

**Programme Specification**

**Title of Course: BA Hons Dance**

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| **Date first produced** | October 2020 |
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| **Date of implementation of current version** | September 2021 |
| **Version number** | 1 |
| **Faculty** | KSA |
| **School** | Arts, Culture and Communication |
| **Department** | Performing Arts |
| **Delivery Institution** | Kingston University |

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 modules 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 |
| **Intermediate Awards:** | Cert HE, DipHE, Ordinary Degree |
| **FHEQ Level for the Final Award:** | Honours |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Kingston University, Penrhyn Road Campus |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full time, Part time, Sandwich |
| **Available as:** | Full field, |
| **Minimum period of registration:** | 3 years FT, 6 years PT,4 years SW |
| **Maximum period of registration:** | 6 years FT, 12 years PT, 7 years SW |
| **Entry Requirements:** | The typical entry qualifications for the programme are:  Points:   * Single honours: 112–128 to include BBC at A Level or equivalent, BTEC Extended Diploma DDM or equivalent * Participation in an Interview and Selection day, which will include a dance workshop and interview   Grades:   * A-level: BBC * BTEC: DDM in relevant subject: Dance/Performing Arts   Units:   * To include three A-levels or equivalent   Subjects:   * A-level or equivalent: to include Dance / Performing Arts / English Literature grade B (40 points required). * Where A-level or equivalent does not include Dance or Performing Arts, other dance experience will be considered * General Studies and A-levels will only be accepted in the tariff score when one of four A-levels or equivalent. * Key Skills: points not accepted in tariff or accepted in lieu of GCSEs.   Plus GCSE (score 9-4): Mathematics and English or English Literature required.The minimum entry qualifications for the programme are:  A minimum IELTS score of 6.5, TOEFL 88 or equivalent is required for those for whom English is not their first language.  Entry is normally at Level 4 with A-level or equivalent qualifications. 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. |
| **Programme Accredited by:** | N/A*A* |
| **QAA Subject Benchmark Statements:** | QAA Subject Benchmarks statement for Dance, Drama and Performance Studies can be found [*here*](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements?indexCatalogue=document-search&searchQuery=dance%2C%20drama%20and%20performance&wordsMode=AllWords) |
| **Approved Variants:** | n/a |
| **UCAS Code:** | W500 |

**SECTION 2: THE COURSE**

Dance is a strong and established subject area forming one third of the Performing Arts department’s provision at Kingston University, London. Dance is a diverse field that continually shifts and re-envisages itself, requiring practitioners to be multi-skilled, adaptable, and adept at collaboration. The core philosophy of the BA Hons Dance degree is to provide opportunities for students to develop practical, academic and technical skills through the exploration, application and support of creative practice directly linked to the diversity of the UK dance industry’s working practices. This course is aimed at aspiring dance practitioners, producers, performers, choreographers, teachers, facilitators, leaders, and researchers who wish to develop their skills using a hands-on approach to learning and research.

Equality, diversity and inclusion is at the heart of the BA (Hons) Dance programme to enable students to graduate from the programme as inclusive practitioners with the skills to work in a globalised world, and a diverse dance and arts industry. This includes opportunities for the:

* exploration of issues, considerations and positive working practices that prepare students for working in the dance and arts industries, for example, anti-racism, gender equality, access of opportunity for people with visible and invisible disabilities, and decolonisation of the dance industry;
* a broad and balanced contextual and practical study of themes and knowledge that supports an understanding of the importance of equality, diversity and inclusion in the current dance industry through collaborative learning opportunities
* a wrap-around programme of activities and support that support students’ understanding of difference and acceptance of considerations surrounding equality, diversity, and inclusion within the dance community at Kingston University London, for example, raising awareness of neuro-diversity, Black History Month and anti-racism, LGBT History Month, disability and mental health awareness, and the diversity of prior dance training and knowledge.

The programme’s core modules explore 21st Century dance practice from a range of dance styles, genres and perspectives. This includes employment opportunities in the dance and related art industries, career preparation and development, reflective practice, dance techniques, choreography and creative practice, context, history and criticism. Frequent opportunities for work-based experiences will be made available throughout the programme through the Dance Industry suite of modules with a focus on current issues surrounding the inclusive working practices across the sector. Throughout these modules there will be opportunities for students to lead projects and placements in the dance and arts sector or that reflect the sector. The core modules are complemented by optional modules at levels 5 and 6 that students can select in modules to support their career aspirations. The number of optional modules increases at level 6 to support students’ independence of study. Two clear pathways are offered within the optional modules available in level 5. These offer students the opportunity to develop specialist skills in areas related to Creating Dance or Hip Hop and Urban Practices. This will include exploring historical, present and future practices through practice in preparation for working in a diverse dance and arts community. At level 6, students can continue the study of these specialist skills in Creating Dance and Hip Hop and Urban Performance Practices. There are no pre-requisites for level 6 modules, students are not required to complete preceding modules, Creating Dance 2 and Hip Hop and Urban Performance Practices 1, in level 5 to select the level 6 modules. Delivery of modules will be designed to enable knowledge to be transferred between students’ different areas of study. In addition, there is the option for students to select Independent Dance Project, pursuing an independent project of their choice led by research with either a practical or written output.

The course is supported by state-of-the-art resources including the purpose-built Town House Building at the Penrhyn Road campus. It has three dedicated dance studio spaces equipped with Harlequin sprung floors, mirrors, ballet barres, state of the art music systems and IT technology to support learning. The dance studios are sub-dividable and can be split into six studios for student rehearsals. The Town House Building also includes an 80-seat studio theatre that has been designed to allow for both teaching and performance use. It is fitted with a Harlequin Wood sprung floor system allowing for a 10m x 10m dance area, an industry standard LED lighting systems, drapes and cyclorama, production lighting and sound mixer control desks and racks. Video show relay allows for live feeds of a performance to be routed to Front of House areas of the building. Additionally, Kingston’s Rose Theatre is used as a performance space. The International Youth Arts Festival (IYAF) based in Kingston Upon Thames every summer reinforces the focus on dance, interdisciplinary and collaborative performance.

Students are taught through lectures, workshops and seminars by highly experienced academic staff who are themselves active practitioners (choreographers, dance artists, performers, and producers) and researchers that represent the diversity of the sector (we remain committed to maintaining this diversity in all planning and delivery). This delivery is supported and expanded by online course content and filmed tutorials, made available through Kingston University’s Virtual Learning Environment, Canvas. In addition to this, students will enjoy a range of regular guest lectures and master classes from invited dance practitioners, academics, and industry professionals. Partnerships with venues and organisations local to Kingston upon Thames will also provide opportunities for students to engage with and enrich the local community.

Every student will be allocated a personal tutor who will supervise their progress through the degree course, and small group and one-to-one teaching will be built into each level, ensuring a high level of support for all students. The Personal Tutor Scheme is embedded in the Dance Industry suite of core modules where students reflect upon their learning and development, acquisition and application of employability skills and keep an ongoing Professional Development Programme to support their preparation for graduation. The learning activities in the Dance Industry suite of modules will provide a focus for Personal Tutor sessions and the Personal Tutor will support students with reviewing and setting targets to support their development and career aspirations.

1. **Aims of the Course**

The aims of the Dance course are to:

* provide a learning environment and programme that encourages (and enables) a diverse student intake and embraces the diversity of education and dance training backgrounds through creating a culture of reflective practice and lifelong learning across all aspects of the course to enhance students’ personal development through the ability to set goals, solve problems, monitor and assess progress, process feedback, and reflect on achievements;
* equip students with a broad range of skills and knowledge across a diverse and inclusive range of dance and performance styles and genres, to engage creatively and critically with dance practice including dance techniques and training, choreographic practice, performance and participation that enables them to work in a globalized world and diverse dance industry;
* foster understanding in the ways dance practice is integral to cultures past, present and future, and the ways in which social, political, and historical contexts affect the field;
* equip students with the skills and knowledge they need to carry out research; and to encourage creative play, and intellectual engagement through sustained, challenging discussions, reading, analytical and critical thinking;
* gain knowledge and understanding of dance as a potent agent for developing self-awareness, promoting cultural dialogue and provoking social change and the role and function of performance in social, performative, educational, community and other participatory settings;
* facilitate the development of innovation, collaboration and research to enable students to realise and develop their creative potential and increase and enhance their capacity to express themselves creatively and intellectually via practical investigation, performance and oral and written presentation appropriate for working in a globalised world and diverse dance and arts industry;
* promote an enthusiasm for a diverse range of study, investigation and research providing the potential for postgraduate work;
* equip students with an awareness of the range of careers and a range of key and transferable and professional skills appropriate for the diverse dance and arts industry that will enable them to take up further study or work in a wide range of careers in dance and related arts fields.

1. **Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA subject benchmarks indicated Dance, Drama and Performance Studies (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 | Analyse and critically evaluate the historical, social, cultural, and political contexts of dance practice and the role it plays in 21st Century dance practice within a diverse and inclusive dance industry | B1 | Use critical reflection and reflective practice to support their understanding and development of employment opportunities in the dance and allied industry sectors | C1 | Perform a diverse range of dance techniques and styles safely and effectively with appropriate physical, technical and interpretative skills and stylistic qualities |
| A2 | Integrate dance knowledge and experience into creative and academic work | B2 | Engage creatively and critically with a range of decolonised critical and theoretical perspectives | C2 | Employ appropriate skills, techniques, devices, and methods to take risks while engaged in creative work |
| A3 | Apply, synthesise, and embody understanding of ideas underpinning specific forms of dance and associated practice, research, and industry activities to their own work | B3 | Explain and present ideas, construct arguments and apply their understanding of theories related to identity, community and culture to the analysis, creation and practice of dance within a globalised, diverse and inclusive world | C3 | Work independently and collaboratively to create and realise creative and industry-led projects that reflect the global, diverse and inclusive dance and arts industry |
| A4 | Understand different opportunities for employment within the dance and related arts sectors with an awareness of issues relating to equality, diversity and inclusion | B4 | Propose, plan, produce and evaluate group and independent projects | C4 | Create performance through an understanding of appropriate vocabularies, techniques, structures and working methods |
|  |  | B5 | Present ideas effectively and coherently in a variety of formats,including written, oral, performed and creative |  |  |

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 |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Outline Programme Structure**

**FULL TIME**

**LEVEL 4 LEVEL 5 LEVEL 6**

TB1 TB2 TB1 TB2 TB1 TB2

**OPTIONS**

**OPTIONS**

DC4008

Dance Industry 1: professional skills and personal development

30

DC4006

Dance Techniques and Cultures 1

60

DC4007

Creating Dance 1

30

DC5009

Dance Industry 2: teaching and producing pathways

30

DC5010

Dance Techniques and Cultures 2

30

DC5011

Dance and the Global Now

30

DC5012

Creating Dance 2

30

DC5013

Hip Hop and Urban Performance

Practices 1

30

DC6009

Dance Industry 3: placement and professional skills

30

DC6010

Dance Company

30

DC6011

Independent Dance Project

30

DC6012

Creating Dance 3

30

DC6013

Hip Hop and Urban Performance

Practices 2

30

**PART TIME**

**LEVEL 4 – YEAR 1 LEVEL 4 – YEAR 2**

TB1 TB2 TB1 TB2

**OPTIONS**

**OPTIONS**

DC4006

Dance Techniques and Cultures 1

60

DC4008

Dance Industry 1: professional skills and personal development

30

DC4007

Creating Dance 1

30

DC5009

Dance Industry 2: teaching and producing pathways

30

DC5010

Dance Techniques and Cultures 2

30

DC5011

Dance and the Global Now

30

DC6011

Independent Dance Project

30

DC6010

Dance Company

30

DC6012

Creating Dance 3

30

DC6013

Hip Hop and Urban Performance

Practices 2

30

DC5012

Creating Dance 2

30

DC5013

Hip Hop and Urban Performance

Practices 1

30

DC6009

Dance Industry 3: placement and professional skills

30

DC6011

Independent Dance Project

30

DC6012

Creating Dance 3

30

DC6013

Hip Hop and Urban Performance

Practices 2

30

**OPTIONS**

**LEVEL 5 – YEAR 3 LEVEL 5 – YEAR 4**

TB1 TB2 TB1 TB2

**LEVEL 6 – YEAR 5 LEVEL 6 – YEAR 6**

TB1 TB2 TB1 TB2

The course structure enables students to tailor their study towards their career aspirations as they progress through the course. Students complete three core modules at level 4 (120 credits). At level 5, students complete three core modules (90 credits) and select one of two optional modules (30 credits). Level 6 provides further opportunities for students to personalise their study completing two core modules (60 credits) and selecting two of three optional modules (60 credits). The programme structure has been designed to ensure that students can transfer knowledge between specialist areas of their study of optional modules. There are no pre-requisites for level 6 modules. Full details of each module will be provided in module descriptors and student module pages on CANVAS.

All students will complete two 30 credit and one 60 credit module in level 4. These modules provide opportunities for students to explore ideas, develop skills, knowledge and understanding alongside learning to learn and study in the higher education context. Furthermore, these modules will enable students to be introduced to and explore current issues in relation to equality, diversity, inclusion in the dance and arts sectors. This includes developing students’ skills to reflect and work collaboratively understanding of the diversity of the working practices of the student cohort of students. This provides a foundation for more specialised study in levels 5 and 6 where students will be provided with opportunities to personalise their study to their needs and interests through options modules.

Core themes run through the programme to provide coherence and continuity. The Dance Industry theme ensures that all students gain knowledge and understanding of the current industry and diverse and inclusive working practices across a range of contexts. Dance Industry 1 equips students with the skills knowledge and understanding about the dance and associated industries and reflexive practice that will be built upon throughout the course. In addition, this module enables students to develop relevant academic, study, digital and collaborative working skills required for the programme. Dance Industry 2 and 3 enables students to specialise in working in either participatory or producing roles and to then lead projects or participate in placements independently. This core pathway ensures all students are aware of the diversity of the industry prepared for graduate employment in the dance and aligned creative industries on graduation. The role of the personal tutor is integral to these modules to support students throughout the programme. Further information about the role of the personal tutor in these modules can be found in the module descriptors.

The Dance Techniques and Cultures theme of modules enables students to develop their physical, technical and performance skills in a diverse range of dance styles that reflect current industry practice through technique classes and workshops. This theme culminates in the Dance Company module at Level 6, where students will train as a dance company and create performance work collaboratively with a choreographer. In addition, Dance and the Global Now enables students to explore the development of dance practices and traditions through decolonised and diverse contextual and historical study. Students may then go on to explore these concepts in the optional Level 6 Independent Dance Project through practice or written study.

Creating Dance 1 in Level 4 provides a diverse foundation in the creative aspects of options available in Levels 5 and 6. At levels 5 students will select one out of two possible options modules and 6 students will select two out of three possible options modules at each level. These enable students to develop expertise in particular areas.

Students can tailor their study to their interests by pursuing either a Creating Dance 2 or Hip Hop and Urban Performance Practices 1 optional modules in level 5. In both of these options students will study practices and theories associated with either choreography or Hip Hop and Urban Performance Practices. Students in either option will evidence their knowledge, understanding and development through creative and oral and written outputs. In level 6 students can select two out of three possible options: Independent Dance Project, Creating Dance 3 and Hip Hop and Urban Performance Practices 2.

Module fairs will run early in TB2 to provide students with information about the modules offered. Students will be supported in making option module selections through the personal tutor scheme (embedded in the Dance Industry theme). These individual meetings will ensure that students build a profile of modules to best fits their skills, interests and supports their future career aspirations.

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| **Level 4** (all core) | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Dance Techniques and Cultures 1 | DC4006 | 60 | 4 | Academic Year |
| Creating Dance 1 | DC4007 | 30 | 4 | Academic Year |
| Dance Industry 1: professional skills and personal development | DC4008 | 30 | 4 | Academic Year |

Progression to Level 5 requires 120 credits at level 4.

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 course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Dance.

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| **Level 5** (at least 60 credits = core) | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Dance Industry 2: teaching and producing pathways | DC5009 | 30 | 5 | Academic Year |
| Dance Techniques and Cultures 2 | DC5010 | 30 | 5 | Academic Year |
| Dance and the Global Now | DC5011 | 30 | 5 | Academic Year |
| **Option modules** | | | | |
| Creating Dance 2 | DC5012 | 30 | 5 | Academic Year |
| **OR** | | | | |
| Hip Hop and Urban Performance Practices 1 | DC5013 | 30 | 5 | Academic Year |

Progression to level 6 requires 120 credits at level 5.

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.

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Dance.

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| **Level 6** (at least 60 credits = core) | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Dance Industry 3: placement and professional skills | DC6009 | 30 | 6 | Academic Year |
| Dance Company | DC6010 | 30 | 6 | Academic Year |
| **Option modules** | | | | |
| Independent Dance Project | DC6011 | 30 | 6 | Academic Year |
| **OR** |  |  |  |  |
| Creating Dance 3 | DC6012 | 30 | 6 | Academic Year |
| **OR** | | | | |
| Hip Hop and Urban Performance Practices 2 | DC6013 | 30 | 6 | Academic Year |

Level 6 requires the completion of the compulsory modules and 2 optional modules.

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

Students study a diverse and decolonised range of dance practices, for example dance styles and genres, choreographic and performance conventions, participatory contexts and associated knowledge and theories. The programme has been carefully designed to provide opportunities for students to explore concepts and practice at level 4, take risks, apply and develop these at level 5 and lead their own practice and projects at level 6. The Dance Industry suite of modules provides a foundation for each level where students explore the dance and arts industry and reflect on their practice and development. At level 4 students are introduced to safe and effective training, employment opportunities, how audiences participate and engage with dance and are introduced to reflective practice. The students create a career development plan to support their development that is revised in levels 5 and 6. Level 5 (Dance Industry 2) provides two pathways, to reflect the diversity of the dance industry, introducing students to engaging participation with dance either as a teacher or a producer and culminates in a group project linked to these career paths. Dance Industry 3 (level 6) provides a platform for students to complete an industry-based placement or lead a professional project based on their interests to support students learning, development and attainment.

At Level 4, the core modules provide students with the opportunities to broaden their skills, knowledge and understanding across a diverse range of dance practices through practical instruction. In Dance Techniques and Cultures 1 (60 credits) students will cover the technical aspects of dance training participating in technique classes and workshops in different dance styles, for example, Hip Hop, South East Asian Dance and contemporary techniques. This will be complemented by a contextual study of dance practice in a classroom setting to support their historical, social, cultural and political understanding of dance and related arts alongside the development of their study skills. Creating Dance 1 provides students with the opportunities to develop their creative skills through choreographic workshops and projects from a range of perspectives. These level 4 modules will provide students with the tools they need to progress on the pathways available at Levels 5 and 6.

The core modules at Level 5 focus on exploring career options for dance graduates in Dance Industry 2 and continue to broaden their understanding of the significant of dance in the 21st Century and associated theories through practice-based research projects in Dance and the Global Now. Students continue their technical training, knowledge and understanding in Dance Techniques and Cultures 2. At Level 5 students can select their chosen pathway specialising in choreography through Creating Dance 2 or through Hip Hop and Urban Performance Practices 1. Both optional modules build on Dance Techniques and Cultures 1 and Creating Dance 1 and will explore key methods, theories, and practitioners through practice-led learning.

At Level 6, all students will develop a personal project linked to employment and the dance/arts profession in Dance Industry 3 to prepare them for graduation. Students’ technical and performance training is drawn together in Dance Company where students will continue their rigorous technical training and work with a choreographer to create a piece of performance reflecting small-scale performance companies. The optional modules develop themes introduced at Level 5 with a focus on more independent and student-led work with the additional option to work with a supervisor to develop a personal research project in a chosen area in Independent Dance Project where practice-led and applied research are encouraged.

A significant proportion of students’ individual study time across all three levels will be devoted to work in the University’s dance studios, learning and developing specialist techniques and skills. Students will also work collaboratively to create and rehearse dance for module suites such as Dance Techniques and Cultures, Creating Dance and Hip Hop and Urban Performance Practices, and Dance Company. Throughout the programme, there will also be great emphasis placed upon the importance of being able to work collaboratively, reinforced via group work during seminars and staff-led practical sessions. The books, scores, journals, audio/visual and electronic resources provided by the University’s Learning Resources Centre are a valuable resource for all modules. E-resources and computer software packages will also aid students’ individual study of dance practices. The University’s online virtual learning environment Canvas will be used for provision of general module information, guided tutorials, playlists, class notes, reading lists and web links.

Group lectures will be used where the communication of factual material is central. A key mode of delivery for modules will be practical workshops, technique classes, or hybrid sessions exploring knowledge and practice simultaneously. In these sessions, following staff exposition of a topic, technique, method or key concepts, students obtain hands-on experience of dance technique and performance, creation and composition, and the application theory into practice. Regularly scheduled seminars will give students an opportunity to discuss readings and assigned listening and viewing tasks, and to share their work and receive feedback. All students are encouraged to make use of the individual support for written work and the seminars on academic writing available in the Academic Success Centre, which is open throughout the week at Penrhyn Road. Students whose first language is not English are strongly encouraged to take advantage of the University’s English Language Support Programme, which offers regularly scheduled tuition and support.

Students’ digital skills will be developed throughout the programme. In level 4 students will be taught how to create digital portfolios to support assessment using platforms such as Box and Padlet, as part of Dance Industry 1. They will also be introduced how to use digital technologies to document practical work and record verbal and visual presentations alongside understanding how to use online communication platforms. In levels 5 and 6 students will extend their use of these skills as artists, for example, exploring how everyday technology is used by artists, for example, creating dance for camera work and basic editing skills to support.

The assessment philosophy of this programme favours the demonstration of learning and research through practical tasks and creative projects, and seeks to be inclusive and diverse in offering flexible assessment methods which go beyond traditional forms of assessment to utilise authentic assessments in line with industry skills and experiences. The assessments encourage contextualisation, reflection, and evaluation of students’ learning experiences and the summation and dissemination of new knowledge in many forms (e.g. performance, choreography, and practical demonstrations of knowledge and understanding). Students will be assessed through portfolio-based assessment strategies that include demonstrations, blogs and records of collaborative work, together with performances and more traditional writing tasks. All students will receive training in academic writing and referencing as well as in the contextualisation of practical learning in Level 4 core modules ‘Dance Industry 1: professional skills and personal development’ and ‘Dance Techniques and Cultures 1’. Practice research methodologies are taught and supported at level 5 in the core module Dance and the Global Now and can be further developed at level 6 in the optional module Independent Dance Project. Students will be provided with formative assessment opportunities throughout the course to develop effective proposals for creative projects, practise, receive feedback on their work, and develop their proficiency in the range of assessment methods utilised.

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

Students are supported by:

* A Module Leader for each module
* A Course Leader to help students understand the programme structure
* Personal Tutors to provide academic and personal support. The Personal Tutor Scheme is embedded in the Dance Industry modules
* Technical support to advise students on IT and the use of software
* A designated Course Administrator
* A long and thin course induction at the beginning of each new academic session
* Staff Student Consultative Committee
* Canvas – a versatile online interactive virtual learning environment accessible both on and off-site
* LinkedIn Learning – an online platform offering self-paced software tutorials
* A substantial Academic Success Centre that provides academic skills support for both UG and PG students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* Support for students with disabilities
* The Union of Kingston Students
* Careers and Employability Services team who will provide support for students prior to undertaking work placement(s)
* Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments

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 Module Evaluation Questionnaire (MEQs), Level surveys and the National Student Survey (NSS)
* Moderation policies
* Feedback from employers

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

Studying dance develops practical (creative, technical) as well as theoretical and academic skills, and also develops the self-discipline necessary for focused and specialist study. Employability skills, designed to prepare students for work, are embedded into modules right across the degree course as well as explicitly explored in the Dance Industry stand of modules in all levels. Exploration of issues relating to equality, diversity and inclusion in the dance and arts industries are integral to the delivery of these modules. This supports our graduates to be well qualified to enter a wide range of rewarding careers in the dance and related arts sectors. Students create and review Professional Development Plans each year through the Dance Industry modules and reflect on their development and career aspirations. From level 5 onwards students will have opportunities to integrate industry focussed group projects, work placements and internships into their programme. Links to industry specialists are developed as part of the series of seminars in the Dance Industry modules alongside specialist modules. The Careers and Employability Service provides students with an opportunity to network with employees from a broad range of dance and arts professions through careers events and will support the delivery of the Dance Industry modules.

DBS clearance will be required if students opt for the community-based assessment in DC5009 Dance Industry: teaching and producing or in DC6009 Dance Industry: placements and professions.

Graduates from the course will be able to pursue a broad range of dance-related careers, such as: dance/arts producer; dance artist or teacher working in educational, community and participatory contexts, choreographer, performer, and researcher alongside sectors where skills knowledge and understanding can be transferred to related sectors.

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

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.

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

The QAA Subject Benchmarks statement for Dance, Drama and Performance Studies can be found [*here*](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements?indexCatalogue=document-search&searchQuery=dance%2C%20drama%20and%20performance&wordsMode=AllWords)*.*

The Kingston University course page can be found [*here*](https://www.kingston.ac.uk/undergraduate/courses/dance/)*.*

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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module code** | | **Level 4** | | | **Level 5** | | | | | **Level 6** | | | | |
| DC4006 | DC4007 | DC4008 | DC5009 | DC5010 | DC5011 | DC5012 | DC5013 | DC6009 | DC6010 | DC6011 | DC6012 | DC6013 |
| **Knowledge & Understanding** | A1 | S |  |  |  | S | S | S | S |  | S |  | S | S |
| A2 |  |  | S |  |  | S | S | S |  |  | S | S | S |
| A3 |  |  | S |  |  | S | S | S |  |  | S | S | S |
| A4 |  | S |  | S |  |  |  |  | S | S |  |  |  |
| **Intellectual Skills** | B1 |  | S |  | S | S |  |  |  | S | S |  |  |  |
| B2 | S |  | S |  |  | S | S | S |  |  | S | S | S |
| B3 | S |  |  |  |  | S | S | S | S |  | S | S | S |
| B4 |  | S | S | S | S |  | S | S | S | S | S | S | S |
| B5 | S | S | S | S | S | S | S | S | S | S | S | S | S |
| **Practical Skills** | C1 | S |  |  |  | S |  | S | S |  | S |  | S | S |
| C2 | S |  | S |  | S |  | S | S |  | S |  | S | S |
| C3 |  | S | S | S |  | S | S | S | S | S | S | S | S |
| C4 |  | 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.**