

# UNIVERSITY OF KENT

## 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 MA in Contemporary Dance Performance*

1. <b>Awarding Institution/Body</b>	University of Kent
2. <b>Teaching Institution</b>	Northern School of Contemporary Dance
3. <b>School responsible for management of the programme</b>	School of Arts
4. <b>Teaching Site</b>	Northern School of Contemporary Dance, Leeds
5. <b>Mode of Delivery</b>	<i>Full-Time (1 year)</i>
6. <b>Programme accredited by</b>	<i>Not applicable</i>
7. <b>a) Final Award</b>	<i>MA Contemporary Dance Performance</i>
7. <b>b) Alternative Exit Awards</b>	<i>PG Dip Contemporary Dance Performance PG Cert Contemporary Dance Performance</i>
8. <b>Programme</b>	<i>Not applicable</i>
9. <b>UCAS Code (or other code)</b>	<i>180 credits (MA), 120 Credits (PG Dip), 60 credits (PG Cert)</i>
10. <b>Credits/ECTS value</b>	<i>Postgraduate (Level 7)</i>
11. <b>Study Level</b>	University of Kent
12. <b>Relevant QAA subject benchmarking group(s)</b>	Drama Dance and Performance (2015) <a href="http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements">http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements</a> <i>This benchmarking statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to Level 7 study.</i>
13. <b>Date of creation/revision (note that dates are necessary for version control)</b>	<i>December 2017</i>
14. <b>Intended Start Date of Delivery of this Programme</b>	<i>from September 2019</i>

## 15. Educational Aims of the Programme

The programme aims to:

1. Provide an excellent quality of Higher Education provision in the field of contemporary dance to prepare students for employment and further study
2. Promote knowledge and understanding of professional contemporary dance practice and the aesthetic, artistic and cultural values informing the way in which dances are made, performed, viewed and shared amongst a variety of recipients and audiences
3. Provide a professional level learning environment where students can refine their own contemporary dance performance practice, exploring and developing their own distinctive strengths, qualities and artistry as emergent professional dance artists
4. Provide extensive opportunities for students to reflect upon and critically examine their practice, promoting significant individual personal and professional development
5. Provide opportunities for students to develop the wide range of skills needed to meet the challenges presented by the current professional dance environment
6. Enable students to initiate, self-direct and maintain independent approaches to their own learning and to develop their analytical, critical and interpretive skills, appropriate to postgraduate work
7. Develop students' ability to undertake and articulate independent research and investigation into their own development as a dance artist, through sustained engagement with contemporary dance performance practice
8. Provide an interface with the contemporary dance profession through which students can both be informed by and potentially impact on the development of contemporary dance practice

## 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 (2015). This benchmarking statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to MA/Postgraduate level study.

The programme learning outcomes have carefully considered the UK Quality Code for Higher Education in relation to The Frameworks for Higher Education Qualifications (FHEQ, October 2014)

### A. Knowledge and Understanding of:

1. Contemporary dance practice and professional competences essential to the field of study
2. Research methodologies and critical perspectives on contemporary dance practice, encompassing a critical awareness of new insights, informed by, the forefront of their academic and professional practice.
3. Advanced critical, artistic and conceptual paradigms in order to comprehend, interpret and intellectually engage with the art form
4. a range of dance techniques and movement forms and their innovative, challenging and informed application to practice of performance; the process of rehearsal, devising, dance making and performing
5. the interplay of theory and practice within the field of contemporary dance practice

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. Communicate artistic ideas and intentions comprehensibly with an embodied understanding of technical, creative and interpretative skills, in visual, aural and/or textual forms
2. Critically use information retrieval skills, involving the ability to gather, sift, manipulate, synthesise, and organise material
3. Research and examine information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through observations, personal experiences and reflections
4. Operate and think reflexively, creatively, critically and technically to develop ideas and construct arguments
5. Produce written work with appropriate scholarly and professional registers/conventions

**C. Subject-specific Skills:**

1. Engage in practice as research enquiry either individually or as part of a team through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting and/or the production of findings through an artefact
2. Engage critically and effectively with processes of production and performance, drawing on a range of practice based research methodologies to support their investigation
3. Apply skills in recording, documenting and analysing dramaturgic and performance practices and processes, thus generating and digesting primary source material and/or understanding of practitioners and their creative methodologies
4. Knowledge and understanding of a broad range of approaches to choreographic practice, including working collaboratively, creatively and collectively in the creation of performances
5. Undertake independent and effective devising and rehearsal techniques to a professional level.
6. Develop a deeper understanding of the artistic and technical complexities of the performance process
7. Demonstrate a knowledge of creative processes, and of newly devised works in the act of performance
8. Demonstrate a personal methodology, style and approach to the discipline of dance performance
9. Acquire an increased knowledge of training methodologies, techniques, skills and current/advanced scholarship in the field of dance performance
10. Demonstrate informed engagement with the processes of production, design and rehearsals by which contemporary dance is made, shared and performed
11. Articulate informed, analytical, technical and creative approaches to working within training and/or professional dance environments
12. Articulate and employ physical and interpretive skill at a level equivalent to the expected and standards of the dance profession

**D. Transferable Skills:**

1. Ability to take responsibility for the independent learning necessary for continuing professional development
2. Work in planned and improvisatory ways, to anticipate and accommodate change, ambiguity, creative risk taking, uncertainty and unfamiliarity
3. Work independently, set goals and manage their own workloads

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4. Understand group dynamics to operate collaboratively within collective, creative and professional contexts to generate and pursue shared goals
5. Make appropriate and effective decisions within complex and/or unpredictable situations
6. Apply a degree of high personal effectiveness: critical self-awareness, self-reflection and self-management; time management; conflict resolution; the ability to continue to learn through reflection on practice and experience
7. Recognise situational and interpersonal factors and how these can be effectively accommodated to facilitate productive working relationships

### **Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated**

The course aims to develop employability and support students' progression into the professional dance community through the acquisition and refinement of high level skills in relation to movement, creation and creativity, performance, self-awareness and reflection, alongside the strong interpersonal skills necessary to thrive in the sector. Students will encounter a range of professional-level situations/environments and be introduced to networks which can support them far beyond the end of their time at NSCD.

Learning and teaching methods include tutor and/or mentor led sessions, working with professional choreographers and dance practitioners, directed and independent study, group work, practical workshops, lectures, seminars, rehearsals, performances, placement learning (Postgraduate Apprenticeship Scheme) professional performance schedule (Postgraduate Company), professional practice (simulated and actual) and experiential learning.

The training offers a range and variety of dance techniques and movement forms demonstrating currency and relevance, including ballet and contemporary classes, in which the content develops refined precision, artistry and safe, sophisticated practice (all pathways).

On placement (Postgraduate Apprenticeship Scheme, PAS) students work as a member of a professional dance company taking company class and participating in the development of the company's repertory. They may have the opportunity to perform and/or contribute to the company's' educational / community programme. Negotiated learner contracts support individual career development through the identification of the students' desires for the future, combined with analysis of their current skill set, in order to create realistic, challenging and developmental goals which can then be embedded into assessment practice and outcomes.

The Postgraduate Company pathway (Verve) provides an in-house simulated company experience where students work with a company artistic and rehearsal director to gain a realistic appreciation and understanding of the demands of working in a professional environment. This includes working with leading professional choreographers, fully participating in rehearsal and production processes and company technique classes. This is followed by a tour performing across the UK and in some European venues. Through this students experience the challenges of a professional performance schedule. The nature of working closely with the artistic director in this intimate setting again allows for individual goal setting which promotes autonomy and supports development into the future.

In both pathways, in addition to technique classes, students take a range of practical sessions underpinned by theoretical study focused towards physical development and the enhancement of performance practice. All students examine contemporary dance performance practice and the aesthetic, artistic, creative and cultural values informing the ways in which dances are made and performed and the arising implications for their own professional, artistic and creative development. Lectures, seminars and workshops further develop students' understanding and engagement with practice as research in preparation for an independent research project towards the end of the course

### Assessment Methods

Formative, continuous and summative assessments including assessment of studio practice, dance technique, rehearsals, performance, reflective practice, lecture demonstration, dance teaching, viva voce and placement practice are an integral part of the programme

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit award relating to this programme of study, see the module mapping table, located at the end of this specification.

## **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards Structure**

The MA/PG Diploma in Contemporary Dance Performance is studied over one year full-time. The programme is divided into two stages.

Stage 1 comprises modules to a total of 120 credits.

Stage 2 comprises a 60 credit Research Project Module.

Students must successfully complete each module to be awarded the specific number of credits for that module. Upon successful completion of both stages, students will achieve 180 credits and be awarded the MA in Contemporary Dance Performance.

Where students successfully complete stage 1 only, they will achieve 120 credits and be awarded a PG Diploma in Contemporary Dance Performance.

Students successfully completing 60 credits at Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of postgraduate certificate.

To be eligible for the award of a Master's degree students must obtain 180 credits, at least 150 of which must be Level 7. 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.

One credit corresponds to a minimum of ten hours of 'learning time' – these include classes, performances, placement, private study and research. Thus obtaining 180 credits in an academic year requires 1,800 hours of overall learning time.

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>

Each module and programme 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>.

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.

Appropriate time for the acquisition of skills, knowledge and understanding, as well as the important critical reflection is an important construct of the programme. This allows the students the opportunity to engage fully with the deeper practice of learning through an enquiring mind.

Such constructs are defined by the QAA (2015) *Masters degrees characteristics* as being indicative of an 'in-depth knowledge and understanding of their profession, informed by current practices'. Through option choices within the programme design, a student may choose to focus their professional skills and development as either a performer or as an artist facilitator.

All students have access to the School's resources and take advantage of the full range of student support systems provided by the School, including pastoral, academic and wellbeing.

### **Stage 1:**

In order to achieve the MA / PG Dip in Contemporary Dance performance, the programme offers two programme pathways: the Postgraduate Company (Verve), the Postgraduate Apprenticeship Scheme and the Advanced Training Scheme (PAS)

In order to achieve the MA/PG Dip in Contemporary Dance performance, assessments undergo moderation by an internal moderator who is independent of the marking and module delivery. A significant sample of the work across the range of marks for each module is reviewed by the External Examiner. The External Examiner will witness a range of assessment and moderation processes during their visits to the school.

### **Postgraduate Company (VERVE)**

This pathway operates as an in-house simulated professional company, called Verve. Students experience the creation and rehearsal of a dance performance programme and undertake a tour to professional venues throughout the UK and in Europe. Throughout the pathway they are in contact with professional practitioners in the studio and at venues. Students are expected to work at a level commensurate with the expectations of those with whom they come into contact. The School arranges accommodation and travel for the tour and Verve's Artistic Director, who is a member of the teaching staff, accompanies students on tour. The Artistic Director has a professional role as rehearsal director and responsibility for the quality assurance of all of the modules learning and teaching, pastoral support, student progress and assessment. Further support is provided from the School's academic, administration and support staff as required.

### **Postgraduate Apprenticeship Scheme (PAS)**

On this pathway study is divided between time in-house and on a professional company placement. The School sources accommodation, through local agencies or the placement company, when students are on placement. Each student is supported whilst on placement by a member of the company who acts as a mentor and by the Postgraduate Apprenticeship Scheme Coordinator and/or an in-house tutor who visits students at least twice during placement. There is an induction scheme for company mentors who are supported by the Postgraduate Apprenticeship Scheme Coordinator. The Postgraduate Apprenticeship Coordinator has overall responsibility for pastoral support, progress assessment of students on placement and maintains contact with the students through visits, the placement company's directorship and/or administration, the company mentors and directly with the students via email and phone calls. Further support is provided from the School's academic, administration and support staff as required.

### **Stage 2: The Research Project**

This module follows on from successful completion of one of the postgraduate diploma pathways. In it students undertake a substantial piece of independent research, in which they are given the opportunity to work at an advanced level of scholarly activity relative to the field of study. Students are guided through the process by tutor support. Students have access to School resources and

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take advantage of the full range of student support systems provided, including pastoral, academic and wellbeing.

At postgraduate level the 'Summer Term' may extend into the beginning of the standard summer vacation period. Where this is the case, it is indicated in the table below (as term 4). If students require specific details before commencing on the programme they should contact the programme director for information.

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### MA in Contemporary Dance Performance (VERVE & PAS):

Code	Title	Level	Credits	Term(s)
<b>Stage 1</b>				
<b>Compulsory Modules</b>				
MATP1	Technical Practice	7	30	1,2,3
MACY1	Company	7	60	1,2,3
<b>Option modules (choose 30 credits)</b>				
MAPP3	Performance Practice This module is ordinarily undertaken by all Verve pathway students. This module may be undertaken by PAS pathway students dependent on the company offer and audition outcomes. It will be confirmed which students are undertaking this pathway by NSCD staff, prior to students enrolling onto the course.	7	30	1,2,3
MAAF1	Artist as Facilitator This module may be undertaken by PAS pathway students dependent on the company offer and audition outcomes. It will be confirmed which students are undertaking this pathway by NSCD staff, prior to students enrolling onto the course. It is unlikely that Verve pathway students will undertake this module, due to the nature of the course. In exceptional circumstances it might be appropriate as a means to support a student through alternative assessment.	7	30	2,3
<b>Stage 2</b>				
<b>Compulsory Module</b>				
MARP2	Research Project	7	60	4
Award of MA in Contemporary Dance Performance			180 Credits	

### **18 Work-Based Learning**

Work-based learning appropriately takes place in module MACY1 Company for the **Postgraduate Apprenticeship Scheme (PAS)**. Location varies according to the placement host companies who support the placement activity. The company placement is sourced by the Postgraduate Apprenticeship Coordinator who also supports accommodation acquisition for the student on placement, through local agencies or the placement company. Each student is supported whilst on placement by a member of the company who acts as a professional mentor and by Postgraduate Apprenticeship Scheme Coordinator and/or an in-house tutor who visits students at least twice during placement.



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There is an induction scheme for professional mentors who are supported by the Postgraduate Apprenticeship Scheme Coordinator. The Postgraduate Apprenticeship Coordinator has overall responsibility for pastoral support, progress assessment of students on placement and maintains contact with the students through visits, the placement company's directorship and/or administration, the company mentors and directly with the students via email, Skype and phone calls. Students have regular tutorials to support the teaching, learning and assessment process.

Northern School of Contemporary Dance has a code of practice for placements policy which enables students to design a specific learner agreement with a professional host organisation and mentor. This Individually Negotiated Learner Plan (INLP) identifies clearly processes of induction, insurance, risk assessment and how module learning outcomes are achieved, assessed and supported through the placement activities. This process offers the opportunity to set up exciting developmental goals for each learner to work towards throughout the placement.

Northern School of Contemporary Dance has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with Northern School of Contemporary Dance's student support service, and specialist support will be provided where needed.

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

### **19 Support for Students and their Learning**

- Induction programme for placement mentors
- School induction programme
- Programme handbooks and module guides

#### **Academic Support**

The School provides students with a comprehensive range of support mechanisms to help them with their studies and their professional development. All students have access to academic support and guidance from tutors who maintain an overview of students' progress and development. Module tutors provide support and guidance on course or progress issues as well as on more practical and pastoral matters. Students have access to module learning materials through the use of the VLE - Moodle. Module tutors and Student Services also arrange appropriate extra support where needed. Module tutors give individual and/or group feedback as appropriate. Following formal assessments, students receive formal feedback from the module tutor or a relevant staff member as appropriate.

### **The Student Review Board (SRB)**

The Student Review Board monitors the progress, conduct and attendance of all students. If any of these areas are causing concern, the SRB alerts the student and identifies the appropriate School support mechanisms to address these issues. The SRB can also instigate disciplinary action in accordance with the School's policies and procedures.

### **Student Support Mechanisms**

Through Academic Registry and Student Services, NSCD employs a range of qualified tutors to offer advice and assistance to students with a disability, medical condition, mental health difficulty or specific learning difficulty and who may require support to gain equal access to the curriculum.

Advice and Assistance Available:

- Assessment of educational support needs
- Training in the use of supportive technology with advice on how to access equipment
- Advice on study-related support
- Advice on funding and financial management
- Arranging dyslexia tests and tuition
- Information visits for disabled students including access needs
- Negotiating alternative arrangements for assessment and making reasonable adjustments
- Information on national health and well-being organisations and services

### **Learner support for students with a disability or a specific learning need**

Students are asked to identify support needs at point of application. However, students are encouraged to disclose their disability at any point in their studies. (See section 23)

### **Support for Students whose First Language is not English**

All students must meet the stated IELTS level for English Language. Those who require further, course specific, English Language support will be provided with support by the School. However, normally students' level of English should be sufficiently high that they will not need such support.

### **Health & Wellbeing**

Northern School of Contemporary Dance has a strong tradition of providing student care and support services and commits considerable resources to this purpose. Many students who are embarking on a course will be living away from home or abroad for the first time and may face a number of challenges during their training. We aim to provide the necessary services to help all students overcome these and ensure that the highest level of individual care is offered.

Northern School of Contemporary Dance is committing to promote mental health and wellbeing. The Health & Wellbeing Coordinator oversees our wellbeing offer which provides students with the opportunity to talk about personal issues in complete confidence and in a private setting.

The School has an injury rehabilitation provision, overseen by the Bodywork Supervisor to help

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students better understand and recover from injury and/or, prevent them from developing chronic injuries. Along with in-house Injury Support Sessions, Integrative Bodywork classes and gym area, the School works in collaboration with local osteopathy, physiotherapy, acupuncture and massage providers. All students are provided with guidance on nutrition and fitness. We also offer help and support in finding a local GP and other NHS services.

### Careers Advice and Guidance

Embedded into the programme is a careers programme to support the transition of a student into the profession.

## 20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

### 20.1 Entry Route

For current information, please refer to the University prospectus

- Candidates for the programme must either be graduates of three-year dance training programmes delivered in the University or Conservatoire sector at level 6, or where candidates do not hold this entry qualification, and may be applying with a similar degree of professional training or scholarship, may apply for entry by demonstrating their relevant experience via a portfolio.
- Candidates must audition in order to be considered for entry onto the programme – this is also available via the school's remote audition process
- ESOL candidates must have an average 6.0 in IELTS test, minimum 5.5 in all components to enrol on the programme.

Students may be admitted to the programme with advanced standing in line with the University's standard APECL requirements. Such cases are subject to prior approval by the University of Kent according to its APECL process see:

<https://www.kent.ac.uk/teaching/documents/quality-assurance/codes/taught/pdf/copt-annexr-appendix-a.pdf>

### 20.2 What does this programme have to offer?

The MA/PG Dip in Contemporary Dance Performance is designed to offer professional level experience for graduates from vocational dance training programmes through one of two distinct programme pathways: The Postgraduate Company Pathway (VERVE), which operates as a touring dance company or The Postgraduate Apprenticeship Scheme (PAS) Pathway, which includes a work placement with a professional dance company.

The Postgraduate Company and Postgraduate Apprenticeship Scheme pathways are a direct response to an identified lack within the industry of young dancers with company experience, a mature professional attitude and an informed view of the role and responsibilities of a professional dancer. With its emphasis on professional practice, the programme aims not only to function as a framework in which graduates can further develop as professional dance artists but also one that increases their employability and career opportunities within the dance profession. All pathways provide opportunities for students to develop their ability to articulate contextualise and communicate their artistic understanding through practice, as well as through traditional academic activities.

**Postgraduate Company Pathway:** The distinctiveness of this pathway lies in the experience students' gain through working as members of a touring dance company through which they acquire a realistic appreciation and full understanding of the demands of working in a

professional environment. This includes the experience of collaborating with leading choreographers, fully participating in rehearsal and production processes and meeting the challenges of a professional performance schedule. The programme also facilitates the development of the interpersonal skills required for company members to work successfully with other dance artists, directors, composers, musicians, designers and in environments where practice is being taught and shared.

The company performs in a diverse range of venues both nationally and internationally, providing exposure to UK and European dance audiences, professional directors, agents and dance commentators and the practicalities of middle scale touring. These include on-going rehearsal and adaptation of the performance programme to new spaces, maintaining health and fitness whilst on tour and contributing to related educational activities such as open rehearsals, lecture demonstrations and company workshops. This invaluable introduction to the professional context may also be useful as a model for those who aspire to create their own companies in the future.

In addition to the development of work for performance, the students will take part in a rigorous in-house programme, with a regular company class in a range of dance techniques and movement forms. Throughout the creative process and preparation for the tour, emphasis is placed on nurturing a confident and versatile dance artist with advanced technical competence and a high level of artistry.

On completion, students will have gained a critical awareness of the contemporary dance profession and have recognised the particular transferable skills developed through the experience of professional touring. Furthermore they will have substantially increased their ability to work successfully in a professional context.

**Postgraduate Apprenticeship Scheme Pathway:** The distinctiveness of this pathway lies in the opportunity for professional development through a work placement ranging from approximately four to nine months with a professional dance company as a Postgraduate Apprentice. This opportunity offers an invaluable first-hand experience of the working life of a professional dance company. Through both participation and observation, students experience the processes involved in creating, rehearsing, producing and touring a performance programme, including any related education and community outreach work. A programme of intensive technical training and performance opportunities delivered in-house at Northern School of Contemporary Dance supports the placement as relevant.

On completion of this pathway students will have gained a critical awareness of the specific ethos and artistic direction of their host company and will understand how this relates to the contemporary dance profession as a whole. They will also have recognised the particular transferable skills developed through engagement with the company's day-to-day working practices and will have substantially increased their ability to work successfully in a professional environment. This invaluable introduction to the professional context may also be useful as a model for those who aspire to create their own companies in the future.

### 20.3 Personal Profile

On entry the student will be able to demonstrate:

- the potential to further refine and advance their acquired technical skill and deepen their artistic awareness
- the potential to further develop other dance-related skills, knowledge and understanding and to apply them to a professional contemporary dance context

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- the capacity to gain the maximum benefit from the programme of study through an imaginative and intelligent involvement with all aspects of the learning experience
- the ability to critically reflect upon, appraise and respond to professional contemporary dance performance practice
- an approach to working professionally 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

- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- Periodic Programme Review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
- Student evaluations and feedback
- Annual Programme Monitoring Report, University of Kent template
- Affiliate Annual Programme Monitoring Report (APMR) Conservatoire for Dance and Drama (CDD) template
- Annual staff appraisal including observation, analysis and approval of teaching
- Induction programme for new staff including an identified mentor
- Internal moderation of assessed work
- Staff feedback

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

- NSCD Academic Board
- University of Kent Board of Examiners
- NSCD Learning and Teaching Committee
- Faculty meetings
- Programme team meetings
- Staff Student Liaison Committee
- CDD Academic Board
- CDD Learning and Teaching Committee
- CDD Quality Assurance Forum

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

- Staff-Student Liaison Committee
- Postgraduate Taught Experience Survey (PTES)
- Student module evaluations
- Postgraduate Student Representation System (School, Faculty and Institutional level)
- Student module surveys, programme surveys, exit surveys and exit interviews

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- Student representation on College committees (Academic Board and the Learning and Teaching Committee)
- Principal, Director of Studies and Coordinator meetings with student cohorts

### 21.4 Staff Development priorities include:

- Annual Appraisals
- Institutional Level Staff Development Programme
- Study Leave
- Academic Practice Provision (PGDip ALTHE, other development opportunities)
- PGCHE / PGDIP ALTHE requirements
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Equality, Diversity and Inclusivity (EDI) awareness

## 22 Indicators of Quality and Standards

- Annual External Examiner reports
- Graduate Destinations Survey
- Postgraduate Taught Experience Survey (PTES) results
- QAA Higher Education Review 2015
- Annual Programme Monitoring Reports, which draws upon:
  - Statistical indicators in relation to recruitment and enrolment, retention rates, withdrawals and reasons for withdrawals, progression and qualification rates
  - Student surveys at module and programme level
  - Student group module evaluation meetings
  - Feedback from the Student Communications Committee
  - Graduate destinations
  - Tutor discussion at Faculty meetings and Teaching Staff meetings
  - Formal discussions and recommendations of the Learning and Teaching Committee and Academic Board
  - External Examiner's report
  - Peer review of APMR at CDD level, through its Learning, Teaching Committee and Academic Board
- Report of the QAA Institutional Audit of the CDD in 2010
- University of Kent Periodic Review visit and report 2017
- University of Kent QAA Higher Education review 2015

### 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 Performing Arts (2015)*
- School and Faculty plan

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- University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/ta.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentssupport/accessibility/inclusive-practice.html>) Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ, 2014)
- Programme Specifications
- School plan
- NSCD Learning and Teaching Strategy
- NSCD Assessment Procedures
- NSCD and Conservatoire for Dance and Drama (CDD) Learning and Teaching Strategy 2013-2017
- NSCD Critical Evaluation Document for the University of Kent (May 2018)

### 23 Inclusive Programme Design

NSCD recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The School's policy is to support all students to become independent learners who take responsibility for their own learning. The Learner Support Tutor will work with students with a disability or specific learning difficulty towards achieving this. If a student is entitled to extra time for assignments or to undertake alternative assessments this will be identified in an Individual Learning Support Plan (drawn up by the Learner Support Tutor in consultation with tutors and in negotiation with the student). As well as making all reasonable adjustments within the curriculum design, resources and support, any extensions to deadlines or alternative assessment arrangements are agreed by the Learner Support Tutor in consultation with the relevant module tutor and/or subject coordinator.

Both group and individual tutorials, and/or coaching sessions, are arranged to help students with disabilities/learning needs with their studies. ILP is downloaded to the students learning profile within the NSCD Virtual Learning Environment (NSCD-Moodle) for the student and module tutors to have access to. The VLE can be adapted to support individual's access needs and all supported tutorial notes can again be accessed through this medium to support the student's learning and development.

*Template last updated November 2017*

# UNIVERSITY OF KENT

## Programme Title: MA / PG Dip in Contemporary Dance Performance

	Stage 1				Stage 2
	MATP1 Technical Practice (Compulsory)	MAPP3 Performance Practice (option)	MACY1 Company (Compulsory)	MAAF1 Artist as Facilitator (option)	MARP1 Research Project (Compulsory)
<b>Programme Learning outcomes</b>					
<b>Knowledge and Understanding:</b>					
A1		X	X		
A2		X			X
A3		X	X	X	X
A4	X	X		X	
A5	X	X	X	X	X
<b>Intellectual Skills:</b>					
B1	X	X	X	X	X
B2		X		X	X
B3			X		X
B4	X	X		X	X
B5					X
<b>Subject-specific Skills:</b>					
C1					X
C2		X	X		X
C3			X		X
C4			X		X
C5		X	X		
C6	X	X	X		X
C7		X	X		X
C8	X	X	X	X	X
C9	X	X	X	X	
C10			X		
C11	X	X	X	X	X
C12	X	X	X	X	X
<b>Transferable Skills:</b>					
D1	X	X		X	X
D2		X	X	X	X
D3		X		X	X
D4		X	X	X	
D5	X	X	X	X	X
D6	X	X		X	X
D7	X	X		X	X