

UNIVERSITY OF KENT

UKC 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 *either* by following the links provided *or* 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.

Pg Dip / MA Choreography

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Central School of Ballet
3. Teaching Site	Central School of Ballet, Herbal Hill, London
4. Programme accredited by:	Not Applicable
5. Final Award	PG Diploma / MA
6. Programme	Choreography
7. UCAS Code (or other code)	Not Applicable
8. Relevant QAA subject benchmarking group(s)	Dance, Drama & Performance
9. Date of production/revision	April 2010 - October 2010 / January 2011
10. Applicable cohort(s)	January 2012 entry
11. Educational Aims of the Programme	
<p>The programme aims:</p> <ol style="list-style-type: none"> 1. To develop an in-depth awareness and critical appreciation of a range of influences, values and attitudes informing past and current choreographic practice within the ballet sector. 2. To develop understanding, in both depth and breadth, of the processes involved in creating, preparing and rehearsing choreography for public performance. 3. To develop advanced, practical and conceptual research skills resulting in choreography work based on a mastery of complex and specialised knowledge of ballet and, as appropriate, contemporary dance and other movement forms. 4. To equip students to explore, challenge and develop their own individual choreographic practice through sustained personal, critical reflection and intensive engagement with creative processes at the highest level. 5. To develop choreographers who are able to synthesise technical expertise, specialised knowledge, creative originality, and who are able to demonstrate professional choreographic competencies appropriate to postgraduate level. 6. To encourage advanced, independent learners and articulate, reflective practitioners prepared for employment, with the ability to take full responsibility for furthering their own artistic and personal development. 7. To develop choreographers who, through sophisticated research and exploratory practice, can make a distinctive contribution to the dance profession at the highest level 	

13. Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge, understanding, qualities, skills and other attributes in the following areas:

(<http://www.qaa.ac.uk/crntwork/benchmark1>)

A. Knowledge and understanding**Teaching and Learning Methods.**

On completion of this programme successful students will have understanding and knowledge of:

1. A range of processes involved in creating and realising choreography, and preparing material for public performance.
2. A range of influences, values, attitudes and contexts informing past and current choreographic practice within the ballet sector.
3. The ability to apply advanced practical and conceptual research skills in the creation and modification of choreography work.
4. Engaging critically at the highest level in both practice and through the process of personal reflection and evaluation.
5. The ability to apply advanced synthesis of technical expertise, specialised knowledge of ballet, and where relevant contemporary dance, with individuality in the creative process.
6. Dance performance practice and professional
7. competencies essential to the discipline.

Students gain knowledge and understanding through a range of learning and teaching methods; studio based exploration and workshops; observing or working with professional choreographers / dance practitioners; lectures and theatre visits; directed and independent study including detailed, in-depth research; experimenting, creating and refining work for studio / theatre based performance; mentor meetings and tutorials; seminar based peer review and discussion; and detailed evaluation through critical reflective written submissions and verbal presentations.

The learning and teaching methods encourage the development of independent learners who can also work collaboratively with others.

Postgraduate students will work alongside Ballet Central, researching and investigating the current and often experimental choreographic practices of the visiting professional choreographers. Choreographic work developed by postgraduate students will be performed by undergraduate or dance company members. The focus of the course will be practice-based research and the dissemination of research findings will be predominantly through public performance.

Assessment Methods

Students' knowledge and understanding is assessed by:

formative / summative assessment of practical work; workshop/ lecture-demonstration based presentations; studio / theatre based performances; written submissions / portfolio work and verbal presentations.

Reasonable adjustments can be made to meet the need of a diverse range of students.

Skills and Other Attributes B. Cognitive (thinking) Skills:	Teaching, learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated
<p>On completion of this programme successful students will be able to demonstrate skills in the following:</p> <ol style="list-style-type: none"> 1. The ability to carry out sophisticated, independent and extended research, and critically interpret information to inform own practice. 2. The ability to deal with complex issues and make informed judgements in the context of creating professional dance work. 3. The ability to synthesise information from a range of sources to inform and progress own learning and current practice. 4. The ability to apply critical evaluation of choreographic processes and performance events, and self-reflection and evaluation of others in planning personal development and modifying creative work. 5. The ability to be flexible and innovative in relation to developing new skills and professional competences. 	<p>Teaching and Learning Methods</p> <p>As for Section A, but also:</p> <p>Students develop cognitive skills through: independent research and preparation work for the development of choreography; studio based experimentation; preparing choreographic work for public performance including working collaboratively with dancers and other professionals such as composers, designers and theatre technicians; responding to self-reflection, audience / mentor feedback and peer review to modify work; and identifying and pursuing a range of developmental activities related to the research work, including industry research / placements with companies or other professionals.</p> <p>Assessment Methods</p> <p>As for Section A.</p>

C. Subject-specific Skills:	Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated
<p>On completion of the programme successful students will be able to:</p> <ol style="list-style-type: none"> 1. Maintain working practices in line with the expected norms and standards of the dance profession. 2. Engage with analytical, creative, rigorous practice-based research. 3. Communicate sophisticated ideas and solve complex problems through choreographic process. 4. Identify Health and Safety issues consistent with industry requirements for rehearsal and public performance. 5. Effectively use self-reflection to understand own strengths and unique qualities, and successfully use feedback and peer review to inform future progress and modify work. 	<p>Teaching and Learning Methods</p> <p>As for Section A & B.</p> <p>Assessment Methods</p> <p>As for Section A.</p>

D. Transferable skills	Teaching, learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated
<p>On completion of the programme the successful student will be able to demonstrate skills in the following :</p> <ol style="list-style-type: none"> 1. The ability to effectively use a range of communication skills appropriate in different contexts, including the use of IT and new media. The ability to apply reflective and independent thinking in the articulation of professional experience and personal development. 2. An understanding and practical application of independent work, leadership and collaborative working. 3. The ability to effectively manage workloads and deadlines consistent with postgraduate level work 4. The ability to use sophisticated research and evaluation to make plan for future development. 	<p>Teaching and Learning Methods</p> <p>As for Section A & B.</p> <p>Assessment Methods</p> <p>As for Section A</p>

13. Programme Structures and Requirements, Levels, Modules, Credits and Awards
The Postgraduate Diploma is a one-year programme delivered normally over three terms in which all modules are required modules. Students wishing to progress to the MA must pass CSB 401, CSB 402, CSB 403 and CSB 404 for progression to MA to be appropriate. All components of a module must be passed in order for a student to pass the module. The overall pass mark for the programme is 50%.

Code	Title	Level / Credits		
PG Diploma in Choreography (one year)				
Required Modules			Assessment Requirements	
CSB 401 Term One	Choreography: Practice and Principles	7	30	Studio based performance in term one (70%), with a supporting verbal presentation (30%)
CSB 402 Term Two and Three	Choreography: Theories and Practice	7	30	Workshop series or lecture demonstration in term three (70%), with a supporting written submission (30%)
CSB 403 Term Two and Three	Choreography for Performance	7	30	Assessment final performance (100%) in term three (potential to assess either or both elements in term two for the MA)
CSB 404 Term 1 - 3 4 for MA	The Choreographer in the Professional Context	7	30	Submission of portfolio in term three (final assessment of portfolio for MA in term 4)
MA in Choreography (fourth term) Required Modules:				
CSB 405 Term Four	Professional Performance Project	7	60	Assessment of performance in the theatre (80%) with reflective written submission (20%).

14. Work-Based and Placement Learning

The Pg Dip / MA Choreography will not include learning that takes place outside the institution as an intended, integrated part of the programme of study to directly meet the learning outcomes and form a part of module assessment. However, research methods may include interviews or observation of professionals at work outside of the institution.

15. Support for Students and Learning

As course providers Central School of Ballet is open to and conscious of individual needs, and is able to respond through a range of systems and procedures including:

- A full Induction Programme giving clarity on course aims, content, assessment methods, systems for support, resources, facilities and library provision.
- A copy of the Student Handbook with information about the school, staff, and facilities.
- A Programme Handbook with details of course content and Policies and Procedures.
- Industry relevant tutorials / mentor support which has a holistic approach, combining practical and theoretical elements, and access to professional practitioners / industry placements.
- A well-stocked library, including extensive DVD materials, library induction / skills booklet and information on research methods.
- Teaching in a small group, with opportunities for one-to-one support and peer review.
- Access to studio space and Ballet Central resources, including technical support and wardrobe department.
- A personal tutor and personal progress reviews.
- A system for academic support, and access to study skill support for written work and research, as required.
- Access to the school's support services: physiotherapist, Pilates instructor / body conditioning equipment, Injury Prevention and Recovery teacher with a specialisation in Ballet, psychologist and nutritionist.
- Support for students with a disability or a specific learning difficulty, including access to a specialist dyslexia support tutor.
- Support for students whose first language is not English.
- Careers advice and links to the profession.

The modules for the programme of study will be delivered in accordance with the College's published Equality and Diversity policies and procedures. As far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities.

16. Entry Profile

Entry Profile

The MA/ PgDip is aimed at professional dancers and emerging choreographers with an existing choreographic portfolio, such as mid-career dance artists from a classical or contemporary dance background. The intended students will be skilled in dance performance and will possess a BA (Hons) degree in an appropriate subject, such as dance from a professional training course.

Candidates not holding a BA (Hons) will be able to apply for accreditation of prior experiential learning (APEL). This will require the applicant to possess the experience and understanding of a comparable level gained in a professional dance company or vocational school. Candidates must submit examples of their choreographic work on DVD and attend an interview. Progression to the MA is dependent on passing Modules CSB 401, CSB 402, CSB 403 and CSB 404.

Applicants will be asked to show a level of competence in English, where English is not their first language, providing English scores (IELTS) in accordance with the regulations of the University of Kent.

What does this programme have to offer?

The focus of the MA/ PgDip in Choreography is choreography and research, and involves the development and refinement of prepared material for studio or theatre based performance.

The course is unique in providing a specialisation in ballet, although there is scope within the course for traditional practices, both past and current to be redefined, expanded and developed. Students are given the opportunity to investigate the process of choreography by interrogating, identifying, developing and modifying their existing skills.

The school's ethos includes providing dance training for undergraduate students in classical ballet through daily ballet classes, and practical classes in classical repertoire, pas de deux, pointe work, virtuosity and performance studies. Undergraduate students are equipped to take up employment on graduation in classical companies, but through studies of other dance forms; contemporary dance, jazz and Spanish dance, and supplementary studies in drama and singing; students also attain the versatility and the breadth of experience to be able secure contracts in contemporary dance companies and musical theatre. This helps to ensure longevity in pursuing portfolio careers, but also responds to the demands of the profession and the constantly evolving nature of the performance arts industry.

Postgraduate students of choreography at Central School of Ballet have the opportunity to work with undergraduate students in classical styles, with the potential to use other dance and movement forms. The choreography course encourages critical engagement with questions around defining and redefining ballet, drawing on the work of key practitioners as listed in the module specifications. The school's ethos since it was founded in 1982 has been to promote student individuality, using plans for development based on personal strengths and unique qualities. Equally, the postgraduate course encourages choreographers to develop artistic individuality in establishing their own distinctive choreographic 'voice', with the potential to contribute to the development of the art form of dance through exploring new directions in which classical ballet can evolve.

A range of learning and teaching methods on the course include; workshops; studio-based practice; tutorial, lectures; theatre visits; working collaboratively with dancers and other theatre professionals; observing and researching the work of other practitioners both past and current; responding to mentor feedback and peer review; and engaging in reflective / evaluative practice. The focus is on practice-based research. Studio practice, including working with dancers and preparing material for performance, is central to the development of choreographic skill and understanding. The learning and teaching methods support the development of independent learners, although supervised / collaborative learning and peer review also feature as integral to the programme.

The students are encouraged to extend their knowledge and understanding of choreographic practice, both past and present, through investigating the influences, values, attitudes and cultural contexts affecting to their own creative endeavours and the work of professional practitioners. There is scope for students to explore the relationship between ballet and other modes of artistic expression, such as architecture, fine art, music, theatre, literature, film, IT and new technologies. There is also opportunity for collaborative work with composers, designers and other theatre professionals as part of the creative process.

The PgDip/MA programme offers course offers opportunity for mid-career dancers/ emerging choreographers to engage in practice-based research, within a professional dance culture. The postgraduate choreography course at Central School of Ballet, within the context of a vocational dance training, is unique as it provides emerging choreographers with the following:

- opportunity to develop individual talent and unique qualities.
- focus on individual progress and personal development.
- opportunity to work with undergraduate dancers who are highly skilled in ballet technique and performance, and who also possess, through the diversity of their training, the versatility to perform successfully in other styles such as contemporary and jazz dance.
- opportunity for studio-based exploratory work, workshops and practice based lectures.
- access to the rich and diverse expertise of staff members, visiting professionals and the established relationships with industry professionals, employers and dance companies, both nationally and internationally based.

- access to professional choreographers working with Ballet Central with opportunities to observe their working practices and gain mentor support.
- access to mentor support which has a holistic approach combining practical and theoretical elements, peer review and industry relevant tutorial supervision.
- opportunity for collaborative work with Ballet Central as an already established touring company and access to the staff team.
- opportunity for involvement in community dance / education work through the community and outreach work associated with the Ballet Central tour.
- career advice and professional development opportunity, particularly through The Choreographer in the Professional Context module.
- access to Central School's specialised dance library with over 300 DVDs, and access to .
- access to a range of student support mechanisms, particularly in relation to research and written submissions.
- access to shared resources through the Conservatoire for Dance and Drama learning resources subscriptions, including ATHENS and SCONUL and access to other CDD affiliate's library resources.
- the potential to collaborate with other postgraduate students at other CDD affiliate schools, particularly dance and circus.

Personal Profile

On entry the student will be able to demonstrate:

- An existing professional understanding of dance, through professional training, demonstrating a mastery of technical skill and performance experience at an appropriate level.
- An existing choreographic portfolio.
- The potential to deepen and broaden skills, knowledge and understanding, through practice-based research.
- The potential for independent / self-motivated work.
- The willingness to learn from collaborative work with dancers, and other professionals such as composers, designers and theatre professionals.
- A professional approach to choreographic work that is typically creative, analytical, reflective and evaluative.

17. Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

There are established mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards including:

Committees with responsibility for monitoring and evaluating quality and standards

- Weekly staff meetings for Artistic Staff responsible for the delivery of the programme.
- Regular planning and evaluation meetings for the Ballet Central Staff team.
- CSB Academic Board each term which includes relevant staff members and, for unreserved agendas, student representatives.
- CDD Committees reporting to the CDD Academic Board (in particular the Learning and Teaching Committee and Quality Assurance Committee).
- The Board of Examiners (including the External Examiners).
- UKC Committees/Mechanisms

Mechanisms for gaining student and external feedback on the quality of teaching and their learning experience

- Student representatives' meetings and student representation at the Internal Academic Board.
- Student course review meetings, feedback from interviews / module feedback questionnaires.
- Module reports, Annual Programme and Affiliate Annual Reports presented to the Academic Board of the Conservatoire for Dance and Drama.
- Periodic programme review.
- Staff feedback from course review meetings.
- Tutorials, mentor meetings and one-to-one feedback with students.
- Written and evaluative work presented for Assessment.
- Practical assessments, formative and summative, leading to student review and action plans.
- Feedback from internal and external moderation of assessed work.
- Annual staff appraisal and development plans.
- Employer / industry feedback, evaluative reports from visiting professionals and Artistic Advisors.
- Collection and evaluation of statistical data for annual monitoring: recruitment and retention; progression and achievement; graduate destinations; and student support.
- Performance reviews by Ballet Central staff and external sources.
- Comments and reports of the External Examiner/ responses to the reports.
- Critical reviews and audience feedback from public performances.

Staff Development priorities include:

- On-going / enhanced opportunities for research and staff development (i.e. conferences, seminars, professional placements, healthier dancer research programmes or choreographic opportunities).
- Training and / or mentoring for members of staff new to level 7 teaching and assessment
- Staff development associated with teaching and assessment at post graduate level, including research seminars, short courses and conferences.
- On-going staff appraisal process.
- IT training / new technologies and new media, particularly in relation to employment opportunities and industry requirements (i.e. funding application, collaborative work with other professionals and documentation and marketing of choreographic work).

18. Indicators of Quality and Standards

The following reference points were used in creating this specification:

- Internal tutor discussions / consultation with industry professionals, including company directors and professional choreographers
- CSB Programme Review and Annual Monitoring Reports.
- External Examiner reports and feedback
- Statistical indicators in relation to recruitment and enrolment, retention rates, withdrawals and reasons for withdrawals, progression and qualification rates.
- Student surveys and feedback from the Student Representative meetings.
- Formal discussions and recommendations of the CSB Academic Board, and CDD Academic Board, with associated committees.
- Report of the QAA Institutional Audit of the Conservatoire for Dance and Drama in 2005. Current QAA Audit 2010.
- Subject Benchmark Statements, QAA for HE.