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**Programme Specification**

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

**Level 6 Provision, Edinburgh College**

**Date Specification Produced: August 2019**

**Date Specification Last Revised: July 2020**

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Moodle and in individual Module Descriptors.

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| **SECTION 1: GENERAL INFORMATION** | |
| **Title:** | BA (Hons) Dance and Drama |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Edinburgh College |
| **Location:** | Granton Campus  350 West Granton Road  Edinburgh EH5 1QE |
| **Programme Accredited by:** | Not applicable |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The BA (Hons) Dance and Drama degree at Edinburgh College, Validated by Kingston University (Level 6) is designed with a strong practical emphasis, and a focus on Edinburgh’s vibrant multicultural arts scene. It allows students to engage critically with a range of approaches to the performing body as it moves across the related fields of drama and dance.  The benefits of this teaching approach is we are preparing our students for the industry as portolio artists. As well as becoming skilled practitioners, students develop an understanding of the ways drama and dance engage with and shape identity, bodies and culture in the global city.

The Dance and Drama degree is designed to engage students in a rigorous practical and intellectual exploration of the history, theory, criticism and practice of the performing body. Students are able to study choreography alongside theatre directing, for instance, Western traditions alongside non-Western ones, and popular forms alongside classical ones. Students also develop a range of transferable skills to equip them for the demands of a competitive world: the ability to formulate and articulate ideas; the ability to communicate effectively in written English; the ability to evaluate and revise their own work; the facility to solve problems in collaborative and creative ways, and the capacity to negotiate outcomes informed by a breadth and depth of thinking. Students also develop a practical understanding of the transferability of these skills to a variety of contexts and careers.

The course is taught at Edinburgh College in dedicated spaces that are equipped with rehearsal rooms, dance studios and our own Performing Arts Studio Scotland Theatre that is equipped to a high standard. The Theatre also acts as a Fringe Venue in August Every student has personal tutor who will supervise their progress through the degree course and small group and one to one teaching is built in to each level, ensuring a high level of support for all students.

Our philosophy of interweaving intellectual study and creative practice, facilitated by extensive use of practical workshops in both core and optional modules, begins at HNC level and continues through to HND where students have an opportunity to travel and perform abroad. Students at HNC and HND level from a range of modules that ensure the continued development of their core knowledge and skills, while providing valuable opportunities to pursue various specialisms led by staff with a reputation for excellence in research and professional practice.

Students are supported throughout their degree via the personal tutor system, which offers general as well as subject-specific academic support and guidance in both group and one-to-one contexts, ensuring that every student has a named personal tutor who keeps track of their progress and is their first point of contact for any problems they may encounter.

Dance and Drama share a vibrant programme of extra-curricular activity including theatre and Dance productions. These provide opportunities for students to consolidate learning and enhance employability by organising and performing in projects within the Departments, the Theatre and at outside venues. Students will have an opportunity to take work to the Edinburgh Fringe Festival. Many students and graduates – have created their own companies, which are an established part of the Scottish Arts scene.

Studying Dance and Drama at as Edinburgh College encourages the development of the whole person, producing highly employable graduates who are creative and independent thinkers, excellent team-workers and able communicators, and who have the initiative and confidence to make the most of the knowledge and skills they have acquired.

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 to 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 also as audience members and critics

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Dance, Drama and Performance (2015) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.

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| **C Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  On completion of the course students will be able to demonstrate knowledge and understanding of: |  | **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 | The theory and practice of dance and drama | B1 | Describe, interpret and evaluate performance texts, production techniques and performance events | C1 | Demonstrate understanding of group and collective process by which performance is developed and realised |
| A2 | Key practitioners and practices, and their cultural and historical contexts | B2 | Develop ideas, construct arguments and present them in appropriate ways | C2 | Offer, respond positively to, and make use of constructive feedback |
| A3 | Histories and practices embedded in a multicultural approach to drama and dance studies | B3 | Demonstrate 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 |
| A4 | The conventions of a range of contemporary and historical genres | B4 | Deploy and manipulate conventions appropriate to specific modes or genres | 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 |
| A5 | The processes by which performances are created | B5 | Identify the ways in which a piece of creative work might be improved | C5 | Produce a sustained piece of reflective analysis (written or audio-visual) to deadline that supports the development of the performance project. |
| A6 | Their own creative processes and the strengths and weaknesses of their own creative work. | B6 | Show ability to evidence and construct arguments, as a part of a substantial independent research project |  |  |

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** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
|  |  |  |  |  |  |  |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary | Experimnentation and creative risk-taking |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme at Edinburgh College are:

All applicants to this course would be expected to have a good pass in a relevant HND (and an A/B in graded unit 2) and will be interviewed and auditioned. All applicants are required to complete a personal statement detailing their reasons for wishing to study this course and possible areas of interest for the capstone project module. External applicants should apply direct to EC via the online application system.

An overall British Council IELTS Academic English Test score of 6.0 with a minimum 5.5 in each category (Speaking, Writing, Listening and Reading) or equivalent is required for those for whom English is not their first language.

1. **Field/Course Structure**

This programme is offered as a full field in full-time mode and leads to an award in a BA (Hons) Dance and Drama.

**E1. Professional and Statutory Regulatory Bodies**

Not applicable.

**E2. Work-based learning**

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements.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.

**E3. Outline Programme Structure**

The BA (Hons) Dance and Drama is made up of four modules each worth 30 credits. Typically, a student must complete 120 credits at Level 6. All students will be provided with Kingston University regulations. Full details of each module will be provided in module descriptors and in student module guides via Moodle, the College’s Virtual Learning Environment.

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| **Level 6** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Production Project (Dance) | DC6002 | 30 | 6 | 1 & 2 |
| Drama Production Project | DA6013 | 30 | 6 | 1 & 2 |
| **Option modules** | | | | |
| Access to Dance | DC6003 | 30 | 6 | 1 & 2 |
| Dance Making 3: Creation and Collaboration | DC6006 | 30 | 6 | 1 & 2 |
| Popular Performance II: Cabaret and Variety | DA6006 | 30 | 6 | 1 & 2 |
| Street Dances | DC6007 | 30 | 6 | 1 & 2 |
| Special Study: Tragedy, Catastrophe, Trauma | DA6007 | 30 | 6 | 1 & 2 |
| Special Study: Applied Theatre | DA6012 | 30 | 6 | 1 & 2 |

Level 6 requires the completion of the 2 compulsory modules and 2 option modules totalling 120 credits. Student will select in June at the Edinburgh Colleg 3 day Pre-induction event. They will have the opportunity to take part in workshop tasters.

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

The main theme of the course – the exploration of ways drama and dance engage with and shape bodies and culture in the global city –enables students to identify and understand the focus that will characterise their learning throughout. Students are encouraged to make links from earlier units studied on the HND in Dance, Dance History, and Contextual Studies, Choreographic skills, Anatomy and Teaching skills and dance technique. For the HND in Acting students draw from previous knowledge and skills in Text and Performance, Acting Methods and Practitioners, Theatre Styles, Leading a Drama workshop and Applying Skills in performance. As students’ progress, they come to a fuller understanding of the relationships between various embodied practices Dance and Drama in its myriad contexts.

This approach translates into a range of more specific strategies. Emphasis is given to an exploration of popular forms and their relationship to identity politics, for example. 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.

The core Level 6 modules DC6002 and DA6013 bring the course themes together by requiring 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 that Dance and Drama in different time periods and contexts is key to students’ work in both modules, in relation to both process and performance.

The range of optional modules at Levels HNC and HND also allows students to focus on and develop other areas of interest.

Helping students to make connections between theory and practice in Dance and Drama is an acknowledged aspect of good practice in both fields and something for which the course team has been praised by External Examiners. BA Dance and Drama incorporates this approach by utilizing blending 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 experiment.

In terms of academic skills - research methods, essay-planning, referencing and the presentation of research in verbal and visual formats are also explored. The Personal Tutor system is used to support students as they reflect upon these activities as well as to help them familiarise themselves with Kingston University systems and pastoral support networks (for more information see Section G below). 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, project-based learning and assessment is also introduced at HNC level and, as students progress through the course, this becomes a consistent feature of their experience. Supervision of this kind of learning is heavacadiest at HNC and lightest at BA. Independent thinking, imagination and creativity, group-working skills and project-management – all essential aspects of Dance and Drama – are thus embedded and nurtured so that when students come to their final independent projects at BA Level 6, they 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 and 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, helps students to recognise that they are gaining these transferable skills. Our policy of supporting extra-curricular work is demonstrated in the DC6003 Access to Dance and DA6012 Applied Theatre modules. These modules provide opportunities for students to work in the community and on our PASS Juniors programme.

The cultural contexts theme of the course reflects the key course aim of presenting Dance and Drama as potent agents for cultural definition and social change. Consideration of audience and of the social impact of embodied practice feature in all modules. They are especially emphasized in the core Graded Unit modules at HNC and HND. Graded Unit modules aims to encourage students to carry through an awareness of their potential to make an active contribution to society in their independent work at BA Level 6.

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

Students are supported by:

* A Module Leader for each module, who coordinates teaching and assessment, acts as a point of contact for all student enquiries, organises liaison between students and technical staff where necessary, ensures Moodle provision is kept up to date and communicates information about the module to students on an ongoing basis (for instance, about relevant productions)
* Detailed and accessible information about all modules. Module Leaders make innovative use of Moodle to ensure students are provided with: an introduction to the module, learning outcomes, teaching schedule, assessment information including module-specific assessment criteria, assessment deadlines, assessment rubrics, Module Leader and tutor contact details, reading/viewing lists (including information on relevant live productions) and information about plagiarism, extensions, mitigating circumstances.
* A Course Leader who help students understand the programme structure, liaise with student year representatives, organise year-group activities such as induction, option-choice information or employability sessions and, and alumni events where current students meet and talk to graduates who have gone on to work in a variety of professions.
* A personal academic tutor provides support for students and they meet once a week throughout the year, either in a small group context or in one-to-one tutorials. Tutorial groups number between 10 and 12 students. Academic tutors see students in smaller groups (4-6) when they are working towards group-based practical assessments. One-to-ones are scheduled at appropriate points during the year, for instance when students have received their first feedback, but students may also make an appointment to see their tutor as and when they wish. Students retain the same personal tutor throughout their undergraduate studies. HNC/D students are formally invited to meet individually with their tutors at the beginning of each academic year and several times thereafter. Students will have pastoral care support from Well Being team.
* Specialist Technicians who advise students on IT, the use of software and the technical operation of the studio theatre and to advise and support them in the creation of curricular and extra-curricular theatre projects. Our technical team are based in the at the Granton Campus and are therefore easily accessible to students and, like their academic colleagues, happy to operate on an ‘open-door’ basis. Students will have access to a room-booking system for rehearsal space.
* The Granton Campus has three dedicated performance spaces. And our other two campuses also contain performance spaces. The Perfroming Arts Studio Scotland Theatre at Granton contains a fully-equipped, flexible black box studio with retractable raked seating, a second, slightly smaller studio with a semi-sprung floor, a third large space. We have 7 rehearsal rooms.. These are all bookable by students whenever teaching is not taking place within them, including in the evenings and at weekends.
* Pre induction for BA level 6 students will take place in June. This provides the students with time to get to know each other before the summer break. They will also be provided with summer reading and tasks.
* Moodle a versatile on-line interactive intranet and learning environment will be at their disposal and in addition to standard items such as the module information and grading guidelines, Module Leaders post lecture-slides, links to theatre companies websites, images and videos, digitised chapters and articles, and examples of good work (as appropriate to the module) as well as setting up discussion threads and blogs. We also use Moodle to advise students, via email, of the many opportunities for theatrical activity of which we are informed by professional companies and practitioners, for instance, film extra work, teaching and volunteering opportunitiues.
* Lynda.com – an online platform offering self-paced software tutorials
* Facebook pages, which can be accessed by current, potential and former students and which operate very effectively as an informal information system about both in-house and external events and activities.
* A vibrant extra-curricular programme of events across the Perfroming Arts Studio Scotland area with regular performance taking place in our Theatre throughout the year and during the Fringe.
* The Learning Resource Centre and student support provide Academic Support/ Disable support and also give advice on finding work and accommodation. We have two dedicate Librainins who the students can access at anytime for help with research.
* Edinburgh College Student Association represents all students at Edinburgh College, and support changes to the teaching and learning environment to suit the needs of students.
* Mostly it's about ensuring students have the best experience at college. That can be working on big issues that affect everyone, like Childcare funding, and how much money students have in their pocket. It can also be about commenting on the standards of facilities, teaching spaces, or the quality of food on campus.
* The Edinburgh College Student Association tag line is "Powered by students, driven by values, committed to better" is the mantra around. The elected student officers are the student voice when it comes to representing students in and out of the boardroom, but it doesn’t stop there. They work on a one-to-one basis with many students who walk through the office doors, on a range of issues including:
* Bursary and childcare payments
* Academic & disciplinary appeals support
* C-card (free condoms)
* Support

Edinburgh College Student Association exists to make things better for students.

* Students’ self-managed learning time is carefully plotted across the three levels of the programme to ensure that students are supported to become increasingly independent, self-motivated and reflexive learners. Dance and Drama students spend a significant amount of self-managed learning time in rehearsal in preparation for practical assessments. This is presented in the Guided Independent Study hours for each module.
* Each module makes use of Moodle, to provide a range of guided activities for students outside of classroom activities. These might include guided reading with discussion boards, structured research tasks and online quizzes to check understanding and practice skills. These are carefully designed in accordance with the specific requirements of the module and level of study.
* In addition to these module specific activities, students on the course are provided with a co-curricular timetable of activities that draws across the provision.

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

Edinburgh College 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
* Periodic review undertaken at subject level
* Student evaluation including Module Evaluation Questionnaires (MEQs), Level Surveys and the NSS
* Moderation policies
* Feedback from employers
* Academic Council
* Self-evaluation of teams
* Destination surveys

1. **Employability Statement**

The Creative industries are major contributors to Scotland’s and the UK’s economy. 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 feature of the Creative Industries and Edinburgh College. Edinburgh College Faculty of Creative Industries is 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. 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 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.

1. **Approved Variants from the Undergraduate Regulations**

Not applicable

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

QAA Dance, Drama and Performance Studies benchmarking statement:

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-dance-drama-performance-15.pdf?sfvrsn=8ae2f781_10>

Course hand book on Moodle

<https://moodle.edinburghcollege.ac.uk/enrol/index.php?id=75668>

**Development of Field/Course Learning Outcomes in Modules**

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

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|  | **Module Code** |  | DC6002 | DA6013 | DC6003 | DC6006 | DA6007 | DA6006 | DC6007 | DA6012 |
| **Programme Learning Outcomes** | **Knowledge and Understanding** | A1 | S | S | S | S | S | S | S | S |
| A2 | S | S | S | S | S | S | S | S |
| A3 | S | S | S | S | S | S | S | S |
| A4 | S | S | S | S | S | S | S | S |
| A5 | S | S |  | S | S | S | S | S |
| A6 | S | S |  | S | S | S | S | S |
| **Intellectual Skills** | B1 | S | S |  | S |  | S | S | S |
| B2 | S | S | S | S |  | S | S | S |
| B3 | S | S | S | S | S | S | S | S |
| B4 | S | S |  | S | S | S | S | S |
| B5 | S | S |  | S | S | S | S | S |
| B6 | S | S | S | S | S | S |  | S |
|  | **Practical Skills** | C1 | S | S |  | S |  | S | S |  |
| C2 | S | S | S | S | S | S | S | S |
| C3 | S | S |  | S | S | S | S | S |
| C4 | S | S |  | S |  | S |  | S |
| C5 | S | S |  | 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.**

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|  |  | Acting HNC Level 4 | | | | | | | | | | |  | Acting HND Level 5 | | | | | | | |
|  |  |  | DG3T34 | DG4634 | DG4734 | DG4M34 | DG4T34 | DM2N34 | H1KW34 | H4SJ34 | H4SK34 | H4TN34 |  | DG3Y35 | DG4235 | DG4835 | DG4V35 | H1KV35 | H1KX35 | H4SL35 | H4TP34 |
| Programme Learning Outcome | **knowledge and Understanding** | **A1** | F | FS | FS | FS | FS | FS | F | FS |  | FS |  | FS | F | FS | FS | FS | F | FS | F |
| **A2** | FS | FS | FS | FS | FS | FS | FS | FS |  | FS |  | FS | FS | FS | F | F | F | FS | F |
| **A3** | FS | FS | FS | FS | FS | FS | FS | FS |  | FS |  | F | FS | F | F | F |  | FS | F |
| **A4** | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS |  | F | FS | F | FS | FS | FS | FS | F |
| **A5** | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS |  | F | FS | FS | FS | F | F | FS | F |
| **A6** | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS |  | F | F | FS | FS |  |  | FS | F |
| **Intellectual Skills** | **B1** | FS | FS | FS | FS |  | FS | FS | FS | FS | FS |  | FF | F | F | FS | F | FS | FS | F |
| **B2** | FS | FS | FS | FS |  | FS | F | FS | FS | FS |  | F | FS | FS | FS | F | FS | F | F |
| **B3** | FS | FS | FS | FS | FS | FS | F | FS | FS | FS |  | F | FS | FS | FS | F | FS | FS | F |
| **B4** | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS |  | F | F | FS | FS | FS | F | FS | F |
| **B5** | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS |  | FS |  | FS | FS | FS |  | FS | F |
| **B6** | FS | F | F | F | F | F |  | FS |  | F |  | F |  | F | FS | F | F |  | F |
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| **Practical Skills** | **C1** | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS |  | F |  | FS |  | F | F | FS | F |
| **C2** | FS | FS | FS | FS | FS | FS | FS | FS | FS | FS |  | FS | FS | FS | FS |  |  | FS | F |
| **C3** | Fs | FS | FS | FS | FS | FS | FS | FS | FS | FS |  | FS |  | FS | FS |  | F | F | F |
| **C4** | FS | FS | FS | FS | FS | F | FS | FS | FS | FS |  |  |  | Fs |  | FS | FS | FS | F |
| **C5** | FS |  |  | FS | FS | FS |  | FS | FS | FS |  | FS | FS | FS | FS |  |  | FS | F |

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|  |  | Dance HNC Level 4 | | | | | | | | | | | |  | Dance HND Level 5 | | | | | | | | | |
|  |  |  | F1LD34 | F1LE34 | F1LF34 | F1LH34 | F1M035 | F1M334 | F1NS34 | FA5C34 | H4RE34 | H4RJ34 | H4RL34 |  | F1LG35 | F1LJ35 | F1R435 | F22P35 | H4RF35 | H4RK35 | H4RM3 | H4T135 | HJ4W34 |  |
| Programme Learning Outcome | **knowledge and Understanding** | A1 | F | F | F | FS | F | FS | FS | FS | F | F | F |  | F | FS | FS | FS | F | F | F | F | F |  |
| A2 | F | F | F | FS | FS | FS | F | FS | F | F | F |  | F | F | FS | FS | F | F | F | F | F |  |
| A3 | F |  |  | FS | F | FS | F | FS | F | F | F |  |  | F | FS | FS | F | F | F | F | F |  |
| A4 | F | F | F | FS | F | FS | FS | FS | F | F | F |  | F | FS | FS | FS | F | F | F | F | F |  |
| A5 | F | F | F | FS |  | F | FS | FS | F | F | F |  | F | FS | FS | FS | F | F | F | F | F |  |
| A6 | FS |  |  | FS |  |  | FS | FS |  |  |  |  |  | FS | F | FS |  |  |  | FS |  |  |
| **Intellectual Skills** | B1 | F |  |  | FS |  | FS | FS | FS | F | F | F |  |  | FS | F | FS | F | F | F | F |  |  |
| B2 |  | F | F | FS | F | FS | F | FS |  |  |  |  | F | S | FS | FS |  |  |  | F | FS |  |
| B3 | F | F | F | FS | FS | FS | FS | FS | F | F | F |  | F | FS | FS | FS | F | F | F | F | FS |  |
| B4 | F | F | F | FS | F |  | FS | FS | F | F | F |  | F | FS | F | FS | F | F | F | F |  |  |
| B5 | FS | FS | FS | FS |  | F | FS | FS | F | F | F |  | FS | FS | F | FS | F | F | F | F |  |  |
| B6 | FS | FS | F | F | F | FS |  | FS |  |  |  |  | FS | FS | FS | FS |  |  |  |  | FS |  |
| **Practicl**  **Skills** | C1 | FS |  |  | FS | F | F | FS |  | FS | FS | FS |  |  | FS |  | FS | FS | FS | FS | F | F |  |
| C2 | FS | FS | FS | FS | F | F | FS | FS | FS | FS | FS |  | FS | FS | F | FS | FS |  | F | F | FS |  |
| C3 | FS | F |  | FS | FS | FS | FS | FS |  |  |  |  |  | FS |  | FS |  |  |  | FS | FS |  |
| C4 | FS |  |  | FS |  |  | FS |  | FS | FS | FS |  |  | FS |  | FS | FS | F | F | F | FS |  |
| C5 |  | FS | FS | FS | FS | FS | FS | FS |  |  |  |  | FS | FS | FS | FS |  | FS |  | FS | FS |  |

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | BA (Hons) Dance and Drama |
|  |  |
| **Minimum period of registration:** | FT = 1 year |
| **Maximum period of registration:** | FT = 2 years |
| **FHEQ Level for the Final Award:** | Level 6 Honours |
| **QAA Subject Benchmark:** | Dance, Drama and Performance |
| **Modes of Delivery:** | Full-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Performing Arts |
| **UCAS Code:** | N/A |
| **Course/Route Code:** | UFDAN2DRA90 |