

<b>Programme Specification</b> Northern School of Contemporary Dance	
<b>Programme Title:</b>	MA Contemporary Dance Performance (Verve)
<b>Teaching Institution:</b>	Northern School of Contemporary Dance
<b>Final Award:</b>	MA Contemporary Dance Performance
<b>Alternative Exit Awards:</b>	PGDip Contemporary Dance Performance PGCert Contemporary Dance Performance
<b>Credit Level:</b>	7
<b>Credits/ECTS value:</b>	180 (90ECTS)
<b>Modes of Delivery:</b>	1 Year Full Time
<b>QAA Benchmarks:</b>	QAA Subject Benchmark Statements: Dance, Drama and Performance (Apr 2024)  The Frameworks for Higher Education (Feb 2024) – section 4.17 Descriptor for Level 7 (FHEQ)
<b>Validation Date:</b>	May 2025
<b>Programme Start Date:</b>	September 2026
<b>Review Date:</b>	May 2030

### Programme Aims and Overview

The MA in Contemporary Dance is structured around NSCD's postgraduate company Verve. Whilst on this programme students experience all aspects of a professional company environment, developing the technical, performative, academic, reflective and research skills commensurate with MA study.

A typical year involves working with a number of choreographers/artists on the creation of new works and/or restaging of existing repertoire. This will include involvement of the dancers in the co-creation of this work leading to the rehearsal, production and a number of performance opportunities.

The programme is structured around equipping the students with skills in devising, creation, developing movement vocabulary & versatility, rehearsal and performance analogous to a repertoire company environment, whilst also preparing the students for freelance or portfolio careers. This simulated professional company experience feeds into students being able to realise an independently led research project, drawing on their experiences within the company environment.

<b>Programme Learning Outcomes</b> Upon successful completion of this programme students will be able to:	
Level 7 - Stage 1	
<b>PLO1-1</b>	Apply advanced skills in the devising and creation of new dance works
<b>PLO 1-2</b>	Critically investigate performance paradigms through the rehearsal and performance of contemporary dance repertoire
<b>PLO1-3</b>	Develop and employ advanced and versatile technical skills in the realisation of contemporary dance in performance
<b>PLO1-4</b>	Critically reflect on their own practice and develop their analytical, critical and interpretive skills
<b>PLO1-5</b>	Initiate, self-direct and collaborate with others effectively within creative, performance and artistic research contexts
Level 7 - Stage 2	
<b>PLO2-1</b>	Organise, critically evaluate and synergise the relevant sources and critical thinking of a research area
<b>PLO2-2</b>	Frame and articulate an area of research based on a comprehensive understanding of applicable techniques and theories
<b>PLO2-3</b>	Utilise an appropriate research methodology to realise a research project with originality in the application of knowledge

### Programme Structure

The structure of stage 1 of the MA Contemporary Dance Performance is designed to mirror the required skills and expectations of a dance repertoire company environment. The Company and Technical Practice module runs throughout stage 1, equipping the students with the skills to effectively utilise class to continue to develop their technical ability and to effectively prepare for the demands of creation, rehearsal and performance. The module also serves to unpin the students reflective and artistic development, feeding how they can contribute and collaborate effectively in a company environment.

The first half of stage 1 sees students undertake the Devising and Creation module, in which they develop performance material through the creation of new work and/or potential restaging of existing works. This leads into the Performance Practice module, where the students take the work devised, learnt and rehearsed and realise it over a number of performance opportunities.

The stage 1 modules enable students to progress into the stage 2 module Research Project, where they will develop and evaluate an independently led piece of research as appropriate to level 7 MA work. This can take the form of practice as research, lecture demonstration or a dissertation reflective of their learning to date. Practical outcomes will be supported by contextualising information.

Module Structure				
Stage 1 (level 7)				
Module Code	Module Title	Credits	Core or Option	Pass Compulsory
NS7_CT1a	Company and Technical Practice	60	Core	Yes
NS7_DC1a	Devising and Creation	30	Core	No
NS7_PP3a	Performance Practice	30	Core	No
<b>Progression</b> In order to progress onto stage 2, students need to complete 120 credits from stage 1, made up of 120 credits of core modules.				
Stage 2 (Level 7)				
Module Code	Module Title	Credits	Core or Option	Pass Compulsory
NS7_RP1a	Research Project	60	Core	Yes
<b>Awards</b> To be eligible for the award of MA, students need to complete 60 credits from stage 2, made up of 60 credits of core modules.  <b>Exit Awards</b> Upon successful completion of 60 credits from any stage the student is eligible for the exit award of PGCert.  Upon successful completion of 120 credits from any stage the student is eligible for the exit award of PGDip.				

Programme Learning Outcomes Module Mapping								
	PL01-1	PL01-2	PL01-3	PL01-4	PL01-5	PL02-1	PL02-2	PL02-3
NS7_CT1a	X		X	X	X			
NS7_DC1a	X	X	X	X	X			
NS7_PP3a		X	X		X			
NS7_RP1a						X	X	X

### Approach to Teaching

Teaching at NSCD is tailored to the nature of the modules being taken, often combining practical and theoretical learning to best prepare the student for the demands of the industry. Teaching methods include practical classes and workshops, rehearsal and performance, lectures, seminars and tutorials. All teaching takes place within industry-standard facilities.

Taught hours for each module reflect the nature of the module and current professional practice. For example, creation and rehearsal modules have intensive contact and studio time, whereas research projects combine lectures, workshops, tutorials with the independent study time needed to develop your research practice.

### Assessment Strategy

Assessment on the MA Contemporary Dance Performance programme contains a mix of performance, practical, academic and reflective work. Each assessment is designed to best tie in with current industry practice reflecting the demands of the current professional landscape, with an appropriate balance between the different assessment approaches across the modules, ensuring that students meet the demands of both academic and industry standards.

Where appropriate students are given a choice between different modes of submission for summative assessment, for example, practice-based, oral presentation, multi-media portfolios of work, written thesis. This is designed so that students can best articulate their ideas, and as part of an inclusive assessment strategy. Wherever relevant, appropriate scrutiny is given to academic conventions.

### Work-Based Learning and Placements:

There is no placement activity on this programme.

### 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.

**Entry Profile:**

Entry is through a successful application and interview. The programme is aimed at graduates of two/three-year dance training programmes at Higher Education level, or dance artists with professional experience and equivalent vocational dance training.

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 6.0 with no less than 6 in Reading and Writing and no less than 5.5 in Speaking and Listening.
- Language Cert International ESOL SELT with 33– 37 per skill for Reading and Writing, 25-32 per skill for Speaking and Listening. 38 – 50 per skill to achieve 6.5 across all skills.

On entry the student will be able to demonstrate:

- a strong technical practice, with the potential to further refine and advance their technical skills
- developed performance and creative skills, with an awareness of performance paradigms
- an openness to further develop artistic and academic skills, knowledge and understanding and to apply them to their learning
- the ability to critically reflect upon, appraise and respond to performance practice
- an approach to working that is collaborative, creative, reflective and evaluative