Template C4

Programme Specification

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

Date first produced	31/07/2019
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Version number	9
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Arts
Department	Department of Performing Arts
Delivery Institution	Edinburgh College

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

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	BA (Hons) Dance and Drama top-up
Exit Award(s) and Title(s):	BA Dance and Drama
Course Code *For each pathway and mode of delivery*	N/A UFDAN1DRA10
UCAS code *For each pathway*	N/A

Awarding Institution:	Kingston University
Teaching Institution:	Edinburgh College
Location:	Edinburgh College
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time Part-time
Minimum period of registration:	Full-time - 1 Part-time - 2
Maximum period of registration:	Full-time - 2 Part-time - 4
Entry requirements	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study. Additionally, all non-UK applicants must meet our English language requirements.

	Please see our course pages on the Kingston University website for the most up to date entry requirements
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	N/A
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

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

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

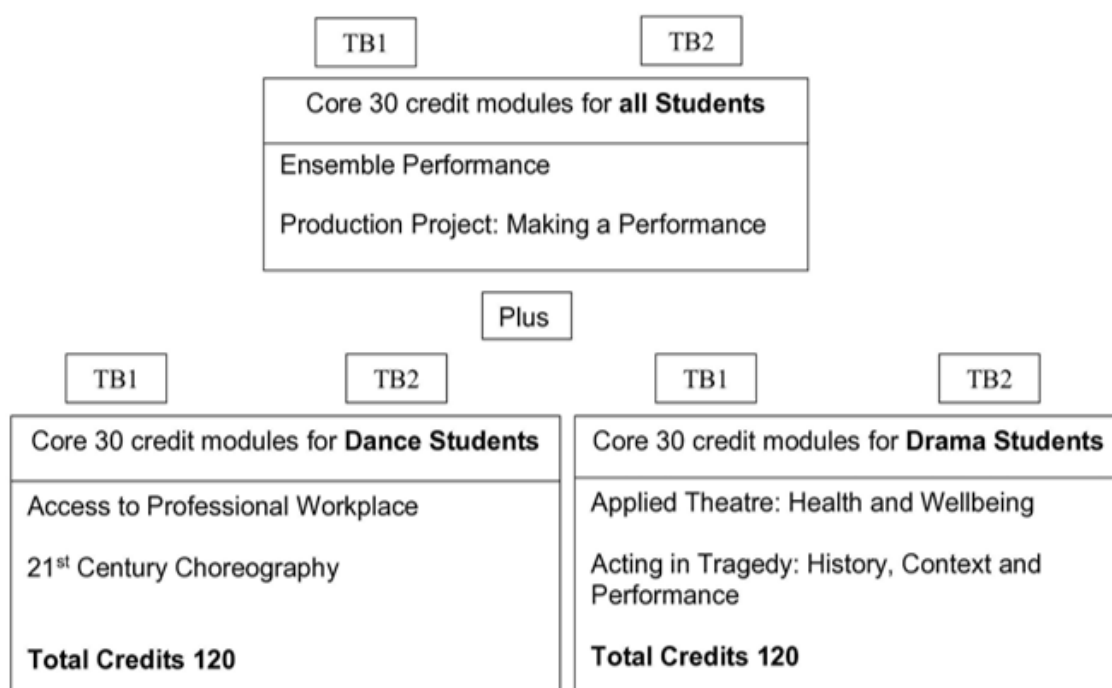| Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A4	Demonstrate an awareness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

	interrelationships, through working with a range of practitioners.		present them in appropriate ways.		
		B3	Demonstrate a critical understanding of the interplay between theory and practice in the creative arts.	C1	Demonstrate understanding of the group and collective process by which performance is developed and realised while proactively seeking to resolve conflict.

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

D. Outline Programme Structure

TB1		TB2
Core 30 credit modules for all Students		
Ensemble Performance		
Production Project: Making a Performance		

Plus

TB1	TB2		TB1	TB2
Core 30 credit modules for Dance Students			**Core 30 credit modules for Drama Students**	
Access to Professional Workplace			Applied Theatre: Health and Wellbeing	
21st Century Choreography			Acting in Tragedy: History, Context and Performance	
Total Credits 120			**Total Credits 120**	

Full details of each module will be provided in module descriptors and student module guides available on the VLE (Moodle).
All students will take the core modules: Ensemble Performance and Production Project: Making a Performance and two other modules specific to their pathway: either dance or drama.
Students specialising in Dance will take 21st Century Choreography and Access to Professional Workplace.
Drama students will take Acting: Exploring Context, Genre and Application and Applied Theatre: Health and Wellbeing.

Full time and Part time students will also have classes on Acting and Dancing technique that run throughout their time with us to support the work they do in the official modules.

This top-up degree programme is offered in full-time mode and leads to the award of BA (Hons) Dance and Drama. The BA (Hons) Dance and Drama Top-up is made up of four 30-credit modules. Full details of each module will be provided in module descriptors and student module guides. A student must complete 240 credits over the two-year HND. This part of the course constitutes the entry requirements to the Level 6 top-up degree. All students will be provided with the University's Undergraduate regulations and the Course Handbook. Intake is normally in September.

Progression to level 6 requires a B grade for the second year HND graded unit and a successful interview.

BA (Hons) Dance and Drama top-up

Level 6							
BA (Hons) Dance and Drama top-up							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Ensemble Performance	DC6020	30	6	1 & 2	None	1	
Production Project: Making a Performance	DA6020	30	6	1 & 2	None	1	
Optional Modules							
21st Century Choreography	DC6021	30	6	1 & 2	None	1	
Access to Professional Workplace	DC6022	30	6	1 & 2	None	1	
Acting: Exploring Context, Genre and Application.	DA6022	30	6	1 & 2	None	1	
Applied Theatre: Health and Wellbeing	DA6021	30	6	1 & 2	None	1	

Exit Awards at Level 6

Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above are eligible for the award of an Ordinary Degree.

E. Teaching, Learning and Assessment

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

This approach translates into a range of more specific strategies. For example, Emphasis is given to an exploration of popular forms and their relationship to identity politics. The importance of time-management and regular work is stressed. A considerable proportion of study time is given to rehearsal and review. Students are provided the opportunity to develop personal and key (transferable) skills in a broad range of classroom and coursework formats, which are finessed to remain fully in tune with the demands of contemporary creative economies and job markets. In line with The Kingston Inclusive Curriculum Framework, the student voice is reflected in the design, delivery and assessment methods within the modules in this programme. The degree is designed to allow students to choose roles and methods of assessment which fit their personal development plans, aims and ambitions. Module activities are designed to authentically assess students in a variety of situations. In the main, practical activities within a module are weighted higher than theoretical ones such as essays, proposals and reflective reports because the course values learning through application. However, in Applied Theatre: Health and Wellbeing the theoretical and practical assessments are equally weighted, in keeping with the requirements of this particular module and to give emphasis to the planning and research required to successfully apply the learning. Overall, the weightings are dictated by the module learning activities and have been holistically considered across the programme to give an authentic experience.
The Level 6 modules Ensemble Performance and Production Project: Making a Performance bring the course themes together by requiring dance and drama students to demonstrate how historical, contextual, and theoretical research underpins and feeds into the making of new work for the stage. An understanding of the cultural imperatives of Dance and Drama in different time periods and contexts is key to students' work in both modules, in relation to both process and performance.

Helping students to make connections between theory and practice in Dance and Drama is an acknowledged aspect of good practice in both fields. BA Dance and Drama incorporates this approach by utilising blended modes of learning, teaching and assessment within modules so that practical projects are conceived and developed in relation to historical, cultural, and theoretical research and

understanding of research materials is underpinned by practical experience and experimentation. Academic skills, research methods, essay-planning, referencing and the presentation of research in verbal and visual formats are also explored.

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

Edinburgh College is committed to equality of opportunity and to a culture that respects difference. It is committed to providing an inclusive ethos and environment, where everyone feels welcome, supported, and respected. The College recognises that equality of access to education is crucial in unlocking many significant opportunities in life. It aims to help remove barriers and advance equality for groups who experience disadvantage in society. The College collaborates with community partners to ensure sufficient provision is made available to those in the region most at risk of not achieving a positive outcome. Edinburgh College strives to widen access and increase participation from the most deprived areas in the region and endeavours to enhance social mobility by engaging with the hardest to reach communities. The College wants to ensure that all its students feel respected and have an equal opportunity to fulfil their potential.
The Kingston University, Future Skills level 6 (Apply), sits well alongside the activities in the course as it is required of students to be proactive, professional and creative as set out in the graduate attributes.

Edinburgh College aims to create an inclusive curriculum applying the principles of the Inclusive Curriculum Framework.
. The following are specific examples:

- The Student handbook contains a clear statement related to inclusive course values.

- The college uses a variety of delivery and assessment methods to accommodate different learning styles. Teaching methods are varied. This includes the use of the VLE (Moodle) practical and written work.
- Students can see themselves and their backgrounds reflected in the work they do as part of their individual projects and in collaborative work. They have freedom to explore this and there are spaces for all ableisms and gender and ethnic identities in all courses.
- A range of speakers deliver seminars where students are exposed to culturally challenging views, opinions, and contexts.
- Students are included in the design and review of the curriculum through student assemblies, the student rep system, and surveys.
- Staff engage in regular and continuous professional development on equality and diversity, which is embedded in our compulsory training.
- Through peer review, reflection and the practical application of theoretical knowledge, students are being equipped to work in a global and diverse world.

Students whose native language is not English are strongly encouraged to take advantage of the tuition provided by the college's English Language Support Programme. The required IELTS level is 6 in line with the partner institution, Kingston University and successful external candidates will be expected to pass a college test at I.E.T.S level 6 equivalent. It is expected that progressing students who have been with the college for two years will have reached a satisfactory standard of written and spoken English and this will be confirmed by the teaching team. Students are encouraged to undertake language development if necessary. The College's English as a Second Language department can advise: mailto:esol@edinburghcollege.ac.uk
External candidates planning to apply for this course, can also apply for English language courses at the college in preparation.

F. Support for Students and their Learning

Students are supported by:
- A Module Leader for each module
- A Curriculum Manager to help students understand the programme structure
- Personal Tutors to provide academic and personal support (embedded in the Production Project: Making a Performance module which is core for all students)
- Technical support to advise students on IT, the use of software and the technical operation of the studios and to advise and support them in the creation of curricular and extra-curricular studio projects
- A designated programme administrator
- A Partner Liaison Officer to clarify the relationship between the college and the partner.
- An induction week at the beginning of each new academic session
- Pre-induction sessions at the National Library of Scotland before the start of the academic year.

- A Student Voice Committee (SVC)
- LinkedIn learning is a resource accessed through Moodle which supports the learning activities of students on the course.
- Moodle – a versatile on-line interactive intranet and learning environment
- The Learning Centre that provides academic skills support
- Student services who provide advice on issues such as finance, regulations, legal matters, accommodation, international student support and a wellbeing team.
- Student support staff who support disabled students and those with special needs
- ECSA (Edinburgh College Student Association)
- Careers and Employability Service: CV drop ins, tutorials, sessions on maintaining a professional profile and the annual Creative and Technology Futures Day (careers fayre)
- Academic and Pastoral support is provided by the personal tutor as part of the Professional Project module as well as Edinburgh College Student Support and Services.

G. 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
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs) and level surveys
- Moderation policies
- Feedback from employers
- Technical support to advise students on IT, the use of software and the technical operation of the studios, and to advise and support them in the creation of curricular and extra-curricular studio projects
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H. External Reference Points

External reference points which have informed the design of the course. These include:
- PSRB standards
- QAA Subject benchmarks
- Apprenticeship standards
- Other subject or industry standards

Please delete or edit as required, for example if course is not an Apprenticeship then delete 'Apprenticeship standards'.

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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 6					
		DC6020	DA6020	DC6022	DC6021	DA6022	DA6021
Knowledge & Understanding	A4	S	S				
	A2					S	
	A1	S	S				
	A3						S
Intellectual Skills	B5	S	S				

		1	2	3	4	5	6
	B4					S	S
	B1	S	S			S	
	B2	S	S				
	B3			S	S		
Practical Skills	C5	S	S				
	C4	S	S				
	C3					S	
	C2	S	S	S	S		S
	C1	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.

Additional Information