

Programme Specification Northern School of Contemporary Dance	
Programme Title:	MA Professional Placement Scheme in Dance
Teaching Institution:	Northern School of Contemporary Dance
Final Award:	MA Professional Placement Scheme in Dance
Alternative Exit Awards:	PGDip Professional Placement Scheme in Dance PGCert Professional Placement Scheme in Dance
Credit Level:	7
Credits/ECTS value:	180 (90ECTS)
Modes of Delivery:	1 Year Full Time
QAA Benchmarks:	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)
Validation Date:	May 2025
Programme Start Date:	September 2026
Review Date:	May 2030

Programme Aims and Overview:

The Professional Placement Scheme in Dance is uniquely centred around an extended placement within a dance company/organisation taking on specified roles. Roles could take the form of a performer & company member, or a project facilitator & workshop leader. Each placement is designed to embed the student within the company structure and day-to-day operation so that their experience mirrors, with appropriate support, those employed within the company environment.

Each placement is bespoke to the situation, aims and current activity of the company, with a clear agreement of the student activity being disclosed between NSCD and the placement host prior to the student accepting the offer. Students are also supported by an NSCD member of staff as a mentor, who liaises with both the student and the company on a regular basis.

On completion of stage 1 of the programme students have the option to either return to NSCD to complete stage 2, or to engage in the research project remotely with appropriate support from the company, host members and NSCD staff.

Programme Learning Outcomes Upon successful completion of this programme students will be able to:	
Level 7 - Stage 1	
PLO1-1	contribute through application of advanced skills to specified roles within a dance company or organisation.
PLO1-2	critically investigate artistic paradigms as an active participant within the dance ecology of the placement provider.
PLO1-3	develop a range of movement forms and vocabulary, and employ acquired competences within identified areas of professional practice as relevant to the dance placement.
PLO1-4	critically reflect on their own practice and develop their analytical, critical and interpretive skills.
PLO1-5	initiate, self-direct and collaborate with others effectively within creative, performance and artistic research contexts.
Level 7 - Stage 2	
PLO2-1	organise, critically evaluate and synergise the relevant sources and critical thinking of a research area.
PLO2-2	frame and articulate an area of research based on a comprehensive understanding of applicable techniques and theories.
PLO2-3	utilise an appropriate research methodology to realise a research project with originality in the application of knowledge.

Programme Structure

The structure of the MA Professional Placement Scheme in Dance is based around the organisation and specified outcomes of each dance placement. Depending on the placement this will often include a focus on a number of the following areas: performance, technical practice, rehearsal, devising, teaching, dance project management, facilitation and/or rehearsal direction. These core skills are agreed between NSCD, the student and the placement host and assessed within the Company Placement module. This learning is supported by the Reflective Portfolio module where students can reflect and critically evaluate their ongoing professional development and synthesise their learning across the different areas of specialism.

For students taking on a performance role within a company they will typically take the optional stage 1 module Performance. This will be based around the development of their performance skills leading to assessment in either a professional venue or through a sharing of work within the company environment. For students focusing on facilitation roles within

the dance organisation, they will undertake the Artist as Facilitator module, with the learning and assessment tailored to each student through an individually arranged learner agreement devised at the start of the module between NSCD and the placement host.

Upon completion of stage 1 students will either return to NSCD to complete their Research Project module with the other students on other postgraduate programmes or complete their Research Project remotely with support from an NSCD tutor. In either case the student 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, a 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_CP1a	Company Placement	60	Core	Yes
NS7_RF1a	Reflective Portfolio	15	Core	No
NS7_PE1a	Performance	45	Option	Yes
NS7_AF1a	Artist as Facilitator	45	Option	Yes
Progression In order to progress onto stage 2, students need to complete 120 credits from stage 1, made up of 75 credits of core modules and 45 credits of option modules.				
Stage 2 (Level 7)				
Module Code	Module Title	Credits	Core or Option	Pass Compulsory
NS7_RP1a	Research Project	60	Core	Yes
Awards To be eligible for the award of MA, students need to complete 60 credits from stage 2, made up of 60 credits of option modules.				
Exit Awards 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								
	PLO1-1	PLO1-2	PLO1-3	PLO1-4	PLO1-5	PLO2-1	PLO2-2	PLO2-3
NS7P_CP1a	X	X	X	X	X			
NS7P_RF1a		X		X	X			
NS7P_Pe1a	X	X	X	X	X			
NS7P_AF1a	X	X	X	X	X			
NS_RP1a						X	X	X

Approach to Teaching

Teaching within the MA Professional Placement Scheme in Dance is situated around the placement activity, with students taking on day-to-day roles within the company/host, allowing them to actively contribute in roles analogous to the company members. The structure of the teaching will depend on the nature of the company placement, for example a typical day may revolve around taking company class before going into devising or rehearsal. Equally students may be involved in education and outreach work. Throughout all placement activity students will be supported by a company in-house mentor alongside regular check-ins with an NSCD mentor.

Assessment Strategy

Assessment on the MA Professional Placement Scheme in Dance 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:

Between 120 and 180 credits of learning will take place on placement. All placements will be overseen by NSCD's Code of Practice: Placement and Work Based Learning. The specific offer of each placement will be fully specified in advance of the placement commencing and be carefully evaluated to ensure that it meets both the scope and rigour

appropriate to level 7 MA study. Throughout the programme NSCD will provide a mentor to ensure that all students have NSCD specific support throughout their placement. Placement students are also able to access all aspects of student support, with any cases where location-specific support is required (for example in the case of injury support & rehabilitation) an equivalent being offered on-site at the company placement.

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:

- the relevant level of skills required for the specific roles within the company placement, with the potential to further refine and advance these skills
- 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