Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Programme Title BA (Hons) Contemporary Dance

1. Awarding Institution/Body University of Kent
2. Teaching Institution London Contemporary Dance School
3. School responsible for management of the programme School of Arts
4. Teaching Site London
5. Mode of Delivery Full-time
6. Programme accredited by n/a
7. Final Award BA (Hons) (Interim awards; CertHE, DipHE)
8. Programme Contemporary Dance
9. UCAS Code (or other code) n/a direct entry
10. Credits/ECTS Value 360 credits 180 ECTS
11. Study Level Undergraduate
12. Relevant QAA subject benchmarking group(s) Dance, Drama and Performance
14. Intended Start Date of Delivery of this Programme Sept 2014

15. Educational Aims of the Programme
The programme aims to:

15.1 Prepare students for a career in the multi-stranded field of contemporary dance and to play a role in the future evolution of the art form
15.2 Enable students to investigate and develop their own strengths and qualities as professional dance artists
15.3 Foster the curiosity, self-sufficiency and physical and mental resilience that will allow students to thrive in their chosen career path
15.4 Provide extensive links with the profession through a range of collaborations and commissions
15.5 Develop students’ technical expertise and creative practice to their fullest potential

15.6 Inform and understanding of professional contemporary dance practice and the aesthetic, artistic and cultural values informing the way in which dances are made, performed and viewed

15.7 Foster analytical, critical, interpretative and research skills appropriate to undergraduate work.

16 Programme Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Dance, Drama and Performance.

A. Knowledge and Understanding of:
1. contemporary dance performance and the range of processes by which contemporary dance performance is created, realised and presented (SB 4.2)
2. the level of engagement necessary for technical and creative development (SB 4.2)
3. the underlying principles and values of a range of established and emerging dance techniques and movement forms (SB 4.1, 4.3)
4. the aesthetic, artistic and cultural values informing the way in which dances are made, performed and viewed (SB 4.2)

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

Various teaching and learning approaches are used, including: studio-based classes, workshops, individual and small-group tutorials and coaching sessions, lectures, tutor and student-led seminars, group practical work, producing work for performance, rehearsals and performances. Students are immersed in the practice of contemporary dance throughout all aspects of the curriculum with contextual subjects specifically designed to support and enhance their practical understanding.

Formative, and summative assessment tasks may include: assessed class work, dance technique, devising, creating and rehearsal skills, performances, verbal presentations, lecture demonstrations, reflective writing, formal academic essays and the negotiated project. Assessments are seen as a valuable learning tool and are chosen to best reflect the nature of the work. They are carefully structured across the programme to help students gauge their progress, measure their achievements against professional standards and develop a deeper understanding of their practice. All assessments lead to written and/or verbal feedback.

Continuous assessment rationale
Continuous Assessment is utilized where appropriate to measure the student’s aptitude for developing the skills and techniques that inform the process of individualized dance artistry over an extended period of learning. Through the process of Continuous Assessment students will gain an understanding of the foundational importance of embodied practice. Continuous Assessment is designed to assure and evaluate the student’s ongoing engagement with the course and aptitude for embodied knowledge/cognition. Students will receive clear criteria for this assessment at the beginning of the modules concerned. Continuous Assessment is conducted by the class teacher and either double marked (through team teaching or where a course is delivered by two or more teachers) or second marked by a senior member of the teaching team or head of department by way of
periodically auditing classes within the module. Students’ attendance records will also form part of the evidence base for the grade they receive at the end of the module. Students will receive formative feedback throughout the module via tutorials and in-class individual or whole-group feedback. Students should use this feedback to enable them to improve the summative mark they will receive for Continuous Assessment at the end of the module.

Skills and Other Attributes

B. Intellectual Skills:
1. the ability to reflect upon their individual practice within the wider framework of contemporary dance and culture (SB 4.2)
2. the ability to engage critically with complex issues and to make informed judgements and conclusions which are communicated clearly (SB 4.3)
3. the ability to demonstrate a conceptual understanding of the discipline that enables a critique of performance work (SB 4.3)

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

As for section A

C. Subject-specific Skills:
1. a high level of technical, creative and interpretative skills (SB 5.1)
2. the ability to identify and continually develop individual strengths and qualities as a performer (SB 5.1)
3. informed approaches to working within dance and performance environments (SB 5.1)
4. working practices in line with the expected norms and standards of the dance profession (SB 5.1)
5. the capacity to engage with creative practice to promote artistic and personal growth (SB 5.1)

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

As for section A

D. Transferable Skills:
1. the ability to take personal responsibility within learning situations (SB 5.2)
2. the ability to research and communicate information, ideas and responses in a variety of ways and in a variety of contexts (SB 5.2)
3. the ability to engage in creative problem solving and to make appropriate decisions within complex and/or unpredictable situations (SB 5.2)
4. the ability to reflect on personal learning experiences (SB 5.2)
5. the ability to maintain curiosity, motivation and concentration throughout the learning process (SB 5.2)
6. an understanding of group working, group dynamics and people management and the ability to apply this understanding to practical contexts (SB 5.2)
7. the ability to make informed evaluations of own work and the work of others in the furtherance of their vocational aspirations (SB 5.2)
Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

As for section A

For information on which modules provide which skills, see the module mapping in table A (page ...)

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards
This programme is studied over three years full-time. The years of study represent levels 4-6 of the FHEQ and each level contains 120 credits.

The programme is divided into three levels, each comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires a minimum of 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html

Each module is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be Level I or above, and at least 90 of which must be Level H or above.

Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGCD11</td>
<td>Introductory Technique</td>
<td>C</td>
<td>60</td>
<td>1,2,3</td>
</tr>
<tr>
<td>UGCD12</td>
<td>Introductory Choreography</td>
<td>C</td>
<td>30</td>
<td>1,2,3</td>
</tr>
<tr>
<td>UGCD13</td>
<td>Introduction to Contextual and Professional Studies</td>
<td>C</td>
<td>30</td>
<td>1,2,3</td>
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</table>

Stage 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGCD21</td>
<td>Intermediate Technique</td>
<td>I</td>
<td>45</td>
<td>1,2,3</td>
</tr>
<tr>
<td>UGCD22</td>
<td>Intermediate Choreography and</td>
<td>I</td>
<td>45</td>
<td>1,2,3</td>
</tr>
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</table>
### Performance

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Credits</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGCD23</td>
<td>Intermediate Contextual Studies</td>
<td>I</td>
<td>15</td>
<td>1,2</td>
</tr>
<tr>
<td>UGCD24</td>
<td>Intermediate Choreography, Improvisation and Performance Options</td>
<td>I</td>
<td>15</td>
<td>3</td>
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</tbody>
</table>

### Stage 3

#### Compulsory Modules

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Credits</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGCD33</td>
<td>Collaborations</td>
<td>H</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>UGCD36</td>
<td>Negotiated Project</td>
<td>H</td>
<td>30</td>
<td>1,2</td>
</tr>
</tbody>
</table>

#### Optional Modules

Students must select two from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Credits</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGCD31</td>
<td>Interarts</td>
<td>H</td>
<td>30</td>
<td>1 or 2</td>
</tr>
<tr>
<td>UGCD32</td>
<td>Improvisation into Performance</td>
<td>H</td>
<td>30</td>
<td>2 or 3</td>
</tr>
<tr>
<td>UGCD34</td>
<td>Repertory</td>
<td>H</td>
<td>30</td>
<td>1,2</td>
</tr>
<tr>
<td>UGCD35</td>
<td>Originative Work</td>
<td>H</td>
<td>30</td>
<td>2 or 3</td>
</tr>
</tbody>
</table>

### 18 Work-Based Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students:

- n/a

### 19 Support for Students and their Learning

- Induction programme
- Student Academic Handbook
- Programme handbook
- Well-stocked library and library induction/skills package
- Small group intensive teaching
- Professional artists
- High quality specialist learning resources including a theatre equipped to professional standards, industry standard dance studios and equipment, technical support from professional practitioners.

#### Academic support

- Module tutors
- Academic tutor
- One to one feedback
- Personal progress interviews
- Individual and group tutorials
- Academic support system
### Central support services
- Full time Head of Student Support Services managing a range of learning, emotional and physical support systems and available for individual support on welfare and well-being issues
- Support for students with a disability or a specific learning difficulty including a specialist academic support tutor
- Support for students whose first language is not English
- Injury treatment and rehabilitation including individual injury management support and osteopathy and physiotherapy referrals
- Counselling service support
- Careers advice and guidance

### 20 Entry Profile
The minimum age to study a degree programme at the university is normally at least 18 years old by 20 September in the year the course begins. There is no upper age limit.

#### 20.1 Entry Route
For fuller information, please refer to the University prospectus and LCDS website

- Students must normally be at least 18 years old before enrolment.
- All candidates must audition in practical dance work
- UK students either must have two passes at level 3, or complete the School’s own entry tasks.
- For overseas students, entry qualifications are the same as those applicable to university entrance in the student’s own country.
- Students whose first language is not English must pass the International English Language Testing System examination and score a minimum of 6.5 (academic), and a minimum 6.0 in reading and writing.
- Accreditation of Prior learning (APL) - In exceptional circumstances students may be considered for direct entry into year two of the programme, if they have completed a Foundation Degree or equivalent at a conservatoire level School. The integrated and developmental nature of the programme makes it unsuitable to consider APL for specific components within a module or modules within a level. Students presenting with a Foundation degree cannot be admitted to Year 3 of the programme as the design of the programme is such that years 2 and 3 are so conjoined that students would be severely disadvantaged if entering at Year 3, despite already holding 240 credits.

#### 20.2 What does this programme have to offer?
- An elite Conservatoire training for leading young dancers from around the world who wish to become the next generation of professional dance artists.
- To be taught by a dedicated specialist staff of the highest repute, and to train alongside international professional artists.
- A small specialist School with an intimate working environment, close tutor support and contact, and state of the art studios
- Affiliation to the Conservatoire for Dance and Drama, designated by the Department for Education and Skills in 2001 as a higher education institute, and funded by the Higher Education Funding Council of England means that the exceptional costs of high-level conservatoire training are met for all UK and EU students, excepting the student contribution.
- Access to the associated dance facilities, activities and creative energy of The Place.
- A central London location with easy access to all major dance venues and cultural buildings.
## 20.3 Personal Profile

On entry a student should demonstrate

- the potential to acquire a high level of technical skill and to develop their artistic awareness
- the potential to develop other dance-related skills, knowledge and understanding relevant to a professional contemporary dance context
- the capacity to gain the maximum benefit from the programme of study through an appropriate level of engagement with all aspects of the learning experience
- the ability to critically reflect upon professional contemporary dance performance practice
- an approach to learning that is typically creative, reflective and evaluative.

## 21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

### 21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual programme and module monitoring reports, see [http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html)
- External Examiners system, see [http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html)
- Periodic programme review, [http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html)
- Annual staff appraisal
- Peer observation
- QAA Higher Education Review, see [http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx](http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx)
- Affiliate Annual Report to the Academic Board of the Conservatoire for Dance and Drama
- Induction programme for new staff
- Internal moderation of assessed work
- Staff feedback
- Employer feedback
- Collection and evaluation of recruitment and retention data, progression and achievement data, graduate destination data, data relating to student support
- Fixed agenda items relating to quality assurance at meetings of the Academic Board and the Learning and Teaching Committee
- Monitoring and evaluation of equality and disability provision
- Student representative presence on internal boards and committees
- Published responses to evaluation processes available to students

### 21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Academic Board
- Board of Examiners
- Learning and Teaching Committee
- Programme team meetings and committees
- Student Representative Committee (Student staff liaison committee)
21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience**

- Student module evaluations
- Student Representative Committee (Staff/Student Liaison Committee)
- Student rep system (School, Faculty and Institutional level)
- Annual NSS
- Student module surveys, programme surveys, exit surveys and exit interviews
- Senior Management Team/Student Review Committee
- Student representation on other School and Conservatoire committees

21.4 **Staff Development priorities include:**

- PGCHE requirements
- HEA (associate) fellowship membership
- Annual appraisals
- Programme team meetings
- Financial support for administrative and support staff to undertake appropriate professional/skills development
- In-house staff training
- Peer observation of teaching and best practice exchange within LCDS and across the Conservatoire
- Financial and time support for Continuing Professional Development
- Research-led and informed teaching

22 **Indicators of Quality and Standards**

- Results of periodic programme review *Last PPR 2009*
- QAA Institutional Audit 2008
- Annual External Examiner reports
- Annual programme and module monitoring reports
  - Affiliation to the Conservatoire for Dance and Drama since 2001
  - Report of the QAA Institutional Audit of the Conservatoire for Dance and Drama in 2005
  - NSS and DELHE data

22.1 **The following reference points were used in creating these specifications:**

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement/s for Dance, Drama and Performance
- School and Faculty plan
• University Plan/Learning and Teaching Strategy
• Staff research activities
• LCDS Strategic Plan 2007 -2012
• Conservatoire for Dance and Drama Learning, Teaching and Assessment Strategy 2006/09
• Current professional choreographic and performers and student feedback