Template C4

Kingston
University
London

Programme Specification

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

Date first produced	27/01/2018
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Version number	13
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Arts
Department	Department of 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

Award(s) and Title(s):	BA (Hons) Dance and Drama
Exit Award(s) and Title(s):	Certificate of Higher Education in Dance and Drama BA in Dance and Drama Diploma of Higher Education in Dance and Drama
Course Code *For each pathway and mode of delivery*	UFDAN2DRA01
UCAS code *For each pathway*	WW45

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3
Maximum period of registration:	Full-time - 6
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:	Not applicable
Approved Variants:	None.
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 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

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
A6	Articulate 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	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	Apply the processes by which performances are created	B5	Identify the ways in which a piece of creative work might be improved	C3	Demonstrate critical skills in the close reading, analysis and critical interpretation of performances
A3	Show an awareness of histories and practices embedded in a multicultural approach to drama and dance studies	B4	Deploy and manipulate conventions appropriate to specific modes or genres	C2	Offer, respond positively to, and make use of constructive feedback
A2	Analyse key practitioners and practices, and their cultural and historical contexts	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
A1	Apply the theory and practice of dance and drama	B2	Develop ideas, construct arguments and present them in appropriate ways	C5	Produce a sustained piece of writing to deadline, in a format suitable for publication or performance

A4	Utilise the conventions of a range of contemporary and historical genres	B3	Demonstrate understanding of the interplay between theory and practice in the creative arts		

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

See module structure below

BA (Hons) Dance and Drama

Level 4							
BA (Hons) Dance and Drama							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Dance Techniques and Cultures 1	DC4006	60	4	1&2			
Staging Contexts 1: Histories	DA4008	30	4	1 & 2	None	1	2
The Actor and the Text	DA4003	30	4	1&2			

Exit Awards at Level 4

Progression to Level 5 requires 120 credits including passes in all level 4 modules.

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 and Drama.

Level 5							
BA (Hons) Dance and Drama							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Actor/Director: Stage and Screen	DA5010	30	5	1 & 2	None	1	2
Creative Practice	DC5014	30	5	1 & 2	None	1	2
Devising and Professional Development	DA5011	30	5	1 & 2	None	1	2
Professional Practice: Dance 2	DC5015	30	5	TY13		2	

Exit Awards at Level 5

Progression to level 6 requires 120 credits including passes in all core modules

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 at level 5 or above are eligible for the award of Diploma of Higher Education in Dance and Drama

Level 6							
BA (Hons) Dance and Drama							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Dance Company	DC6010	30	6	Ty13		3	3
Dance Project	DC6014	30	6	1 & 2	None	1	2
Drama Production Projects	DA6013	30	6	1 & 2			

Future Skills Apply	AX6001	15	6	TY13		3	3
Professional Practice: Theatre and Performance	DA6018	15	6	TY13		3	3

Exit Awards at Level 6

Level 6 requires the completion of all core modules

E. 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. The course structure enables students to progressively deepen their expertise and skills over three years of study in order to fully support them to accomplish their career aspirations. The study of Dance and Drama is an interdisciplinary practice that demands the transfer of skills and of knowledge across areas, and our four core strands are modelled on the diverse skillset needed in the theatre industry. The four stands are:
- Future skills, including technical theatre
- Acting and Directing
- Dance Techniques and Performance
- Creative Practice (dance)

Each strand of modules include electives enabling students to personalise their learning and development based on their career aspirations. Students study a diverse and inclusive range of dance and drama practices, for example drama styles and genres, performance conventions, methods of directing and choreographing, dance techniques and training, and associated knowledge and theories. The programme has been carefully designed to provide opportunities for students to explore concepts and practice at level 4, then to take risks, explore and develop these at level 5 and apply and lead their own practice and projects at level 6.

The Future Skills strand ensures that all students gain knowledge and understanding of the current industry and gain experience of the diverse working practices across a range of industry contexts and roles. In level 4 students are introduced to the infrastructure of the performing arts industry, employment opportunities, the portfolio career and professional development planning to support their progression through the course. In addition, a strong emphasis is placed upon technical theatre production to equip students with essential skills in technical theatre to support their knowledge and understanding of their area of employment and support performance assessments in level 5 and 6. In level 5 students complete a collaborative devising project reflecting industry practice supported by professional development planning. In level 6, students select either an industry-focussed placement or project that

enables bespoke professional profiles to be created to support students with employment at graduation. Throughout this strand students engage in industry practice, to learn, apply and reflect on their development whilst creating, developing and reflecting on their PDP, considering the development of their CV and professional portfolio through engagement with their personal tutor and presenting outcomes through assessment.

The Acting and Directing strand provides a diverse foundation in the creative aspects, of making work as an actor or director for stage or screen through research, development and application. At level 4 students explore the intersections between media and creative roles (actor, playwright and theatre) In addition, students to develop their academic, study, digital and collaborative working skills required of the programme. Level 5 enables students to consider specific career outlines across a range of drama industries, equipping them with skills including self-taping, further embedding employability. You are given the opportunity to explore the impact digital technologies can have on live performances, for example, through a variety of multimedia platforms involving sound, video, lighting, the internet, motion capture and along with the most current programming and editing software. You will also practice acting for the camera and voiceover work for gaming and animation. At level 6, students work collaboratively to produce a piece of collaborative theatre in the Drama Production Projects module drawing on their development not only in this strand but across the programme. This work is presented in a performance context to an audience to reflect industry practice.

The Dance Techniques and Performance strand 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 Training and Techniques and Dance Company modules at Level 6, where students will train as a dance company and create performance work collaboratively with a choreographer. In Dance Techniques and Cultures 1 students 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 Dance Project at level 6.

The Creative Practice strand is introduced in level 5 where students develop their practice as a dance artist. This provides the opportunity for students to tailor their studios and personal development through the choreography or Hip Hop performance practices electives building on the Dance Techniques and Cultures 1 module studied in level 4. These electives will allow students to specialise in either of the areas developing their understanding of techniques associated with each area of practice whilst also exploring current creative practice, such as, screen dance and site-specific performance. Dance Project, provides students at level 6, to design, research and carry out a project that aligns with their career aspirations. Three electives enable students to develop their practice and interests from level 4 and 5 and tailor their studies towards graduation through prosing a project and presenting research and development, producing a project outcome, and critically reflecting on their development. All students will participate in module activities that support them with the planning of their project proposal, communicating findings and understanding assessment. Bespoke lectures and workshops focussing on the three

electives, choreography, Hip Hop performance practices, and research/practice as research, will support students throughout the module.

In practice, all modules embed creative, academic, and research skills, as well as referring to industry practices. In addition, the role of the personal tutor is integral to these modules to support students throughout the programme.

Full details of each module will be provided in module descriptors and student-facing module pages on CANVAS.

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 One Drive and Padlet. 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, camera work and basic editing skills to support the Creative Practice and Acting/Directing modules.

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 alongside written outputs). 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. 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.

Students are provided with opportunities to develop Kingston University Graduate Attributes throughout the course. The complexity of tasks and assessment requirements increase in challenge throughout each level of study. Every module requires the development of creative problem solving, questioning mindset, adaptability, resilience and self-awareness through learning activities and assessments that require students to respond to briefs and hypothesises alongside engagement in critical reflection. Digital competency is developed though portfolios evidencing research and development of projects, screen dance and video editing in the Creative Practice module, podcasts and video presentations, and use of Microsoft platforms for written and presentation work. Opportunities to develop enterprise and entrepreneurial skills are included in the Future Skills modules through projects and placements. Group work and collaborative performance opportunities and embedded throughout the programme and these provide a platform for students to develop the attributes of empathy and collaboration.

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 for all modules. 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, and students should refer to the Succeed on this Module page of Canvas for more detailed information on how to use their guided independent study hours.

F. 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 development support embedded into the Future Skills modules (see below)
- Technical support to advise students on IT and the use of software
- A designated Course Administrator
- A course induction that runs throughout level 4
- A course re-induction at the beginning of levels 5 and 6
- Student Voice 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.

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 Future Skills 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 Future Skills 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. Further information about the role of the personal tutor in these modules can be found in the module descriptors.

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
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

H. External Reference Points

External reference points which have informed the design of the course. These include:
- PSRB standards
- QAA Subject benchmarks
- Other subject or industry 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 4			Level 5				Level 6				
		DA4008	DA4003	DC4006	DC5014	DC5015	DA5011	DA5010	AX6001	DA6013	DA6018	DC6014	DC6010
Knowledge & Understanding	A6			S	S		S						
	A5		S	S			S	S		S		S	
	A3			S	S		S	S		S			
	A2		S		S			S	S	S		S	
	A1			S				S	S	S		S	
	A4			S	S		S	S		S		S	
Intellectual Skills	B6									S		S	
	B5					S				S			
	B4		S										
	B1		S	S	S			S		S			
	B2		S	S	S					S		S	
	B3		S	S	S					S		S	
Practical Skills	C4			S						S			

C3		S	S	S					S			
C2		S	S			S			S		S	
C1			S	S		S			S			
C5			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