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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.

MA in Dance Research for Professional Practitioners

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	Rambert School of Ballet and Contemporary Dance
3. School responsible for management of the programme	School of Arts
4. Teaching Site	Rambert School of Ballet and Contemporary Dance
5. Mode of Delivery	Part-time Flexible Learning
6. KentVision Academic Model	<i>To be completed in due course, once approved by the University</i>
7. Programme accredited by	N/A
8. a) Final Award	MA in Dance Research for Professional Practitioners
8. b) Alternative Exit Awards	PG Diploma in Dance Research for Professional Practitioners PG Certificate in Dance Research for Professional Practitioners
9. Programme	Dance Research for Professional Practitioners
10. UCAS Code (or other code)	
11. Credits/ECTS value	180 credits/90 ECTS credits
12. Study Level	Level 7
13. Relevant QAA subject benchmarking group(s)	Subject Benchmark Statement: Dance, Drama and Performance This Subject Benchmark Statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to postgraduate level study
14. Date of creation/revision (note that dates are necessary for version control)	May 2020

15. Intended Start Date of Delivery of this Programme	October 2020
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16. Educational Aims of the Programme

The MA Dance Research for Professional Practitioners aims to develop a body of informed practitioners within mainstream dance companies and vocational schools, a sector of dance that is under-represented in the postgraduate and academic sector, alongside a body of potential practitioner-researchers who have worked in that sector. The programme is designed to apply Practice Led Enquiry as a principal mode of investigation, whilst incorporating the application of established research in such a way as to integrate, enhance and advance students' current embodied practices/experience as professional practitioners. The practice of dancers, teachers, and other related modes of dance practice is at the heart of this programme, which aims to guide students in deepening their understanding of their discipline and advance professional knowledge, with rigorous research processes that address the practical, artistic, cultural, social and political implications of dance in the sector.

The programme's focus on Practice Led Enquiry within dance and cognate practices will allow students to place practice and/or career aims at the heart of the enquiry, and draw out embodied, implicit and procedural knowledge, whilst at the same time developing rigorous critical and analytic skills. By engaging in this process their tacit knowledge will become more explicit and shareable.

The programme will facilitate the development and deepening of insights and understanding of dance as a practice and a cultural phenomenon, with the aim of advancing the development of Reflexive Practice as a desirable skill in professionals working in elite dance companies and schools, and as a means of enhancing practice in the mainstream sector. Through the interplay between practice interrogation and more traditional forms of research, students will be able to make valuable connections within their field, leading to transformation of their knowledge boundaries. Graduates of this programme will develop skills in Practice Led Enquiry processes, which will lead to:

- The development of confidence in their own scholarly voice as practitioner-researchers
- The understanding of the modes of sharing within dance practice
- The development and enhancement of the ability to identify and interpret implicit meanings embedded in their practice
- The ability to undertake varied research and development processes, as well as critical analysis of both personal work and that of others
- The identification and communication of relevant evidence and ideas of and about dance in the 21st century across a range of dance practices, and a range of specialist and non-specialist audiences
- The advancement of the individual's expert-embodied understanding of dance that will enhance critique in the production of original work, develop new ways of working in their chosen area of practice, and generate valuable insights and knowledge for the benefit of dance, the arts and society.

The programme aims to offer a bespoke scholarly opportunity within a professional context that is tailored to the learners' individual practice in dance. It is designed to embrace a wide range of research interests within the dance profession (e.g. dancer, rehearsal director, lecturer/teacher, community practitioner, dance maker). The programme is offered on a part-time basis in order to accommodate professional working schedules and allow for the gradual deepening of dance related practices. The programme is designed to be flexible and meet the needs of students who are learning

whilst working, and students can choose from a mixture of in-person and online delivery as best suits their needs.

The programme also aims to:

- a. *Provide learning opportunities that are under-represented in mainstream dance, and that are enjoyable, involve realistic workloads, and based within a research-led and Practice Led Enquiry framework*
- b. *Provide high quality theoretically informed teaching in supportive environments with appropriately qualified and trained staff*
- c. *Provide appropriate support for post-graduate students from a diverse range of social and cultural backgrounds*
- d. *Reflect an inclusive and innovative approach to learning, teaching and assessment practices*
- e. *Prepare students for future employment or further study (e.g. PhD)*
- f. *Produce postgraduates with valuable advanced knowledge and skills which will enable them to apply the learning from this programme to develop and influence the dance sector at both a local and national level*

17 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.

The programme will equip graduates with the skills needed to demonstrate and develop further advanced practical and theoretical knowledge and understanding of one or more dance practices alongside the qualities, skills and other attributes needed in advanced dance research in one or more of the following areas: performance-based practices (including choreography and performance; rehearsal direction); artistic leadership; pedagogic and community practices; dancers' wellbeing; **SB5.1 SB5.2 SB5.3 SB5.7**

On successful completion of the programme the graduates will have acquired:

- a. The independent work-oriented skill-sets necessary for them to advance their own and others' careers in dance to the highest level in one or more context/s; **SB5.6**
- b. the profession-specific skill-sets required for advanced research in dance including: advanced performance-based creative and performative practices; rehearsal direction and artistic leadership; advanced pedagogic practices in a range of contexts; documentation skills; **SB5.2**
- c. the more open-ended generic skills sets (soft skills) developed through the activation of an enquiring mind which at postgraduate level ultimately leads to the ability of graduates to continue to develop new skills and understandings within and beyond the discipline of dance over the course of their career;
- d. engagement in interdisciplinary practices;

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- e. the development of a critical eye on dance practice; and
- f. the ability to communicate theirs and colleagues' practices to others at multiple levels of understanding and to transfer these skills to junior colleagues. **SB5.4 SB5.6 SB5.8 SB5.9 SB5.10**

The QAA Benchmark Statement for Dance is for undergraduate degrees only; it has been used here for guidance purposes with adjustments appropriate to postgraduate level study.

A. Knowledge and Understanding of:

- i. a systematic understanding of a range of dance knowledges and cultures, and a critical awareness of current problems and/or new insights that lie at the forefront of dance as a practice;
- ii. an understanding of the value of the reflexive practice and of the interplay between embodied, performative and conceptual modes of enquiry in dance scholarship
- iii. a comprehensive understanding of research techniques applicable to their own and others practical scholarship;
- iv. a practical understanding of the way in which established and new techniques of research and enquiry can be used to create and interpret knowledge in dance;

Skills and Other Attributes

B. Intellectual Skills:

- i. the ability to evaluate and critique current research and advanced scholarship in dance and apply it to their practice;
- ii. the ability to evaluate and develop critiques of research practices in dance, to ask new questions, and propose new ways of approaching the study of dance
- iii. think reflexively and critically using a range of forms of discourses.
- iv. deal with complex issues creatively and systematically, make judgements in the absence of fully developed information, and communicate their insights clearly to specialist and non-specialist audiences;
- v. an advanced synthesis of practice, specialised knowledge, creative originality and critical reflection, and a wide-ranging engagement with issues at the forefront of contemporary practice;
- vi. advanced practical and conceptual research skills, and the ability to apply these to the development of their role within their chosen profession;
- vii. creative responsiveness to complex concepts and situations through a synthesis of extensive personal and professional research and experience, and a contribution to the field.

C. Subject-specific Skills:

- i. An enhanced understanding of the way in which established and new techniques of research enquiry, including practice as research

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methodologies can be used to create and interpret knowledge in dance.

- ii. the ability to document and disseminate their research process/es and their outcomes in appropriate media
- iii. the skills needed for continuing professional development throughout their careers
- iv. the ability to work imaginatively and effectively as dance professionals, independently and in collaboration with others
- v. the ability to employ self-direction and originality in tackling and solving performative and artistic issues, and to act autonomously in conceiving, planning and implementing research at a professional level;
- vi. Advanced skills in, and deepened knowledge and understanding of, their role in the art form, both independently and in relation to other art forms and modes of discourse
- vii. the formulation of an ongoing sense of personal and professional identity,
- viii. the ability to embrace inclusivity in their working practices

D. Transferable Skills:

- i. the exercise of initiative and personal responsibility;
- ii. decision-making in complex and/or unpredictable situations;
- iii. self-discipline and self-motivation
- iv. the independent learning ability required for continuing professional development.
- v. the ability to approach challenges with curiosity, creativity and critical thinking
- vi. the development/enhancement of a diverse range of communication and documentation skills (oral, written, presentational, visual)
- vii. The development of enhanced collaborative skills
- viii. Understanding and valuing different cultural perspectives and artistic cultures
- ix. original work and an individual approach to desired outcomes;
- x. full responsibility for their personal development at the highest level and a demonstrable commitment to an advancement of their profession;

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

The teaching and learning strategy is grounded in the belief that postgraduate education in dance for practising professionals is as concerned with soft skills such as critical thinking, creative problem solving, teamwork, and communication as it is with the acquisition or deepening of knowledge about a single discipline.

Adopting this position leads to the use of teaching and learning methods that increase students' abilities to study independently; identify, interpret and critique concepts; identify appropriate theories to complement

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conceptual underpinnings of embodied practices; develop the ability not only to operate as a practitioner but also to think as an expert with the ability to produce original insights and valuable knowledge for the benefit of the development of the arts in society as a whole and its concomitant social capital; and engage in continuous learning in their professional contexts.

Inclusivity and access are at the heart of the teaching/learning and assessment strategies with remote learning and online provision available at all stages of the programme.

To these ends a **flexible Mixed Teaching and Learning model** will be used. This will include:

- Interactive/collaborative teaching and assessment strategies.
- Self-directed learning through reflective practice and independent research.
- Peer learning, through discussions and active participation with peers.
- Lectures and seminars which invite speakers to ask challenging questions as they deliver their presentation to facilitate deeper deliberation on the content of the seminar/lecture.
- Seminars and guided workshops led by tutors and students which are designed to experiment with a variety of research strategies and cross-disciplinary understandings; Seminars will entail research methodology and contextual framework sessions suitable for post-graduate study that will facilitate the development of critical thinking and research skills.
- Research Intensives (3-10 day workshops) focusing on project-led development of practice-led research strategies to accommodate the fact that often in innovative Practice Led Enquiry projects appropriate research strategies need to be developed in situ. Intensives may also take the form of week-long or weekend cluster of sessions on a particular module.
- Student-led research seminars and workshops; Workshops will include Practice Research experimentation, development of original ideas in a studio environment, sharing of Practice Research work (with Critique).
- Open discussion groups.
- One-to-one mentoring: Mentoring will be provided to each individual on the basis of their current professional engagement (Dancer, Teacher, Rehearsal Director etc) and this will include working with the student in-situ and developing practice.
- Online delivery – all sessions on this programme will be recorded and available and some will be streamed to allow for remote engagement with this MA programme.
- Teaching, Learning and Assessment strategies will be focused according to the specific professional practice of the individual students and promote inclusivity with regards to the specific practice (performance, education, directing) and dependent on any potential learning needs. Proactive adjustments dependent on individual needs of learners will be implemented in order to ensure parity of experience.
- A learning agreement will be negotiated with each student on the basis of their research and practice led enquiry interests and include mutually agreed project

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outcomes and links to the specific module learning outcomes. This will facilitate student agency and identify the focus of the individual learner's aims in undertaking this programme.

Assessment strategies

In addition to formal assessment of essays, research projects, written work and portfolios, assessment strategies will include:

- Peer-assessment
- Self-assessment and critique
- Collaborative (student/lecturer) assessment
- Assessment methods will include: Short research experiments (practical or theoretical), reflective reports, professional portfolios, essays, presentations, lecture demonstrations, teaching/rehearsal demonstrations.

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.

18 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This programme is studied over two years part-time.

The programme is divided into two stages.

Stage 1 is a taught stage and comprises four taught modules that attract a total of 120 credits and

Stage 2, which comprises a 60 credit dissertation module, which can be voluntarily arrested by the student at the point of the interim presentation to achieve the credit requirements for a PG Diploma.

Students must successfully complete each module to Level 7 standard in order to be awarded the specified number of credits for that module.

Each module and programme are designed to be at Level 7.

Compulsory modules are core to the programme and must be taken by all students enrolled on the programme.

To be eligible for the award of a Master in Dance Research for Professional Practitioners degree students must obtain 180 credits, all of which must be Level 7.

Students who obtain 120 credits at Level 7, but who do not successfully complete Stage 2 will be eligible for the award of a Post Graduate Diploma in Dance Research for Professional Practitioners

A PGCert Exit award (60 credits) is possible after completion of modules MADRPP1 and MADRPP2

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.

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Please note that modules MADRPP2 and MADRPP3 are not eligible for compensation or condonement as they constitute more than 25% of the programme

A Part-time Option only is available for this programme, as it is designed specifically as a research focused degree achieved through the incorporation of students' current professional practices

Programme

The programme has been designed in identifiable, but sometimes overlapping, stages which will allow the progressive development and integration, and later consolidation, of the practical and theoretical research skills the degree offers.

Research has a broad and inclusive definition within this programme, focusing predominantly on Practice Led Enquiry which is bespoke to the learners, who will be supported throughout the learning process by expert mentors, supervisors and module leaders. The mentoring and guiding process will be supported by a learning agreement which will be generated at the start of the programme in negotiation with the student and based on their research and practice interests, curiosities and concerns.

The timing of the modules is formulated specifically for part-time study.

The MA Dance Research for Professional Practitioners assumes 1800 notional learning and teaching hours with average contact time of 15-40 hours per module (dependent on the credit value of each module - refer to individual module specifications to determine precise number of hours per module). This mode of delivery also requires a strong commitment by the student and the motivation to conduct independent and self-directed study, and to engage in advanced reflective practice within their given discipline and professional context.

Bespoke assessment strategies:

Due to the nature of the delivery of the programme students will be engaging in a variety of methods to frame and focus their research. Each module serves as different opportunity to advance their learning, writing, and execution of their research as a dance practitioner. Consequently the method of assessment allows for a range of platforms. Working with their mentor and lecturers the students will be advised of a range of formats including:

- Written Assignment
- Reflective Journal
- Verbal Presentation
- Video/media Presentation
- Live Performance
- Choreographic Process Reflection
- Viva

Presentations/Performance can be submitted as live or recorded options

Within the programme the students will be asked to submit their work for each module through engagement with a variety of assessment formats that gives them the ability to present their work in its most suitable way.

Stage 1.

Year 1

Module 1 Thinking Dance Through its Practice: Research Methodologies in Dance (25 Credits: Yr 1)

Incorporates a research methodology focus which will introduce a range of research methodologies and theoretical perspectives relevant to research in dance, including: the theoretical grounding for the development and interdisciplinary contextualisation of Practice-based research projects, and lectures and procedures for library research to facilitate the contextualisation of professional dance practice through historical/artistic/philosophical/socio political frameworks

Assessment

1. Individual seminar presentation or individual contribution in a Group seminar presentation* addressing one of the themes presented in the lectures and/or seminars (*Formative: 7.5 credits = 30%*)

**To facilitate accurate grading in group presentations the students will be assessed*

- a) *on the content and clarity of their performance in the live seminar presentation*
- b) *the submission of a short (approx. 750 words) written version of their research for the seminar.*

Or

2. Essay addressing one of the themes presented in the lectures and/or seminars (2000 words) (*Formative: 7.5 credits = 30%*)
3. Research Proposal incorporating:

Description of and rationale for choice of research topic

Research methodology/methodologies selected for project and rationale for selection Artistic and theoretical contextualisation of research topic (*Summative: 17.5 Credits =70%*)

The research proposal can be presented as a written document (3000 words) or an audio-visual/performative seminar presentation accompanied by a 1500-word outline of the research proposal.

Module 2 Activating and Documenting Research Experiments in Dance (40 Credits: Yr 1)

Comprises the initiation, development and subsequent critique of individually devised research experiments that test and refine proposed research content or methods as a means

- a) of identifying appropriate research strategies for students' Independent Research Projects, and
- b) developing skills in the integration of embodied and theoretical knowledges.
- c) developing skills in critiquing works-/research in progress
- d) developing skills in the documentation of dance research projects

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Progress will be monitored and feedback given by peers, mentors and module leaders throughout the module.

Students may choose to work independently or collaborate on these projects as a means of extending their embodied understanding of the range of methods available to researchers in dance using Practice led Enquiry processes akin to their respective practices.

Students will be required to develop systems for recording and presenting their practices, and deliver it in digital or paper form in order to develop their skills in disseminating dance research.

The module will include formal sharing occasions of the results of the research experiments through verbal presentation and/or lecture-demonstration in order to develop their communication skills. They will also be given the opportunity critique experimental research through discussion with mentors, fellow students and artistic peers

Negotiated learning

In this module a learning agreement will be activated for each individual student in order to indicate and agree the negotiated project outcomes and the way in which they will achieve the overall learning outcomes

Assessment

Essay/illustrated talk/lecture-demonstration articulating outcomes of and research strategies used in experimental research projects

Module 3 Reflective Practice in Action (35 credits: Year 1)

Uses studio-based exploration of and experimentation with Practice Led Enquiry research methodologies as a means of enhancing understanding of embodied research. In this module students will also have the opportunity to review any dance practice they already have as well as prior learning, formal or informal, that contributed to their professional experience. This process fosters a better understanding of embodied or tacit knowledge and develop skills in articulation of personal practice.

Compulsory module, even for those intending to submit a 100% written dissertation, on the grounds that experiential learning deepens understanding of theoretical concepts in dance. Students will be exploring own practice in the context of the work of other practitioners and researchers. This will allow for the exploration of new paths for their practice.

Negotiated learning

In this module a learning agreement will be activated for each individual student in order to indicate and agree negotiated project outcomes and the way in which they will achieve the overall learning outcomes

Assessment

Essay/illustrated talk/lecture-demonstration articulating outcomes of reflective investigations and explorations of own practice in context.

At the end of this stage (on completion of 60 credits) students would be able to exit with a PG Cert

Year 2

Module 4 Advanced Research Enquiry (20 Credits: Yr 2)

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This module provides the opportunity for the conception, planning, completion and dissemination a research project around the students' personal research interests

This can include practice-based exploration and/or theoretical enquiry, focusing on one facet of the students' research journey (for instance investigating in more depth an aspect from other modules on the programme)

This is a single focus, short research projects which can serve as preliminary research for MA dissertations. This offers an opportunity to explore the selected topic in greater depth, collect, analyse and evaluate data, articulate research within an academic framework and through dissemination to the chosen field of practice.

By the end of the module students will have accessed and utilised relevant resources, gained preliminary investigative experience and developed their analytical skills. This module may culminate in a formal proposal for a dissertation research.

Assessment

Either

- a) Lecture-demonstration of completed research project. And/Or
- b) Essay critiquing the research project, delivered in the form of written essay/visual essay/digital media (e.g. curated blog) or illustrated talk.

Or

- c) Full contextualised dissertation research proposal with review of relevant artistic practice/literature.

At the end of this stage students complete the PGDip

Stage 2

Module 5 Dissertation Project (60 credits Year 2)

Comprises a substantial Independent Research Project. It incorporates:

- a. the preparation and presentation of a formal Research Proposal;
- b. the development and implementation of the research outlined in the proposal
- c. the presentation and documentation of the results of the research in a Practice Led Enquiry thesis/portfolio in which performative and written modes of presentation can be used as an integrated method of communicating the research findings.

Research for the Dissertation will be supported by an ongoing series of Post Graduate Research seminars given by visiting speakers and a series of 'Dissertation Research Seminars', a forum for discussion in which students present seminars on their research to open their work to discussion.

Assessment

Option 1: Research

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1a. Seminar paper (work in progress), publicly presented (20 minutes and approx. 10 minutes Q&A/discussion) – 40% of overall mark

1b. Dissertation of 10,000 - 12,500 words – 60% of overall mark

Both elements must be passed.

Option 2: Practice-Led-Enquiry

2a. Academic presentation of and critique on practice (Lecture/demonstration/ work in progress) publicly presented (20 minutes and approx. 10 minutes Q&A/discussion), addressing one or more aspects relevant to the research topic investigated – 40%

2b. Dissertation Submission comprising
5,000- 7,500 words, applying and critiquing the project and its experience/results, by embodying it within a wider horizon of research -30%

Practice portfolio incorporating the thinking, practice and methodologies that contributed to the final product - 30%

KV Code	SDS Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules					
RSPG4	C	Thinking Dance Through its Practice	7	25	Yr 1
RSPG6	C	Activating and Documenting Research Experiments in Dance	7	40	Yr 1
RSPG7	C	Reflective Practice in Action	7	35	Yr 1
RSPG8	C	Advanced Research Enquiry	7	20	Y1 & Yr 2
Stage 2					
Compulsory Modules					
RSPG9		Dissertation	7	60	Yr 2

19 Work-Based Learning

Work-based learning is not provided by Rambert School on this programme, but study on the programme does embrace the current or recent working practice of the student. Students on this

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programme will ideally have accrued professional experience in their field of dance (or cognate) practice of 3 years. This programme has a directed focus on professional practice, where the student's working experiences within the sector are the basis for their individual Practice led Enquiry and research.

20 Support for Students and their Learning

- Rambert School induction programme
- Rambert School Programme/module handbooks
- Rambert School bespoke student support service including in-person and online support and counselling services, Screening Treatment and Rehabilitation
- Rambert School StudyLab - Academic Skills Development
- Conservatoire for Dance and Drama Resources and Support

An extended Rambert School induction programme is available for this degree to facilitate the transition from professional life to study at post-graduate level.

Activities incorporated in post-graduate induction include:

- Introductory reading which is incorporated in induction discussion activities
- Introduction to Reflective Practice Methodologies
- Introduction to Practice Research and related methodologies
- Embodied reflection exploration
- Student Support and guidance induction and dyslexia screening
- Library and IT induction
- Academic skills and Research Methodologies introductory work

These would then be followed up with lectures on the following as part of (but not exclusive to) the Thinking Dance Through its Practice and Activating Research Experiments in dance modules, and where relevant as part of StudyLab (academic support) sessions. These can include but are not limited to the following:

- Modes of articulation - sharing and talking about practice
- Academic Referencing
- Interview skills
- Notetaking skills
- Observation and (auto)ethnographic research skills
- Action and participatory research
- Modes of writing – academic, reflective, creative etc.
- Advanced lecture demonstration and presentation skills
- Online/digital toolkit creation
- Online platform dissemination
- Interactive media presentations
- Research or Practice journaling
- Advanced Reflective Practice – Models of reflection

21 Entry Profile

21.1 Entry Route

For current information, please refer to the University prospectus

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Candidates must normally be engaged or have been engaged as a practitioner within a professional context, in dance or cognate disciplines and normally hold an undergraduate degree in a relevant discipline. Applicants must also successfully demonstrate a satisfactory level of linguistic written proficiency. Details are outlined below.

Admission to the programme is via a two-stage admissions process and candidates must meet all Stage 1 Entry Criteria in order to progress to Stage 2 of the process.

Stage 1 Entry Criteria

- **Professional experience**
- Normally, candidates should have a minimum of at least 3 years' professional experience in a practitioner capacity in any field of dance and/or within a professional dance context (e.g. Company, Theatre, Conservatoire, School).
- **Education**
- Candidates should normally hold an undergraduate bachelor's (BA) degree with a 2.1 minimum classification.
- In exceptional circumstances, where applicants do not meet this academic requirement, comparable vocational training and/or experience, supported by satisfactory testimonials, may be considered in lieu of an undergraduate bachelor's degree, or alongside a degree with a classification below 2:1. In these instances, the candidate's whole academic and professional profile will be taken into consideration in reviewing the application against this entry criterion.
- **Age**
- The minimum age to study this programme is normally 21. There is no upper age limit for entry to this programme.
- **Language**
- ESOL candidates must have an average 6.5 in IELTS test, minimum 6.0 in reading and writing to enrol on this 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 APL process see: <https://www.kent.ac.uk/teaching/qa/codes/taught/annexr.html>

Entry to the programme is via a two-stage admissions process. To make an application for this programme, applicants should submit the following:

- Completed Application form
- Personal statement
- **Either** *The undergraduate thesis (at level 6)* **or** an undergraduate essay (of at least 2000 words) at Level 6. The subject matter is not restricted to a dance context, as this is an entry criterion to assess academic writing proficiency and suitability for study at Masters level
- **Or**
- A 1000-1500 word essay or reflective report (in accordance with guidance provided by the School) on an area of interest or curiosity within their current dance (or related) practice
- Curriculum Vitae (optional)

STAGE 2 Interview

The Stage 2 process will involve an interview with the candidate, followed by a final assessment of the application using the information obtained during interview and in the documentary application submission to score against the Stage 2 entry criteria (as set out below).

Suitability for the programme

The Stage 2 process involves an interview with the candidate. The purpose of the interview is to fully explore and understand the suitability of the programme for the candidate.

Suitability for study at postgraduate level

- Academic competence and potential (writing skills, depth of understanding, awareness of applied theory and theoretical concepts)
- Level of academic support that would be needed (excluding any reasonable adjustments)

Candidate's professional career experience:

- Currency of experience
- Breadth of experience
- How strongly this relates to a dance context

Candidate's contextual experience and circumstances

- How strongly this experience links with dance industry

Ability to engage with the programme effectively in terms of time and commitment

- Ability to balance the programme study and contact hours with work schedule
- Candidate's understanding of the demands of the programme

Suitability of identified area(s) of interest for further enquiry for the programme

- Appropriateness of identified area of interest for Practice-led Enquiry
- Candidate's understanding of the aims of the programme

21.2 What does this programme have to offer?

The possibility of undertaking PG study whilst in employment in a mainstream company/elite vocational school

Progression opportunities

- Research-active posts in Higher Education,
- Further Post Graduate studies (e.g. PhD),
- Research-active and/or academically active roles in Vocational Schools,
- Specialist positions in dance companies (e.g. dance dramaturg, rehearsal director, choreographer's assistant, choreographer, assistant artistic director, leader/participant in dance companies' educational/community programmes)
- Specialist lecturers/guest speakers in the discipline

21.3 Personal Profile

Expertise in dance-making, performance, education, choreography or other dance or cognate practice

An interest in the integration of practical and theoretical ideas in their area of Practice-Led Enquiry

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22 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

22.1 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>
- CDD Annual Programme Monitoring
- Student module evaluations
- Annual staff appraisal
- Peer observation

22.2 Committees with responsibility for monitoring and evaluating quality and standards

- Rambert School Board of Examiners
- CDD Senate
- Rambert School Academic Board
- Rambert School Staff/Student Consultative Committee
- Rambert School Learning and Teaching Committee

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

- Rambert School Staff-Student Consultative Committee
- Rambert School Student module evaluations and Focus Groups
- Rambert School Postgraduate Student Representation System

22.4 Staff Development priorities include:

- Annual Appraisals
- Rambert School INSET/ Staff Development Programme
- HEA fellowship membership
- Programme team meetings
- Research seminars
- Conferences
- Equality, Diversity and Inclusivity awareness

23 Indicators of Quality and Standards

- Annual External Examiner reports
- Periodic Programme Review
- Annual programme and module monitoring reports

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- University of Kent QAA Higher Education review 2015

23.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement for Dance, Drama and Performance - December 2019
- Staff research activities
- Post-graduate market research in dance universities and conservatoires
- Discussions with mainstream company members
- Senior Management Meeting discussions and advice from post-graduate advisor

24 Inclusive Programme Design

Rambert 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.

This version of the template updated January 2020

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Module mapping table to be amended as appropriate to the programme specification. Where the programme includes optional modules, only the compulsory modules should be included in the table. The programme learning outcomes will normally all be addressed by the compulsory modules.

Module Mapping: MA DANCE RESEARCH FOR PROFESSIONAL PRACTITIONERS

	STAGE 1				STAGE 2
	MADR1 THINKING DANCE THROUGH ITS PRACTICE	MADR2 ACTIVATING AND DOCUMENTING RESEARCH EXPERIMENTS IN DANCE	MADR3 REFLECTIVE PRACTICE IN ACTION	MADR4 ADVANCED RESEARCH ENQUIRY	MADR5 DISSERTATION
	Knowledge and Understanding:				
A.i.	X				x
A.ii.		X	X	X	
A.iii.		X		X	
A.iv.		X	X	X	X
	Intellectual Skills:				
B.i.	X				x
B.ii.	X	X		X	
B.iii.			X		
B.iv.		X	X	X	X
B.v.			X	X	X
B.vi.			X	X	X
B.vii.		X	X	X	X

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Subject-specific Skills:					
C.i.	X	X	X	X	X
C.ii.	X	X		X	X
C.iii.	X			X	X
C.iv.		X	X	X	X
C.v.		X	X		X
C.vi.	X		X	X	X
Cvii.		X	X	X	X
C.viii.			X	X	X
Transferable Skills:					
D.i.	X	X	X	X	X
D.ii.		X	X	X	X
D.iii.	X			X	X
D.iv.		X		X	X
D.v.		X			X
D.vi.		X	X	X	X
D.vii.		X		X	X
D.viii.	X				X
D.ix.			X	X	X
D.x.	X	X	X	X	X