****

**Programme Specification**

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

**Date Specification Produced: October 2012**

**Date Specification Last Revised: August 2018**

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook and in the individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | BA (Hons) Dance |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | *N/A* |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

Diversity is a key feature of this undergraduate Dance course, at all three levels and in all modes of study. The course aims to attract a *diverse* range of students to study a *diverse* range of inter-related topics that will prepare them for a *diverse* range of employments. At the heart of this dynamic course is a teaching and research team who are committed to enhancing the student learning experience by drawing upon their considerable academic and professional experience.

Our academic staff are actively involved in publishing and disseminating research internationally in the areas of European Contemporary Dance, Odissi, Hip Hop Theatre, Dance Education and Popular Dance.

Dance staff have trained at, and been employed by, some of the world’s leading artists, companies and academic institutions including: DV8, Bedlam, Rafael Bonachela, Akram Khan, Janet Smith, The Royal Academy of Dance, the University of Surrey, Durham University, Simon Fraser University, the Trinity Laban, London Contemporary Dance School, Rambert School of Ballet and Contemporary Dance and the Royal Ballet.

The three core strands that run throughout the course are: **Practising Theory, Creative Practice and Professional Practice**. Course content will vary from year to year but styles could include: Cunningham, Release, Contact Improvisation, B Boying, Hip Hop, House, Locking, Popping, Dance Hall, Flamenco, Bhangra, Bharatanatyam, Pan-African, Western Classical Ballet. The styles covered will depend on which modules are selected and the module content for that year.

The range of theoretical approaches taught during the degree is reflective of the interdisciplinary nature of 21st century Dance Studies scholarship; including methodologies from disciplines such as anthropology, folklore studies, film studies, sociology, cultural studies, gender studies, post-colonial studies, theatre studies, performance studies and historiography.

In addition to diversity and creativity, collaboration is a key driver for the Dance degree. From the outset, students learn valuable teamwork skills collaborating on assessment projects while the outward-looking, sector focussed teaching team and ethos of the course ensures students have the opportunity of working with a range of creative partners including our alumni. In the past this has included: The International Youth Arts Festival, Protein Dance Company, Sakoba Dance Company, BalletBoyz, The Rose Theatre, Kingston College and The Place.

1. **Aims of the Programme**

The aims of the Dance course are to:

* encourage and enable a diverse student intake
* to gain knowledge and understanding of dance as a potent agent for developing self-awareness, promoting cultural dialogue and provoking social change.
* enable students to realise and develop their creative potential and increase and enhance their capacity to express themselves creatively through dance.
* stimulate students’ intellectual curiosity and foster their capacity for critical thought via practical investigation and performance.
* promote an enthusiasm for study, investigation and research providing the potential for postgraduate work.
* create an appetite for lifelong learning and enhance students’ personal development and future employment prospects.
* develop knowledge and understanding of critical frameworks, methods of analysis and theoretical perspectives appropriate to investigations in Dance as a pluralistic field and equip students with the ability to apply these insights to their experience of dance as both performers and spectators.

Additional Aims of the half field are to:

* develop students’ capacity for intellectual and creative flexibility by encouraging them to explore ways in which different critical and theoretical approaches and creative strategies can function in interdisciplinary contexts, and within half field combinations.
* stimulate students’ awareness of and interest in the range of dance activities and provision in London and the wider arts community.
* promote skills through practical work in: teamwork; personal and group responsibility; creative negotiation; generosity in creative relationships.
* promote a range of key skills via practical demonstration, oral and written.

presentation and engagement in individual and group projects.

Additional aims of the major field are to:

* enhance students’ breadth and depth of understanding of the potential of dance by giving further opportunities for theoretical and practical study
* enable students to identify and pursue particular interests

Additional aims of the full field are to:

* develop and enhance students’ skills in dance technique and articulation
* extend students’ awareness and understanding of the range and diversity of dance styles and genres
* enable students to engage in dance research and refine their research skills
* extend opportunities for practical exploration and involvement in dramatic production

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Dance, Drama and Performance Studies and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will be able to demonstrate:** |  | **Intellectual skills – able to:**  **On completion of the course students will be able to:** |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | a broad knowledge and sound understanding of a range of dance forms and practices and their cultural and historical contexts (HF, Major, FF) | B1 | demonstrate understanding of the interplay between theory and practice (Minor, HF, Major, FF) | C1 | demonstrate an increased ability across a range of dance techniques and styles (Minor, HF, Major, FF) |
| A2 | embodied understanding of ideas underpinning specific forms of dance practice (Minor, HF, Major, FF) | B2 | engage creatively and critically with a range of critical and theoretical perspectives  (Minor, HF, Major, FF) | C2 | work safely and responsibly in the dance studio  (Minor, HF, Major, FF) |
| A3 | comprehension of and intelligent engagement with a range of theories concerned with identity, community and culture in relation to dance and performance (Minor, HF, Major, FF) | B3 | apply their understanding of theories related to identity, community and culture to the analysis, creation and practice of dance (Minor, HF, Major, FF) | C3 | demonstrate understanding of the group and collective process by which performance is created and realised  (Minor, HF, Major, FF) |
| A4 | knowledge and understanding of a range of processes by which dance is created and realised, and the consequent relationship of dance to other performance forms in interdisciplinary contexts (Minor, HF, Major, FF) | B4 | develop ideas and construct arguments and present them both reflectively and contextually  (Minor, HF, Major, FF) | C4 | contribute to the creation of performance through an understanding of appropriate performance vocabularies, techniques, structures and working methods  (Minor, HF, Major, FF) |

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:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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. **Entry Requirements**

The typical entry qualifications for the programme are:

Points:

* Single honours: 112–128 to include BBC at A Level, BTEC Extended Diploma DDM or equivalent
* Joint honours with Drama: 112–128
* 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 Native Language 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: Mathematics and English or English Literature grade A\*–C (or comparable numeric score under the newly reformed GCSE gradings) required.

1. **Programme Structure**

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

**E1. Professional and Statutory Regulatory Bodies**

N/A

**E2. Work-based learning**

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. At level 5, students have the opportunity to undertake supported, work-based learning in the module Dance and Professional Practice. At level 6, students can undertake a work placement as part of the Access to Dance module.

**E3. Outline Programme Structure**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 4 (all core)** | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Dancing Histories | DC4001 | 30 | 4 | 1 & 2 |
| Dancing Cultures | DC4002 | 30 | 4 | 1 & 2 |
| Dance Making 1 | DC4003 | 30 | 4 | 1 & 2 |
| Dancing Bodies | DC4004 | 30 | 4 | 1 & 2 |

Full-field students must take all four modules

Half field students must take DC4001 and DC4002

Minor field students must take DC4002

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 programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Dance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 5** (at least 60 credits = core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Performing Theories | DC5001 | 30 | 5 | 1 & 2 |
| Popular Dance | DC5002 | 30 | 5 | 1 & 2 |
| **Option modules** | | | | |
| Dance Making 2 | DC5003 | 30 | 5 | 1 & 2 |
| Dance and Professional Practice | DC5004 | 30 | 5 | 1 & 2 |
| Performing Cultures | DC5005 | 30 | 5 | 1 & 2 |
| Dance Teaching and Leading 1 | DC5006 | 30 | 5 | 1 & 2 |
| Performing Techniques 1 | DC5008 | 30 | 5 | 1 & 2 |

Full Field students must take DC5001 and DC5002 and two optional modules

Major Field students must take DC5001, DC5002 and one optional module

Half Field students must take DC5001 and DC5002

Minor Field students must take either DC5001 or DC5002

Please note that optional modules will run according to demand and staff availability. You may not get your first choice of module.

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

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

|  |
| --- |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 6** (at least 60 credits = core) | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |  |
| Research Project \* | DC6001 | 30 | 6 | 2 |  |
| Production Project | DC6002 | 30 | 6 | 1 |  |
| **Option modules** | | | | | **Pre-requisites** |
| Access to Dance | DC6003 | 30 | 6 | 1 & 2 |  |
| Dance Teaching and Leading 2 | DC6004 | 30 | 6 | 1 & 2 | DC5006 |
| Dance Making 3: Creation and Collaboration \* | DC6006 | 30 | 6 | 1 & 2 | DC5003 |
| Street Dances | DC6007 | 30 | 6 | 1 & 2 |  |
| Performing Techniques 2 | DC6008 | 30 | 6 | 1 & 2 | DC5008 |

Full Field students must take DC6001 & DC6002 and two optional modules

Major Field students must take 90 credits (3 modules) from any available modules

Half Field students must take 60 credits

Minor Field students must take 30 credits

There are **no** restrictions for which modules major, half and minor field students take.

Level 6 requires the completion of 120 credits

Please note that optional modules will run according to demand and staff availability. You may not get your first choice of module.

\* Capstone modules

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

The introduction at Level 4 of the three core strands of the course, practising theory, creative practice and professional practice, enables students to identify and understand the key themes that will characterise their learning throughout. They are delivered via four modules DC4001 Dancing Histories, DC4002 Dancing Cultures, DC4003 Dance Making and DC4004 Dancing Bodies. These modules are designed to provide students with fundamental technical and intellectual skills and a shared knowledge base that will facilitate a better awareness of self and effective collaboration.

Students are assessed via various modes of assessment to prepare them for similar modes of assessment at levels 5 and 6 and ensure that different types of learner have an early opportunity to identify their strengths and weaknesses and seek support. Level 4 formative and summative assessments introduce the principal elements on which students will be assessed throughout the course: in terms of practice - planning, creative process, performance and reflection; in terms of academic skills – methodology, research methods, essay-planning, referencing and the presentation of research in verbal and visual formats. As they progress through Levels 5 and 6, they will increasingly find that modules blend several of these themes and come to a full understanding of the relationships between them.

At all levels, careful consideration has been given to ensure that practical and academic skills, and knowledge are not only built in a logical and progressive manner but also transferred between modules. Core modules DC5001 Performing Theories and DC5002 Popular Dance exemplify this by introducing new perspectives to level 4 core modules. As much as possible, core module assessments at all levels are mapped to allow time for feedback/feed-forward to be usefully deployed in summative assessment submissions and to avoid bunching of assessments.

Through creative, performative, theoretical and reflective work, students will develop a profound understanding of the sometimes distinct, sometimes overlapping, roles of the performer, the spectator and the creator. The responsibility of their roles as creative and political entities is a key theme, which is explored through debate and discussion at different levels in DC4001 Dancing Histories, DC4002 Dancing Cultures, DC5001 Performing Theories, DC5002 Popular Dance, DC5005 Performing Cultures, DC6005 Dance and Hybridity, and DC6007 Street Dances and may well manifest in creative outputs in Dance Making DC4003, Dance Making 2 DC5003, Dance Making 3 DC6006 and Research Project DC6001.

Furthermore, whilst learning key skills at level 4, in the majority of modules at all three levels the existing skills and perspectives students bring to the course are recognised, contextualised and potentially contribute to summative assessment.

Helping students to make connections between theory and practice in Dance is an acknowledged aspect of good practice in the Field. Whilst some Dance modules are more logocentric in their summative assessment requirements, the majority of modules demand that students develop an embodied understanding of the module content. Our teaching strategies incorporate this approach through blending modes of learning, teaching and assessment within modules so that students’ practical projects are conceived and developed in relation to historical and theoretical research and their grasp of research materials is underpinned by practical experience and experiment.

Attached to core modules at levels 4 and 5 are Supplementary Technique Sessions (STS). This innovative scheme is designed to support technical development in all curricular practical classes. These sessions might be Contemporary, Classical, Popular or “ethnic” in their nature and are compulsory for all level 4 and 5 students. Students will typically do a minimum of 4 hours additional technique a week at levels 4, 5 and 6.

The personal and level tutorial systems provide support for students and help them reflect upon modular and extra-curricular concerns. Formative assessment features in many modules as a means of giving students experience of different assessment modes and providing feedback on their progress towards their summative assessment. Independent, project-based learning and assessment is also introduced at level 4 and, as students progress through the course, this becomes an increasingly important feature of their experience especially in relation to teamwork.

Independent thinking, imagination and creativity, group-working skills and project-management – all essential aspects of Dance – are embedded and nurtured so that when students come to their final independent projects in Level 6, they feel confident, ready and have the skills to shape, direct and manage them. Key skills such as self-awareness, creativity and problem-solving, management and leadership and communication are inherent to learning in Dance and form an integral part of many assessments. Personal Development Planning, undertaken through the tutorial system, helps students to recognise that they are gaining these transferable skills. The Dance Making 3: Creation and Collaboration module at Level 6 generates Capstone projects, enabling Full-field and Major Dance students to bring the full range of their knowledge, skills and experience together. Our policy of providing extra-curricular opportunities and supporting student initiatives means that some students may be able to take these projects on to the public stage in the International Youth Arts Festival or develop them as part of one of the student and graduate touring companies repertoire.

All full field and major students have the option to undertake a work placement through Access to Dance, which is part of the Professional Practice strand.

Modules at all levels, such as Popular Dance, Performing Cultures, Dance on Screen, Dance Teaching and Leading and Dance Making reflect research interests within the staff team, thus enabling research-informed teaching. The DC6001 Research module offers the opportunity for students to undertake a focussed and extensive academic research project that may include a practice-based element, as well as the option to present a conference paper at an event run by postgraduate students makes a concrete link between undergraduate and postgraduate study. Please note that optional modules will run according to demand and staff availability.

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
* A placement tutor to give general advice on placements
* Technical support to advise students on IT and the use of software
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* Lynda.com – an online platform offering self-paced software tutorials
* A substantial Study Skills 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)
* Disabled student support
* The Kingston University Dance Society
* A vibrant extra-curricular programme

Learning Resource Centre works in collaboration with the Dance course team, our dedicated subject librarian provides information skills teaching tailored to meet the subject needs of the students, with an introduction at Level 4 and further refresher sessions at Levels 5 and 6. These include information on how to access e-resources as well as general library skills.

* Facilities: The Dance complex houses three dance studios with fully sprung

Harlequin floors. The main studio has a lighting rig, large projection screen, an iMac and media console and full blackout capability. Our second studio has fixed ballet barres, wall-mounted mirrors, Mackie sound system, an iMac and media console with projection facilities. Our third studio has a sound system, projection facilities, iMac and a fully equipped fitness suite including power plate, nautilus double multi-gym station, rowing machine and a pilates Reformer. All of these studios are bookable by students (including in the evenings and weekends) when they are not in use for teaching or assessments.

* Social Media: the Dance department hosts Twitter, Instagram and Facebook

Pages, which can be accessed by current, potential and former students and which operate very effectively as an informal information system about both in-house and external events and activities.

* Dance Assemblies,bi-weekly gatherings containing important information**,** job

Opportunities, social events and student achievements.

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers

1. **Employability Statement**

The design of the Dance course is driven by a desire to increase students’ broad and specialist employability skills. All three strands have industry-relevance but Professional Practice and the modules and mentality that it manifests, is the course strand that makes the clearest statement about the Kingston Dance employability strategy. Dance teaching, nutrition, anatomy, project planning and dance management are all skills and activities taught within this strand. A career development plan is included as part of the assessment for DC5004 Dance and Professional Practice.

The right skill set is of no use unless it is paired with the right mindset. From the smallest interaction to the submission of a major Capstone project, industry-appropriate tone and conduct are clear and stated expectations for *all* Dance students. All students are required to check email accounts daily and address emails in a business-like manner.

Furthermore, at level 6, *Launch* seminars provide students with an opportunity to: frame their degree in a way an employer will find attractive, meet independent artists making a living in the industry, learn about tax returns, learn about different types of CV, learn about the broad range of jobs they may not realise they are qualified for, learn interview techniques such as researching the company and arriving early, discuss types of further study and training.

All members of the Dance teaching team have at some point worked in the Dance industry as performers, practitioners, researchers or educators. This considerable industry experience has informed the design of the course, allowed employability to be considered in module design, content, delivery, assessment, criteria and feedback. Some modes of assessment, such as the management of projects within DC5004 (Dance and Professional Practice), the technical performance of DC5008 & DC6008 (Performing Techniques 1 & 2) or practical teaching in DC5006 & DC6004 (Dance Teaching and Leading 1 & 2) furnish students with tangible industry-relevant skills and terminology, whereas other modules, such as DC6001 (Research Project), provide more specific academic writing and independent study skills. It is also reassuring for students to know that theories and skills being taught have often been drawn from or contextualised by first-hand experience. The work placement module at level 6, has allowed students to take advantage of the Dance team’s considerable industry contacts.

Kingston Dance graduates have gone onto work in a variety of occupations including being: Dancers, Choreographers, Teachers, Project Managers, Events Co-ordinators, Administrators, Venue Programmers and even Musical Directors! Others have set up their own dance theatre groups or gone onto further study at institutions such as Central St Martins, Trinity Laban, Arts Educational and the London School of Economics.

The one thing that unites all Kingston Dance graduates is that they thrive in environments where new solutions to old problems are required. The joyful pursuit of creative, effective and efficient solutions and applying them to variety of industries is the spirit a Kingston Dance graduate seeks to embody.

1. **Approved Variants from the Undergraduate Regulations**

None**.**

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

Unistats information about Kingston Dance:

<http://unistats.ac.uk/Subjects/Overview/10003678FT-BAHUFDAN1DAN01/ReturnTo/Search>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the field/course learning outcomes are **summatively** assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Level 4** | | | | **Level 5** | | | | | | | **Level 6** | | | | | | |
|  | **Module Code** |  | DC4001 | DC4002 | DC4003 | DC4004 | DC5001 | DC5002 | DC5003 | DC5004 | DC5005 | DC5006 | DC5008 | DC6001 | DC6002 | DC6003 | DC6004 | DC6006 | DC6007 | DC6008 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | S | S | S | S | S |  | S | S | S | S | S |  | S | S | S | S |
| A2 | S | S | S | S | S |  | S | S | S | S | S | S | S |  | S | S | S | S |
| A3 | S | S | S | S | S | S | S |  | S |  |  | S | S | S |  | S | S |  |
| A4 |  | S | S |  | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| **Intellectual Skills** | B1 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B2 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B3 | S | S | S |  | S | S | S | S | S |  |  | S | S | S |  | S | S |  |
| B4 | S | S |  | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| **Practical Skills** | C1 |  | S | S |  |  | S | S |  | S |  | S | S |  |  |  | S | S | S |
| C2 | S | S | S | S |  | S | S | S | S | S | S | S |  | S | S | S | S | S |
| C3 | S | S | S |  |  | S | S | S | S | S | S | S | S | S | S | S | S | S |
| C4 | S | S | S |  |  | S | S |  | S |  | S | S |  |  |  | S | S | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | BA (Hons) Dance |
| **Intermediate Award(s):** | CertHE, DipHE, Ordinary degree |
| **Minimum period of registration:** | 3 years full-time, 6 years part-time |
| **Maximum period of registration:** | 6 years full-time, 12 years part-time |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | Dance, Drama and Performance Studies |
| **Modes of Delivery:** | Full-time and Part-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Performing Arts |
| **UCAS Code:** | W500 |
| **Course/Route Code:** |  |
|  |  |