

## Template C4



# Programme Specification

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

Date first produced	30/09/2020
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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
Exit Award(s) and Title(s):	Certificate of Higher Education Diploma of Higher Education Ordinary Degree
Course Code <i>For each pathway and mode of delivery</i>	UFDAN1DAN01
UCAS code <i>For each pathway</i>	W500

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road Campus
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	<p>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.</p> <p>Additionally, all non-UK applicants must meet our English language requirements.</p> <p>Please see our course pages on the Kingston University website for the most up to date entry requirements</p>

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**

- 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.
- To 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.
- To 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.
- To 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.
- To 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.
- To 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.
- To promote an enthusiasm for a diverse range of study, investigation and research providing the potential for postgraduate work.
- To equip students with an awareness of the range of careers and a range of key and transferable and future 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.

### **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		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		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		
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### **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**

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop the following range of 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

The course structure enables students to tailor their study towards their career aspirations as they progress through the course. Students complete core modules at each level of the course. Electives are provided in level 5 and 6 modules to support the innovation of practice and developing students' leadership and independence. 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 hypotheses alongside engagement in critical reflection. Digital competency is developed through 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 Professional Practice: Dance modules through projects and placements. Group work and collaborative performance opportunities are embedded throughout the programme and these

provide a platform for students to develop the attributes of empathy and collaboration. Full details of each module will be provided in module descriptors and student module pages on CANVAS.

All students will complete the 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 their student cohort. 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 electives within core modules.

Core themes run through the programme to provide coherence and continuity. The Professional Practice theme ensures that all students gain knowledge and understanding of the current industry and diverse and inclusive working practices across a range of contexts alongside developing their Future Skills and graduate attributes. Professional Practice: Dance 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. Professional Practice: Dance 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 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 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 Dance Project at level 6.

In level 5, students develop their practice as a dance artist through the Creative Practice module. This provides the opportunity for students to tailor their studios and personal development through the choreography or Hip Hop performance practices electives. 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 proposing 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 focusing on the three electives, choreography, Hip Hop performance practices, and research/practice as research, will support students throughout the module.

## BA (Hons) Dance

Level 4							
BA (Hons) Dance							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Creating Dance	DC4009	30	4	Year Long	None	1	2
Dance Techniques and Cultures 1	DC4006	60	4	Year Long		1	
Professional Practice: Dance 1	DC4010	30	4	Year Long	None	1	2

Exit Awards at Level 4

Progression to Level 5 requires 120 credits including passes in 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 Dance

Level 5							
BA (Hons) Dance							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Creative Practice	DC5014	30	5	Year Long	None	2	2

Dance & the Global Now	DC501 1	30	5	Year Long		2	
Professional Practice: Dance 2	DC501 5	30	5	Year Long	None	2	2
Professional Practice: Dance 2	DC501 5	30	5	Year Long		2	

Exit Awards at Level 5

Progression to level 6 requires passes in 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 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

Level 6							
BA (Hons) Dance							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Dance Company	DC601 0	30	6	1 & 2	None	3	2
Dance Project	DC601 4	30	6	1 & 2	None	3	2
Dance Techniques and Training	DC601 5	30	6	1 & 2	None	3	2
Future Skills Apply	AX600 1	15	6	TY13		3	
Professional Practice: Dance 3	DC602 5	15	6	TY13		3	

Exit Awards at Level 6

Level 6 requires the completion of the compulsory core modules

## E. 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 that is revised in levels 5 and 6. Level 5 (Dance Industry 2) provides two electives, 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 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 electives available in modules at Levels 5 and 6.

The 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 21<sup>st</sup> 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. Through the Creative Practice module students can select their chosen elective specialising in choreography or Hip Hop Performance Practices. This builds on the level 4 modules Dance Techniques and Cultures 1 and Creating Dance and explores key methods, theories, and practitioners through practice-led learning.

At Level 6, all students will develop a personal project linked to employment in the dance/arts profession and Future Skills in Dance Industry 3 to prepare them for graduation. This can include a placement with a dance/arts organisation, managed by the faculty placements officer, to further develop their Future Skills and readiness for employment. Students' technical and performance training is drawn together in the Dance Techniques and Training and Dance Company modules. In Dance Techniques and Training, students will continue their rigorous technical training and explore approaches to dance science and dance training to support the longevity

and sustainability of a dance career. In Dance Company, students work with a choreographer to create a piece of performance reflecting small-scale performance companies. Dance Project enables students to focus on independent work through lectures and tutorials to develop a personal project in a chosen area of study that aligns to one of the three electives: choreography, Hip Hop Performance Practices, or research/practice.

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, Creative Practice, Dance Project 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, 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.

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, 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, camera work and basic editing skills to support the Creative Practice module.

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 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 Dance Project module. 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.

## **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 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 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

## **G. Ensuring and Enhancing the Quality of the Course**

## 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
- School Education Committee 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 (KSS) 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
- 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 4			Level 5			Level 6				
		DC4010	DC4009	DC4006	DC5015	DC5014	DC5011	AX6001	DC6010	DC6025	DC6015	DC6014
Knowledge &	A1			S		S	S			S		S

<b>Understanding</b>	A2		S			S		S		S		
	A3		S			S		S				S
	A4	S			S		S					S
<b>Intellectual Skills</b>	B1	S			S			S	S			
	B2		S	S		S				S		
	B3			S		S		S	S	S		
	B4		S						S	S		
	B5			S				S	S			S
<b>Practical Skills</b>	C1			S			S					
	C2		S	S			S		S	S		S
	C3	S	S	S	S	S		S	S	S		S
	C4	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.**

**Additional Information**