



PROGRAMME SPECIFICATION AND CURRICULUM MAP FOR BA (HONS) THEATRE DANCE

1. Programme title	BA Honours Theatre Dance (Classical Ballet) BA Honours Theatre Dance (Contemporary Dance) BA Honours Theatre Dance (Jazz Dance) BA Honours Theatre Dance (Music Theatre)
2. Awarding Institution	Middlesex University
3. Teaching Institution	London Studio Centre
4. Programme accredited by	n/a
5. Final Qualification	BA (Hons), BA, DipHE, CertHE
6. Year of Validation Academic Year	2016 2021-2022
7. Language of Study	English
8. Mode of Study	Full-time

9. Criteria for admission to the programme
<ul style="list-style-type: none"> • Normally 96 UCAS tariff points • Current dance experience to a standard demonstrated at audition, and the level of fitness confirmed at a physical examination by a specialist physiotherapist • Successful auditionees must demonstrate the potential and physical aptitude to benefit from professional dance and music theatre training. <p>We are unable to accept applications for deferred entry or defer offers for this programme as applicants must retain a high level of fitness prior to enrolment.</p> <p>GCSE requirements or equivalents Normally a minimum of grade 4 in English Language (Grade C if awarded prior to 2017), or the equivalent qualification, plus two other GCSEs.</p>

UCAS Tariff Points

Normally, calculated from a minimum of 2 but a maximum of 3 A levels (or equivalents*) either on their own or in combinations. AS qualifications (or equivalents) up to a maximum of one A level.

**A-Level Equivalents: Normally, BTEC Level 3 qualifications, Access to HE Diploma, International Baccalaureate, Scottish Highers and Advanced Scottish Highers, Irish Leaving Certificate, Norwegian Vitnemål, German Abitur, Apolyterion et al.*

For more information about entry requirements please see:

<http://www.mdx.ac.uk/courses/help-with-your-application/undergraduate-application/entry-requirements>

Overseas Applicants - unable to attend an audition

When it is impossible for applicants to attend an audition, they may audition by video (DVD/YouTube link) in accordance with London Studio Centre's video application requirements. These are available on LSC's website: <http://www.londonstudiocentre.org/admissions/how-to-apply/video-application>.

English language requirements for international students

You must have competence in English language to study with us. The most commonly accepted evidence of English language ability is IELTS 6.0 (with minimum 5.5 in all four components) . Visit Middlesex University's English language requirements page for a full list of accepted English tests and qualifications: <http://www.mdx.ac.uk/courses/help-with-your-application/postgraduate-application/english-language-requirements>

Entry with credit

Applicants holding academic, vocational or professional qualifications at an appropriate level may be admitted with specific credit, which will count towards the target qualification, to an appropriate point on a programme.

Students may enter directly into Level 4, Level 5 or Level 6 or be exempted from part of Level 4 or Level 5 with appropriate prior learning and/or experience in accordance with the University's regulations.

The assessment of prior learning

Applications from mature candidates without formal qualifications are welcomed provided they can demonstrate appropriate levels of relevant ability and experience.

Responsibility rests with the applicant for making a claim to have acquired knowledge and skill, and for supporting the claim with appropriate evidence. Assistance will normally be given by London Studio Centre in preparing an application for the accreditation of prior learning.

- The learning derived from experience must be able to be identified in order to be assessed.
- Prior learning is identified through systematic reflection on experience, the writing of clear statements about what was actually learned and the collection and collation of evidence to support those statements.

Where it is proposed to allow entry with specific credit, the methods of assessment must be such that the Assessment Board can oversee the judgement made.

10. Aims of the programme

The programme aims:

- to nurture in you a spirit of enquiry as a self-motivated, independent dance theatre artist, learner and researcher prepared for professional life and postgraduate studies
- to equip you with subject knowledge, critical and historical understanding, and practical and transferable skills to enable you to work effectively, collaboratively and constructively in your chosen profession
- to develop your potential as a creative artist through a multi-discipline theatre dance education in which you are able to demonstrate entrepreneurial skills, independent working and imaginative solutions to challenging tasks in varying contexts
- to encourage you to be a self-reliant graduate, able to demonstrate performance qualities, critical and reflective skills applied to your own work in different contexts and media

11. Programme outcomes

<p>A. Knowledge and understanding of:</p> <p>CertHE: A1 The development of dance and music theatre as performing arts and the ability to understand them in their historical context A2 How to employ technique and an integrated knowledge of dance science in the service of performance, the interpretation of new and established repertoire and in the creation of new work</p> <p>DipHE: A3 How dance creatively relates to other arts forms, particularly visual media, music and design to which it is closely related</p> <p>BA/BA (Hons): A4 How aesthetics and critical theory informs and shapes our response to dance and music theatre as performing arts</p>	<p>Teaching/learning methods Students gain knowledge and understanding through lectures, workshops, tutorials, technique classes, rehearsals, personal research and viewing performances.</p> <p>Assessment methods Students' knowledge and understanding is assessed by written assignments, projects, presentations, and practical demonstrations.</p>
<p>B. Cognitive (thinking) skills</p> <p>CertHE: B1 Propose innovative and creative solutions to choreographic tasks</p> <p>DipHE: B2 Evaluate choreographic work, dramatic texts or musical scores in a way that will enable you to interpret and expound them in performance or in writing B3 Reflect critically on performance and choreographic practice in a way that illuminates the set 'text' for both the audience and the performer</p>	<p>Teaching/learning methods Students learn cognitive skills through the development of reflective practice, the analysis of performance, through discussions in tutorials, through their own research and through specific lecture programmes. The successful student acquires knowledge of new and established repertoire and is able to analyse and evaluate it perceptively.</p> <p>Assessment methods</p>

<p>BA/BA (Hons): B4 Integrate different critical theories and perspectives in the exposition of established repertoire or new dance work B5 Examine the strengths or weaknesses of received opinions and arguments</p>	<p>Cognitive skills are assessed either through assignments on performance, choreographic methods and strategies, through reflection on practice, through the performance presentation of choreographic assignments, or the presentation of work that they have devised and directed.</p>
<p>C. Practical skills</p> <p>CertHE: C1 Acquire technique and performance skills appropriate to your chosen dance genre - in classical ballet, contemporary dance, jazz dance, or music theatre C2 The ability to generate and interrogate new movement ideas C3 The ability to conduct research and employ a range of sources to gather information on a given subject</p> <p>DipHE: C4 The ability to work constructively in multi-disciplined teams to a common purpose</p> <p>BA/BA (Hons): C5 The ability to interpret and perform a range of choreographic, musical and dramatic works in different contexts and media C6 The ability to communicate effectively with a range of audiences through physical, dramatic, or musical forms</p>	<p>Teaching/learning methods</p> <p>Students learn practical skills through daily and weekly dance, singing and acting technique classes. The techniques taught in the studio are employed and enhanced through performances generated either by the students themselves or collaboratively with staff. Who are often professional choreographers and directors working with the students as visiting artists. These performances take place in a range of venues: namely, the dance studio, studio theatres, commercial theatres, public site-specific venues, and/or screen presentations.</p> <p>Assessment methods</p> <p>Students' practical skills are assessed in technique classes in set or unseen material. Their skills in performance are assessed in the studio, in the theatre, and/or in alternative venues. Peer and self-assessment and reflective practice all play a part in the assessment process.</p>
<p>D. Graduate Skills</p> <p>CertHE: D1 Use information and computer technology effectively to communicate and/or to access material and information D2 Organise their own learning so as to acquire and apply knowledge to new situations and to solving problems</p> <p>DipHE: D3 Work effectively independently and in a team context</p> <p>BA/BA (Hons): D4 Communicate complex knowledge and skills clearly and effectively in written and oral forms D5 Engage entrepreneurially and creatively in project development</p>	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through the challenges encountered in the undergraduate programme. These encompass a pedagogy that addresses the subject through theory and practice united in creative endeavour and performance. The course culminates in specialist performances for classical ballet, contemporary dance, jazz dance, and music theatre. The practical elements of the course are supported by reflective practice and a final dissertation. Students are required to conduct individual research often through the enterprising use of technology, organise and apply their subject knowledge and engage intensively in teamwork.</p> <p>Assessment methods</p> <p>Students' graduate skills are assessed by means of dance, singing and acting technique assessments, extended performances, developed in the context of the final year performing groups, a final dissertation and research-based assignments.</p>

12. Programme structure (levels, modules, credits and progression requirements)

12.1. Overall structure of the programme

The BA (Hons) Theatre Dance maintains four complementary, interlocking strands in dance and music theatre pedagogy: technique, performance, creation and contextual studies.

It is studied full-time over 3 years and has no part-time mode. The programme is offered at 3 levels. The BA (Hons) degree award requires the achievement of 360 credits consisting of 120 credits at FHEQ levels 4, 5 and 6. The ordinary BA degree requires the achievement of 300 credits at FHEQ level 4 or above, including 150 credits at FHEQ level 5 or above and 60 credits at FHEQ level 6 and above.

All 12 modules are compulsory. However, you are able to specialise in either classical ballet, contemporary dance, jazz dance or music theatre at all three levels and this will affect the balance of subjects in your timetable in the following modules: M402, M403, M501, M502, M503, M601, M602 and M603.

Introductory talks, tutorial guidance from subject specialists, taster classes and a formal selection procedure will support and guide your choices within the programme.

At the beginning of Level 4, you are obliged to choose one of four possible professional pathways: namely classical ballet, contemporary dance, jazz dance, or music theatre. The expectation is that you choose the specialism in accordance with your audition process.

There are procedures in place to enable you to change your focus at appropriate points during Level 4 should you wish to do so.

At Level 4, M402 Focused Performance Practice is the only module taught in four separate pathways: classical ballet, contemporary dance, jazz dance or music theatre. It focuses on the development of performance skills and repertoire in your emerging specialism.

Normally, you will progress onto the same pathway at Level 5 in M502 Specialist Performance Practice, which is, again, the only module taught in the four pathways. Increased taught sessions are devoted to developing specialist techniques, performance skills and repertoire in your chosen field.

It is still possible for you to apply to transfer from one pathway to another during Levels 5. There are clear procedures in place to offer a secure process for you to transfer. You must apply to the Programme Leader by the end of November of the Level 5 academic year and present evidence of sufficient engagement and ability in the requested new pathway using the relevant form. Evidence may take the form of summative achievement in M401, M403, M501 and M503, supported by relevant tutor/Head of Department statements, and/or a targeted audition process. You must assume responsibility for ensuring that you meet the requirements of the specific discipline to which you wish to transfer.

At Level 6, modules M601 The Professional Practitioner and M602 Creation, Production & Performance are taught in four separate professional pathways: classical ballet, contemporary dance, jazz dance or music theatre. Progression from the Level 5 pathway onto the corresponding one in Level 6 is clear and straightforward. **Please note: it is not normally possible to change pathways at the end of Level 5, because you would not be deemed to be adequately prepared for the demands of the specialised work that takes place in Level 6.**

This specialisation in one of the four professional pathways is articulated in the brackets following the title of the award: BA (Hons) Theatre Dance (Classical Ballet), BA (Hons) Theatre Dance (Contemporary Dance), BA (Hons) Theatre Dance (Jazz Dance), or BA (Hons) Theatre Dance (Music Theatre).

Exit Award

You may exit with a CertHE Theatre Dance after successfully completing Level 4 or exit with a DipHE Theatre Dance, after successfully completing Level 5.

You may exit with an ordinary BA Theatre Dance degree after successfully completing 300 credits at Level 4 and above, of which 150 credits must be at Level 5 and above, and 60 credits must be at Level 6.

Compulsory modules are those that must be taken, i.e., the award cannot be made unless these modules have been successfully completed. Each of these modules does not necessarily *uniquely* measure achievement of programme learning outcomes.

All the modules that comprise the degree programme are compulsory.

12.2. FHEQ Levels and Modules

Module title	Code	Level	Credit rating	Compulsory / optional	School or partner (taught by)
Foundation Studies in Dance Practice	M401	4	40	C	LSC
Focused Performance Practice	M402	4	20	C	LSC
Skills for Versatility	M403	4	20	C	LSC
Creative & Critical Approaches to Dance	M404	4	40	C	LSC
Professional Dance Practice	M501	5	20	C	LSC
Specialist Performance Practice	M502	5	40	C	LSC
Personal & Professional Development	M503	5	20	C	LSC
Crossing Borders & Collaborative Approaches to dance	M504	5	40	C	LSC
The Professional Practitioner	M601	6	20	C	LSC
Creation, Production & Performance	M602	6	40	C	LSC
Employability in Practice	M603	6	20	C	LSC
Research & Critical Practice	M604	6	40	C	LSC

12.3. Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
Level 5	M502
	M504
Level 6	M602
	M604

13. Curriculum Map

A curriculum map relating learning outcomes to modules is attached; see below.

14. Information about assessment regulations

See the University's regulations, which can be found at www.mdx.ac.uk/regulations. London Studio Centre uses a 0-100 marking scheme for assessed work, which is explained in the BA Honours Theatre Dance handbook.

15. Placement opportunities, requirements and support

From time-to-time final year students are offered professional engagements. Provided the nature of the work meets the requirements for assessments of the learning outcomes it may be possible to undertake such employment provided it is equivalent to the assessed performances for the module M602 Creation, Production & Performance at Level 6. Normally, only professional work equivalent to a full evening performance underwritten by a professional contract is considered.

London Studio Centre will make arrangements for first and second markers to assess the student in that context and to arrange for a video recording of the work to be available to external examiners. The decision to do so is entirely at LSC's discretion and the arrangements must meet its reasonable demands. Applications must be made in accordance with agreed procedures set out on the Application Form. Details of the arrangements are available from the Programme Leader and on DIVA.

16. Future careers

LSC supports students' career development in a number of ways. The development of transferable skills and professional attitudes are embedded in all the modules. Relevant employability skills include communication, self-motivation, collaborative working, openness, curiosity, commitment to personal development and challenge, time management and problem solving.

You will receive help and guidance about compiling an appropriate CV and a portfolio of photographs. Your ability to make the most of every opportunity is a matter of being well prepared. Informal careers advice is always available from tutors at LSC.

Talks with industry professionals, Q&As and workshops in M603 under the general title of **Professional Development and Careers Guidance** will provide you with practical guidance about working life in the professional field. For example:

- Auditions, show reels, websites, CVs & headshots
- Working with or without an agent
- Unions & professional organisations: Equity, Spotlight, One Dance UK
- "Castability" workshop
- A sustainable career: transitions & further study
- Working freelance, financial management, tax & contracts
- Networking & social media

- Dance facilitation & community dance practice
- Arts management, funding & programming

Work Experience: The opportunity to perform in a range of disciplines is an essential feature of the course. In addition to the four touring 'companies', you will find that large and small-scale performing opportunities are scheduled at different points throughout the academic year for both Levels 4 and 5. In Level 6 the professional pathways are designed deliberately to provide a model that mirrors working practices in the professional field.

In order to help you find work when you graduate, the college maintains extensive contacts with casting directors, choreographers, directors, producers and agents by inviting them to all of its productions, which act as a valuable showcase for the students.

Auditions: Students benefit from audition practice in preparation for auditions, across the curriculum. Companies and music theatre directors and choreographers contact LSC in order to recruit directly through a private audition. On occasion, arrangements are made for students to audition with leading UK and overseas ballet and contemporary dance companies.

Professional Engagements: See Item 15 of the Programme Specification above, which provides details of specific arrangements where it may be possible to offer professional work in lieu of scheduled assessments for M602. Otherwise, professional engagements must be undertaken in your own time. Only short-term contracts during the vacations should be considered in order to avoid a conflict with taught sessions during term time. Work undertaken in term time is entirely your responsibility and is never a reason to miss scheduled classes or assessments at London Studio Centre. You are registered on the degree course, and you must take into account the attendance Regulations, which require you to be present for all scheduled classes.

By the time you graduate, you will have both an in-depth knowledge of the professional field and the enterprising and entrepreneurial skills needed to navigate the field successfully to achieve a rewarding and sustainable career in dance, performance and the arts.

The library and DIVA hold a range of resources on careers advice and build up a helpful portfolio of relevant information.

17. Particular support for learning

London Studio Centre welcomes students with disabilities. All reasonable accommodation will be made to support your studies and assessment should this apply.

If you are aware of a particular long-term illness or disability, you should have declared it at audition or when you first applied. If you failed to do so, you are still invited to make it known so that suitable arrangements can be made to support you. Equally, if you have discovered or suffer a long-term illness or disability while you are studying on the programme, London Studio Centre will negotiate a reasonable accommodation of your studies and assessment. In either case, your claim must be supported by medical evidence. However, there is no one-size-fits-all solution, so staff at LSC will happily sit down with you, discuss the problem and propose a suitable solution in consultation with the University. When we have reached an agreement with you about how we will accommodate your disability, we will write to you to confirm the details.

If you suspect that you suffer from an undiagnosed learning difficulty, such as dyslexia, LSC will support you while you seek to have your needs assessed by an educational psychologist. If the report supports

your claim then your needs can be accommodated in a way that supports your studies and the assessment process.

18. JACS code	W542 Dance theatre
19. Relevant QAA subject benchmark group(s)	Dance, Drama and Performance

20. Reference Points
QAA Framework for Higher Education Qualifications QAA The UK Quality Code for Higher Education Middlesex University Regulations Middlesex University Learning and Quality Enhancement Handbook London Studio Centre's policies, procedures and strategies

21. Other information
<p>Recent graduates from London Studio Centre are working successfully in a wide range of professional dance companies, such as Rambert Dance Company, English National Ballet, Matthew Bourne's New Adventures, Michael Clark Company, Richard Alston Dance Company, Sarasota Ballet, Scottish Ballet, Scottish Dance Theatre, Vienna Festival Ballet and ZooNation while others have appeared in leading roles in musicals in the West End and elsewhere including <i>American Idiot</i>, <i>Billy Elliott</i>, <i>Cats</i>, <i>Charlie and the Chocolate Factory</i>, <i>Chicago</i>, <i>Hairspray</i>, <i>Jersey Boys</i>, <i>Les Misérables</i>, <i>Mamma Mia!</i>, <i>Miss Saigon</i>, <i>Matilda the Musical</i>, <i>Memphis the Musical</i>, <i>Stomp</i>, <i>The Book of Mormon</i>, <i>The Lion King</i>, <i>The Phantom of the Opera</i>, <i>Thriller Live</i>, <i>We Will Rock You</i> and <i>Wicked</i> to name but a few.</p> <p>Other graduates are pursuing careers in acting, producing, directing, choreographing, writing, teaching and senior management in the UK and overseas, with companies and organisations such as DanceEast, Eastman and ZooNation. The diversity of careers that graduates are successfully pursuing reflects the range and quality of the degree programme, and, of course, the entrepreneurial spirit of the individuals themselves.</p> <p>The QAA's review of LSC's provision and external examiners' current reports are consistently supportive of its work, praising the high standards maintained in both theory and practice, acknowledging the thorough and perceptive feedback provided to the students. London Studio Centre invites its stakeholders to read both the QAA review (available via the QAA website) and External Examiners' Reports (which are available on LSC's virtual learning environment or on request).</p> <p>The college is an accredited member of the Council for Dance Education and Training (CDET). The CDET provide the industry benchmark of quality assurance for professional dance and musical theatre training in the UK.</p>

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

CURRICULUM MAP FOR CERTHE, DIPHE, BA AND BA (HONS) THEATRE DANCE

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes:

Knowledge and understanding of:		Practical skills:	
A1	the development of dance and music theatre as performing arts and the ability to understand them in their historical context	C1	acquire technique and the performance skills appropriate to the chosen dance genre - in classical ballet, contemporary dance, jazz dance, or music theatre
A2	how to employ technique and an integrated knowledge of dance science in the service of performance, the interpretation of new and established repertoire and in the creation of new work	C2	the ability to generate and interrogate new movement ideas
A3	how dance creatively relates to other arts forms, particularly visual media, music and design to which it is closely related	C3	the ability to conduct research and employ a range of sources to gather information on a given subject
A4	how aesthetics and critical theory informs and shapes our response to dance and music theatre as performing arts	C4	the ability to work constructively in multi-disciplined teams to a common purpose
		C5	the ability to interpret and perform a range of choreographic, musical and dramatic works in different contexts and media
		C6	the ability to communicate effectively with a range of audiences through physical, dramatic, or musical forms
Cognitive skills:		Graduate Skills:	
B1	propose innovative and creative solutions to choreographic tasks	D1	use information and computer technology effectively to communicate and/or to access material and information.
B2	evaluate choreographic work, dramatic texts or musical scores in a way that will enable you to interpret and express them in performance or in writing	D2	organise their own learning so as to acquire and apply knowledge to new situations and to solving problems
B3	reflect critically on performance and choreographic practice in a way that illuminates the set 'text' for both the audience and the performer	D3	work effectively both independently and in a team context
B4	integrate different critical theories and perspectives in the exposition of established repertoire or new dance work	D4	communicate complex knowledge and skills clearly and effectively in written and oral forms
B5	examine the strengths or weaknesses of received opinions and arguments	D5	engage entrepreneurially and creatively and in solving problems

Highest Level achieved by all graduates	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
Level 4 – CertHE	4	4			4					4	4	4				4	4			
Level 5 – DipHE	5	5	5		5	5	5			5	5	5	5			5	5	5		
Level 6 – BA/BA (Hons)	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Module Title	Module Code	Programme Outcomes																			
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
Level 4 (Certificate in HE)																					
Foundation Studies in Dance Practice	M401		x								x		x					x		x	
Focused Performance Practice	M402		x	x			x	x			x			x	x	x			x		
Skills for Versatility	M403																	x			x
Creative & Critical Approaches to Dance	M404	x			x	x	x		x	x		x	x				x			x	
Level 5 (Diploma in HE)																					
Professional Dance Practice	M501		x								x							x			
Specialist Performance Practice	M502		x	x			x	x			x				x	x					
Personal & Professional Development	M503										x							x			x
Crossing Borders & Collaborative Approaches to Dance	M504	x		x	x	x	x		x	x		x	x	x			x		x	x	
Level 6 (BA/BA Honours)																					
The Professional Dancer	M601		x								x					x		x			
Creation, Production & Performance	M602		x	x		x	x	x	x		x	x		x	x	x			x		
Employability in Practice	M603												x					x			x
Dance Research & Critical Practice	M604	x			x	x			x	x		x	x				x			x	