

Programme Specification

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	BA (Hons) Contemporary Dance
Length of Course	3 years
UCAS code	N/A
Date of production/revision	December 2020

Course Aims

This course aims to:

- Enable students to develop their physical practice as dance artists in a welcoming and inclusive environment that fosters physical and psychological wellbeing.
- Provide students with an experience of multiple dance cultures and how they intersect with each other in a globalised society.
- Inspire dance artists to develop their creative practice in a multi-disciplinary environment fostering collaborations through different modes of artistic experimentation and production.
- Develop investigative, critically reflective and independent lifelong learners. Encourage the expression of diverse cultural identities, narratives and experiences through the expanded field of dance.

Course Outcomes

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

Outcome: Demonstrate the imagination, resourcefulness, adaptability, creativity, communication, ethics, enterprise and digital skills needed to develop a sustainable artistic practice.

Outcome: Evidence extensive embodied technical capabilities and performance skills underpinned by physical and mental wellness and awareness.

Outcome: Apply an analytical, critical, creative and research-informed approach to contemporary dance practice, demonstrating relevant knowledge of cultural, aesthetic, artistic, historical, scientific, educational and technological perspectives.

Outcome: Exercise independent vision to build a personally meaningful portfolio of work in a range of professional contexts in dance and related fields.

Learning and Teaching Methods:

The key modes of learning and teaching centre around studio-based practice, workshops, seminars and lectures, both in person and online as a blended approach. Independent learning through self-reflective practice is fostered to nurture students' artistic practice. Research and enquiry-based learning, integrating theory and practice, ensure that students have an in-depth and critical understanding of the professional sector in which they will be working. Project-based learning enables students to take part in and lead creative and collaborative processes in a professional setting. Online pathways through the course are available to support those choosing not to live in London for the whole duration of the course.

Scheduled Learning and Teaching

	Scheduled L&T Hours		Guided Independent Study		Total Hours	Total credit-bearing hours (exc. personal tutorials)
	Hours	%	Hours	%	Hours	Hours
Year 1	825	68.75%	375	31.25%	1200	1200
Year 2	825	68.75%	375	31.25%	1200	1200
Year 3	675	56.25%	525	43.75%	1200	1200
Total	2,325	64.58%	1,275	35.42%	3600	3600

Assessment Methods

Assessment methods will include: portfolios of creative process and outcomes, blogs/vlogs, documentation of creative practice, performances, auto-ethnographic films, independent projects and reflective writing. The course will increasingly favour holistic assessments over elemental assessments throughout Levels 4 to 6. This means that students will have increasing ownership about which elements of their learning, artistic development and creative processes they wish to put forward for assessments.

The UAL assessment criteria are Enquiry, Knowledge, Process, Communication and Realisation. More information can be found here

https://youtu.be/n1IXAFN_79I

The unit leaders will also help students understand how these assessment criteria relate to each specific unit.

Reference Points

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)

Programme Summary

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

The course consists of nine compulsory units, three at each level of study. The academic year is structured in three terms, although most units tend to run across different terms.

Stage 1 (Level 4):

In Stage 1 (Level 4), students are introduced to new approaches to studying dance in a higher education setting, including safe dance practice, different creative processes both in terms of the students' own artistic practice and working with guest artists, and an intensive exploration of different dance practices ranging from dances of the African diaspora, to South Asian dance practices, to Euro-American developments, alerting students to how dance cultures intersect in London as an urban centre.

Unit 1: Introduction to Dance Higher Education (40 credits)

Unit 2: Creative Structures & Processes (40 credits)

Unit 3: Encounters with Dance Practices (40 credits)

Stage 2 (Level 5):

In addition to a continued intensive engagement with different dance practices, Stage 2 (Level 5) challenges students to take their ideas and approaches outside LCDS itself, through an exploration of collaboration with student-artists in other artistic disciplines (typically design, music and film). In the second half of the year, students also facilitate participatory dance projects in educational or community settings, to develop key professional skills to support their future careers as dance artists.

Unit 4: Collaborative Creative Practices (40 credits)

Unit 5: Continued Encounters with Dance Practices (40 credits)

Unit 6: Outside Encounters (40 credits)

Stage 3 (Level 6):

In Stage 3 (Level 6), students assume increased autonomy over their learning through a major 60-credit unit, focused on bringing different insights together and pursuing these through independent artistic research, culminating in a major project that is shared at an event. Alongside, students take part in a range of creative processes led by guest artists and industry professionals, the outcomes of which are performed in theatres, other performance spaces/sites, and across

different media. There is a strong focus on the skills, knowledge and attributes needed to thrive in a portfolio career in dance making, choreography and the creative industries after graduation.

Unit 7: Integrating Learning & Independent Research (60 credits)

Unit 8: Performance Projects (40 credits)

Unit 9: Transitioning into a Portfolio Career (20 credits)

Periodization

LCDS has invested significantly in research into student wellbeing, exploring the dance pedagogical implications of the sports science principle of periodization. This research focuses on physical and cognitive load monitoring and developing students' physical fitness as well as psychological capital, measured through aspects such as self-esteem and subject wellbeing. The research findings inform both the curriculum design and the finer levels of implementation, e.g. timetabling and assessment support.

Online pathways

Online pathways are available to support those students who wish to study remotely for part of their course. While we think it is important to study on-site during Stage 1 (Level 4), it is possible to be based remotely during (part of) the first half of Stage 2 (Level 5), i.e. September to February, and for up to two terms during Stage 3 (Level 6).

Individual support meetings to discuss the logistics and assure the quality standards of studying online, will be conducted with students wishing to choose an online pathway. Students will be responsible for arranging adequate studio space. All essential reading materials will be uploaded to the virtual learning environment (VLE) following copyright licencing regulations. Individual arrangements will be made to post material required for independent research and students will also have access to the library's online database. Online creative processes will be provided at Levels 5 and 6 to enable students to meet all learning outcomes. Regular follow up meetings will be organised to provide students with feedback and assure of the quality of the learning and teaching. Students on an online pathway will have similar access to student support services to those on site, including regular Learning Support tutorials and sessions with school counsellors.

Tutorial and academic support

Tutorial support is embedded in all units through a system of formative assessment, which is designed to prepare students for their final summative assessment and provide constructive feedback throughout the unit. Students have access to individual academic support from the Learning Support Coordinator. Each student is allocated an Academic Tutor to support their progress through termly meetings.

Learning Support

The school strives to offer equitable teaching and learning for all students and has made anticipatory accommodation to its programme to promote wide accessibility and inclusivity. Individual barriers to learning because of disability can be adjusted for through consultation. The Learning Support Coordinator facilitates these reasonable adjustments as well as supporting the teaching and learning of course with study skills and research support. UK based students may be eligible to apply for the Disabled Student Allowance (DSA) which offers a range of solutions including assistive technology and mentoring to further assist students with disabilities.

Exit awards

Students who have successfully completed Stage 1 (Level 4) are eligible for a Certificate of Higher Education (CertHE) award in Contemporary Dance. Students who have successfully completed Stage 2 (Level 5) are eligible for a Diploma of Higher Education (DipHE) award in Contemporary Dance.

Distinctive features of the course

1. Variety of dance and movement practices students will encounter, including African diasporic, South Asian, and Euro-American dance practices.
2. Creative projects and collaborations across different art forms and contexts.
3. Performance opportunities in theatres, other spaces and across media, taking advantage of the opportunities within The Place as a creative powerhouse for dance development.
4. Focus on preparing for a portfolio career as an independent dance artist.
5. Dance science and positive psychology shaping the approach to training to optimise students' health and wellbeing.

Recruitment and Admissions

Selection Criteria

Admission process:

1. Video-based application
2. Admission Workshop
3. Interview

Selection criteria:

- Ability to engage in creative processes, demonstrating imagination, resourcefulness and communication skills.
- Understanding of dance in its wider context, i.e. awareness of critical issues relevant to specific dance practices
- Potential for development of technical capabilities and performance skills

Entry Requirements

UAL Honours Degree entry requirements:

An applicant will be considered for admission to an Honours Degree who has already achieved a minimum educational level equivalent to either:

a) Passes in two subjects at GCE Advanced Level (32 new UCAS tariff points/80 old UCAS tariff points normally, including one single award), plus 3 GCSEs in other subjects (Grade A-C) plus portfolio of work or relevant experience.

OR

b) 1 subject at GCE Advanced level (16 new UCAS tariff points/40 old UCAS tariff points) and Foundation Diploma in Art and Design plus 3 GCSEs in other subjects (Grade A-C) plus portfolio of work or relevant experience.

English language requirements:

IELTS level 6.0 with a minimum of 5.5 in Reading, Writing, Listening and Speaking.

Course Diagram ('X' indicates summative assessment date)

		Autumn												Spring												Summer												
Week		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
Full Time Stage 1	Unit 1 <i>Introduction to Dance Higher Education</i>												Winter Break	Unit 2 <i>Creative Structures & Processes</i>												Spring Break												
	40 credits													40 credits																								
	1	2	3	4	5	6	7	8	9	10	11	X		12	13	14	15	16	17	18	19	20	21	22	23		24	25	26	27	28	29	30	31	32	33	34	35
Full Time Stage 2	Unit 4 <i>Collaborative Creative Practices</i>												Winter Break													Spring Break												
	40 credits													Practices						Unit 6 <i>Outside</i>							Encounters											
	40 credits													13	14	15	16	17	18	X	19	20	21	22	23		24	25	26	27	28	29	X	30	31	32	33	34
Full Time Stage 3	Unit 7 <i>Integrating Learning & Independent</i>												Winter Break	Research												Spring Break												
	60 credits																																					
	Unit 8 <i>Performance Projects</i>																										X											
	40 credits																																					
	Unit 9 <i>Transitioning into a Portfolio Career</i>																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	X	25	26	27	28	29	30	31	32	33	34	35	36	