

Programme Specification

Every taught course of study leading to a UAL award is required to have a Programme Specification. This summarises the course aims, learning outcomes, teaching, learning and assessment methods, and course structure. Programme Specifications are developed through course validation and are formally approved by UAL Validation Sub Committee (VSC). They are available to prospective students through the course web page, and must be reviewed on an annual basis to ensure currency of information (for example, following any modifications or local developments).

Awarding Body	University of the Arts London (UAL)
Professional, Statutory or Regulatory Body (PSRB)	N/A
Teaching Institution	London Contemporary Dance School (LCDS)
Final Award	MA Expanded Dance Practice
Length of Course	12 months FT, 24 months PT
UCAS code	N/A
Date of production/revision	November 2022

Course Aims

The aims of the course identify the rationale underlying the student's educational experience and own personal achievement from studying on the course and its affect upon the student's long term achievement and career.

This course aims to:

- Create a community of learners that fosters collaboration, debate and the exchange of knowledge about dance both within the course and across national and international contexts.
- Create a critical and stimulating environment that allows you to pursue a focused exploration of dance through the pursuit of your individual practice and research.
- Develop your creative and reflective abilities to instigate and follow practice that explores the boundaries, situations and contexts of dance.
- Develop the attributes, skills and networks to maintain your flexible and sustainable creative practice as an independent dance artist alongside an appetite for lifelong learning.

Course Outcomes

The course enables the student to demonstrate the following subject knowledge and understanding, intellectual and academic skills, practical subject skills, key attributes and transferable skills. Each outcome should be detailed below.

The outcomes that you will have demonstrated upon completion of the course, are:

- Develop a professional practice that engages in and/or challenges the field of dance.
- Articulate an in-depth critical understanding of theories, contextual issues and debates relevant to your practice.
- Demonstrate a highly developed and appropriate synthesis of practical, research and reflective skills.
- Initiate, manage and realise a project which situates and critically evaluates your creative practice.

Learning and Teaching Methods:

Provide a summary of the relevant learning and teaching methods for the course (i.e. lectures, seminars, independent learning).

We value and encourage our students to be motivated, autonomous, innovative and ethical and we support this by offering learning opportunities which celebrate diversity, inclusion, agency, integrity and student-centred learning. (Value)

This course aims to create an environment which fosters a sense of connection and belonging to a research community. This is achieved through group activity, peer-to-peer feedback, mentoring and collaborative projects. (Learning environment)

Teaching, learning and assessment approaches are designed in a way that encourages students to build and reflect on their own creative practice, encountering new methodologies whilst embracing their own personal histories and experiences. (Processes)

Scheduled Learning and Teaching

State the notional learning hours and provide a percentage breakdown of timetabled teaching and learning activities per level.

	Scheduled L&T Hours		Guided Independent Study		Placement		Total Hours		Total credit-bearing hours (exc. personal tutorials)	
	Hours	%	Hours	%	Hours	%	Hours		Hours	
Unit 1	270	45%	330	55%	0		600		600	270
Unit 2	190	32%	410	68%	0		600		600	190
Unit 3	65	11%	535	89%	0		600		600	65
Total	525	29%	1,275	71%	0*		1,800		1,800	525

Assessment Methods:

Provide a summary of the relevant assessment methods for the course.

The units are assessed holistically in order to emphasise the connections between different discursive framings and presentations of expanded dance practice. These include:

- Reflective document/portfolio including contributions to online course materials Submission of artist statement
- Self-evaluation through self-interview and other techniques for explicating your reflections on practice
- Project Proposal
- Research Output/Independent Project submission, including live performance/installation

Reference Points

List any policies, descriptors, initiatives or benchmark statements used in the development of the course.

The following reference points were used in designing the course:

- The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ)
- QAA Subject Benchmark Statement for Dance, Drama & Performance

(2019)

The FHEQ Level 7 Descriptor and the Quality Code have informed the conceptualisation and design of how skills and attributes are embedded within the course aims and unit outcomes. The course is grounded in providing students with the means to critically evaluate current research and advanced scholarship in the field of dance, noting that this field is diverse and intersects with many other artistic fields and sites of knowledge production and exchange. The design of the final unit, Applied Practice, ensures that graduates possess the ability to exercise initiative and personal responsibility through the decision-making needed to devise a final artistic research project. The two prior units provide the skills needed for systematic enquiry and independent research and also locate this within an application of this learning ability within continuing professional development.

Programme Summary

Programme structures, features, units, credit and award requirements:

List the course details that constitute the agreed student entitlement for this course. This should include unit titles and credit, types of learning, and details of tutorial support. If the course includes a work or study placement (including Dip Professional Studies), the duration and a summary of expectations around arrangements must be highlighted.

The course consists of three compulsory units. The academic year is structured in three terms. Each unit lasts for one term.

Unit 1 - Locating Practice (60 credits)

This unit serves as means to establish a community of practice within the cohort, fostering a sense of belonging and developing a supportive peer group. Seminars and practical workshops introduce research methodologies alongside critical debates and issues. There is a strong commitment to the exchange of knowledge between seminar and studio. There will also be organised visits to galleries/performances/exhibitions which provide shared experiences and points of departure for critical dialogue.

Students are supported to locate their own practice within wider international, social and political contexts. Students are also encouraged to share and value their own historical and cultural narratives.

Studio practice includes embodied techniques, choreographic workshops and the

development of a personal creative practice concerned with the body as site of performance/sensation/experience.

Although not assessed, peer feedback is an important aspect of this module in order to build peer support and also to encourage a sense of agency and value for each individual.

Modes of Assessment:

Holistic, comprising:

- Live performance/installation
- Exhibition plaque and artist statement
- Self-evaluation through self-interview practices

Unit 2 – Resourcing Practice (60 credits)

This unit builds on skills acquired in unit 1. Having developed a more integrated sense of identity within their field of practice, students now work to develop this in relation to wider contexts, audiences and applications. Students receive taught input on/have encounters with a range of different mediums which concern dialogues of communication around dance and dance-making/performing/producing. Seminar delivery within this module focuses on supporting students to gather the professional skills they require in order to take their work beyond the institution. Developing a sustainable and responsible arts practice that has longevity is prioritised.

This includes input from The Place Theatre and Artist Development alongside taught workshops offering skill-building on digital formats, for example screendance, projection, sound and music technology.

Students are then invited to work on the crafting of a project proposal which is realised in the final module.

Students are encouraged to seek collaborative partners and to reflect on how their practice responds to and communicates with a wider socio-political context.

This module encourages students to have agency in deciding on their research area and autonomy in terms of setting up a self-directed work placement/professional opportunity for their final project. Students are encouraged to think about the currency and relevancy of their practice, alongside the potential for communication and exchange.

All students engage in peer evaluation in this module to encourage exchange and critical dialogue alongside transparency and integrity in assessment processes.

Modes of Assessment:

Holistic, comprising:

- Extended Project Proposal
- Supporting reflective documentation/viva presentation, including self-evaluation

Unit 3 - Applying Practice (60 credits)

This final unit requires the student to work independently to realise a substantial final project or portfolio of work. Having submitted and received feedback on their extended project proposal, students are assigned an appropriate supervisor who guides, supports and challenges the student throughout the process.

The nature of the final project can vary, and is subject to negotiation, but may include live and/or digital outputs. Students are required to negotiate how their work is viewed/approached by appropriate audiences.

Possible outcomes may include live performance, installation, film, presentation/viva or other. There is a final degree show housed across The Place.

As with units 1 and 2, a supporting research document is required alongside the practical project. This includes a final self-evaluation of the project. The form of this can be negotiated with supervision but may take the form of an academic dissertation, a presentation/viva, or a substantial online blog/portfolio.

Modes of Assessment:

Holistic assessment of the following:

- Final project(s)/portfolio
- Supporting research documentation, including final self-evaluation

Online pathways

Online pathways are available to support those students who wish to study remotely for part of their course. Whilst we imagine that students will be located in London for onsite delivery in Units 1&2, it is possible to study Unit 3: Applying Practice remotely.

Tutorial and academic support

Tutorial support is embedded in all units through a system of formative assessment, which is designed to prepare for their final summative assessment and provide constructive feedback throughout the unit. Students have access to individual academic support by the Learning Support Coordinator.

Exit awards

Students who have successfully completed at least 60 credits are eligible for a Postgraduate Certificate (PGCert) award in Expanded Dance Practice. Students who have successfully completed at least 120 credits are eligible for a Postgraduate Diploma (PGDip) award in Expanded Dance Practice.

Distinctive features of the course:

Identify and list those characteristics that distinguish your course from other, similar courses. Refer to both the student experience on the course and future possible career opportunities.

1. LCDS is located within The Place, facilitating intersection and exchange between our educational and professional programmes.
2. A studio-based course with a spine of lectures and seminars, enabling practice and theory to interweave.
3. Access to professional level performance production within The Place Theatre.

Recruitment and Admissions

Selection Criteria

The criteria used to make a decision on selection must be fully listed. It must be clear how an applicant's suitability to study on the course as demonstrated at the pre-selection and/or interview stage will be judged (Good practice examples are available through the Programme Specification Guidance). Procedures for selection must adhere to the Equal Opportunities Policy of UAL.

Admission process:

The applicant must submit a portfolio of work and a statement outlining how they intend to use the course to expand their dance practice. Candidates will be invited to interview.

Selection criteria:

- Enquiry: Commitment and willingness to challenge their own methods and practices evidenced in the personal statement
- Knowledge: Awareness of an appropriate range of practical, conceptual and technical knowledge(s) evidenced in the portfolio
- Process: At interview critically reflect and evaluate their portfolio and the application of their practice to future developments.
- Communication: Clear and critical articulation of artistic intentions, contexts, sources and arguments in portfolio, statement and interview
- Realisation: Evidence in the portfolio of the capacity to reveal creativity and innovation in relation to personal, professional and academic standards of production

Entry Requirements

List the academic entry requirements relevant to the course, noting any requirements that are above the UAL minimum, or any course specific grade requirements. Language requirements such as IELTS must also be provided. Entry requirements will constitute the standard, conditional offer for the course.

Standard minimum entry requirements:

- BA (Hons) degree or equivalent academic qualifications
- Alternative qualifications and experience will also be taken into consideration
- Personal statement
- Portfolio of work

APEL - Accreditation of Prior (Experiential) Learning

Applicants who do not meet these course entry requirements will still be considered. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by:

- Related academic or dance performance experience
- The quality of the personal statement
- A strong academic or other professional reference
- A combination of these factors

English language requirements:

IELTS level 6.5 or above, with at least 5.5 in reading, writing, listening and speaking

Course Diagram

Insert a course diagram which includes; units and their credit values, plus credit values per year/level, category of units (i.e. core or specialist), progression routes, years/levels of the course, any other relevant characteristics that distinguishes the course

Unit 1											
Locating Practice 60 Credits											
Weeks											
1	2	3	4	5	6	7	8	9	10	11	12
Jan				Feb				Mar			



Unit 2													
Resourcing Practice 60 Credits													
Weeks													
13	14	15	16	17	18	19	20	21	22	23	24	25	26
Apr		May				Jun				Jul			



Unit 3													
Applying Practice 60 Credits													
Weeks													
27	28	29	30	31	32	33	34	35	36	37	38	39	40
Sep			Oct				Nov				Dec		