

PROGRAMME SPECIFICATION

This document describes **Honours Degree Programme in Dance**. This specification is valid for new entrants from **September 2017**.

The aims of all Honours Degree programmes in Dance are:

- To develop students into thinking embodied practitioners who engage with social, historical, aesthetic and cultural ideas through creative and choreographic practices.
- To foster the appreciation of diverse dance practices from global contexts;
- To encourage an awareness of dance's interrelationship with theatre as evidenced in dance theatre and physical theatre practices;
- To encourage students to take progressive responsibility for their own academic progress through self-reflection performance portfolios, embodied practice and self-directed learning;
- To work collaboratively with established dance and theatre professionals and foster management, communication and other related employability skills;
- To develop multi-trained individuals who can work and move between dance, dance theatre, physical theatre and contemporary performance practices

Programmes are delivered in three stages, each of which normally comprises one year of full-time study, during which the student must follow courses to the value of four units (one unit is equivalent to 30 national credits). Some units will be specific to dance studies in the first year with greater options drawn from the broader Drama curriculum as students progress to the second and third years.

At stage one in the Dance pathway, students take a technique course (Moving Bodies 1) that enables them to gain embodied awareness and practice through somatic exercises and contemporary movement practice. A specific choreography course (Choreographic Practices 1) forms part of their second term focusing on different skillsets and ways of thinking about choreography and its relationship with theatre, place and identity. A dance history class (World Dance Histories) introduces students to a broad based grounding in the subject so that they can further interrogate historical developments in dance and choreography in stages two and three. A course on writing about dance (Writing Dance) sets up the different rhetorical registers involved in dance writing: academic, auto-ethnographic, and critical performance review. Students will also take Theatre and Performance Making 1 with Drama and Theatre and Drama and Dance students to experience the wide range of devising practices that engage with the moving body. The goal of stage one is to introduce students to the multiple ways that dance works as a practice and as an academic discipline. First year students will also receive tutorials especially designed to prepare students for the academic demands of the next stages of the course.

Stage two allows students to extend their exploration of the two pathways (Moving Bodies 2, Choreographic Practices 2) at a higher level, and to deepen their historical and conceptual understanding of the dancing body. Technical training continues with an intensive technique course in Moving Bodies 2, and Choreographic Practices 2 extends their choreographic skills in small group and large ensemble projects. They will also take the dance specific DT2300 course, Dancing Bodies, Global Culture. Students will choose a specific pathway from DT2100 Theatre and Performance Making, and DT2400 Theatre and Ideas. Dance specific options in DT2100 include Dance Theatre, Physical Theatre and Site Specific Performance. In DT2400, they might choose The Idea of the Body, The Idea of Gender, or The Idea of Race, depending on course and tutor availability. If they choose NOT to take DT2400, student can take any other half unit course outside of the department.

At stage three, in Repertory and Repertoires, students will work with a practitioner (and/or company) on dance repertoire in order to gain first-hand professional experience in technique, performance, devising and management. They will also choose what type of Group Project they would like to work on: Dance Theatre, Physical Theatre, Choreography among others from the greater Drama curriculum. They must choose between a Special Project or a Dissertation (Taught or Independent), and also have a dance specific research seminar to help them develop dance specific research skills for their final year special project or dissertation choices. Students have their final projects performed, presented and discussed at a Finalist Festival. By the third year, students will have a complex understanding of how dance functions as an expressive and interdisciplinary art form. This final year will also prepare students to emerge as multi-trained individuals with choreographic, technical, project management and other employability skills for careers in arts management, facilitation, performance or further academic and/or vocational study.

Further information

This document provides a summary of the main features of the programme(s), and of the outcomes which a student might reasonably be expected to achieve if full advantage is taken of the learning opportunities provided. Further information is contained in the College prospectus, the College Regulations and in various handbooks issued to students upon arrival. Whilst Royal Holloway keeps all its information for prospective applicants and students under review, programmes and the availability of individual courses are necessarily subject to change at any time, and prospective applicants are therefore advised to seek confirmation of any factors which might affect their decision to follow a specific programme. In turn, Royal Holloway will inform applicants and students as soon as is practicable of any substantial changes which might affect their studies.

Learning outcomes

Teaching and learning in the programme is closely informed by the active research of staff, particularly in the areas of dance theatre, physical theatre, international dance forms, feminist and postcolonial performance practices, dance historiography, critical and intercultural dance studies, somatic practices such as Feldenkrais, Yoga, meditation and Pilates, dance ethnography, popular dance, and dance on screen. In general terms, the programme provides opportunities for students to develop and demonstrate the following learning outcomes:

Key Themes

- Ability to engage critically and corporeally with different approaches to global embodied practices;
- To understand dance as an interdisciplinary art form that thrives on the interconnections with theatre and wider performance practices;
- Emphasis on the development of choreographic practices as methods to think through ideas of self, history, politics, society and place.
- To approach dance as an inclusive and democratic practice that takes into consideration the multiplicities of bodies, their histories and different embodied/training experiences

Discipline Specific Knowledge and Understanding

- To develop competent level of choreographic and devising skills
- To interpret how global bodies make and shape history, culture and politics through embodied dance forms;
- To recognize relevant concepts, issues, theories and debates centred around dance making and practice;
- To develop and integrate critical and analytical skills in reading, writing and verbal discussion;
- To develop a range of skills associated to search, retrieval, synthesis and management of bibliographical information in order to complete a choreographic, performance or text based project;
- To develop (and reflect upon) creative techniques for exploring, representing, and critiquing through reconstruction and/or performance;
- To develop embodied knowledge through the principles of alignment, flexibility, strength and stamina, co-ordination, core awareness, dynamics, spatial awareness, musicality and rhythm;
- To effectively lead a creative process from inception to performance context;

- Ability to describe, interpret, theorise and evaluate dance performances and moving bodies on and off stage;
- Knowledge of a range of contemporary critical, practical and theoretical approaches to dance, dance theatre and physical theatre;

Skills and other attributes

- choreographic skills that reflect key ideas and methods in contemporary global performance;
- critical skills in close reading, the analysis and critical interpretation of texts, performances, and data;
- somatic and embodied awareness and sensitivity to a variety of global embodied performance practices;
- intellectual and embodied curiosity of the world around them;
- the ability to conduct embodied and textual research independently using traditional and electronic resources, and develop habits of reflection on study, reading, learning and research;*
- command of a wider performance studies vocabulary and appropriate critical and theoretical terminology;
- planning and execution of essays, choreographic work and other embodied performance work, bibliographical skills, developing a reasoned argument;*
- advanced written and oral communication skills, including the ability to present logical and coherent written and oral arguments of varying lengths;*
- the ability to organise and interpret complex information in a structured, embodied and systematic way, and to comprehend and develop sophisticated concepts;*
- the capacity for independent thought and judgement, along with skills in critical reasoning and critical performance evaluation;*
- interpersonal skills, involving recognising and respecting the viewpoints of others;*
- time management and organisational skills including working to deadlines, prioritising tasks, organising work-time;*
- in addition, this programme fosters the development of a range of personal attributes that are important in the world of work, and that strengthen the graduates' abilities to engage in lifelong learning and contribute to the wider community. These include personal motivation; the ability to work autonomously and with others; self-awareness and self-management; empathy and insight; intellectual integrity; awareness of responsibility as a local, national and international citizen; interest in lifelong learning; flexibility and adaptability; creativity.

* Transferable skills

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Teaching, learning and assessment

Teaching and learning is mostly by means of studio classes, lectures, seminars, essay consultations, oral presentations and guided independent study. Assessment of knowledge and understanding is typically by workshop facilitation, self-reflection portfolios, movement exercises, solo and group choreographic projects, oral presentations and the dissertation or long research essay. In addition, students may be involved in workshops and may produce various forms of creative work. Full details of the assessments for individual courses can be obtained from the [Department](#).

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Details of the programme structure(s)

Please note that not all courses run each year. A full list of courses including optional courses for the current academic year can be obtained from the [Department](#).

[Single Honours Degree programme Dance](#)

Stage one:

For students registered in or after September 2015

Version 2.0

Dated: 07/03/2017

Students must take the following **mandatory** courses:

DT1100 Theatre and Performance Making (1 unit)

DT1910 Moving Bodies 1 (1 unit)

DT1920 World Dance Histories (1 unit) [**Non-condonable fail – must be passed in order to progress to the next stage**]

DT1930 Writing Dance (.5 unit)

DT1940 Choreographic Practices 1 (.5 unit)

SS1000: Academic Writing Skills Quiz (no credit progression requirement)

First Year tutorials (no credit skills-building requirement)

DT1100 and DT1920 (World Dance Histories) must be passed in order to progress to the second stage.

Stage two:

Students must take the following **mandatory** courses:

DT2100 Theatre and Performance Making (1 unit)

DT2300 Theatre and Culture (1 unit)

DT2910 Moving Bodies 2 (1 Unit)

DT2940 Choreographic Practices 2 (.5 unit)

Options:

DT2400 Theatre and Ideas (.5 unit) OR any other .5 unit course outside of the department

Stage three:

Students must take the following **mandatory** courses:

DT3202 Final Year Project: Group Performance (1 Unit)

DT3970 Dance Research Practices (1 Unit)

DT3201/DT3202/DT3203 Special Project, Taught Dissertation, Research Dissertation (1 Unit) [choose one of these]

DT3960 Dance Repertory and Repertoires (1 Unit)

DT3990 Dance Practice: Students will also have the option to take an additional 6 hours of technique in a non-assessed dance practice course throughout all three years of their study.

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Progression and award requirements

The progression and award requirements are essentially the same across all Honours Degree programmes at Royal Holloway as outlined in the College's Undergraduate Regulations. Students must pass units to the value of at least three units on each stage of the programme. Failing marks of 30 – 39% can normally be condoned in up to 30 credits across stages 1 and 2. In the final stage failing marks in up to 30 credits can normally be condoned. However, on some programmes there may be a requirement to pass specific courses in order to progress to the next stage or to qualify for a particular degree title and this will put restrictions on courses in which failing marks can be condoned (see programme structure above for details). Additionally there are requirements on the number of courses that must be passed in order to qualify for particular joint or combined Honours degrees.

All first year students on single joint or combined honours programmes offered all or in part by departments or schools in the Faculty of Arts & Social Science are required to pass a Moodle-based writing skills quiz in order to progress into the second year of study. The pass mark for the test is 60%. Certificates of Distinction are awarded to students who achieve at least 80% in the quiz. Students may attempt the quiz as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the [College's](#)

For students registered in or after September 2015

Version 2.0

Dated: 05/01/2016

Undergraduate Regulations (Section: Conditions for progression to the next stage) but fail to pass the Moodle-based quiz will not be permitted to progress into their second year of academic study at the College.

Students are considered for the award and classified on the basis of a weighted average. This is calculated from marks gained in courses taken in stages two and three, and gives twice the weighting to marks gained in stage three. The College's Undergraduate Regulations include full details on progression and award requirements for all undergraduate programmes offered by the College.

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Student support and guidance

- The degree programme has a Programme Director and a Deputy Programme Director, responsible for the co-ordination and delivery of the programme.
- Personal Advisers: All students are allocated a personal adviser who meets with them regularly through the programme. The adviser's role is to advise on academic, pastoral and welfare issues. Students meet with their personal advisers according to the First Year Tutorial Handbook guidelines set up by the Drama and Theatre department. Meetings with advisers are two or three times during the term in groups of 3-5. Subsequently, responsibility for meetings is placed on the student.
- The Year Tutor is at the centre of the Department's student support systems. Year Tutors, Programme Coordinators, course leaders, seminar leaders, student representatives and departmental administrators provide a back-up system of academic, pastoral and welfare advice.
- All staff is available and accessible through a dedicated office hour system.
- Students receive representation on the Staff-Student Committee.
- Students will be provided with detailed student handbook and course resources.
- Departmental rehearsal studios are available for practical, group and solo performance work.
- Extensive supporting materials and learning resources can be accessed in College libraries and through the Computer Centre.
- The University provides College Careers and Employability Service and Departmental Careers and Employability Tutor.
- Students will have access to all College and University support services, including Student Counselling Service, Health Centre and the Disability and Dyslexia Services for students with disabilities and Specific Learning Difficulties.

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Admission requirements

Details of the Department's typical offer for each programme of study is available on the [Course Finder](#) web page. However, the Department also has flexibility in its admissions and offers policy and strongly encourages applications from non-standard applicants. Students whose first language is not English may also be asked for a qualification in English Language at an appropriate level. For further guidance it may be helpful to contact the [Recruitment and Partnerships Office](#).

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Further learning and career opportunities

Choosing Dance at Royal Holloway means you will gain considerable experience of the combination of technical, intellectual, imaginative, and practical skills valued by a wide range of employers. You will develop skills in research, project management, written and oral communication, critical reasoning and leadership. We offer a range of activities and opportunities to help enhance your employability and prepare for the choices ahead.

The Department's recent graduates have successfully entered a wide range of careers including acting, writing, broadcasting (including at the BBC), literary agency, arts management, sound design, marketing/PR, teaching and

community theatre work, as well as gone onto postgraduate study in a variety of fields. Many of our graduates also start their own theatre companies. For further details please refer to the [Careers & Employability Service](#).

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Indicators of quality and standards

Royal Holloway's position as one of the UK's leading research-intensive institutions was confirmed by the results of the most recent Research Excellence Framework (REF 2014) conducted by the Higher Education Funding Council (HEFCE). The scoring system for the REF 2014 measures research quality in four categories, with the top score of 4* indicating quality that is world-leading and of the highest standards in terms of originality, significance and rigour and 3* indicating research that is internationally excellent. 81% of the College's research profile was deemed to be within the 4* or 3* categories, an increase of over 20% since 2008. This result placed Royal Holloway 31st overall in the UK for 4* and 3* research and 33rd based on an overall Grade Point Average (GPA) score.

The Department of Drama, Theatre and Dance is ranked 16th in the UK for research of 4* standard and 10th for 3* and 4* research, and is ranked within the top 10 departments for its subject in the UK.

List of programmes

All the programmes are taught by staff at Royal Holloway, University of London, and lead to awards of the University of London. Programmes in Dance are not subject to accreditation by a professional body. The QAA subject benchmark statement in Dance describes the general features which one might expect from Honours Degree programmes in the subject, and can therefore be used as a point of reference when reading this document (see www.qaa.ac.uk). UCAS codes are given in parentheses (see www.ucas.ac.uk).

Degree Programme Dance

BA Dance (W500)

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