

## PROGRAMME SPECIFICATION

### KEY FACTS

<b>Programme:</b>	BSc (Hons) Dance Science
<b>Awarding Institution:</b>	Trinity Laban Conservatoire of Music and Dance
<b>Type of study:</b>	Full time
<b>UK Credits:</b>	360
<b>ECTS:</b>	180

### OUTLINE

#### Summary Description

The BSc Dance Science: Fitness & Health programme is designed to deliver a new and innovative curriculum within a relatively new and fast growing field of study to a range of students from different backgrounds. The progressive developmental programme of interrelated modules provides a framework through which to understand movement and dance both physically and intellectually.

Students will develop their knowledge and understanding of how the body functions and how movement works, they will explore how movement is learned and how anyone participating in dance can be better supported physically and psychologically. They will acquire skills to apply this knowledge in different contexts to be able to prescribe and evaluate its effectiveness for health and well-being among different populations.

The programme has been designed to provide students with a rich and varied learning environment to help them gain the fundamental underpinning core theories in dance science at level 4 preparing them for wider and deeper study at level 5 and to then further develop their knowledge and understanding into more applied areas at level 6. The programme will prepare students to become independent, autonomous and confident learners with a sound understanding of key concepts and theory in areas of dance science together with the practical, critical, creative and reflective skills to pursue a career in a range of related industries and/or to undertake further study.

Particularly distinctive elements of this programme are the *Motor Skills Learning, Analysis of Performance* and *Technical Practice* modules in terms of a) how theory from these modules will be applied to practical contexts and other modules on the programme in an integrated way (and this is possible as the entire programme is core not optional/pick and mix), b) how the Choreological Practice principles and theory integrated with Biomechanics will provide opportunity for students to analyse movement and dance through two distinct lenses and appreciate, critically, the methodological differences and c) how the Technical Practice module will be taught by teachers with dance science knowledge and expertise and who together with the students, will examine the purpose and function of a technique class, try out new ideas for training and learning and build dance skills and observational skills to assist themselves and others.

Entry is normally at level 4 with A-level or equivalent qualifications (see Section 3d).

#### Programme Aims

The aims of this programme are:

- To deliver effectively, an innovative and research-informed curriculum in dance science to students from a range of academic and social backgrounds;
- To produce graduates with the subject specific knowledge and understanding in areas such as exercise physiology, performance psychology, biomechanics, choreological practice, motor learning and health, fitness and wellbeing;

- To equip graduates with a practical knowledge of the application of areas of dance science relevant to dance in a variety of contexts and for a range of populations;
- To equip graduates with analytical, creative, reflective, collaborative, critical and problem solving skills to meet the challenges of a multi-stranded career;
- To provide students with the skills to critically review, write and present scientific research in a confident, scholarly and knowledgeable way;
- To create a learning environment that nurtures every individual through flexible learning opportunities and modes of assessment;
- To provide opportunities for interaction with the profession and prepare graduates to undertake professional industry standard qualifications;
- To equip graduates with the key and transferable skills that enable them to undertake leading roles in a range of dance related industries and/or to undertake further studies;
- To foster a willingness to engage in new approaches to learning and a respect for others' viewpoints;
- To provide the skills to communicate ideas confidently and contribute to critical discussion and enquiry;
- To facilitate the development of student autonomy progressively through the programme.

#### **What will I be expected to achieve?**

On successful completion of this programme, a student will be expected to be able:

##### **Knowledge and understanding**

- To demonstrate comprehension of human responses to dance and exercise;
- To evaluate and assimilate a range of methodological approaches and processes of enquiry;
- To show in-depth knowledge of key components of the areas within the subject modules, their context and application;
- To identify and investigate areas of specialist interest compatible with long-term professional goals;
- To show creative and critical engagement with a range of subject areas, sources and theoretical and methodological perspectives;
- To demonstrate understanding of how to read and interpret a variety of relevant sources;
- To demonstrate proficiency in a range of practical and analytical techniques used in dance science to monitor health and performance, and understand and comply with good, ethical and safe working practices.

##### **Skills (intellectual)**

- To show competent retrieval skills to acquire, synthesise and organise sources and material;
- To demonstrate critical and creative skills when interpreting information and solving complex problems;

- To apply theoretical subject knowledge within practical contexts to enhance and evaluate dance practice;
- To transform an idea from concept to realised project through the development of, and adherence to an appropriate methodological design;
- To communicate ideas and intentions clearly and confidently in a range of contexts;
- To interrogate and evaluate one's own work as it progresses.

### **Skills (practical)**

- To show competence to carry out a range of testing and analytical techniques adhering to procedures and protocols;
- To analyse and interpret different forms of data;
- To show capacity to comply with health and safety as well as ethical procedures in the undertaking of laboratory testing and research;
- To plan systematically, carry out and report on an independent self-directed research project.

### **Values and attitudes**

- To demonstrate a responsible approach to own learning;
- To show an appreciation for working cooperatively and collaboratively with peers;
- To demonstrate a growing awareness of the value of independent and autonomous learning;
- To offer an in-depth and insightful reflection on learning experiences;
- To engage in a self-directed process of research and exploration;
- To evidence responsible, ethical and professional conduct of research.

### **How will I learn?**

The learning and teaching methods on this programme have been designed to meet the Programme Aims and Learning Outcomes. A range of methods will be used to offer opportunities for all learners regardless of background, previous experience and any specific needs.

Learning and teaching methods will include:

- Lectures and seminars
- Lab-based practical workshops
- Individual and group tutorials
- Self-directed study
- Individual and group projects
- Self and peer feedback
- Hands-on practical activity

The overall number of student learning hours is approximately **3636.25**, comprising taught, placement and self-directed study hours. The approximate number of contact hours on the programme is **1106.5** hrs.

### **How will I be assessed?**

#### **Overview**

The assessment strategy for the programme is designed to meet the programme and module learning outcomes, and inclusive assessment design takes into account the needs of different learning styles.

The Trinity Laban Head of Student Services & Disability Coordinator, and the Academic Learning Support Co-ordinator are on hand to offer guidance to tutors and staff on potential individual assessment adjustments where appropriate to support the needs of students with disability/protected characteristics.

Each module of the BSc is assessed separately through assessment tasks within each Module, providing a range of processes and modes of delivery for you to engage with. Assessment tasks are designed to demonstrate the students' ability to meet the respective learning outcomes of each module; they include: practical demonstrations; lab skills tests, practical presentations; examinations, oral presentations; essay and independent project.

Assessment tasks are phased and a schedule of submission / presentation dates will be published each year. Students will receive an assignment sheet which details the requirements of each formal assignment / presentation.

Formative feedback takes the form of: in-class dialogue and discussion on a continuing basis; tutorials with the module leaders and/or the Programme Leader at key milestones during the year.

Summative feedback is provided for each formally assessed task in the form of a mark awarded in accordance with the published marking criteria. Students also receive written feedback for each assessment task, relating specifically to the standard achieved against the assessment criteria.

The quality of programme assessment practices is assured through adherence to the practices outlined in the Academic Quality Handbook (see appendices).

#### **What do I have to do to pass?**

To pass a Module students will need to achieve a pass grade in Part 1 module assessments and minimum grade of 40% in Parts 2 and 3 module assessments. The grade will reflect, in the view of the assessors, the extent to which the work has met both the general and module specific assessment criteria.

The methods of assessment for each module will be set out in the Module Specification. For each student a Module Mark shall be calculated as a weighted average of the marks for the individual modules. The weightings assigned to the modules will be set out in the Module Specification.

Grade descriptors, module-specific assessment criteria and general criteria can be found in the students' Programme Handbook.

#### **What award can I get?**

This Programme of study can lead to one of three awards: on successful completion of all Level 4 modules, the Certificate of Higher Education (CertHE); on successful completion of all Level 4 and 5 modules the Diploma of Higher Education (DipHE); and on successful completion of 360 credits at Levels 4, 5 and 6, the BSc (Hons) degree.

Cert(HE) The minimum percentage in the overall aggregate of Level 4 modules for recommendation for the Cert(HE) award shall normally be:

With Distinction	Minimum 70%
With Merit	Minimum 60%
Without classification	Minimum 40%

Dip(HE) The minimum percentage in the overall aggregate of Level 4 and 5 modules for recommendation for the Dip(HE) awards shall normally be:

With Distinction	Minimum 70%
With Merit	Minimum 60%
Without classification	Minimum 40%

The minimum percentage in the overall aggregate for recommendation for BSc (Hons) shall normally be:

Class 1 (I)	Minimum 70%
Class 2 Upper Division (II:i)	Minimum 60%
Class 2 Lower Division (II:ii)	Minimum 50%
Class 3 (III)	Minimum 40%

Level 5 will each constitute 40% of the overall aggregate;

Level 6 will constitute 60% of the overall aggregate.

The award of BSc Ordinary Degree may be awarded if students successfully complete all modules in Parts 1 and 2, and pass the following modules in Part 3:

- Technical Practice III
- Training Strategies for Dance, Exercise and Fitness
- Creative Arts & Health

## CONTENT

### What will I study?

#### Programme Structure

The Programme consists of three parts (Part 1, Part 2 and Part 3), which are undertaken over three consecutive academic years on a full time basis. Each Part undertaken comprises modules, which are structured to elicit developmental learning. Advancing through the programme, students will be increasingly encouraged to develop as independent learners.

In Part 1 (level 4), the focus is on developing knowledge of key areas of *Anatomy, Physiology, Nutrition* and *Motor Skill Learning*. Alongside this, students will acquire fundamental research skills including finding and interpreting sources critically and gaining knowledge of the main principles of research and research methods.

In Part 2 (level 5), the focus is on consolidating and extending the material covered in level 4 while introducing *Performance Psychology* and acquainting students with a range of methodologies for analyzing movement and dance. Students will develop critical, creative and communication skills as well as foster a broader understanding of research methods. They will begin to apply their knowledge and understanding in different contexts and deepen their own embodied understanding of the material introduced through technical practice.

In Part 3 (level 6), the focus will be on the application of the theoretical areas of Dance Science gained in Parts 1 and 2, to different contexts and populations. Students will develop the ability to evaluate critically, the outcome of their decisions and develop the capacity to plan, undertake and write-up, an independent research study.

Throughout the three years, students will engage in *Technical Practice* to apply theories, and concepts learned in the other modules and to deepen their understanding of Dance Science through practical and embodied learning.

#### **Part 1 (120 credits):**

**Technical Practice I:** 30 credits

**Functional Anatomy & Physiology:** 20 credits

**Nutrition:** 20 credits

**Motor Skill Learning:** 20 credits

**Researching Dance Science I:** 30 credits

**Part 2 (120 credits):**

**Technical Practice II:** 30 credits

**Analysis of Performance:** 40 credits

**Performance Psychology:** 20 credits

**Researching Dance Science II:** 30 credits

**Part 3 (120 credits):**

**Technical Practice III:** 20 credits

**Training Strategies for Dance, Exercise and Fitness:** 20 credits

**Creative Arts & Health:** 20 credits

**Project Dissertation:** 60 credits

Module Title	Contact Time	Module Credits	Core/ Elective	Compensation Yes/No	Level
Dance Technique	6 hrs per week for 30 weeks = 180 hrs	30	Core	No	4
Functional Anatomy & Physiology	1.5 hrs for 30 weeks = 45 hrs	20	Core	No	4
Researching Dance Science I	3 hrs for 15 weeks = 45 hrs	30	Core	No	4
Nutrition	3 hrs for 15 weeks = 45 hrs	30	Core	No	4
Motor Skill Learning	1.5 hrs for 30 weeks = 45 hrs	20	Core	No	4
Dance Technique	6 hrs per week for 30 weeks = 180 hrs	30	Core	No	5
Performance Psychology	3 hrs for 15 weeks = 45 hrs	20	Core	No	5
Analysis of Performance	3 hrs for 30 weeks = 90 hrs	40	Core	No	5
Researching Dance Science II	3 hrs for 15 weeks = 45 hrs	30	Core	No	5
Dance Technique	6 hrs per week for 30 weeks = 180 hrs	20	Core	No	6
Creative Arts & Health	3 hrs for 15 weeks = 45 hrs	20	Core	No	6
Training Strategies	3 hrs for 15 weeks = 45 hrs	20	Core	No	6

#### Project/Dissertation Module

Module Title	Module Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Dissertation Project	Supervisory tutorials	60	Core	No	6

## ADMISSIONS

### Entry Requirements

- A-level (or combination with AS/BTEC/Cambridge Technical): 112-128 UCAS tariff points to include at least one in Science (Physical Education, Psychology also accepted) at grade C (level 4) or above. Level 3 Graded and Vocational Graded qualifications in Dance on the NQF/RQF (allocated points on the UCAS tariff) also accepted.

### PLUS

- Five GCSEs A\*–C (or level 9-4 under the newly reformed GCSE gradings) in mathematics, English Language and Science (Physical Education, Psychology also accepted)
- Prior dance experience (articulated in the application)

Students will normally have studied a minimum of two years post GCSE. However, mature individuals with professional experience may also apply.

*There will be no requirement for an audition as part of the application process.*

### English Language Entrance Requirement

Normally the Common European Framework of Reference for Languages (CEFR) B2 (IELTS 5.5 min in all areas).

## CAREERS

It is expected that graduates from the BSc Dance Science programme will pursue a range of careers. These include working within the fitness industry and using dance as a means to improve the health and fitness of different populations. They will have strong dance skills and knowledge of the body, exercise prescription and assessment, to achieve this. The fitness industry is expanding both within the UK and overseas and dance is becoming more popular as both a participatory art and as a means of exercising.

BSc graduates will be equipped with sound knowledge of the mechanics and anatomy of the body, safe practice, injury prevention and the fundamental principles of educating and training different populations. As such, they will be well placed to work within the community and participatory dance-teaching sector.

BSc graduates will have the skills and knowledge to further develop research interests and may choose to pursue a Masters or PhD.

## STUDY ABROAD / WORK PLACEMENTS

### Study Abroad options

Not applicable at this time

### Placement options

Not applicable at this time

## ACCREDITATION AND PROFESSIONAL RECOGNITION

### Accrediting Body

The Head of Dance Science is in negotiation with UK professional industry bodies including the Register of Exercise Professionals (REPs) Safe in Dance International and various First Aid certification organisations to formalise a relationship whereby industry standard qualifications will be offered as part of this programme.