

## PROGRAMME SPECIFICATION

This document describes **Honours Degree Programme in Drama and Dance**. This specification is valid for new entrants from **September 2014**.

The aims of all Honours Degree programmes in Drama and Dance are:

- To engage students critically and creatively in the process of making, experiencing and working within and across the disciplines of drama, theatre, dance, physical theatre, dance theatre and choreography.
- To enable students to develop independent critical thinking and judgement;
- To develop and enhance students' development, embodiment and expression of their ideas in a variety of modes and contexts;
- To foster the appreciation of diverse drama and dance practices from a range of historical and geographical contexts;
- To encourage an awareness of drama and dance's interrelationship and their interconnected intellectual and cultural practices;
- To foster understanding of a variety of embodied practices in drama and dance through critical, creative and embodied exploration;
- 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 theatre and dance professionals and foster management, communication and other related employability skills
- To develop multi-trained individuals who can work and move between drama, dance 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). Two units will be specific to dance studies, and two units will be drawn from the broader Drama curriculum (from the Theatre and Performance Making and Theatre and Text pathways).

At stage one in the Dance pathway, students take a technique course that demonstrates how to gain embodied awareness and practice through somatic exercises and technical practice. Interspersed within the technique class will be basic introduction to choreographic practice so that students can think about how technique informs dance making and the embodied choices available. A dance history class introduces them to a broad based grounding in the subject so that they can interrogate the historical development in stages two and three. The goal of stage one is to introduce students to the ways that drama and dance work alongside each other as disciplines and depend on one another for performance practices. 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 (theatre and text, theatre and performance making) at a higher level, taking specialist courses grouped under these themes. Technical and choreographic training continues with an intensive technique module that extends their practical and choreographic skills: students must devise two pieces of choreography by the end of stage two. A further course unit offers a cultural studies approach to dance, contextualising embodied practice with scholarly opportunities to describe, interpret, theorise, reflect, engage and evaluate current debates in dance studies. At stage three, students will work with a choreographer (and/or company) on repertory and dance repertoire in order to gain first-hand professional experience in technique, performance, devising and management. They choose their own final projects, receive tutelage in research methodologies, and have the option to follow a research intensive seminar course or a curatorial module that exposes them to the types of performances programmed in and around London. Students can choose to have their final projects performed, presented and discussed at a Finalist Festival. By the third year, students will have a complex understanding of how drama and dance function as integrated art forms. This final year will also prepare students to emerge as multi-trained individuals with curating, technical, project management and other employability skills for careers in arts management, facilitation, performance or further academic and/or vocational study.

Further information

[Learning outcomes](#)

[Teaching, learning and assessment](#)

[Details of the programme structure\(s\)](#)

[Progression and award requirements](#)

[Student support and guidance](#)

[Admission requirements](#)

[Further learning and career opportunities](#)

[Indicators of quality and standards](#)

[List of programmes, with details of awards, degree titles, accreditation and teaching arrangements](#)

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 historiography, contemporary (intercultural) dance technique and composition, physical theatre and performance making, international dance forms, critical dance studies, intercultural performance studies, somatic practices such as Feldenkreis or Pilates, dance ethnography, popular dance, dance on screen. In general terms, the programmes provide opportunities for students to develop and demonstrate the following learning outcomes:

#### *Key Themes*

- Ability to engage critically and corporeally with different approaches to embodied practices;
- Appreciation of the ways drama and dance can be represented, developed, analysed and applied in order to make meaning in the world;
- Understanding of a variety of ways –historical, political, social and geographical—in which drama and dance engage with and shape identity, bodies and culture;
- To understand some of drama and dance's relations to other disciplines and forms of knowledge.

#### *Discipline Specific Knowledge and Understanding*

- To examine embodied histories/practices embedded in an international approach to drama and dance studies;
- To acquire embodied and conceptual understanding of drama and dance as both a discipline and a practice;
- To recognize relevant concepts, issues, theories and debates centered around drama and dance study and practice;
- To interpret how global bodies make and shape history, culture and politics through embodied drama and dance forms;
- 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 competent level of dance composition and devising skills;
- To evaluate in creative and critical written form various performance texts;
- 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 drama and dance;
- To identify a range of relevant practical, cultural and socio-historical contexts that shape bodies in drama and dance practices globally
- Identify key issues and aspects of the performing arts industry from relevant and wide-ranging sources

- Recognise the roles and interconnections of institutions and professionals involved in the management of the arts
- Develop credible arts projects/curated projects that show awareness of key debate and issues in the industry
- Integrate drama and dance as modes of practice in performance contexts

#### *Skills and other attributes*

- 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 drama and dance 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;\*
- information technology skills (including basic website building, e-portfolio, blog and wiki creation, word processing, email, WWW, information handling and retrieval), and the ability to engage with the textual use of new media, video, TV, DVD and electronic;\*
- 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

[Back to top](#)

#### **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, 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](#).

[Back to top](#)

#### **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.

#### Joint Honours Degree programmes in Drama and Dance

##### **Stage one:**

Students must take:

- DT1100 Theatre and Performance Making 1 (1 unit)
- DT1200 Theatre and Text 1 (1 unit)
- DT1910 Dance Technique and Composition (1 unit)
- DT1920 World Dance Histories (1 unit)

SS1000: Academic Writing Skills Quiz (no credit progression requirement)  
First Year tutorials (no credit skills-building requirement)

DT1100 and DT11920 (World Dance Histories) must be passed in order to progress to the second stage.

### **Stage two:**

Students must take:

DT2100 Theatre and Performance Making 2 (1 Unit)

DT2200 Theatre and Text 2 (1 Unit)

DT2910 Dance Technique and Composition 2 (1 Unit)

DT2930 Dancing Bodies, Global Culture (1 Unit)

### **Stage three:**

Students must take:

DT3100 Research Processes and Methods (1 Unit)

DT3201/DT3202/DT3203 Final Year Project (1 Unit)

DT3960 Dance Repertory and Repertoires (1 Unit)

And one of the following:

DT3980 Special Topics in Dance Studies **or** (1 Unit)

DT3301/DT3302/DT3303 Theatre Research Seminar (1 Unit)

[Back to top](#)

### **Progression and award requirements**

The progression and award requirements are essentially the same across all Honours Degree programmes at Royal Holloway. Students must pass units to the value of at least three units on each stage of the programme. 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 (see programme structure above). 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. In order to qualify for the award, students must gain a weighted average of at least 35%.

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 [SS1000] 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 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.

In addition, all first year students must pass DT1100 Theatre and Performance Making and DT11920 World Dance Histories to progress into their second year of academic study at the College.

All first-year Dance students must attend fortnightly tutorials that will focus on digital learning, library research, emotional and physical well-being and reading/writing practice. Attendance at these tutorials is compulsory to ensure student skill parity and preparedness throughout the programme.

At third year level, it should be noted that DT3100 and DT3200 are co-requisites.

[Back to top](#)

### **Student support and guidance**

- The degree programme has a single 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

- semester 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 available and accessible through a dedicated office hour system.
  - A Dance specific first year tutorial system will be set up and timetabled in order for students to have fortnightly student support tutorials that will focus on digital learning, library research, emotional and physical well-being and reading/writing practice. These tutorials will be compulsory to ensure student skill parity and preparedness throughout the programme.
  - Representation on the Staff-Student Committee.
  - Detailed student handbook and course resources.
  - Departmental rehearsal studios for practical, group and solo performance work.
  - Extensive supporting materials and learning resources in College libraries and Computer Centre.
  - College Careers Service and Departmental Careers Service liaison officer.
  - Access to all College and University support services, including Student Counselling Service, Health Centre and the Educational Support Office for students with special needs.

[Back to top](#)

### **Admission requirements**

The Department's standard conditional offer is available on the [Course Finder](#) web page. However, the Department also has considerable 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. It may also be helpful to contact the [Admissions Office](#) for specific guidance on the entrance requirements for particular programmes.

[Back to top](#)

### **Further learning and career opportunities**

Choosing Drama & 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 Service](#).

[Back to top](#)

### **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 Assessment Exercise (RAE 2008) conducted by the Higher Education Funding Council (HEFCE). The new scoring system for the RAE 2008 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. 60% of the College's research profile is rated as world-leading or internationally excellent outperforming the national average of 50%. The College is ranked 16th in the UK for research of 4\* standard and 18th for 3\* and 4\* research. 75% of the Drama and Theatre Department's research profile is of 3\* and 4\* standard.

### **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 Drama and Dance are not subject to accreditation by a professional body. The QAA subject benchmark statement in Drama and 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](http://www.qaa.ac.uk)). UCAS codes are given in parentheses (see [www.ucas.ac.uk](http://www.ucas.ac.uk)).

## **Joint Honours Degree Programmes in Drama and Dance**

BA Drama and Dance (WW45)

[Back to top](#)