

## 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)	
Teaching Institution	London Contemporary Dance School (LCDS)
Final Award	MA Dance: Participation, Communities, Activism
Length of Course	12 months Full-Time 24 months Part-Time
UCAS code	
Date of production/revision	Nov 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:

- To support artistic development for students working for the advancement of social justice across the fields of community and participatory dance and activism  
Develop individual artistic approaches to socially engaged work in dance including its social, ethical, activist, aesthetic and pedagogical dimensions  
Encounter, interrogate and negotiate systemic contexts, activating dance as a methodology for change  
Create partnerships for students' evolving creative practice across and within professional contexts and develop sustainable networks to support their career development

## 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:

- Imagine, develop and deliver artistic processes with communities activating dance as a resource for social change
- Locate their practice in historical and contemporary discourses around socially engaged arts practices
- Employ appropriate skills and knowledges to lead safe, creative, accessible, ethical and enquiring dance projects in a variety of settings
- Develop their advocacy skills and activist values to influence the contexts in which they work
- Analyse and reflect upon the efficacy of their practice and its relationship with the communities of practice in which it is embedded

## Learning and Teaching Methods:

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

- The course will feature two intensive two week-long intensive residencies with tutor-led seminars and workshops, site visits and practical workshops with visiting artists at the beginning of the first two units. These residencies will be followed by online and hybrid lectures and seminars framing practices in reference to contemporary artistic discourse and scholarship.
- The first unit will include an embedded placement (e.g., assisting an artist working in participatory processes) and the final unit will centre on the delivery of a research project in an embedded context.
- Independent learning will be situated in relation to communities of practice, supported by tutorials from faculty, mentorship from professionals outside of the School, and through structured peer exchange and feedback

## 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	180	30	385	64	35	6	600	600	
Unit 2	180	30	385	64	35	6	600	600	
Unit 3	36	6	494	82	70	12	600	600	
<b>Total</b>	<b>396</b>	<b>22</b>	<b>1264</b>	<b>70</b>	<b>140</b>	<b>8</b>	<b>1800</b>	<b>1800</b>	

### Assessment Methods:

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

#### Unit 1:

Assessment 1: Presentation - Mapping co-creative communities (60%)

Assessment 2: Presentation - Placement report (40%)

#### Unit 2:

Assessment 1: Written workshop plan and evaluation (40%)

Assessment 2: Embedded research project proposal (60%)

#### Unit 3:

Project delivery, documentation and evaluation. Presentation in student symposium. (Holistic)

### 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

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 and participatory practices, noting that these fields are diverse and

intersect with many other artistic fields and sites of knowledge production and exchange.

## 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: Mapping Co-Creative Communities

**60 credits**

#### Indicative content:

- Interrogation of the three terms participation/communities/activism.
- Peer exchange on existing practice
- Critical exploration of contemporary practice internationally
- Social disruption and social organisation in activist dance practices
- Approaches to co-creativity and co-authorship in participatory work and community dance
- Ethical concerns in socially engaged work
- The historical development of socially engaged practice in diverse contexts
- Documentation, analysis and evaluation of embodied experience outside of student's own experience (placement)
- Safe Practice, risk management, safeguarding and self-care
- Introduction to research approaches

#### Delivery:

- Two week intensive residency at The Place followed by blended delivery and online lecture seminar series.
- Embedded placement in an existing practice supported through tutorials and peer feedback (Part-Time students will undertake this in year 2)

#### Assessment:

- Assessment 1: Presentation - Mapping co-creative communities (60%)
- Assessment 2: Presentation - Placement report (40%)

## Unit 2: Learning in Collaborative Practice

### 60 Credits

#### Indicative content:

- Application of learning in practical process with peers and communities
- Movement generation and composition, collective decision-making, collective editing
- Safe Dance Practice and safeguarding principles and the application of these
- Addressing the specific needs of individuals
- Systemic dimensions in the field (institutional collaborations)
- Managing resources in projects
- Building a mentoring relationship
- Imagining and planning an independent project, writing a project proposal.

#### Delivery:

- Two week-long intensive residency to include practical workshops with visiting artists and staff in live, hybrid and digital settings followed by online and hybrid lectures and seminars
- Student-led facilitation of micro-workshop practices with communities supported through tutorial and peer feedback

#### Assessment:

Research Proposal (Holistic) : a written proposal for the next stage of research which should include a discursive context, reflections on embodied learning so far, considerations of Safe Dance practice, and a full timeline and budget.

## Unit 3: Encounter in the Creative Process

### 60 credits

#### Indicative content:

- Individually motivated and developed exploration into areas of fresh enquiry in your creative work.
- Delivery of embedded practice-based, artistic research project with a community
- Self-reflective analysis of your process
- Presentation in student-led symposium

#### Delivery:

- The research project is supported by tutorials, mentoring and peer feedback

### Assessment:

- Project delivery, documentation and evaluation. Presentation in student symposium. (Holistic)

### 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.

- A unique course which brings together the fields of community/participatory dance and activism
- A Focus upon dance as a force for change in advancing social justice
- Students remain embedded within their existing communities of practice thus applying their learning in their local context
- The blend of onsite and online learning makes the course accessible to an international community of artists working in diverse contexts
- Personalised interprofessional mentorship across the course

### 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 practice. All eligible candidates will be invited to interview.

Enquiry: Commitment and willingness to investigate their own methods and practices evidenced in the personal statement.

Knowledge: Evidence of participatory practice and a basic awareness of the relationship between creativity and the context in which it takes place.

Process: At interview critically reflect and evaluate their portfolio and the application of their practice to future developments.

Communication: Clear and critical articulation of the conception and facilitation of co-creative experiences in portfolio, statement and interview.

Realisation: Evidence in the portfolio of the capacity to imagine and deliver creative processes working at the intersection of aesthetic and social concerns.

## 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.

The standard minimum entry requirements for this course are:

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 facilitation 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

