SECTION ONE: General Information

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| **Programme Title** | BA (Hons) Dance Performance,Teaching & Choreography | |
| **Approval of Specification** | Click here to enter a date. | |
| **Award Title & Interim Awards** | BA (Hons) Dance Performance,Teaching & Choreography  BA Dance Performance,Teaching & Choreography  Diploma of Higher Education in Dance Performance,Teaching & Choreography  Certificate of Higher Education in Dance Performance,Teaching & Choreography | |
| **Mode of Study** | Full-time:  Part-time:  E-learning:  Distance: Sandwich: | |
| **Programme Start**  **Date & Period of**  **Validation** | Start Date:  September 18 | Date of Last Update:  Click here to enter a date. |
| 5 Years:  Indefinite: Other (Please state): | |
| **Awarding Institution** | University of Derby:  Other (*Please State)*: | |
| **College Managing**  **the Programme** | Arts, Humanities and Education | |
| **Institutions Delivering**  **the Programme** | University of Derby:  Other (*Please State)*: Preston’s College | |
| **Relevant External**  **Reference Points** | QAA Subject Benchmark Statement for Dance, Drama, and Performance July 2015  QAA Framework for Higher Education qualifications August 2008  QAA UK Quality Code for Higher Education. Part A | |
| **External Accreditation/**  **Recognition** | N/A | |
| **JACS Code(s)** | W500 | |

SECTION TWO: Overview

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| **Background/Context:** |
| There is a need in the UK Dance Sector for highly trained Dancers and Dance Teachers that  have an understanding of the wider industry and how it operates.  This course was written with a number of intentions; essentially, we intended to create a course that the academic community would recognise as being worthy of the title ‘Batchelor of Arts Degree’, as well as being appropriate to the career market. Additionally our aim was to bridge the gap between Dance Teachers training in the public and private sectors, widening employment opportunities for students wishing to pursue a career in Dance Teaching and/or performance.  This Degree programme will give you a unique experience of learning within a professional environment housed within industry standard facilities. We appreciate the diversity of the dance industry and that you may wish to pursue other facets of dance having embarked on the course. In order to meet the requirements of a number of different career prospects we have ensured that the following are covered:   1. opportunities will be created for you to hone practical skills; 2. you will have the opportunity to perform in shows and choreographic works 3. you will exercise choreographic skills and develop an understanding of choreographic principles 4. you will appreciate and develop professional habits and practices; 5. you will develop good working practices and research-based skills; 6. you will recognise that reflection and evaluation are an essential aspect of the learning process; 7. You will recognise the requirements of effective time-management, team skills, project administration and presentation techniques.   Ultimately, not everyone will want to enter the industry upon graduation , so we have ensured that the skills are necessary for good practice within the performing arts, but are also relevant to non-performing arts activities such as managerial or administrative positions. Together these factors ensure that your course will produce able, resilient, resourceful, knowledgeable individuals, who are committed to the performing arts and who will make an important contribution within a broad range of career opportunities. These rubrics have been converted into a series of Aims and Learning Outcomes for each module. The Aims are what we expect you to achieve through study and the Learning Outcomes are specific abilities or skills that you will be able to achieve on completion of each module at each level of study. |
| **Overview of the Programme:** |
| This programme has been developed to prepare you for employment in a range of different dance related careers and with intention of providing an academically recognised qualification that also meets the needs of learners wishing to study for professional teaching qualifications offered by the Imperial Society of Teachers of Dancing (ISTD) and the Royal Academy of Dance (RAD). The nature of students wishing to pursue careers in dance teaching has changed over the last decade with many wishing to embark on a performing career prior to teaching. Similarly international employment opportunities have increased in popularity and work visas associated with these opportumnities are in most cases only available to those who hold a BA Hons degree. As such we have deleloped this course which is intended to prepare students for a performance career and which also provides an excellent opportunity to gain registered teacher status with some of the most reputable dance awarding organisations. |
| **Key Characteristics:** |
| * High Quality Teaching * Based on the requirements of Private sector awarding bodies * Linked to the Diploma in Dance Education * Excellent facilities * Multiple Performance opportunities * Excellent enrichment activities * Enhanced employability and personal development * Industry workshops and master classes * Opportunites to create works for public performance. |
| **Programme Aims:** |
| 1. To produce highly skilled dance performers, teachers and choreographers who are able to deliver a range of dance genres. 2. To offer an opportunity for students to study for ISTD vocational and teaching examinations alongside their study. 3. To cover the work required for the Diploma in Dance Education qualification as part of the course content. 4. To provide opportunities to participate in practical workshops and performance to prepare for employment in the commercial dance field through training in a diversity of dance genres. 5. To enable learners to receive excellent training comparative to that provided by private dance training colleges and conservatoirs. 6. To present in-house opportunities to attend auditions for work as professional dancers and dance teachers. 7. To provide an opportunity to use knowledge gained to sit professional teaching exams with the ISTD and RAD through entering their Vocational and Teaching examinations. 8. To expose students to a wide variety of dance specialists throughout their studies. 9. To provide opportunities to attend dance conventions, events and shows. 10. Provide an opportunity to develop an understanding of current methodologies used to teach dance within the private sector. |

SECTION THREE: Programme Learning Outcomes

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| **Level 4 – Certificate of Higher Education in Dance Performance,Teaching & Choreography**  On successful completion, students will be able to;-  **Knowledge & Understanding**   1. Identify knowledge of concepts, theories and key practitioners, and begin to evaluate these in relation to your developing practice 2. Gain knowledge of practices, concepts and skills from within a range of dance genres. 3. Aquire skills relating to the analysis of texts, research, presentation and articulation of ideas. 4. Apply an understanding technique within of a broad range of dance genres. 5. Illustrate an understanding of the policies and legal requirements required of a dance teacher. 6. Describe, interpret and evaluate a range of texts and events demonstrating an understanding of critical perspective. 7. Evaluate a wide range of teaching methods and motivational techniques commonly used within the delivery of dance classes.   **Intellectual Skills**   1. Develop the ability to evaluate information and make sound judgements, in accordance with basic theories and concepts related to the teaching of dance. 2. Relate knowledge and understanding gained, to your own dance practice and experience. 3. Effectively communicate your developing understanding with structured and coherent arguments. 4. Demonstrate the intellect resources required to research, analyse and evaluate the works of key dance practitioners. 5. Understand and begin to apply academic standards rigourously and consistently.   **Subject Specific Skills**   1. Develop and demonstrate the practical skills necessary for a range of dance styles and genres 2. Apply the correct technique required within a number of dance genres. 3. Be able to describe theories and concepts related to the teaching of two dance genres. 4. Engage with theortetical enquiry in relation to the history and development of dance performance. 5. Begin to engage with and understand professional practice in dance. 6. Engage in applying choreographic structures and principles within the development of an original piece of choreography. 7. Apply appropriate performance skills within a range of pieces and settings.   **Transferrable Skills**   1. Communicate effectively exhibiting interpersonal skills. 2. Begin developing the capacity to become an independent learner and reflective practitioner. 3. Manage personal workload and meet deadlines. 4. Begin to understand and apply professional working practices 5. Demonstrate a respect for the work of others and differences of opinion.   **Level 5 – Diploma of Higher Education in Dance Performance,Teaching & Choreography**  On successful completion, students will be able to;-  **Knowledge & Understanding**   1. Develop knowledge and understanding of concepts, theories and key practitioners, and articulate how they have influenced the development of dance and performance. 2. Develop knowledge of concepts and theories related to the teaxching of dance and articulate how these will inform your own practice. 3. Develop skills related to the analysis of texts, research, presentation and articulation of ideas. 4. Explore and evaluate the key considerations required when setting up a small business. 5. Gain an understanding of the different teaching approaches required at different stages of cognitive development. 6. Evaluate own performance and choreographic strengths and areas for improvement.   **Intellectual Skills**   1. Demonstrate the intellectual resources required to research and analyse. 2. Engage in research as an independent scholar. 3. Engage with critical analysis of information qand apply within a range of contexts. 4. Develop ideas, construct arguments and present them in appropriate ways, upholding academic standards in terms of coherence, rigour and clarity. 5. Articulate an understanding of the proceses involved in the choreography of a wide range of works for differing purposes and levels of ability.   **Subject Specific Skills**   1. Utilise a broad range of processes such as devising, rehearsing, improvising and choreography. 2. Engage in creative processes whilst conducting choreographic enquiries and producing dance work for performance. 3. Apply learning to a professional environment and critically evaluate own professional practice. 4. Engage in the creation and production of performance through an understanding of appropriate performance techniques. 5. Apply an understanding of the technical requirements within a range of dance genres within own performance. 6. Understand the requirements and challenges to be considered when setting up a small business any utilise the information within the writing of a business plan. 7. Refine and critically evaluate own performance of a range of dance genres.   Transferable   1. Understand and apply professional working practices. 2. Demonstrate the ability to articulate, communicate and present ideas and information in a variety of forms. 3. Demonstrate the ability to solve problems and make well informed judgements. 4. Utilise interpersonal and communicative skills within a wide range of contexts. 5. Demonstrate initiative and accountability through managing workloads and meeting deadlines. 6. Engage in further training within a range of dance performance techniques.   **Level 6 – BA (Hons) Dance Performance,Teaching & Choreography**  On successful completion, students will be able to;-  Knowledge & Understanding   1. Demonstrate a detailed understanding of the key theories and concepts related to dance pedagogy and apply these within own practice. 2. Communicate a coherent and detailed knowledge of the recognised teaching, learning and assessment methods depoloyed with in a dance class setting. 3. Demonstarate how to conceptualise, devise and deliver work to a selected group of students. 4. Demonstrate the advanced research and analytical skills required to form a piece of independent study within a chosen field. 5. Critically evaluate arguments and concepts from a variety of perspectives to frome appropriate responses to a subject matter. 6. Demonstrate a detailed and comprehensive understanding of the expressive, stylistic and technical qualities required within the performance of a range of dance genres. 7. Understand the responsibilities of performance practitionersto facilitate safe and ethical working practices. 8. Demonstrate a deep understanding of dance as a social and educational construct. 9. Evidence a detailed and thorough knowledge of a broad range of dance styles within the Jazz and Contemporary genres.   Intellectual Skills   1. Engage in research and practiceas an independent and autonomous learner/practitioner. 2. Demonstrate the intellectual resources required to research and analyse utilising a broad range of sources. 3. Critically evaluate the works of a broad range of dance specialists and use the findings to construct arguments and present them in an appropriate manner. 4. Demonstrate the ability to manage own learning, and to make use of scholarly reviews and primary sources. 5. Aquire the skills necessary for the further development of knowledge and understanding of chosen areas of study. 6. Critically analyse a broad range of theories, concepts and methods used within dance pedagogy.   Subject Specific Skills   1. Utilise high level and advanced technical expertise required for the performance of different dance genres. 2. Combine and intergrate stylisic qualities and technical expertise within the performance of Jazz and Contemorary dance. 3. Demonstrate the ability to manage own learning and to analyse and critically evaluate progress made and personal limitations. 4. Engage in theoretical enquiry through practice, drawing on work at the forefront of the discipline. 5. Apply knowledge of curriculum planning, theory and practice within the construction of a programme of dance study for a chosen group of learners.   Transferable   1. Deploy interpersonal and group-working skills in a variety of contexts. 2. Be able to use problem solving skills creatively within the a broad range of contexts related to the performance and teaching of dance. 3. Utilise a wide range and high level of communication mechanisms within a variety of contexts. 4. Engage with safe and ethical working practices. 5. Work autonomously demonstrating the ability to meet deadlines and manage workloads. 6. Engage in critical, analytical and writing skills. 7. Establish effective self-practice plans and schedules in order to enhance physical ability and performance. 8. Independently plan and deliver a series of dance classes identifying and meeting the needs of a group of learners. |
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SECTION FOUR: Programme Structure & Curriculum

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| **Level 4 – Certificate of Higher Education in Dance Performance,Teaching & Choreography** |

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| **Semester 1** | **Professional Development & Research Skills**  **20 credits**  **Prescribed** | **Introduction to Choreographic principles and Performance 40 credits**  **Prescribed** | **Teaching & Technique (1)**  **40 credits**  **Prescribed** |
| **Semester 2** | **Preparing for Dance Teaching (1)**  **20 credits**  **Prescribed** |  |  |
| **Level 5 – Diploma of Higher Education in Dance Performance,Teaching & Choreography** | | | |
| **Semester 1** | **Dance in the 20th century**  **20 credits**  **Prescribed** | **Choreography & Performance**  **40 credits**  **Prescribed** | **Teaching & Technique (2)**  **40 credits**  **Prescribed** |
| **Semester 2** | **Preparing for Dance Teaching (2)**  **20 credits**  **Prescribed** |  |  |
| **Level 6 – BA (Hons) Dance Performance,Teaching & Choreography** | | | |
| **Semester 1** | **The Professional Dancer**  **40 credits**  **Prescribed** | **Teaching in Action**  **40 credits**  **Prescribed** | **Independent Study**  **40 Credits**  **Prescribed** |

SECTION FIVE: Learning & Teaching

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| As an on-site practically based course regular attendance to all scheduled classes will be paramount to the achievement of learning and development within this programme. A wide variety of Learning and Teaching methods are used within the programme including lectures, tutorials, practical workshops, peer group critiques and discussion, negotiated and independent study, journal making, research-based essays, rehearsals, informal and formal sharing’s, presentations and master classes. These approaches will underpin your leaning and teaching experience within the programme. You will be encouraged to take an increasingly autonomous approach to your development and you will acquire key skills and evolve learning patterns on which to build your knowledge and understanding. Your experiential learning will result from a demanding range of practical activities and through the opportunity to integrate theory and practice.  The programme modules are designed to complement each other at each stage. For example in Level 4, you will prepare to teach dance through observation of a qualified dance practitioner(s). At level 5 you will be required to use the knowledge gained within the genre specific modules to assist in classes and at level 6 you will work as an independent teacher.  A beneficial element of the Learning and Teaching strategy is group critique or feedback. This method is regularly used for the presentation of work to peers and staff who will give you oral feedback on standards achieved and to encourage refinement of composition, ideas or techniques. This encourages constructive feedback to individuals and the sharing of successful approaches to learning. It also enables you to receive both formative and summative feedback for you to act and reflect upon. All programme modules provide the opportunity to practice and develop your transferable skills such as communication, listening and engaging in debate and discussion. In addition, you will be encouraged to continue your engagement with the subject by formulating your own research activities and groups outside of your timetabled teaching, and arranging your own extra-circular workshops, sharings and production activities.  Through library based activities and group research and discussion, you will learn how to take an integrated approach to the study of theory and practice, and develop knowledge of major developments in current and emerging genres. You will also learn to recognize the significance of the work of historical and current dance practitioners.  As part of the programme you will be part of performance pieces which emerge from both within your peer group, and potentially, from activities across different programmes. Working collaboratively will enhance your understanding and knowledge of a range of team working patterns and behaviours, understanding the importance of group-work dynamics and communication, organisation and negotiation and you will have the opportunity to interact in the whole production process.  Throughout the programme as you gain a stronger sense of your own career aspirations, you will be encouraged to develop a more proactive involvement with sectors of the industries relevant to dance practice. To this end, and with the support of individual tutors, you will be encouraged to gain practical work-based experience outside of your timetabled teaching. This might include working at a private dance school, assisting with classes within the Dance Academy at Preston’s College, leading workshops, choreographing for local theatre groups or setting up your own dance classes.  The modules will be delivered by leading professionals in the sector, who are practising choreographers, dance artists, experienced teachers, examiners, performers or producers. They will demonstrate their own particular approaches to the subject or genre, as well as the approaches of any practitioners studied. This enables you to gain an insight into the work and approaches of a dance industry professional today, and allows you to develop ideas about your own personal career development in relation to these. |

SECTION SIX: Assessment

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| Challenging methodologies underpin the various modes of assessment within the programme and the assessment strategies are designed to enable you to successfully complete and achieve the module learning outcomes.  For the purpose of assessment, you will be expected to submit evidence of research into relevant practitioners and their methods, and how this relates to your own developing practice. This will be through learning journals, choreographic journals, project reports, critiques and essays. Emphasis is placed on developing your research and writing skills at Level 4, in order to support your research-based practice throughout the programme.  At least two members of staff will view and assess all written and practical work and oral and written feedback will be given. Written feedback will be given for all assessed, summative coursework and will include comments on positive aspects of your work as well as detailing suggested areas for improvement. Module grades will not, however, be given to you until they have been internally and externally moderated.  **The balance between group work and individual work**  Group work is an integral part of any experience in dance and a valuable method of learning. It is acknowledged that the assessment of collaborative work within dance must be subject to continual monitoring and refinement.  The assessment strategy, combines formal recognition of the ‘group product’ as an entity in its own right and the recognition of the individual student achievement within the group. You will receive a combined group mark norm for ‘the group product’ and an individual assessment for each group project in order to achieve parity and fairness.  Tutorials within group work are used not only to review progress and give formative feedback but also to ensure that members of groups are involved in the process of collaboration and development of a project.  **Summative assessment**is used to indicate the extent of your success in meeting the assessment criteria used to gauge the intended learning outcomes of a module of the programme.  **Formative assessment** has a development purpose and is designed to help you learn more effectively by giving you feedback on your performance and how it can be improved and maintained.  This programme operates within the University’s Regulatory Framework and conforms to its regulations on assessment.  All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people, for example, for module assessments or Independent studies. Information on these principles can be found on the University web site. |

SECTION SEVEN: Admissions

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| Admission on to the course will be managed by the team at Preston’s College and will assessed through application, audition and interview. The principle governing recruitment and admission to the BA (Hons) Dance Performance, Teaching & Choreography programme is the students ability to benefit from the programme of study. Accordingly, educational experience and qualifications, relevant work experience and relevant extra-curricular activities may be taken into account. Regognition of Prior Learning (RPL) will be considered on a case by case basis and credits granted towards those modules in which learning outcomes are judged to have been achieved.  Following application candidates will be required to attend an audition at Preston’s College in which they will participate in technique classes in Classical Ballet and Jazz dance and will dance a short prepared routine in a dance style of their choice. Within the audition candidates will be assessed on their level of technique, their ability to retain and demonstrate movement vocabulary, their choreography of a short solo and their response to interview questions. Candidates will be notified the outcome of the audition within 2 weeks and in some cases if unsuccessful may be offered the opportunity to re-audition at a later session. Successful candidates will be required to undertake a DBS check prior to starting their course due to the nature of the programme.  Due to the bespoke nature of the course and the intention to offer a university level qualification to benefit those that may not traditionally study at this level, applicants will be targeted mainly, but not exclusively, from those that have a background in private sector dance training and demonstration of potential talent will be necessary through application and audition. A basic standard of written work is also essential; It is for this reason that any applicants must hold GCSE Grade C or above (or equivalent qualification) in English (Language) and Mathematics.  We welcome and encourage applications from people of all ages as long as they can be considered adequately prepared to succeed on the programme. If individuals have few or no formal qualifications, they may still be able to gain entry to the programme if they have the required communication and learning skills as well as the knowledge, experience and motivation to succeed. The programme will also be physically challenging and prospective students need to have a level of health and fitness, which will support them through these physical challenges.  In the instance where individuals have few or no formal qualifications, they will be asked to provide evidence of some form of experience in the form of employer references or a portfolio of work plus evidence of written work in order to undertake the programme. |

SECTION EIGHT: Student Support & Guidance

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| There are a range of student support mechanisms available for learners studying on the BA (Hons) programme. These include; weekly tutorials with a personal tutor, 1:1 tutorials within specific modules, access to workshops to support academic writing skills, access to the college VLE, access to the college welfare team and regular learner voice sessions.  Students will receive a full induction at the beginning of their programme in which they will be given a detailed information about their course including; timetable, the modules they will be studying and how assignments will be set and marked. They will be introduced to the college learning centres, tutors and other key member of staff that may be needed to access help and advice. A personal login will be provided in order to gain access the online VLE and college network where the course handbook, module descriptors and other useful resources can be accessed.  Alongside your module tutors who will provide regular feedback and academic support within their delivery of the topics covered, your assigned personal tutor will be the first point of contact to advise on academic support and support of a pastoral nature. |

SECTION NINE: Employabiliby

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| Employability has been carefully considered in the development of this course and there are a number of ways in which your employability will be enhaced throughout your studies and then upon completion of the course.  You will have successfully completed a specialist course aimed at producing high quality dance performers and teachers. You will be able to apply your learning to a range of different settings including; Dance Teaching in the Private and Public Sectors, Dance performance in a range of different locations and settings, choreography for a variety of different events and across numerous genres.  Preston’s College Dance is a well established dance education provider with over 25 years experience of training dance performers and teachers. Our graduates are currently working all over the world as teachers and performers. Many employers make contact with the college in order to source performers and teachers, and as a student and/or graduate we regularly update you of any potential employment opportunities that arise. |

SECTION TEN: Post Programme Opportunities

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| Following on from this programme you will be equipped for dance or performing arts related postgraduate study which may take place at the University of Derby or at other HEI’s. You will have significantly developed your own artistic practice and will have a safe working knowledge of the teaching and training of young dancers. You may decide to continue your training as a teacher by embarking on a PGCE course or similar and if you have opted to take the ISTD Professional Diploma in Dance Education examinations alongside your studies you will be able to teach and enter candidates for their examinations. You may decide to audition for work as a professional dancer or performer. Whichever direction you decide to take, your module tutors will help guide and advise you. |

SECTION ELEVEN: External Links

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| Studying at Preston’s College Dance you will benefit from the excellent industry links associated with your programme of study. Each year a number of visiting guest lecturers and choreographers are invited in to deliver industry based workshops in order to fully prepary you for the working world. We regularly invite choreographers and dancers in who are working with some of the biggest names in music and dance. We also have a number of agencies that attend the college to hold auditions and interviews for both small and large dance and teaching contracts. Below are some of the agencies and companies that we have recently hosted for auditions:-   * KMC Agencies * PEEL Talent * Mirage Cruises * Stageworks Worldwide Productions * Blackpool Pleasure Beach * Nicki Figgins Productions   Alongside these agency links we are also have links with the Imperial Society of Teachers of Dancing and as such host regional courses and centre exams. |