

<b>Programme Specification</b> Northern School of Contemporary Dance	
<b>Programme Title:</b>	BA (Hons) Dance: Choreography, Producing & Teaching
<b>Teaching Institution:</b>	Northern School of Contemporary Dance
<b>Final Award:</b>	BA (Hons) Dance: Choreography, Producing & Teaching
<b>Alternative Exit Awards:</b>	Certificate of Higher Education in Dance: Choreography, Producing & Teaching  Diploma of Higher Education in Dance: Choreography, Producing & Teaching
<b>Credit Level:</b>	Level 6
<b>Credits/ECTS value:</b>	360 (180 ECTS)
<b>Modes of Delivery:</b>	3 years, full time
<b>QAA Benchmarks:</b>	QAA Subject Benchmark Statements for Dance, Drama and Performance (April 2024)  <i>The Frameworks for Higher Education (April 2024)</i>
<b>Validation Date:</b>	September 2025
<b>Programme Start Date:</b>	September 2026
<b>Review Date:</b>	May 2030

### Programme Overview & Aims:

The BA (Hons) Dance: Choreography, Producing & Teaching is an interdisciplinary and immersive degree designed for students eager to explore and develop their creative potential within the dynamic world of dance. With a curriculum underpinned by four core strands - **Creative and Contextual Studies**, **Physical Practice**, **Producing Creative Practice**, and **Dance Teaching** – this comprehensive structure prepares students for a wide range of careers in dance, both on stage and behind the scenes, equipping them with the artistic, intellectual, and practical skills needed to thrive in today's evolving dance landscape.

### Key Strands:

**1. Creative and Contextual Studies:** This strand integrates creative exploration with critical analysis, providing students with the tools to engage deeply with both the process and product of dance. The Creative aspect focuses on the development of choreography, improvisation, and the creation of original dance works, allowing students to experiment and refine their artistic voice. The Contextual component situates dance within broader social, cultural, and historical frameworks, encouraging students to critically reflect on the role of dance in society. This strand ensures that students can create work that is informed by, and responds to, both personal creativity and global artistic trends.

**2. Physical Practice:** The Physical Practice strand focuses on developing the technical and physical skills necessary to support creative practice. Students will engage in a range of Physical Practices across a range of dance styles, including contemporary, ballet, and other movement forms, enhancing their technical proficiency, strength, flexibility, and movement vocabulary. Emphasis is placed on the body's biomechanics, injury prevention, and improving physical awareness. This strand provides the foundation for the students' artistic expression, ensuring they are equipped with the physical conditioning and skills to create, facilitate and teach dance with confidence and precision.

**3. Producing Creative Practice:** This strand prepares students for the practical realities of producing dance within a professional context. Students will learn the art and logistics of producing dance events, including project management, budgeting, marketing, and event coordination. It emphasizes the development of leadership, entrepreneurial skills, and the ability to bring creative projects to life. Through hands-on experience in organizing performances, festivals, and collaborations, students will also explore digital and multimedia approaches to dance, positioning them to navigate both live and digital platforms in the contemporary dance industry.

**4. Dance Teaching:** The Dance Teaching strand equips students with the skills and knowledge to become effective and adaptable dance educators. This includes exploring various pedagogical methods, lesson planning, and teaching strategies across different age groups and levels. Students will gain practical teaching experience in a range of settings, from schools to community outreach programs, preparing them to lead dance classes, workshops, and educational projects. Additionally, this strand encourages students to reflect on the ways in which dance teaching intersects with creativity, pedagogy, and community engagement, fostering a holistic approach to teaching dance.

Programme Learning Outcomes	
<b>Level 4 - Stage 1</b>	
<b>On completion of the level 4 students will be able to:</b>	
<b>PLO1-1</b>	Evidence foundational knowledge of key dance histories, traditions, and cultural debates, including attention to decolonisation, inclusivity, equity, and equality.
<b>PLO1-2</b>	Apply practical, analytical, and contextual frameworks to interpret dance practices, performances, and their cultural, political, and social significance.

<b>PLO1-3</b>	Reflect on the role of dance in relation to education, social inclusion, cultural engagement, and community contexts.
<b>PLO1-4</b>	Identify and evidence understanding of professional and ethical frameworks underpinning careers in dance, including collaboration, producing, fundraising, teaching, and arts management.
<b>PLO1-5</b>	Generate and explore original ideas and artistic responses through choreographic and creative practices that engage with contemporary contexts.
<p style="text-align: center;"><b>Level 5 - Stage 2</b></p> <p style="text-align: center;"><b>On completion of the level 5 students will be able to:</b></p>	
<b>PLO2-1</b>	Critically engage with historical, theoretical, and practice-based frameworks to develop research-informed dance and movement analysis skills.
<b>PLO2-2</b>	Design, implement and evaluate creative projects with academic rigour, contextual understanding and independent initiative.
<b>PLO2-3</b>	Integrate theoretical perspectives and embodied learning to develop technical and somatic awareness, articulating a reflective, and informed movement practice.
<b>PLO2-4</b>	Develop and present work that evidences a personal artistic voice, compositional craft, and awareness of performer–audience dynamics, event curation, and audience engagement.
<b>PLO2-5</b>	Collaborate with others in creative, educational, and professional contexts, applying practical and theoretical understanding of dance’s role in education, health, and community well-being.
<p style="text-align: center;"><b>Level 6 – Stage 3</b></p> <p style="text-align: center;"><b>On completion of the level 6 students will be able to:</b></p>	
<b>PLO3-1</b>	Apply advanced embodied awareness and technical proficiency to innovate within dance, movement and teaching practices, evidencing creative leadership skills and critical insight.
<b>PLO3-2</b>	Critically evaluate and implement inclusive, ethical, and safe approaches to dance teaching, learning, and producing, working effectively both independently and collaboratively, and evidencing reflective and interpersonal skills
<b>PLO3-3</b>	Design and deliver sustainable research and project proposals in creative, educational, or production-based contexts, incorporating strategic planning, professional practice, and an understanding of fundraising and resource management.
<b>PLO3-4</b>	Evidence the ability to communicate and justify complex artistic or educational ideas, synthesising theory, practice, and contextual awareness in a range of professional formats and audiences.

<b>PLO3-5</b>	Interrogate and apply relevant policy, theoretical frameworks, and critical debates to artistic and educational practices, centring cultural awareness, inclusivity, and social responsibility in work with diverse audiences and communities.
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### Programme Structure

The programme is structured to provide a balance between practical skills, theoretical knowledge, and professional experience. Throughout the course, students will engage in:

- Practical Workshops & Classes: Hands-on creative sessions that encourage exploration, collaboration, and creation.
- Seminars & Lectures: Theory-based modules focusing on the history, culture, and philosophy of dance, as well as critical approaches to dance practice.
- Independent Projects: Opportunities for students to pursue their own creative and research interests, culminating in a final negotiated research project.
- Professional Placement & Industry Experience: Students will gain valuable experience in professional settings, whether through teaching placements, or production roles.

Module Structure				
Stage 1 (level 4)				
Module Code	Module Title	Credits	Core or Option	Pass Compulsory
NS4_DCHa	Research Practice: Dance Cultures and Histories	15	Core	No
NS4_DPFa	Dance Practices: Foundations of Movement	15	Core	No
NS4_PP1a	Physical Practice 1	15	Core	No
NS4_PCPa	Producing Creative Practice 1: Introduction to Production	15	Core	No
NS4_CPCa	Creative Practice: Collaboration	30	Core	No
NS4_TD1a	Teaching Dance 1	15	Core	No
NS4_CPDa	Creative Practice: Dance and Digital Technology	15	Core	No
<b>Progression</b> 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)				
NS5_PP2a	Physical Practice 2	30	Core	No
NS5_DASa	Dance and Society: Health, Well-being and Inclusivity in the Arts	15	Core	No
NS5_DACa	Dance Analysis and Critique: Reading and Writing Dances	15	Core	No
NS5_DAEa	Dance Artists in Education	15	Core	No
NS5_CPAa	Creative Practice: Authorship	30	Core	No
NS5_PCP2a	Producing Creative Practice 2: Festival Production	15	Core	No
<b>Progression</b> 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
NS6_PCP3a	Producing Creative Practice 3	15	Core	No
NS6_DICa	Dance Issues in Context: People, Policy, Practice	15	Core	No
NS6_IPa	Independent Negotiated Project	30	Core	No
NS6_PPPa	Physical Practice 3	30	Core	No
NS6_TD3a	Teaching Dance 3: Primary	15	Core	No
NS6_BFEa	Dance Business, Fundraising and Entrepreneurship	15	Core	No
BA (Hons) Dance: Choreography, Producing & Teaching <b>Exit Awards</b> 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. <b>Award of Credit</b> will be awarded to students who complete modules but do not complete stage 1 of the programme.				

**Certificate of Higher Education in Dance: Choreography, Producing & Teaching** 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 of Higher Education in Dance: Choreography, Producing & Teaching** 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 Dance: Choreography, Producing & Teaching** will be awarded to students who achieve 300 credits, but who do not normally successfully complete Stage 3.

### Programme Learning Outcomes Mapping

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_DCHa	X	X	X		
NS4_DPFa	X	X			
NS4_PP1a	X	X			
NS4_PCPa		X	X	X	
NS4_CPCa			X	X	X
NS4_TD1a		X	X	X	
NS4_CPDa		X		X	X

Programme Learning Outcomes Module Mapping					
Level 5					
	<i>PLO2-1</i>	<i>PLO2-2</i>	<i>PLO2-3</i>	<i>PLO2-4</i>	<i>PLO2-5</i>
NS5_PP2a			X		X
NS5_DASa		X	X		X
NS5_DACa	X			X	
NS5_DAEa	X		X		X

NS5_CPAa		X		X	X
NS5_PCP2a		X		X	X

Programme Learning Outcomes Module Mapping					
Level 6					
	<i>PLO3-1</i>	<i>PLO3-2</i>	<i>PLO3-3</i>	<i>PLO3-4</i>	<i>PLO3-5</i>
NS6_PCP3a		X	X		X
NS6_DICa			X	X	X
NS6_IPa	X	X	X	X	X
NS6_PPPa	X	X			
NS6_TD3a	X	X	X		
NS6_BFEa			X	X	X

### Approach to Teaching

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

The BA (Hons) Dance: Choreography, Producing & Teaching course is built uniquely upon a 'scaffolded' curriculum model where common strands are explored through each stage of the course. The core strands are Creative and Contextual Studies, Physical Practice, Producing Creative Practice 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 creative dance artist. These core skills involve physical and bodily awareness, compositional analysis, appreciation, choreography, producing, 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 across stages 1-3 with the opportunity for shared module delivery across other undergraduate courses, including Cert HE (Dance) and BA (Hons) Contemporary Dance Performance. This approach facilitates cross-course interaction and integration of students across multiple undergraduate courses.

In Physical 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, and physical expression.

It was also considered vital to the new course that students develop an understanding that physical practice is a way of informing the body in order that it might best serve artistic expression, creative practice and continue to have relevance in an ever-evolving dance

landscape. Students continue to receive physical practices classes throughout all levels, 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 movement styles.

A broad range of Creative Practice modules build and develop relevant skills, knowledge and understanding through tutor directed practical dance activities and independent creative investigations. These activities promote the exploration and development of an expressive dance vocabulary suitable to a range of contexts (stage, site, screen, digital etc), which enables the student to create and interpret contemporary dance-based works showing an understanding of the genre, utilising future thinking approaches to the ever-evolving landscape of dance and art.

Teaching Dance modules include the opportunity to develop teaching practice through in-class and placement learning within school or community settings. Preparation for placements involves tutor supported and independent study. During placements students undertake their teaching practice within a professional educational environment and are supported by a placement host and the module tutor.

All of the 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 Creative Practice and Contextual Studies, 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 an appropriately high 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

## **Assessment Strategy**

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
- Assessed creative processes
- Showings of 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 formative feedback in practical/theoretical 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.

## **Student Support:**



NSCD has comprehensive student support that covers 5 key elements: health and wellbeing support, academic support (including learner support provision), English-language support, financial assistance, and bodywork provision (including injury support & rehabilitation). Student progress and wellbeing is monitored through a number of processes including student review board, with student learning enhanced through use of our Virtual Learning Environment (currently NSCD Moodle). NSCD also offers careers guidance and advice, alongside robust safeguarding procedures. Full information can be found in **Annex F.2 Personal, Academic and Student Support system principles and guidelines**.

### **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.

There are direct entry routes to the programme at Level 5 and Level 6 also.

### **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 normally 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
- Creative dance workshop
- Dance analysis session
- 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.