

Programme Specification Northern School of Contemporary Dance	
Programme Title:	Contemporary Dance Performance
Teaching Institution:	Northern School of Contemporary Dance
Final Award:	BA (Hons) Contemporary Dance Performance
Alternative Exit Awards:	BA Contemporary Dance Performance Dip HE Contemporary Dance Performance Cert HE Contemporary Dance Performance
Credit Level:	Undergraduate
Credits/ECTS value:	360 / 180 ECTS (BA Hons) 300 / 150 ECTS (BA) 240 / 120 ECTS (Dip HE) 120 / 60 ECTS (Cert HE)
Modes of Delivery:	Full-Time
QAA Benchmarks:	QAA Subject Benchmark Statements for Dance, Drama and Performance (April 2024)
Validation Date:	September 2025
Programme Start Date:	September 2026
Review Date:	May 2030

Programme Aims and Overview:

The BA (Hons) Contemporary Dance Performance course is built uniquely upon a 'scaffolded' curriculum model where common strands are explored through each stage of the course. The core strands are technical practice, creative practice, performance in context, research and teaching dance. Within the strands core subject skills are developed across modules in a 'blended approach' to learning. These provide students with an essential subject toolkit as a dance artist. These core skills involve physical and bodily awareness, compositional analysis, performance skills, appreciation, choreography, research, reflective practice and dance pedagogy. The development of these skills through the curriculum

strands allows for knowledge transfer within a variety of different contexts and support the employability of graduates from this course.

Module Structure				
Stage 1 (level 4)				
Module Code	Module Title	Credits	Core or Option	Pass Compulsory
NS4CP1	Creative Practice 1	15	Core	No
NS4DP1	Dance Practices 1	15	Core	No
NS4DP2	Dance Practices 2	30	Core	No
NS4PC1	Performance in Context 1	30	Core	No
NS4RP1	Research Practice 1	15	Core	No
NS4TD1	Teaching Dance 1	15	Core	Yes
Progression Students must successfully complete 120 credits at stage 1 to progress to stage 2, however the Board of Examiners may permit students to trail up to 30 credits from stage 1 into stage 2 due to re-sit of failed credits or deferral of assessment.				
Stage 2 (Level 5)				
Module Code	Module Title	Credits	Core or Option	Pass Compulsory
NS5CP2	Creative Practice 2	15	Core	No
NS5DP3	Dance Practices 3	30	Core	No
NS5PC2	Performance in Context 2	30	Core	No
NS5RP2	Research Practice 2	30	Core	Yes
NS5PCP	Producing Creative Practice	15	Option	No
NS5TD2	Teaching Dance 2	15	Option	No
NS5TSM	Technical Stage Management	15	Option	No
Students must select 15 credits at Level 5 from optional modules.				

Progression

Students must successfully complete 120 credits at stage 2 to progress to stage 3, however the Board of Examiners may permit students to trail up to 30 credits from stage 2 into stage 3 due to re-sit of failed credits or deferral of assessment.

Stage 3 (Level 6)

Module Code	Module Title	Credits	Core or Option	Pass Compulsory
NS6DP4	Dance Practices 4	45	Core	No
NS6PC3	Performance in Context 3	15	Core	No
NS6PC4	Performance in Context 4	15	Core	No
NS6PC5	Performance in Context 5	15	Core	No
NS6CP3	Creative Practice 3	15	Option	No
NS6CP4	Creative Practice 4	15	Option	No
NS6EDP	Embodied Dance Practices	15	Option	No
NS6PDR	Performing Dance Repertoire	15	Option	No
NS6TD3	Teaching Dance 3	15	Option	No
NS6TD4	Teaching Dance 4	15	Option	No
NS6PP1	Professional Practice Placement 1	30	Option	No
NS6PP2	Professional Practice Placement 2	60	Option	No

Students must select 30 credits at Level 6 from the list of 15 credit optional modules. Optional Placement Modules (NS6PP1 & NS6PP2) replace modules for students on an extended placement.

Awards

BA (Hons) Contemporary Dance Performance

Stage 2 – 40%, Stage 3 – 60%

Exit Awards

An Alternative Exit Award is an intermediate qualification, for which the student may not have registered at the outset, but which may be awarded on completion of specific modules (credit) if the student leaves the course.

Certificate in Contemporary Dance Performance will be awarded to students who successfully complete at least 120 credits at Levels 4 (or above) of the course and meet the Credit Framework requirements, but who do not normally successfully complete Stage 2.

Diploma in Contemporary Dance Performance will be awarded to students who successfully complete at least 240 credits, at least 90 of which are at level 5 or above, and meet the Credit Framework requirements, but who do not normally successfully complete Stage 3.

BA in Contemporary Dance Performance will be awarded to students who achieve 300 credits, at least 150 of which at level 5 or above including at least 60 credits at level 6 or above, and meet the Credit Framework requirements, but who do not normally successfully complete Stage 3.

Programme Learning Outcomes	
Level 4	
On completion of the course students will be able to:	
PLO1-1	Evidence an embodied understanding of a range of contemporary dance techniques, practices and practitioners, showing awareness of differing stylistic and cultural approaches. (SB 4.2.i; 4.2.iii)
PLO1-2	Apply basic choreographic and improvisational methods to craft short dance works and perform with developing technical control and expressive intent. (SB 4.2.iii; 5.2.i)
PLO1-3	Identify and discuss key theories, histories and contexts that inform dance and performance practice. (SB 4.2.iv; 4.3.iv)
PLO1-4	Develop perceptual skills of observation, spatial and aural awareness, and apply them in rehearsal and performance settings. (SB 5.3.ii)
PLO1-5	Work independently and collaboratively with growing responsibility, managing time and learning processes effectively. (SB 5.6.i)
Level 5	
On completion of the course students will be able to:	
PLO2-1	Apply and adapt technical and creative skills to a range of performance, teaching, and choreographic contexts, demonstrating increasing fluency and personal artistry. (SB 4.3.v; 5.2.ii)
PLO2-2	Employ appropriate research methods and critical frameworks to analyse dance and performance practices, situating their work within relevant

	theoretical and cultural debates. (SB 4.2.ix; 5.3.i)
PLO2-3	Contribute effectively to collaborative performance-making processes, fulfilling varied artistic and production roles with professionalism. (SB 5.2.iii; 4.3.vii)
PLO2-4	Investigate the relationships between technical theatre design, site, environment and audience, and apply this understanding to the creation or analysis of performance events. (SB 5.3.v)
PLO2-5	Evaluate the role of dance and performance within wider technical, social, political, educational, and cultural contexts, articulating informed perspectives on their potential for dialogue and change. (SB 5.4.i)

Level 6 On completion of the course students will be able to:	
PLO3-1	Integrate advanced technical and performance skills to create, perform and critically articulate original work that demonstrates a distinctive artistic voice. (SB 4.2.iii; 5.2.iv)
PLO3-2	Critically evaluate and synthesise research, theory and practice to generate new insights and approaches within contemporary dance performance. (SB 5.7.i; 5.3.i)
PLO3-3	Initiate, plan and manage independent and collaborative projects, demonstrating leadership, professionalism and the ability to make informed artistic, and ethical decisions. (SB 5.6.iii; 5.4.ii)
PLO3-4	Demonstrate a sophisticated understanding of the social, pedagogical or community applications of dance, adapting practice appropriately to diverse contexts and participants. (SB 4.2.x; 5.4.ii)
PLO3-5	Communicate complex ideas and artistic intentions effectively through physical, visual, oral and written forms, evidencing reflective, critical and creative awareness. (SB 5.9.i; 5.7.i)

Programme Learning Outcomes Module Mapping Level 4					
	<i>PLO1-1</i>	<i>PLO1-2</i>	<i>PLO1-3</i>	<i>PLO1-4</i>	<i>PLO1-5</i>
NS4 CP1		X	X		X
NS4 DP1	X				X
NS4 DP2	X		X	X	X
NS4 PC1	X	X	X	X	X
NS4 RP1	X	X	X		X
NS4 TD1a	X			X	X

Programme Learning Outcomes Module Mapping					
Level 5					
	<i>PLO1-1</i>	<i>PLO1-2</i>	<i>PLO1-3</i>	<i>PLO1-4</i>	<i>PLO1-5</i>
NS5 CP2	X	X	X	X	X
NS5 DP3					
NS5_PC2	X		X	X	
NS5 RP2	X	X		X	X
NS5_PCP			X	X	
NS5 TD2	X				X
NS5_TSM			X	X	X

Programme Learning Outcomes Module Mapping					
Level 6					
	<i>PLO1-1</i>	<i>PLO1-2</i>	<i>PLO1-3</i>	<i>PLO1-4</i>	<i>PLO1-5</i>
NS6 DP4	X				X
NS6_PC3	X		X	X	X
NS6_PC4	X		X		X
NS6_PC5	X				X
NS6_CP3		X	X		X
NS6 CP4		X	X		X
NS6_EDP	X	X			
NS6 PDR	X	X			X
NS6 TD3		X		X	X
NS6_TD4		X		X	X
NS6_PP1	X	X			X
NS6_PP2	X	X			X

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

NSCD pursues student-centred learning design that supports the educational needs of a diverse student community.

The undergraduate course is built uniquely upon a ‘scaffolded’ curriculum model where common strands are explored through each stage of the course. The core strands are technique, creative practice, performance in context, research and teaching dance. Within

the strands core subject skills are developed across modules in a 'blended approach' to learning. These provide students with an essential subject toolkit as a dance artist. These core skills involve physical and bodily awareness, compositional analysis, performance skills, appreciation, choreography, research, reflexive practice and dance pedagogy. The development of these skills through the curriculum strands allows for knowledge transfer within a variety of different contexts and support the employability of graduates from this course.

All students follow the same course of study in stage 1 which introduces the students to the different strands of the curriculum and creates a foundation for core skills development. In stage 2 students have the independence of choice in relation to mode of representation as a curator/producer or a teacher/facilitator, without compromising on any of the other creative or performance strands essential to either of these roles. In stage 3, students can further develop their identity as a creator, performer and/or teacher through their selection of 2 optional 15 credit modules, out of a choice of 6 modules, which allows students to either invest more thoroughly into one aspect (creation, teaching or performance), or have the flexibility to further explore relevant ideas across multiple scaffolded strands.

In dance practices 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. This training is necessarily repetitive building a spiral curriculum of continually refining and sophisticating practice where the content is progressively developed throughout the 3 stages of study, in order to promote the development of 'imaginative and creative' performers.

In relation to the Dance Practices modules there is an innovative approach to the structuring of the course, whereby ballet and contemporary techniques are integrated into one module. This will support student understanding that all movement techniques are underpinned by a keen 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 ballet and contemporary dance techniques within one module will reinforce the idea that each technique has equal value in preparing the body and mind of a versatile dancer.

It was also considered vital to the new course that students develop an understanding that technique is a way of training the body in order that it might best serve artistic expression and continue to have relevance in an ever-evolving dance landscape. Students continue to receive daily dance practices classes, as would be expected in conservatoire level training, however there is increased flexibility in style and genre to allow for the study of newer approaches and more diverse dance styles. In addition, at some points in the curriculum the classes are integrated into the Performance in Context modules, from Performance in Context 2 onwards. This means that the students experience technique classes as a vital part of their performance work, and as a means to an end rather than as an end in themselves, reflective of professional practice in the dance sector.

In Creative Practice modules 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 contemporary dance-based works showing an understanding of the genre.

Performance in Context modules recreate a range of different professional dance company experiences. This process includes directed and independent learning, group work and the development of the interpersonal skills required to successfully work with professional choreographers, composers or designers. In Research Practice, Creative Practice, Performance in Context and some Dance Practices modules, students undertake a self-directed rehearsal process supported by taught delivery of dance repertoire through which they develop an original or adapted solo or group dance work.

Uniquely for this course, Teaching Dance modules include the option to develop teaching practice through a period of placement learning within a school or community setting. Preparation for the placement involves tutor supported and independent study. During the placement students undertake their teaching practice within a professional educational environment and are supported by a placement host and the module tutor.

All of the practical modules have theoretical underpinning where learning takes place through mixed mode learning, tutor directed and independent study and one to one tutorials. Modules such as Performance in Context, Creative Practice and Research Practice, 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 course 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 design, apply and manage time and resources effectively towards assessment demands

In exceptional circumstances, where students are given 'apprentice' style offers with a professional company, they may continue their studies in the final two terms of their level 6 year through the Professional Practice Placement modules. The exceptional circumstances arise when companies approach students with potential employment opportunity (before completion of their studies). Professional Practice Placement 1 and Professional Practice Placement 2 modules are available for these students to have the option of studying whilst on placement. These modules blend employment with study opportunities for students in stage 3. The placement follows the NSCD code of practice for placements and is managed by an individually negotiated learner plan and assessed by NSCD tutors in the workplace context.

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 technique modules
- Assessed rehearsal processes
- Showings of solos, choreographic work and improvisation & movement research
- Lecture Demonstrations
- Written essays and dissertations
- Written project reports and evaluations / reflections
- Individual and small group verbal presentations
- Observation of placement activity

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 course and module learning outcomes. Students must meet the specific attendance requirements for the course.

Work-Based Learning and Placements

For a student on placement where reasonable adjustments may be needed to support a disability or health condition, it is the responsibility of the student to discuss this with their placement provider. Support on how to do this, or how to approach this topic with an employer, can be discussed with the placement team or your Student Support and Wellbeing Adviser. Adjustments in work environment, including placements, are the responsibility of the employer.

Where students that identify as having a disability are due to undertake a work placement as part of this course of study, a representative of Northern School of Contemporary Dance will be available to meet with the work placement provider as required to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

Following on from an introduction to teaching in level 4 (an internal non placement experience), a student may choose to undertake a teaching placement in a range of community and/or education settings at stage 2 and stage 3 (Teaching Dance 2, Teaching Dance 3, Teaching Dance 4, and Professional Practice Placement 1 and Professional Practice Placement 2 options). The school helps to support the allocation of teaching placements and offers support for the host (as mentor) and the student whilst on placement. Specific students' needs are dealt with on an individual basis to ensure all reasonable adjustments are made.

Northern School of Contemporary Dance has a code of practice for placements which enables students to design a specific learner agreement with a professional host organisation and mentor. This Individually negotiated Learner Plan identifies clearly processes of induction, insurance, risk assessment and how module learning outcomes are achieved, assessed and supported through the placement activities.

Students are assessed by an NSCD tutor in the workplace, where feedback is supported and clarified by information provided by the professional host mentor.

Northern School of Contemporary Dance has embedded the expectations of current disability equality legislation and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with Northern School of Contemporary Dance's student support service, and specialist support will be provided where needed.

Regular tutorials support the students learning during the process of the placement.

Student Support:

Key features of the support for students include:

- School induction programme
- Programme/module handbooks
- NSCD Library services, see <https://nscdlibrary.wordpress.com/>

- **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 Virtual Learning Environment (Moodle).

- **Virtual Learning Environment (VLE)**

Moodle is the school's chosen Virtual Learning Environment. 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.

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

- 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 course
- 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 students to address them.

- **Student Support Mechanisms**

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.

- **Learner Support for Students with a Disability or a Specific Learning Difficulty**

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. 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). 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, and/or coaching sessions, are arranged to help students with disabilities/learning difficulties with their studies.

- **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 School has an integrated bodywork programme, overseen by the Student Support & Wellbeing Manager to help students better understand the prevention of, and recovery 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. We have an enhanced induction process for learners under the age of 18. Each year we provide induction training and updates surrounding safeguarding for staff and students.

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 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 course is a careers programme to support the transition of a student into the profession.

Entry Profile:

The minimum age to study a degree course at the university is usually at least 17 years old at enrolment. There is no upper age limit.

Specific Entry Requirements:

In order to qualify for admission to the programme of study students must satisfy both a **General Requirement** and a **Course Requirement**.

General Requirement:

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.

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 usually comprising of written assignments encompassing analytical and reflective writing.

Course Requirement:

In order to qualify for admission to the programme of study candidates are required to pass an audition process.

Audition Procedure:

- Improvisation/Ice-breaker session
- Dance practices class/es
- Creative task
- Group discussion

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.

Personal Profile:

On entry the student will be able to demonstrate:

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

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

English Language Requirements:

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:

- IELTS for UKVI with an overall band of 5.5 with no less than 5.0 in each component skill.
- Language Cert International ESOL SELT with 33 – 38 score per skill.

Recognition of Prior Learning (RPL):

Students may be admitted to the course with advanced standing in line with the NSCD's standard RPL requirements.