

## PROGRAMME SPECIFICATION (UNDERGRADUATE)

<b>Programme</b>	BA (Hons) Contemporary Dance with International Foundation Year
<b>Awarding Institution</b>	Trinity Laban Conservatoire of Music and Dance
<b>Location of study</b>	Laban Building/Laurie Grove
<b>Mode and duration</b>	1 year full time
<b>UK Credits</b>	Foundation Programme: Contemporary Dance Level 0 (HE) credits: 70 Level 4 English: 60
<b>ECTS</b>	65

### SUMMARY DESCRIPTION

The dance modules are designed as an integrated learning experience. As much as possible learning will be cross-referenced across modules: for example, the learning in Modules 1 & 2 will be linked through the way in which they are taught and the content of the curriculum; Module 3 will link to the learning in Modules 1 & 2, with students required to develop language skills to discuss learning in these Modules 1.

The curriculum design is underpinned by collaboration between the Programme Leader and members of the teaching team to support an integrative learning and teaching model, so that effective links are established for students across the areas of study.

#### Programme Aims

- To provide potential undergraduate students access and progression routes to high-quality conservatoire study and preparation for entry to specialist/vocational training within the conservatoire or wider higher education sectors.
- To enable aspiring dance artists to develop their technical, artistic and performance skills through a dedicated practice-based programme of study.
- To deliver a programme of study that is informed by current concerns, thinking and methodologies in dance training relating to fitness, safe practice, health and wellbeing of the dancer.
- To provide a breadth of study that encompasses the development of strong technical, creative and choreographic skills integrated with an understanding of analytical frameworks that support creative development and refining of performance skills.
- To enable students to acquire English language proficiency through the development of personal learning strategies and skills that complement their emerging skills as dance artists.
- To create a learning environment that nurtures creativity, innovation, reflection, critical thinking and collaborative approaches required to develop the artistic identity of future dance professionals.

- To foster an openness to engage in new approaches to learning and creative practice, a respect for others' viewpoints, and confidence to communicate ideas and contribute to critical discussion and creative enquiry.
- To create a learning environment that encourages a professional approach in relation to learning in all aspects of vocational training.

## LEARNING OUTCOMES

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

### Knowledge and understanding

- Practical knowledge and understanding of key technical, artistic and performance aspects of the dance forms and styles studied and the basic principles that underpin these.
- Knowledge and understanding of basic principles of the body, movement, time, space and relationship, and how to use these in creative processes for devising dance material, developing dance ideas and experimenting with choreographic form.
- Knowledge and understanding of how, through performance of movement material, to communicate expressive qualities and choreographic ideas and intention.
- Knowledge of basic research methodologies: how to gather, describe, communicate and present information in written and verbal form; how to develop lines of argument and provide evidence for choices made within prescribed settings.
- Understanding of a wide range of vocabulary and grammar in English, and the ability to utilise the English language at a level commensurate with entry to undergraduate study in the UK.

### Skills

- Ability to utilise appropriate technical, stylistic and artistic skills in the performance of dance material.
- Capacity to engage in movement exploration and investigation both independently and in collaboration with others, and to apply thoughtful processes to review creative and choreographic material developed.
- Ability to apply basic principles of movement analysis in the observation, and creation of movement vocabulary and choreographic material.
- Ability to organise, prepare and communicate ideas and material in dance creation, rehearsal and performance situations.
- Ability to undertake directed research, to select relevant materials and methodologies, and to use appropriate academic referencing conventions.

### Values and attitudes

- Openness to new ideas and practices, and proactive engagement in different approaches to learning in, through and about dance.
- Active commitment to developing as a dance artist, including readiness to engage in guided independent study and cooperative working with others.
- Responsible conduct in regular attendance and appropriate use of self-directed learning in preparation for classes, rehearsals, performances and assessments.

- Professional approach and engagement with learning across all modules in relation to engagement and behavior.

## GRADUATE ATTRIBUTES

In achieving institutional learning and teaching goals, Trinity Laban aims to produce graduates from our Undergraduate programmes who (variously through their differing programmes of study) assuming that the students who undertake the CDFP continue to the BACD:

1. Are highly creative and resourceful and exhibit technical excellence within their field
2. Have outstanding performance skills
3. Are familiar with the possibilities offered by and through collaborative forms of working
4. Have extensive knowledge of the context within which dance work is created and performed
5. Are confident in the creative use of technologies within their art-form
6. Have the skills to develop as effective project leaders, able both to devise and manage their own performance projects, workshops, research, and to participate as team members in such activities
7. Have the capacity to recognise the applied potential of their art form to engage with a variety of contexts such as social, community, performance, business, education
8. Have the potential to articulate persuasively and encourage and direct the participation of others in their art form
9. Are equipped to take advantage of the wide range of employment opportunities available within the arts industries, and who understand how to generate their own work and have the skills to manage a sustainable and enriching career.

## CURRICULUM

### Structure

Module Title	Module Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Technical Practice	D00001	50	Core	No	0
Creating Dance	D00002	20	Core	No	0
Integrated Skills in English	D40010	60	Core	No	4

### Key Progression Points

Students are required to achieve all credits in the CDFP in order to progress to Part 1 of the BACD. An assessment board will meet at each progression point and is responsible for making progress decisions.

## LEARNING AND TEACHING

**Total contact hours: 805 hours**

**Total self-directed study hours: 395 hours**

## Total learning and teaching hours: 1200 hours

Contact hours and self-directed learning hours are different for each Module and are related to the nature of study: for some modules, you will have a high number of contact hours and a lower allocation of self-directed learning hours; for other modules you will have a high number of self-directed hours and a lower number of contact hours. The allocation of self-directed learning hours indicates our expectations of you for each of the modules, and we provide a guide as to how you might use these hours effectively.

**Table of contact hours; self-directed learning hours; total notional learning hours**

<b>Module title</b>	<b>Contact hours*</b>	<b>Self-directed learning hours</b>	<b>Total hours</b> (rounded up/down to nearest 100)
Module 1 Technical Practice	355	145	500
Module 2 Creating Dance	30	170	200
Module 3 Integrated Skills in English	420	180	6000
<b>Total credit-bearing hours for the programme</b>	<b>805</b>	<b>395</b>	<b>1200</b>
Weekly Seminar (non credit-bearing)	30		30
Tutorials related to progress and achievements	Throughout the year		

## Learning and teaching methods

Learning will take place through a blend of formal tuition, experiential learning and self-directed study, taking place in formal taught classes, workshops, lectures, seminars and tutorials. Learning and teaching methods support the acquisition of knowledge and skills, alongside critical thinking and reflective evaluation. Students will be encouraged to be active learners in contributing to discussion, peer observation and feedback, and group work.

Alongside the taught elements of the Programme, hours are allocated for self-directed study to support your learning in the taught sessions. In this time, you will be expected to undertake a variety of tasks, including exploration and experimentation within the studio; rehearsals; reading, research and viewing of works on film;

alongside an expectation for individual reflection. At various points during the year you will have tutorials with your module teachers to support your studies.

## ASSESSMENT

### Overview

The assessment strategy for the programme is designed to meet the programme and module learning outcomes, and inclusive assessment design takes into account different approaches to learning. Student Services, and Learning Support 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 CDFP is assessed separately through assessment tasks within each Module, providing a range of processes and modes of delivery for you to engage with. Assessment Components are designed to demonstrate your ability to meet the respective learning outcomes of each module; they include: continuous assessment; structured tasks; practical presentations; performance; oral presentations; essays; portfolios and journals.

Assessment tasks are phased and a schedule of submission / presentation dates will be published each year. You 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/component tutors and/or the Programme Leader at key milestones during the year.

Summative feedback is provided for each formally assessed task in the form of an award of a pass or 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.

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

In order to pass the Foundation year and to progress to Part 1 of BA (Hons) Contemporary Dance you must achieve a **pass mark (minimum of 40%) in each of the four modules:**

Module 1:	Technical Practice
Module 2:	Creating Dance
Module 3:	Integrated Skills in English

### You must also satisfy the Professional Conduct requirements:

Attendance: 80% in all Modules and Components

### Resit opportunities

You will normally be permitted to resit failed assessment components as outlined in the Assessment Regulations. Resit opportunities are permitted at the discretion of the assessment board and students deemed

not to have fully engaged with the programme (for example those not attempting assessments) may be required to withdraw. Failure in the Professional conduct element may be condoned by the Assessment Board on the basis of satisfactory academic progress.

Resits will take place during and after the end of the teaching year, as determined by the Interim Assessment Panel or the Assessment Board. Resit of any summer term assessments will normally take place in the last two weeks of July. Further information about reassessment is included in the Assessment Regulations for taught programmes.

Students failing the Trinity College ISE II examinations will have the opportunity to resit the examinations at their own expense.

## AWARDS

Students successfully completing the International Foundation Programme will receive a Certificate of Completion and a Transcript of Results which will state i) the marks gained in each module; ii) the overall aggregate mark for the three modules. The final mark for the Programme will be decided on the basis of the overall aggregate of all modules calculated in accordance with: a) the prescribed weightings of components within modules; b) the weighted average of the modules within the programme based on the number of credits ascribed to each module.

Thresholds for successful completion of the Foundation Programme: Contemporary Dance will be as follows:

	HE Level	Credits	Weighting (%)	Successful completion	% required
Taught	0	70	54%	With Distinction:	70
Taught	4	60	46%	With Merit:	60
				With Pass:	40

For requirements for automatic progression to Trinity Laban BA (Hons) Contemporary Dance, see above, *What do I have to do to pass?*

All students on the Integrated Skills in English module will be entered for the Trinity College ISE II examinations and if successful will receive the ISE II (B2) qualification certificate.

## ADMISSIONS CRITERIA

### Entry requirements

The requirements for entry are: to achieve a pass at audition and interview, and to have the requisite level 3 (or equivalent) qualifications, as outlined below.

Normally, applicants to the Foundation Programme will have the following dance and academic profile:

- Practical dance experience of one dance form is expected (e.g. contemporary dance, ballet, Hip-Hop), assessed at audition\*: candidates will be expected to demonstrate technical expertise and potential, and imaginative responses to creative tasks set; commitment and potential to study dance at a professional level; and enthusiasm for the physical demands of intensive dance training.
- 5 GCSEs (including English Language), grades A\*-C / or 9-4 (in 2017 GCSEs)

or

a combination of 2/3 GCSEs (including English Language), grades A\*-C / or 9-4 (in 2017 GCSEs), plus a BTEC First Diploma (Level 2)

PLUS

- Advanced GCE (A-level) or an AS GCE (AS-level)

or

equivalent, including level 3 Graded and Vocational Graded qualifications in Dance on the NQF/RQF (allocated points on the UCAS tariff): e.g. level 3 qualifications of the Royal Academy of Dance (RAD); Imperial Society of Teachers of Dancing (ISTD)

or

- BTEC National Diploma: Dance or a named Dance or Performing Arts pathway

or

combinations of the above level 3 qualifications

- equivalent qualifications and/or relevant prior experience will be considered.
- English language entrance requirement:
  - **CEFR (Common European Framework of Reference for Languages) B1** (IELTS 4.5 min in all areas).

\* Candidates unable to attend the audition in person may be considered for entry to the programme by submitting a recorded audition via the online admission platform (Embark). The recording should include follow the guidelines set out in for online auditions and will include the following:

- Release based material
- Creative task

And one of the following:

- Cunningham based material
- Hip-Hop material
- Ballet material