

Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Programme Title: Cert HE in Cultural Dance Forms

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| 1. Awarding Institution/Body | University of Kent |
| 2. Teaching Institution | Northern School of Contemporary Dance |
| 3. School responsible for management of the programme | Northern School of Contemporary Dance |
| 4. Teaching Site | <i>Chapelton Campus</i> |
| 5. Mode of Delivery | Full-time |
| 6. KentVision Academic Model | <i>Not applicable</i> |
| 7. Programme accredited by | <i>Not applicable</i> |
| 8. a) Final Award | <i>Certificate of Higher Education</i> |
| 8. b) Alternative Exit Awards | <i>No alternative exit awards</i> |
| 9. Programme | <i>Cultural Dance Forms</i> |
| 10. UCAS Code (or other code) | Not applicable |
| 11. Credits/ECTS Value | <i>120 credits / 60 ECTS credits</i> |
| 12. Study Level | <i>Level 4</i> |
| 13. Relevant QAA subject benchmarking group(s) | <i>Dance, Drama and Performance (December 2019) – see QAA benchmarking statements at https://www.qaa.ac.uk/quality-code/subject-benchmark-statements</i> |
| 14. Date of creation/revision (note that dates are necessary for version control) | <i>July 2019</i> |
| 15. Intended Start Date of Delivery of this Programme | <i>September 2020</i> |

16. Educational Aims of the Programme

The programme aims to:

- Provide knowledge and understanding of cultural dance forms and the aesthetic, artistic and cultural values informing the ways in which dances are made, performed, viewed and shared amongst a variety of recipients and audiences
- Encourage students to develop a voice and narrative through knowledge and understanding of the cultural traditions which have set many of the foundations of a contemporary arts scene

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- Provide opportunities for students to develop the broad range of skills needed to meet challenges for further study and professional training in a multi-faceted professional dance environment
- Encourage the exploration and development of students' distinct strengths and qualities, to realise physical and creative potential needed for further training at undergraduate level
- Introduce and instil principles of safe practice and wellbeing to promote life-long career paths within the dance profession
- Encourage and consolidate a distinctive regional identity through network opportunities and other embedded experiences within the curricular, informed by visiting practitioners and artists within the field
- Provide opportunities and prepare students for further study in Higher Education and for the development of key skills appropriate for entrance onto higher levels of undergraduate study

Aims in relation to the mission statement:

- Provide an excellent quality of higher education in a high quality conservatoire HE provision in the field of contemporary cultural dance
- Provide flexibility and a multidisciplinary approach
- Provide teaching that is informed by current research and scholarship and which requires students to engage with cultural contexts which inform style and representation, reflected through both tradition and currency in the present industry landscape
- Meet the lifelong needs of a diversity of students
- Support national and regional economic success
- Build on close ties within Europe and elsewhere, reflecting Kent's position as the UK European University
- Nurture students' ability to be independently minded and to be able to work in an independent manner.
- Enhance students' skills of interpersonal interaction and reflexiveness through individual and group work
- Widen participation in higher education within the local region by offering a wide variety of entry routes.
- Attract intellectually able students irrespective of race, background, gender, as well as physical disability, from within the United Kingdom and from overseas.

Aims in relation to the learning and teaching strategy:

- To provide teaching that is informed by current research and scholarship and which requires students to engage with aspects of dance performance, choreography and dance pedagogy which is cutting edge and reflects currency in the present industry landscape
- To provide opportunities for the development of personal, communication, research and other key skills appropriate for further study.
- Foster students' ability to be independent minded and to be able to work in an independent manner.
- Provide high quality teaching in supportive environments with appropriately qualified and trained staff

17 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

The programme outcomes have references to the subject benchmarking statement for *Dance, Drama and Performing Arts (2015)* with reference made to the FHEQ qualification level descriptors as set out in Annex 2 of the Credit Framework and ensure that these are appropriately reflected in the programme learning outcomes.

A. Knowledge and Understanding of: (*i.e.* subject-specific knowledge and understanding)

1. Cultural contexts of practitioners and practices **(SB4.2.ii)**
2. Clear contexts and settings which frame dance performance from a cultural perspective **(SB4.2.iv)**
3. Craft and technique **(SB4.2.iii)**
4. Histories, forms and traditions of performance **(SB4.2.v)**
5. Methods used to investigate the fields of study, including introducing the students to basic research methodologies **(SB4.2.ix)**
6. Applications of performance in professional, community and social contexts **(SB4.2.x)**
7. The use of technical skills in creative and interpretative modes of expression **(SB4.3.v)**
8. The use of group processes in the creation of work including, for example, working collectively, ensemble, co-creation and hierarchical and non-hierarchical structures **(SB4.3.vii)**

Skills and Other Attributes

B. Intellectual Skills:

1. To describe, interpret and evaluate performance scores and events from a range of perspectives and using appropriate subject specific vocabularies **(SB5.3.i)**
2. To develop skills of observation and visual, aural and spatial awareness **(SB5.3.ii)**
3. Identify and discriminate between primary and secondary sources **(SB5.3.iii)**
4. Investigate performance environments to determine how place, site and space, shape the events they accommodate **(SB5.3.v)**

C. Subject-specific Skills:

1. Engage in performance and production, based on acquisition and understanding of appropriate performance and production vocabularies, skills and structures **(SB5.2.i)**
2. Develop a repertoire of interpretative skills, practices and making techniques (physical/aural/spatial), applying them effectively to engage with an audience/performance **(SB5.2.ii)**
3. Contribute to the production of performance **(SB5.2.iii)**
4. Realise the performance possibilities using the skills and crafts of performance making/writing **(SB5.2.iv)**
5. Describe and analyse the role which dance, drama and performance, in all its forms, may play in contributing to cultural debate and active citizenship **(SB5.4.i)**
6. Plan, facilitate and evaluate projects that apply dance, participatory and performance subject expertise in social, community and other socially engaged settings **(SB5.4.iii)**

D. Transferable Skills:

1. Work independently, set goals and manage their own workloads **(SB5.6.i)**
2. Work effectively under pressure and to deadlines **(SB5.6.ii)**

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3. Understand how to manage risk, health, safety and employ ethical working practices to ensure safe working contexts **(SB5.6.iii)**
4. Work in planned and improvisatory ways, to anticipate and accommodate change, ambiguity, creative risk taking, uncertainty and unfamiliarity **(SB5.6.iv)**
5. Identify personal strengths and needs, and reflect on personal development and opportunities for life-long learning **(SB5.6.v)**
6. Begin to operate and think reflexively, creatively and technically to develop ideas and construct arguments **(SB5.7.i)**
7. Research and examine information, materials and experiences, formulate judgements, and articulate reasoned arguments through reflection **(SB5.7.ii)**
8. Effectively participate and problem solve within team working contexts **(SB5.8.i)**
9. Understand group dynamics to operate collaboratively within collective, creative and professional contexts to generate and pursue shared goals **(SB5.8.ii)**
10. Recognise situational and interpersonal factors and how these can be effectively accommodated to facilitate productive working relationships **(SB5.8.iii)**
11. Present ideas and communicate information comprehensibly in visual, physical, oral and textual forms **(SB5.9.i)**
12. Produce written work with appropriate scholarly and professional registers/conventions **(SB5.9.ii)**
13. Use information retrieval skills, involving the ability to gather, sift, manipulate, synthesise, evaluate and organise material **(SB5.10.i)**
14. Appropriately select, employ and adapt digital media and information technologies **(SB5.10.ii)**

Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

This level 4 programme is built uniquely upon a 'scaffolded' curriculum model where common strands are explored in an interconnected manner across the modules. The core strands are cultural dance forms and western theatre dance techniques, creative practice and performance practice. All of these modules have some form of interconnection which is placed in context with theoretical underpinning, through the lens and narrative of cultural perspectives. Core subject skills are developed as a result of this 'blended approach' to learning. These provide students with an essential subject toolkit for further study. These core skills involve physical and bodily awareness, performance skills, appreciation, choreography, reflexive practice and research.

This programme aids to the cultural development and experiences of British life and the genres which are experienced within this programme have become a potent force in shaping the 'new world', informing part of the European mainstream culture catering to indigenous urban or rural populace. This course will enable students to recognise the value a vernacular dance of the cultures from which has grown and influenced the British dance scene, contrasting to the European cultural forms of dance. We will encourage discourse around that which is well rooted in sub-cultures: an informal discursive expression which contrasts the traditional western dance narratives.

Through the programme students can draw comparisons with forms which belong to the hip-hop culture of rapping, a verbal art form, graffiti, a visual art form and breakdancing a movement art form. Dances which have originated from non-European cultures

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This programme offers students a great opportunity for students to work with and collaborate with an eclectic group of professional artists on the dance scene and work with partnerships which provide the very best settings in which to show our work in Leeds. For instance, the course has been generously supported around potential for knowledge exchange through partners including Serendipity, House of Suarez, Phoenix Dance Theatre, RJC Dance, Leeds City College, Leeds college of art (graffiti art), Leeds college of Music (popular music) plus a multitude of independent small venues including art cafes and nightclubs. We expect to offer performance and creative opportunities through appropriate urban landscapes in consultation with Leeds city dock authority, Leeds city council, Temple Newsam estate, Vogue ball platforms in the north of England and Leeds African Carnival. We aim to provide a significant range of opportunities for students to take their work out of the studio or traditional settings and into exciting and inspiring places in and around the region.

All students follow the same programme of study in stage 1 which introduces them to the different strands of the curriculum and creates a foundation for core skills development. In urban and western theatre dance technique modules, student learning takes place through participation in tutor led classes. The classes focus on the training and articulation of the body and exercises are used to build the core skills of anatomical awareness, appropriate physical strength and muscular effort, range of motion, proprioception, coordination, expression and performativity, within the context of each particular style. This training is necessarily repetitive building a spiral curriculum of continually refining the practice where the content is progressively developed throughout the three terms of study, in order to promote the development of 'imaginative and creative' performers.

In relation to the Dance Technique modules there is an innovative approach to the structuring of the programme, whereby urban techniques are integrated across three modules, supplemented by an additional module of western theatre dance techniques. This will support student understanding that all movement techniques are underpinned by an introductory awareness of the workings of the individual structure and core principles of anatomical awareness resulting in safe and dynamic alignment, appropriate physical strength and muscular effort, range of motion, proprioception and coordination. Assessing a range of approaches to technique in the equivalent of 50% of the programme will reinforce the idea that each of the studied techniques has equal value in preparing the body and mind of a versatile dancer. It was also considered vital to the new programme that students develop an understanding that technique is a way of training the body in order that it might best serve artistic expression.

In the creative and performance practice 1 module, skills, knowledge and understanding is acquired through tutor directed practical dance activities and independent creative investigations. These activities promote the exploration and development of an expressive dance vocabulary which enables the student to create, interpret and perform n dance based works showing an understanding of the discreet or fusion of the styles which show an understanding of this genre of work. In creative and performance modules, students undertake a self-directed rehearsal process supported by tutorial milestones and formative feedback. During this time there is the option for students to present their choreographic work in an informal 'choreo-lab' where they can receive feedback from their peers.

This is later supported by a second performance practice module, where students are encouraged to transfer these skills through another context. This module recreates professional

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dance company / collective or 'house' experiences. This process includes directed and independent learning, group work and the development of the interpersonal skills required to successfully work with professional artists in related and connected fields.

All of the practical modules have theoretical underpinning through the module cultural perspectives on Dance, where learning takes place through mixed mode learning, tutor directed and independent study and one to one tutorials. These combine theoretical study with practical activities and therefore learning outcomes are achieved through exposure to a wide range of teaching and learning methods as indicated above.

Across the programme there is appropriate application of directed study to enable students the space to respond to set tasks as individuals or in groups in preparation for classes which follow. Whilst independent study will allow students opportunity to manage time and resources effectively towards assessment demands

Northern School of Contemporary Dance employs a wide variety of assessment methods including formative, continuous and summative assessment.

Assessment evidence is collected through:

- Continuous and summative assessments in dance technique and performance practice
- Assessed rehearsal processes in creative and performance practice
- Showings of solos and group choreographic work and improvisation.
- Written essay writing
- Evaluations / reflections
- Individual and small group verbal presentations

Students receive ongoing feedback in practical classes and through the tutorial system in which professional and academic development are considered and evaluated.

Achievement is measured against module assessment criteria and in accordance with programme and module learning outcomes. Students must meet the specific attendance requirements for the programme.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with this Certificate award relating to this programme of study, see the module mapping table, located at the end of this specification.

18 Programme Structures and Requirements, Levels, Modules, Credits and Awards

The Cert He in Cultural Dance Forms is a stand-alone qualification enabling students to graduate from the programme or make a fresh application to progress onto further study.

This programme is studied over one year full-time.

The programme is constructed in one stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/creditframework/creditinfo.html>

Each module is designed to be to be at Level 4. For the descriptors of this level, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. Students successfully completing Stage 1 of the programme and meeting credit framework requirements will be eligible for the award of the Cert HE in Cultural Dance Forms.

All modules are compulsory at Level 4 and are core to the programme and must be taken by all students studying the programme. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.

Stage 1: (120 Level 4 credits)

In order to achieve Cert He in Cultural dance Forms, all assessments will undergo moderation by an internal moderator who is independent any panel assessment and/or module delivery. A significant sample of the work across the range of marks for each module is reviewed by the External Examiner. The External Examiner will witness a range of assessment and moderation processes during their visits to the school. Further support is provided from the College's academic, administration and support staff as required.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

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| KV Code | SDS Code | Title | Level | Credits | Term(s) |
|--|----------|-----------------------------------|-------|---------|---------|
| Stage 1 | | | | | |
| Compulsory Modules | | | | | |
| NA | CCDPD1 | Cultural Perspectives on Dance | 4 | 15 | 1, 2 |
| NA | CCDDS1 | Cultural Dance Styles 1 | 4 | 15 | 1 |
| NA | CCDDS2 | Cultural Dance Styles 2 | 4 | 15 | 2 |
| NA | CCDDS3 | Cultural Dance Styles 3 | 4 | 15 | 3 |
| NA | CCDPP1 | Performance Practice | 4 | 15 | 3 |
| | CCDDT1 | Western Theatre Dance Techniques | 4 | 15 | 1, 2, 3 |
| | CCDCP1 | Creative Practice and Performance | 4 | 30 | 1, 2 |
| Optional Modules : There are no option modules within the programme | | | | | |

19 Work-Based Learning

There are no placement options within the design and delivery of this programme.

20 Support for Students and their Learning

- Induction programme for visiting guest tutors to support student learning experience
- School induction programme
- Programme handbooks and module guides
- Library services, see <https://nscdlibrary.wordpress.com/>

Support for students who are 16-18 upon entry to the programme:*

In order to support a request for special dispensation to allow a number of talented 16/17 year old students to join this programme, we have the following measures in place:

- The programme leader will act as the Academic Adviser for all students who are under 18 and this information will be provided to the Director of Student Services
- The named programme leader has already (as with all NSCD staff) undergone an enhanced DBS check
- All NSCD staff who teach on the Cert HE are reminded of the special duty of care owed to underage students and in particular of the offence of abuse of trust under the Sexual Offences (Amendment) Act 2000.
- The current NSCD workload allocation model ensures that sufficient time away from other duties enables the programme leader to be able to meet with their tutees on a more regular basis. Programme Leaders teach on the programme and would usually see the student daily and therefore establish substantial contact over and above the contact such a student might have with other members of staff in the department.
- The programme leader to bring to student review board any issues in respect of under age students, student services will monitor these on a daily basis

- The Human Resources department, working closely with Student Services and Academic registry will support Academic Advisers by providing information, advice and training for this aspect of their work.

Academic Support

The School provides students with a comprehensive range of support mechanisms to help them with their studies and their professional development. All students have access to academic support and guidance from tutors who maintain an overview of students' progress and development. Module tutors provide support and guidance on course or progress issues as well as on more practical and pastoral matters. Students have access to module learning materials through the use of the student intranet facility. Module tutors and Student Services also arrange appropriate extra support where needed. Module tutors give individual and group feedback in class as well as one to one feedback in module tutorials. Following formal assessments, students receive formal feedback from the module tutor or representative of the assessment panel as appropriate. All students can book appointments online through the virtual learning environment (NSCD Moodle – Student support tutorials)

Virtual Learning Environment (VLE)

Moodle is the school's chosen Virtual Learning Environment which has been available from September 2017. It is used to support teaching and learning online. Moodle is available to students at any time on any internet-connected computer, laptop or device with a web browser both on and off the school site. Students have access to Moodle through a downloaded app available on all smart devices.

Moodle is a media rich environment where the student can, as appropriate to their programme:

- choose to view or download resources or revisit classroom activities online
- watch short video clips from class, or dance works, listen to audio or podcasts
- see scheduled events on the calendar helping them to organise their time and remind them of important assignment dates / sessions and times
- easily and quickly submit their assignments online without having to come into school and view grades and feedback at the same time (summative assignments can be monitored for plagiarism)
- track and monitor their own progress
- communicate with their peers through the discussion forums and share ideas and experiences
- send messages directly to their tutor and other learners on your programme
- gain access to a wide range of electronic resources and journals to help with your research and assignments
- access e-books online

The Student Review Board (SRB)

The Student Review Board monitors the progress, conduct and attendance of all students. If any of these areas are causing concern, the SRB alerts the student and identifies the appropriate School support mechanisms to help her/him to address them. The SRB can also instigate disciplinary action in accordance with CDD's Support Students Through Study policy and Disciplinary Procedures.

Student Support Mechanisms

Through Academic Registry and Student Services, NSCD employs a range of qualified tutors to offer advice and assistance to students with a disability, medical condition, mental health difficulty or specific learning difficulty and who may require support to gain equal access to the curriculum. All students can book appointments online through the virtual learning environment (NSCD Moodle – Student support tutorials)

Advice and Assistance Available:

- Assessment of educational support needs
- Training in the use of supportive technology with advice on how to access equipment
- Advice on study-related support
- Advice on funding and financial management
- Arranging dyslexia tests and tuition
- Information visits for disabled students including access needs
- Negotiating alternative arrangements for assessment and making reasonable adjustments
- Information on national health and well-being organisations and services

Learner support for students with a disability or a specific learning need

Students are asked to identify support needs at point of application. However, students are encouraged to disclose their disability at any point in their studies. (See section 23)

Support for Students whose First Language is not English

All students must meet the stated IELTS level for English Language. Those who require further, course specific, English Language support will be provided with support by the School.

Health & Wellbeing

Northern School of Contemporary Dance has a strong tradition of providing student care and support services and commits considerable resources to this purpose. Many students who are embarking on a course will be living away from home or abroad for the first time and may face a number of challenges during their training. We aim to provide the necessary services to help all students overcome these and ensure that the highest level of individual care is offered.

Northern School of Contemporary Dance is committing to promote mental health and wellbeing. The Health & Wellbeing Coordinator oversees our wellbeing offer which provides students with the opportunity to talk about personal issues in complete confidence and in a private setting.

The NSCD wellbeing service employs a specialist number of in-house to advise and support students surrounding eating disorders, disordered eating, body dysmorphia, cognitive behavioural therapy, mental health conditions, anxiety and depression. The list is not exhaustive and where in house support is not appropriate, NSCD's wellbeing coordinator has connections to refer students to a number of external specialists. The wellbeing coordinator works with the body work supervisor to support any cross over between physical and mental wellbeing.

The School has an injury rehabilitation provision, overseen by the Bodywork Supervisor to help students better understand and recover from injury and/or, prevent them from developing chronic injuries. Along with in-house Injury Support Sessions, Integrative Bodywork classes and gym area, the School works in collaboration with local osteopathy, physiotherapy, acupuncture and massage providers. All students are provided with guidance on nutrition and fitness. We also offer help and support in finding a local GP and other NHS services.

Safeguarding and Prevent

The school has in place a safeguarding officer and a safeguarding team for staff and students to discuss and report issues surrounding the safeguarding of young people or vulnerable adults. Many of the safeguarding team are also programme leaders and so monitor situations at each programme level. Each year we provide induction training and updates surrounding safeguarding. We carefully monitor the accommodation allocation of any under 18s and try where possible to attach these to students on the undergraduate students on the teaching route (who undertake enhanced DBS checks).

Part of NSCD's Safeguarding duty also includes protecting vulnerable individuals from the risk of radicalisation and extremism. Prevent is one of four national strands within CONTEST, the UK's long term Counter Terrorism Strategy. The Counter Terrorism and Security Act 2015 requires NSCD to have 'due regard to the need to prevent people from being drawn into terrorism'.

As a result:

- NSCD has clear policies & procedures in place relation to Safeguarding & Prevent
- NSCD has a Designated Safeguarding & Prevent Lead supported by a team of Officers across all of NSCD's provision, who report back to our Safeguarding Committee
- NSCD Supports a culture of vigilance across NSCD so all staff, students & visitors feel supported in raising a concern
- NSCD trains all staff in Safeguarding & Prevent at a level appropriate to their role
- NSCD include student inductions for Centre for Advanced Training, Cert HE, Undergraduate & Postgraduate levels
- NSCD takes all concerns seriously & act upon them in a timely & appropriate manner, whilst offering full support through NSCD & specialist services
- NSCD has a thorough recruitment process, making sure staff are appropriate to work with our diverse student body
- NSCD has a Prevent Risk Assessment Plan, which is currently set at a LOW Level

Careers Advice and Guidance

Embedded into the programme is a careers programme which includes presentations and discussions led by specialist tutors.

Students have:

- opportunities to talk to professional dancers and choreographers about the professional world of dance
- mock audition classes with company artistic directors/rehearsal directors/performers who also discuss the specific requirements of their company with the students.
- audition preparation to prepare students for application to the BAH degree at NSCD or elsewhere to another HEI

21 Entry Profile

The minimum age to study a degree programme at the university is normally at least 16* years old by 20 September in the year the programme begins. There is no upper age limit.

21.1 Entry Route

For current information, please refer to the School prospectus

General Requirement

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Normally candidates should have attained:

- Two A Level passes and five GCSE passes at grade C / grade 4 or above (including English language) or
- Other qualifications and/or experience equivalent to the above which suggests that the candidate has an equal opportunity of succeeding on the course. This is particularly relevant to talented 16 year olds who are applying without a level 3 qualification and international students.

Other qualifications may include one of the following:

- Pass in a BTEC National Diploma
- 4 Scottish Higher passes
- Pass in a GNVQ, or a combination of Academic and/or Vocational Qualifications equivalent to 2 Advanced Level GCE passes
- Successfully complete the School's matriculation procedure. The School's Matriculation procedures require candidates to submit two pieces of work normally comprising of written assignments encompassing analytical and reflective writing.

Candidates for whom English is not their native language will need to demonstrate a proficiency in written and spoken English relevant to the demands of the programme of study. This would normally be at least one of the following:

- International English Language Testing System (IELTS) with an overall band of 5.5 with no less than 5.0 in each component skill.
- TOEFL IB 87
- Computer based TOEFL of 237 (no less than 4.0 in essay rating)

Course Requirement

In order to qualify for admission to the programme of study candidates are required to pass stages 1 and 2 of an audition process. In the case of international students this can be achieved through a remote audition process for those unable to attend an in-house audition day. Both in-house and remote auditions follow the same procedure.

Audition Procedure

Stage 1: All Candidates

- creative/Improvisation/Ice-breaker session
- dance technique classes; Contemporary and Hip-Hop/Cultural dance styles
- presentation of a pre-prepared solo

Stage 2: Shortlisted Candidates only

- creative task
- group discussion/interview
- written task, in relation to the audition, to be submitted within 1 week from the audition day

During the audition process candidates are scored on the following areas:

- physical ability, experience and/or potential
- performance ability
- creativity
- critical thinking

- reflective engagement
- suitability for the programme of study

There is procedure in place for candidates to ask for feedback in relation to the audition process and a complaints policy surrounding admissions. This information is available on the admissions page of the School's website. Students may be admitted to the programme with advanced standing in line with the University's standard APECL requirements. Such cases are subject to prior approval by the University of Kent according to its APECL process see:

<https://www.kent.ac.uk/teaching/documents/quality-assurance/codes/taught/pdf/copt-annex-appendix-a.pdf>

21.2 What does this programme have to offer?

The Certificate in Higher Education in Cultural Dance Forms is a course of study specifically designed as the first step in a student's education and training towards becoming a professional dance artist, performer or choreographer. As a programme of study, it encompasses the physical, technical, expressive, creative and artistic nature of contemporary performance informed by contextual, cultural and theoretical aspects of the discipline.

One of the overarching aims for the programme is to give the student a scaffolded curriculum where re-occurring themes are transparent. NSCD creates a learning environment where students can synthesise their technical, performative, creative and contextual skills in a way that supports the industry model. One of the distinctive focuses for this programme is that it enables a space for the integration of cultural, social and self-narratives to be shared and valued through the performance work. The intention of the programme is to create a strong foundation through a broad range of key subject specific and transferable skills drawn from the society in which they evolved, using the art form to find mode of representation and understanding of these narratives, to best equip graduates for further undergraduate study and/or professional training.

The range of technical training undertaken during the programme is designed to create a clear foundation for the body, whilst developing artistic expression and an understanding of movement that enables the dancer to explore further the varied and changing demands of contemporary urban based choreography. Classes offer a holistic approach to dance training where strength, stamina and flexibility are introduced, underpinned by a practical and theoretical study of how the body moves and of how to work safely in a variety contexts. Students are encouraged to begin to explore the physical and expressive potential of the body through a range of related cultural dance forms and western theatre styles.

The module structure and blended learning ensure that technical training is never seen in isolation. In particular the styles and techniques suite of modules integrate physical practice with understanding of the cultural perspectives out of which each style has evolved. This encourages the student to integrate personal and cultural narratives, blending body and mind into performance outcomes relevant to current industry practice and discovering ways to reveal the expressive self through dance performance.

Through creative strands of the curriculum - choreography, improvisation (freestyle / 'mash it up') and related movement structures, the course provides the students with the key tools, skills and understanding to create artistic work within a defined conceptual cultural dance framework, whilst the manner in which students can interpret assignment briefs, allows them to develop individual areas of interest, as well as experience a thorough grounding in the modes of performance best associated with cultural dance forms.

Throughout the programme of study, students will gradually increase in autonomy and self-sufficiency as they take greater levels of responsibility for the sharing and performance of their works.

Both within and outside the core curriculum, it is intended that the programme be supported by its connections to the industry. This includes a number of visiting choreographers, guest teachers and industry professionals to augment the in-house training and delivery as well as draw direct links and contacts to the profession.

The course is written with the following progression routes in mind:

- As a stand-alone qualification where a student may complete one year of study to achieve the Certificate of Higher education in Cultural dance Forms
- Upon completion of the certificate apply and audition for the first year of a degree programme in one of the conservatoire schools
- Apply for a similar degree programme in another HEI at either level 4 or as a direct entry to level 5

Where students are looking to apply for direct entry into level 5, we have been mindful through curriculum content, that they have opportunity to develop analytical and critical thinking skills through module CUDCD1 Cultural Perspectives on Dance. This mirrors the equality of opportunities students have to develop these skills on other programmes at NSCD, namely the CertHE in Contemporary Dance and Level 4 of the BAH Dance (Contemporary).

21.3 Personal Profile

On entry the student will be able to demonstrate:

- Physical ability, experience and/or potential
- A degree of performance ability
- Creative ability and understanding
- Ability to describe and present facts which contextualise their artistic preferences and abilities
- Ability to respond to feedback and begin to be reflective of their practice

All of which have been assessed during the admissions process of being of a standard suitable for entry at undergraduate degree level.

This programme is designed to attract and be representative of a diverse student population. It will recruit students who:

- Are looking for a one year programme of study and are not yet ready for the depth and intensity of the 3 year undergraduate programme
- Are students from targeted communities who are presented in connection with NSCD's widening access strategy
- Are mature students who are coming to the programme with non-traditional entry qualifications
- Come to the school as talented 16 year olds, beginning their undergraduate studies early
- Are International students who are interested in one year level 4 programme of study

The eclectic mix of students in this cohort offer a vibrant and rich resource, who contribute knowledge, values and experiences which are exciting and supportive of the schools inclusive cultures policy.

22 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

22.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Quality Assurance Framework <http://www.kent.ac.uk/teaching/ga/codes/index.html>
- Periodic Programme Review <http://www.kent.ac.uk/teaching/ga/codes/taught/annexf.html>
- External Examiners system <http://www.kent.ac.uk/teaching/ga/codes/taught/annexk.html>
- Annual programme and module monitoring reports
<http://www.kent.ac.uk/teaching/ga/codes/taught/annexe.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
- Student evaluations and feedback
- Annual Programme Monitoring Report, University of Kent template
- Affiliate Annual Programme Monitoring Report (APMR) Conservatoire for Dance and Drama (CDD) template
- Annual staff appraisal including observation, analysis and approval of teaching
- Induction programme for new staff including an identified mentor
- Internal moderation of assessed work
- Staff feedback

22.2 Committees with responsibility for monitoring and evaluating quality and standards

- NSCD Academic Board
- University of Kent Board of Examiners
- NSCD Learning and Teaching Committee
- Faculty meetings
- Programme team meetings
- Staff Student Liaison Committee
- CDD Academic Board
- CDD Learning and Teaching Committee
- CDD Quality Assurance Forum

22.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff-Student Liaison Committee
- Level 4 end of year survey
- Student module evaluations
- Staff, Student Liaison Committees
- Exit surveys and exit interviews
- Student representation on College committees (Academic Board and the Learning and Teaching Committee)
- Principal, Director of Studies and year liaison meetings with student cohorts

22.4 Staff Development priorities include:

- Annual Appraisals
- Institutional Level Staff Development Programme
- Study Leave

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- Academic Practice Provision (PGDip ALTHE, other development opportunities)
- PGCHE / PGDIP ALTHE requirements
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Equality, Diversity and Inclusivity (EDI) awareness

23 Indicators of Quality and Standards

- University of Kent Periodic Review visit and report 2017
- University of Kent QAA Higher Education review 2015
- Annual External Examiner reports
- Annual Programme Monitoring Reports, which draws upon:
 - Statistical indicators in relation to recruitment and enrolment, retention rates, withdrawals and reasons for withdrawals, progression and qualification rates
 - Student surveys at module and programme level
 - Student group module evaluation meetings
 - Feedback from the Student Communications Committee
 - Graduate destinations
 - Tutor discussion at Faculty meetings and Teaching Staff meetings
 - Formal discussions and recommendations of the Learning and Teaching Committee and Academic Board
 - External Examiner's report
 - Peer review of APMR at CDD level, through its Learning, Teaching Committee and Academic Board

23.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality>
- QAA Benchmarking statement/s for *Dance, Drama and Performing Arts (2015)*
- School and Faculty plan
- University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentssupport/accessibility/inclusive-practice.html>) Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ, 2014)
- Programme Specifications
- School strategic plan 2017-2022 <http://www.nscd.ac.uk/wp-content/uploads/2017/08/Strategic-Plan-2017-22-brochure-web.pdf>
- NSCD Learning and Teaching Strategy
- NSCD Assessment Procedures
- Conservatoire for Dance and Drama (CDD) Learning and Teaching Strategy 2019-2023
- NSCD Critical Evaluation Document for the University of Kent (May 2018)

24 Inclusive Programme Design

NSCD recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs) / declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The School's policy is to support all students to become independent learners who take responsibility for their own learning. The Learner Support Tutor will work with students with a disability or specific learning difficulty towards achieving this. If a student is entitled to extra time for assignments or to undertake alternative assessments this will be identified in an Individual Learning Support Plan (drawn up by the Learner Support Tutor in consultation with tutors and in negotiation with the student). As well as making all reasonable adjustments within the curriculum design, resources and support, any extensions to deadlines or alternative assessment arrangements are agreed by the Learner Support Tutor, in consultation with the relevant module tutor and/or subject coordinator. Both group and individual tutorials, are arranged to help students with disabilities/learning needs with their studies. ILP is downloaded to the students learning profile within the NSCD Virtual Learning Environment (NSCD-Moodle) for the student and module tutors to have access to. The VLE can be adapted to support individual's access needs and all supported tutorial notes can again be accessed through this medium to support the student's learning and development.

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Module Mapping: Certificate of Higher Education (CERTHE) Cultural Dance Forms

| | Stage 1 | | | | | | |
|-------------------------------------|---------------------------------------|--------------------------------|--------------------------------|--------------------------------|-----------------------------|---|--|
| | CCDCP1 Cultural Perspectives on Dance | CCDDS1 Cultural Dance Styles 1 | CCDDS2 Cultural Dance Styles 2 | CCDDS3 Cultural Dance Styles 3 | CCDPP1 Performance Practice | CCDDT1 Western Theatre Dance Techniques | CCDCP1 Creative Practice and Performance |
| Programme Learning outcomes | | | | | | | |
| Knowledge and Understanding: | | | | | | | |
| A1 | X | | | | X | | |
| A2 | X | X | | | | X | |
| A3 | | X | X | X | | X | |
| A4 | X | | | | X | | |
| A5 | X | | | | | | X |
| A6 | | | | | X | | X |
| A7 | | X | X | X | | X | |
| A8 | | | | | X | | X |
| Intellectual Skills: | | | | | | | |
| B1 | X | | | | | | X |
| B2 | | X | X | X | | X | |
| B3 | X | | | | | | X |
| B4 | | | | | X | | X |
| Subject-specific Skills: | | | | | | | |
| C1 | | X | X | X | | | X |
| C2 | | X | X | X | X | X | |
| C3 | | | | | | | X |
| C4 | | | | | X | | X |
| C5 | X | | | | X | | |
| C6 | | | | | | X | X |
| Transferable Skills: | | | | | | | |
| D1 | X | | | | | X | |
| D2 | X | | | | | | X |
| D3 | | X | X | X | | X | X |
| D4 | | | | | X | | X |
| D5 | | | | X | | X | |
| D6 | X | | | | | | |
| D7 | X | | | | X | | |
| D8 | | | | | X | | X |
| D9 | | | X | X | | | X |
| D10 | | | | | X | X | X |
| D11 | X | | | | | | X |
| D12 | X | X | | | | | |
| D13 | X | | X | | | | |
| D14 | X | | | | X | | |