and reference information Sources |  | Enterprise skills (ability to anticipate, identify, and grasp opportunities) |
|  |  |  |  |  |  | Commercial acumen |

1. **Outline Programme Structure**

Table

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Full details of each module will be provided in module descriptors and student module guides available on the VLE (Moodle).

All students will take the core modules: *Ensemble Performance* and *Production Project: Making a Performance* and two other modules specific to their pathway: either dance or drama. Students specialising in dance will take *21st Century Choreography* and *Access to Professional Workplace*. Drama students will take *Acting: Exploring Context, Genre and Application* and *Applied Theatre: Health and Wellbeing*.

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| **Level 6** (at least 60 credits = core) | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |  |
| Ensemble Performance | DC6020 | 30 | 6 | 1 & 2 |  |
| Production Project: Making a Performance | DA6020 | 30 | 6 | 1 & 2 |  |
| **Drama modules** |  |  |  |  | **Pre-requisites** |
| Acting: Exploring Context, Genre and Application. | DA6022 | 30 | 6 | 1 & 2 | None |
| Applied Theatre: Health and Wellbeing | DA6021 | 30 | 6 | 1 & 2 | None |
| **Dance modules** |  |  |  |  |  |
| Access to Professional Workplace | DC6022 | 30 | 6 | 1 & 2 | None |
| 21st Century Choreography | DC6021 | 30 | 6 | 1 & 2 | None |

Level 6 requires the completion of the relevant four compulsory 30 credit modules.

1. **Principles of Teaching, Learning and Assessment**

This programme is designed with flexibility of assessment and learning methods to ensure that all students can equally engage in the learning process and can demonstrate their learning in an effective way. Students are encouraged to approach Module Leaders if they wish to discuss appropriate alternative methods of working that better fit their needs. The main theme of the course is the exploration of ways in which drama and dance engage with and shape bodies and culture in the global city. Students are encouraged to make critical judgements in order that they come to a fuller understanding of the relationships between various embodied practices of Dance and Drama in its myriad contexts.

This approach translates into a range of more specific strategies. For example, Emphasis is given to an exploration of popular forms and their relationship to identity politics. The importance of time-management and regular work is stressed. A considerable proportion of study time is given to rehearsal and review. Students are provided the opportunity to develop personal and key (transferable) skills in a broad range of classroom and coursework formats, which are finessed to remain fully in tune with the demands of contemporary creative economies and job markets. In line with The Kingston Inclusive Curriculum Framework, the student voice is reflected in the design, delivery and assessment methods within the modules in this programme. The degree is designed to allow students to choose roles and methods of assessment which fit their personal development plans, aims and ambitions. Module activities are designed to authentically assess students in a variety of situations. In the main, practical activities within a module are weighted higher than theoretical ones such as essays, proposals and reflective reports because the course values learning through application. However, in *Applied Theatre: Health and Wellbeing* the theoretical and practical assessments are equally weighted, in keeping with the requirements of this particular module and to give emphasis to the planning and research required to successfully apply the learning. Overall, the weightings are dictated by the module learning activities and have been holistically considered across the programme to give an authentic experience.

The Level 6 modules *Ensemble Performance* and *Production Project: Making a Performance* bring the course themes together by requiring dance and drama students to demonstrate how historical, contextual, and theoretical research underpins and feeds into the making of new work for the stage. An understanding of the cultural imperatives of Dance and Drama in different time periods and contexts is key to students’ work in both modules, in relation to both process and performance.

Helping students to make connections between theory and practice in Dance and Drama is an acknowledged aspect of good practice in both fields. BA Dance and Drama incorporates this approach by utilising blended modes of learning, teaching and assessment within modules so that practical projects are conceived and developed in relation to historical, cultural, and theoretical research and understanding of research materials is underpinned by practical experience and experimentation. Academic skills, research methods, essay-planning, referencing and the presentation of research in verbal and visual formats are also explored.

The Personal Tutor Scheme is used to support students as they reflect upon these activities, as well as to help them familiarise themselves with Kingston University and Edinburgh College systems and pastoral support networks. Formative assessment features in all modules as a means of giving students experience of different assessment modes and providing feedback on their progress towards their summative assessment. Independent thinking, imagination and creativity, group-working skills, and project-management, all essential aspects of Dance and Drama, are embedded and nurtured so that students feel confident and prepared, and have the skills to shape, direct and manage them. Key employability skills such as self-awareness, creativity and problem-solving, management, leadership and communication are inherent to learning in Dance and Drama and form an integral part of many assessments. Personal Development Planning, undertaken through the tutorial system, which is embedded in the core *Production Project: Making a Performance* module, helps students to recognise that they are gaining these transferable skills. Our policy of supporting extra-curricular work is demonstrated in the *Access to the Professional Workplace* and *Applied Theatre: Health and Wellbeing* modules, in which the learning takes place in the classroom and during formative placements. These modules provide opportunities for students to work in the community and in the professional sector. The formative nature of these placements allows for the development of ideas. Consideration of audience, cultural context and of the social impact of embodied practice feature in all modules.

1. **Support for Students and their Learning**

Students are supported by:

* A Module Leader for each module
* A Curriculum Manager to help students understand the programme structure
* Personal tutors to provide academic and personal support (embedded in the *Production Project: Making a Performance* module which is core for all students)
* Technical support to advise students on IT, the use of software and the technical operation of the studios, and to advise and support them in the creation of curricular and extra-curricular studio projects
* A designated programme administrator
* A Partner Liaison Officer to clarify the relationship between the College and the partner
* An induction week at the beginning of each new academic session
* A Staff Student Consultative Committee
* Moodle – a versatile on-line interactive intranet and learning environment
* The Learning Centre that provides academic skills support
* Student Services who provide advice on issues such as finance, regulations, legal matters, accommodation, international student support and a wellbeing team
* Student support staff who support disabled students,
* ECSA (Edinburgh College Student Association)
* Careers and Employability Service: CV drop ins, tutorials, sessions on maintaining a professional profile and our annual Employability Day (careers fayre)
* Academic and Pastoral support, which is provided by Edinburgh College Student Support and Services as well as the previously mentioned Personal Tutor Scheme

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual Monitoring and Enhancement
* Student evaluation including Module Evaluation Questionnaire (MEQs) and Early Module Reviews (EMRs)
* Moderation policies
* Feedback from employers and stakeholders

1. **Employability and work-based learning**

The Creative Industries are major contributors to the economy in Scotland and the UK as a whole. A Dance and Drama degree equips students with skills that make them desirable to employers in a wide range of professional contexts. Dance and Drama graduates currently work in the Creative Industries as performers, writers, choreographers, directors, stand-up comedians, community artists, outreach workers, technicians, producers, and events managers. In addition to pursuing careers in Drama and Dance, they work in publishing, journalism, advertising and marketing, arts management, new media, fitness instruction, public relations, business, and therapeutic fields. A significant number of graduates go on to postgraduate study in related fields or to teacher training.

Employability is a key focus of Edinburgh College. Edinburgh College Faculty of Creative Industries holds a large event for the students in February every year focussing on employability, self-employment, and positive destinations for graduating students. The faculty has over 3000 students in the areas of Art & Design; Broadcast, Media & Photography; Computing; Music & Sound Production; and Performing Arts. At the event, there are 26 panels throughout the day, some being of interest to all Creative Industries students (self-employment advice, funding, business start-up, employability skills etc.) and some being moresector specific for Dance and Drama: Scottish Drama Training Network and the Creative Scotland Dance Development officers are regular panel members and hosts.

The Centre for Creative Industries aims to ensure it is fit for the industry and equips students with the skills they need to succeed. Consisting of local industry professionals and representatives of creative advisory bodies alongside college staff the CAPE forum (Creative Advisory Panel for Employability) has been put in place to help achieve this with the following remit:

* Feedback on current/future industry trends, skills, and technologies to inform curriculum development
* Look at ways to improve general skills for working life, e.g., problem solving, network building USP awareness, market awareness/analysis/innovation
* Arrange events to improve student employability and entrepreneurship including but not limited to the Creative Industries Employability Day
* Assess and develop the centre’s current methods of interacting with and creating ties with industry

Currently over 100 members with around 15-25 typically attending each meeting.

***Work-based learning, including sandwich courses and higher or degree apprenticeships***

Work placements are actively encouraged. They are embedded in the *Applied Theatre: Health and Wellbeing* and *Access to Professional Workplace* modules. Although it is the responsibility of individual students to source and secure such placements, this is supported by staff. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

1. **Other sources of information that you may wish to consult**

[*QAA subject benchmark statement Dance, Drama and Performance*](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-dance-drama-and-performance.pdf?sfvrsn=32e2cb81_5)*.*

1. **Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

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| **Module code** | |  | | | | | |
|  | | DC6020 Ensemble Performance | DA6020 Production Project: Making a Performance | DA6022 Acting: Exploring Context, Genre and Application. | DA6021 Applied Theatre: Health and Wellbeing | DC6022 Access to Professional Workplace | DC6021 21st Century Choreography |
| **Knowledge & understanding** | A1 | S | S |  |  |  |  |
| A2 |  |  | S |  |  | S |
| A3 |  |  |  | S |  | S |
| A4 | S | S |  |  |  |  |
| **Intellectual Skills** | B1 | S | S | S |  |  | S |
| B2 | S | S |  |  |  |  |
| B3 |  |  |  | S | S |  |
| B4 |  |  | S |  |  | S |
| B5 | S | S |  |  |  |  |
| **Practical Skills** | C1 | S | S |  |  |  |  |
| C2 | S | S |  | S | S |  |
| C3 |  |  | S |  |  | S |
| C4 | S | S |  |  |  |  |
| C5 | S | S |  |  |  |  |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**