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**Programme Specification**

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

**Date Specification Produced: 27 January 2018**

**Date Specification Last Revised: May 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 Canvas 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:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | Not applicable |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The BA Dance and Drama at Kingston is designed with a strong practical emphasis, and a focus on London’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.  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 Drama department at Kingston is a dynamic, challenging and supportive community, located in its own designated building, the Reg Bailey, which contains one large, fully-equipped, flexible black box studio, one smaller studio and a number of rehearsal rooms. In January 2020, a flagship new dance facility opened in the new Town House, designed by award-winning Grafton Architects. It features three large dance studios, each equipped to professional standards with fully sprung floors, mirrors and barres. Students on the BA Dance and Drama will benefit from the use of both facilities.

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.

Our philosophy of interweaving intellectual study and creative practice, facilitated by extensive use of practical workshops in both core and optional modules, begins at Level 4 and continues through Levels 5 and 6. Students at levels 5 and 6 benefit 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. At Level 4 weekly group meetings with personal tutors are embedded within the module DA4002, providing numerous opportunities for formative assessment. Dance and Drama students will have the same personal tutor for this module and will work together in group(s) towards the final practical assessment.

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 Rose Theatre Studio and at outside venues. Students regularly take work to both the Edinburgh and Camden Fringe Festivals where we traditionally have a focus on the production of new undergraduate plays. This element of our provision is enhanced by our close relationship with Kingston’s Rose Theatre. Many students and graduates – often collaborating – have performed in productions both in the Rose Studio, which is run by Kingston University, and on the Main Stage and at the end of every year we collaborate with the Music department and take over the Rose to produce Kingston University on Stage. This is a celebration of the most interesting work produced throughout the year by students

Studying Dance and Drama at Kingston 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 encourage and enable a diverse student intake
* to generate 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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| **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 writing to deadline, in a format suitable for publication or performance |
| 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 |  |
| 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 are:

From A levels: 104-112 points to include a minimum of two A-levels

BTEC National: DMM

Access Diploma: D21M19P9 (109 points)

GCSE English 9-4.

A minimum International English Language Testing System (IELTS) score of 6.0 (min 5.5 in Speaking, Writing, Listening and Reading) or equivalent is required for those for whom English is not their first language.

The course will allow Recognition of Prior Learning (RPCL and RPEL)

DBS clearance will be required if students opt for the community-based assessment in DA6012

1. **Course Structure**

This programme is offered as a full field in full-time and part-time modes and leads to the award of BA (Hons) Dance and Drama. Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules, but is at the discretion of the course team. Intake is normally in September.

**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**

Each level is made up of four modules each worth 30 credit points. Typically, a student must complete 120 credits at each level. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and in student module guides via Canvas.

A comprehensive list of all possible options is provided here. The option list in any given year will be carefully constructed to ensure that the course curriculum is coherent, enabling students to achieve the programme learning outcomes via their chosen selection of modules.

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| **Level 4** (all core) | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Dancing Cultures | DC4002 | 30 | 4 | 1&2 |
| Dance Making 1 | DC4003 | 30 | 4 | 1&2 |
| The Actor and the Text | DA4003 | 30 | 4 | 1&2 |
| Performance Vocabularies and Methods | DA4005 | 30 | 4 | 1&2 |

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Students exiting the field/course at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Dance and Drama.

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| **Level 5** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Performing Theories | DC5001 | 30 | 5 | 1&2 |
| Devising in Context: Body and Technology | DA5009 | 30 | 5 | 1&2 |
| **Option modules** | | | | |
| Popular Dance | DC5002 | 30 | 5 | 1&2 |
| Dance Making 2 | DC5003 | 30 | 5 | 1&2 |
| Dance and Professional Practice | DC5004 | 30 | 5 | 1&2 |
| The Theatre Director: Crafting Productions for the Stage | DA5006 | 30 | 5 | 1&2 |
| Dance Teaching and Leading 1 | DC5006 | 30 | 5 | 1&2 |
| Popular Performance 1: Mask and Clown | DA5007 | 30 | 5 | 1&2 |

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Dance and Drama.

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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.

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 – are introduced at Level 4 enabling students to identify and understand the focus that will characterise their learning throughout. They are encouraged to make links between these strands from an early stage in DC4002 Dancing Cultures. As students progress, they come to a fuller understanding of the relationships between various embodied practices Dance and Drama in its myriad contexts. For instance, the two core modules at Level 5, DC5001 Performing Theories and DA5003 Devising in Context, approach contemporary performance making from historical, cultural, critical and practical perspectives. 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 DA6002 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 5 and 6 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.

Level 4 formative and summative assessments introduce the principal elements on which students will be assessed, and also constitutes a general, incremental induction. There is an emphasis on the acquisition of research and writing skills through workshop and seminar activities in DC4002 Dancing Cultures, for instance, and on performance as well as analytical skills in DA4003 The Actor and the Text. In terms of practice - planning, creative process, performance and reflection are covered. 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 University systems and pastoral support networks (for more information about the Personal Tutor system, 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 level 4 and, as students progress through the course, this becomes a consistent feature of their experience. Supervision of this kind of learning is heaviest at Level 4 and lightest at Level 6. 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 in 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 means that some students may be able to take projects on to the public stage in the International Youth Arts Festival, the Camden or Edinburgh Fringes. All students have the option to undertake a work placement through DC5004 Dance and Professional Practice, DC6003 Access to Dance and DA6012 Applied Theatre.

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 Level 5 module, DC5001 Performing Theories which aims to encourage students to carry through an awareness of their potential to make an active contribution to society in their independent work at 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 Canvas 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 Canvas 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, academic skills support.
* 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.
* Personal Tutors to provide academic and personal support. At Level 4, all students are allocated a Personal Tutor with whom 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 but personal tutors also 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 personal tutor as and when they wish. Students retain the same personal tutor throughout their undergraduate studies. Level 5 and 6 students are formally invited to meet individually with their personal tutors at the beginning of each academic year and several times thereafter. Personal Tutors also refer students to a Student Achievement Officer where additional pastoral support is required.
* 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 Reg Bailey building and are therefore easily accessible to students and, like their academic colleagues, happy to operate on an ‘open-door’ basis. They run an online room-booking system for rehearsal space, which they introduce to Level 4 students in a tutorial session, and regularly come into classes in the approach to practical assessments to advise on technical issues.
* The Reg Bailey Building. which 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 and 3 rehearsal rooms. The Rose Theatre Studio, a large black box space with removable raked seating, is also used for teaching and performance. These are all bookable by students whenever teaching is not taking place within them, including in the evenings and at weekends.
* In January 2020 dance moved into the Town House building, a flagship new dance facility, designed by award-winning Grafton Architects. It features three large dance studios, each equipped to professional standards with fully sprung floors, mirrors and barres alongside a purpose built studio theatre. Students on the BA Dance and Drama will benefit from the use of both facilities.
* A designated programme administrator located in the student office, who helps and advises students with anything connected to the regulatory and administrative side of their degree
* An induction week for Level 4 students at the beginning of each new academic session and shorter re-induction sessions for Levels 5 and 6. Level 4 induction provides an introduction to the course, the staff team and the Drama building and resources. Level 4 students also meet students from Levels 5 and 6, who talk to them about the extra-curricular opportunities available and generally help out.
* Dedicated option choice events are arranged in February of each session to assist students progressing from Levels 4-5 and 5-6. Thereafter students can meet with Personal Tutors and/or Module Leaders to clarify choices.
* Staff Student Consultative Committee at which year reps formally consult with the Course Director and staff on behalf of their cohort, raising any issues of concern
* Canvas – a versatile on-line interactive intranet and learning environment. In addition to standard items such as the module information and grading guidelines, Module Leaders post lecture-slides, links to theatre company 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 Canvas 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.
* LinkedIn Learning – 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 Kingston School of Art and supporting teams, such as, KU Extra.
* A substantial Academic Success Centre that provides academic skills support including one-to-one sessions to support students with assessments.
* LRC: dedicated subject librarians provide information skills teaching tailored to meet the subject needs of students, with an introduction at Level 4 and further refresher sessions at Levels 5 and 6. These include information on how to access e-resources
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* Disabled student support
* The Union of Kingston Students
* Careers and Employability Services team, who will provide support for students prior to undertaking work placement(s)
* Careers support via the university’s careers and employability service
* A placement officer to give general advice on placements
* 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. The booking and use of rehearsal space is carefully monitored by the technical team. Each module makes use of Canvas, the university’s VLE, 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. As a general principle, guided activities are more closely structured at level 4 to support students in making the transition to learning at HE level. In addition to these module specific activities, at each level students on the course are provided with a co-curricular timetable of activities that draws across the provision within the Careers and Employability Services. These include, but are not limited to, careers skills workshops targeted to level (e.g. CV writing workshops for level 4, interview skills and online test training at level 6), personal development planning in the form of the SPARKS programme, service learning through the Kingston Hub, and academic skills development through the Writing and Oral Skills (WOS) workshops and structured developmental interactions with the Academic Success Centre. These activities are designed to underwrite and enhance students’ professional skills development.

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
* Periodic review undertaken at subject level
* Student evaluation including MEQs (Module Evaluation Questionnaires), Level Surveys and the NSS
* Moderation policies
* Feedback from employers

1. **Employability Statement**

The Creative and Cultural industries are major contributors to 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.

Kingston’s 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 skills are introduced at Level 4 both through the embedding of key skills within the curriculum and through the personal tutorial system, which includes employability activities such as personal development planning and CV writing. These continue to be developed at Levels 5 and 6, in collaboration with the Careers and Employability Services and in addition to this, a number of modules at these levels require students to undertake assessment tasks with a professional focus that are designed to enhance post graduate employability. We run a number of events for final year students where they can seek advice, get help with CVs and meet alumni working in a range of areas and our extensive programme of extra-curricular activities also contributes significantly to students’ confidence and experience in creating, organising and managing performance-based projects. Students are able to benefit from our extensive links with industry professionals including Ballet Boyz, Step into Dance, Dance West, the Rose Theatre, Creative Youth and the International Youth Arts Festival.

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 page:

<https://www.kingston.ac.uk/undergraduate-course/dance-and-drama/>

**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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|  |  |  | **Level 4** | | | | | **Level 5** | | | | | | | | | **Level 6** | | | | | | | |
|  | **Module Code** |  | DC4002 | DC4003 | DA4002 | DA4003 | DC5001 | | DA5003 | DC5002 | DC5003 | DC5004 | DC5006 | DA5006 | DA5007 | DC6002 | | DA6013 | DC6003 | DC6006 | DA6006 | DC6007 | DA6007 | DA6012 |
| **Programme Learning Outcomes** | **Knowledge and Understanding** | A1 | S | S | S | S | S | |  | S | S | S | S | S | S | S | | S | S | S | S | S | S | S |
| A2 |  |  | S | S | S | | S | S | S |  | S | S | S |  | | S | S | S | S | S | S | S |
| A3 |  | S | S |  | S | | S |  | S |  | S |  | S | S | | S | S | S | S | S | S | S |
| A4 |  | S |  |  | S | | S | S | S | S | S | S | S |  | | S |  | S | S | S | S | S |
| A5 | S | S | S | S | S | | S | S | S | S | S |  | S | S | | S |  | S | S | S | S | S |
| A6 | S |  | S |  |  | | S |  |  | S |  | S |  | S | | S |  |  | S |  |  | S |
| **Intellectual Skills** | B1 |  | S | S | S | S | | S | S | S |  | S | S | S | S | | S | S | S | S | S | S | S |
| B2 | S |  | S | S | S | | S |  | S | S | S |  | S | S | | S | S |  | S | S | S | S |
| B3 | S | S | S | S | S | | S | S | S | S | S |  | S | S | | S | S |  | S | S | S | S |
| B4 |  | S |  | S | S | | S |  | S |  | S | S | S | S | |  | S | S | S |  | S | S |
| B5 | S | S |  |  |  | |  | S | S | S |  | S |  | S | | S |  |  | S | S | S |  |
| B6 |  |  |  |  |  | | S |  | S |  | S |  | S | S | |  | S | S | S |  | S | S |

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|  | **Practical Skills** | C1 | S |  |  |  |  | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| C2 | S | S |  | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| C3 | S |  | S | S | S |  | S |  |  | S |  | S |  | S | S | S | S | S | S |
| C4 | S | S |  |  |  | S | S | S | S | S | S | S | S | S |  | S | S | S | S |
| C5 | S |  | S |  | S | S | S |  | S | S | S | S | S | S | 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.**

**Technical Annex**

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| **Final Award(s):** | BA (Hons) Dance and Drama |
| **Intermediate Award(s):** | Cert HE in Dance and Drama  Dip HE in Dance and Drama  BA in Dance and Drama |
| **Minimum period of registration:** | FT = 3 Years, PT = 6 Years |
| **Maximum period of registration:** | FT = 6 Years, PT = 12 Years |
| **FHEQ Level for the Final Award:** | Level 6 Honours |
| **QAA Subject Benchmark:** | Dance, Drama and Performance |
| **Modes of Delivery:** | Full-time, Part-Time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Performing Arts |
| **UCAS Code:** | WW45 |
| **Course/Route Code:** | UFDAN2DRA01 (Full-time) |