

**Royal Holloway, University of London**  
**Programme specification for an undergraduate award**  
**BA Dance (W500)**

**Section 1 – Introduction to your programme**

This programme specification is a formal document, which provides a summary of the main features of your programme and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the College prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the College's academic regulations and policies can be found [here](#). Further information on the College's Admissions Policy can be found [here](#).

Your degree programme in Dance is delivered in three stages, each of which normally comprises one year of full-time study, during which you 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 you progress to the second and third years.

At stage one in the Dance pathway, you take a technique course (Moving Bodies 1) that enables you to gain embodied awareness and practice through somatic exercises and contemporary movement practice. A specific choreography course (Choreographic Practices 1) forms part of your 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 you to a broad based grounding in the subject so that you 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. You 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 you to the multiple ways that dance works as a practice and as an academic discipline. In the first year you will also receive tutorials especially designed to prepare you for the academic demands of the next stages of the course.

Stage two allows you to extend your exploration of the two pathways (Moving Bodies 2, Choreographic Practices 2) at a higher level, and to deepen your 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 your choreographic skills in small group and large ensemble projects. You will also take the dance specific DT2300 course, Dancing Bodies, Global Culture. You 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, you might choose The Idea of the Body, The Idea of Gender, or The Idea of Race, depending on course and tutor availability. If you choose NOT to take DT2400, you can take any other half unit course outside of the department.

At stage three, in Repertory and Repertoires, you 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. You will also choose what type of Group Project you would like to work on: Dance Theatre, Physical Theatre, and Choreography among others from the greater Drama curriculum. You must choose between a Special Project or a Dissertation (Taught or Independent), and also have a dance specific research seminar to help you develop dance specific research skills for your final year special project or dissertation choices. You have your final projects performed, presented and discussed at a Finalist Festival. By

the third year, you will have a complex understanding of how dance functions as an expressive and interdisciplinary art form. This final year will also prepare you 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.

While Royal Holloway keeps all the information made available under review, programmes and the availability of individual course units, especially optional course units are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific programme. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is brief description for some of the most important terminology for understanding the content of this document:

*Degree programme* – Also referred to as 'degree course' or simply 'course', these terms refer to the qualification you will be awarded upon successful completion of your studies.

*Course unit* – Also referred to as 'module', this refers to the individual units you will study each year to complete your degree programme. Undergraduate degrees at Royal Holloway comprise four full units, or a combination of full and half units, to the value of 120 credits per year. On some degree programmes a certain number of optional course units must be passed for a particular degree title.

Section 2 – Programme details			
Date of specification update	September 2017	Location of study	Egham Campus
Programme award and title	BA Dance	Level of study	Undergraduate
Programme code	2955	UCAS code	W500
Year of entry	2019/20		
Awarding body	Royal Holloway, University of London		
Department or school	Drama, Theatre and Dance	Other departments or schools involved in teaching the programme	N/A
Mode(s) of attendance	Full-time	Duration of the programme	Three years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	N/A		
Link to Coursefinder for further information:	<a href="https://www.royalholloway.ac.uk/studying-here/">https://www.royalholloway.ac.uk/studying-here/</a>	For queries on admissions:	<a href="mailto:study@royalholloway.ac.uk">study@royalholloway.ac.uk</a> .

Section 3 – Degree programme structure										
3.1 Mandatory course unit information										
The following table summarises the mandatory modules which students must take in each year of study										
Year	Course code	Course title	Contact hours*	Self-study hours	Written exams**	Practical assessment**	Coursework**	Credits	FHEQ level	Course status (see below)
1	DT1930	Writing Dance	32	118	0	0	100%	15	4	MC
1	DT1100	Theatre and Performance Making	71	229	0	50%	50%	30	4	MNC
1	DT1910	Moving Bodies	72	228	0	50%	50%	30	4	MC
1	DT1920	World Dance Histories	36	254	0	50%	50%	30	4	MNC
1	DT1940	Choreographic Practices	36	124	0	100%	0	15	4	MC
2	DT2100	Theatre and Performance Making 2	60	240	0	50%	50%	30	5	MC
2	DT2910	Moving Bodies 2	72	228	0	50%	50%	30	5	MC
2	DT2940	Choreographic Practices 2	75	75	0	100%	0	15	5	MC
2	DT2300	Theatre and Culture 2	63	237	0	50%	50%	30	5	MC
3	DT3960	Dance Repertory and Repertoires	72	228	0	50%	50%	30	6	MC
3	DT3902	Group Performance	40	260	0	70%	30%	30	6	MC
3	DT3970	Dance Research Practices	32	268	0	0	100%	30	6	MC

This table sets out the most important information for the mandatory courses on your degree programme. These courses are central to achieving your learning outcomes, so they are compulsory, and all students on your degree programme will be required to take them. You will be automatically registered for these courses each year. Mandatory courses fall into two categories; 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) courses, you must pass the course before you can proceed to the next year of your programme, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) courses, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree programme may be made where reasonable and necessary due to unexpected events. For example; where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and programme requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

\*Contact hours come in various different forms, and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

\*\*The way in which each course on your degree programme is assessed will also vary, however, the assessments listed above are all 'summative', which means you will receive a mark for it which will count towards your overall mark for the course, and potentially your degree classification, depending on your year of study. On successful completion of the course you will gain the credits listed. 'Coursework' might typically include a written assignment, like an essay. Coursework might also include a report, dissertation or portfolio. 'Practical assessments' might include an oral assessment or presentation, or a demonstration of practical skills required for the particular course.

### 3.2 Optional course units

In addition to mandatory course units, there will be a number of optional course units available during the course of your degree. The following table lists a selection of optional course units that are likely to be available. However, not all may be available every year. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example; where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and programme requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection, so it is important that this specification is read alongside your department's Student Handbook, which you can access via their [webpage](#).

Year 1	Year 2	Year 3
None	DT2940: Choreographic Practices 2	DT3203: Final Year Project: Special Study
	Dance, Devising and Dramaturgy	DT3980: Special Topics in Dance
	Dance on Screen	DT3312: Birth of Experimental
	DT2400: Theatre and Ideas	Curating Dance
		Contemporary Technique

### 3.3 Optional course unit requirements

#### Section 4 - Progressing through each year of your degree programme

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

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 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.

#### Section 5 – Educational aims of the programme

The aims of this programme are:

- To develop you 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 you to take progressive responsibility for your 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

**Section 6 - Programme learning outcomes**

**In general terms, the programmes provide opportunities for students to develop and demonstrate the following learning outcomes. (Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (\*))**

<ol style="list-style-type: none"> <li>1. To develop competent level of choreographic and devising skills <b>(K)</b>;</li> <li>2. To interpret how global bodies make and shape history, culture and politics through embodied dance forms <b>(K)</b>;</li> <li>3. To recognize relevant concepts, issues, theories and debates centred around dance making and practice <b>(K)</b>;</li> <li>4. To develop and integrate critical and analytical skills in reading, writing and verbal discussion <b>(K)</b>;</li> <li>5. 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 <b>(K)</b>;</li> <li>6. To develop (and reflect upon) creative techniques for exploring, representing, and critiquing through reconstruction and/or performance <b>(K)</b>;</li> <li>7. To develop embodied knowledge through the principles of alignment, flexibility, strength and stamina, co-ordination, core awareness, dynamics, spatial awareness, musicality and rhythm <b>(K)</b>;</li> <li>8. To effectively lead a creative process from inception to performance context <b>(K)</b>;</li> <li>9. Ability to describe, interpret, theorise and evaluate dance performances and moving bodies on and off stage <b>(K)</b>;</li> <li>10. Knowledge of a range of contemporary critical, practical and theoretical approaches to dance, dance theatre and physical theatre <b>(K)</b>;</li> <li>11. choreographic skills that reflect key ideas and methods in contemporary global performance <b>(S)</b>;</li> <li>12. critical skills in close reading, the analysis and critical interpretation of texts, performances, and data <b>(S)</b>;</li> </ol>	<ol style="list-style-type: none"> <li>13. somatic and embodied awareness and sensitivity to a variety of global embodied performance practices <b>(S)</b>;</li> <li>14. intellectual and embodied curiosity of the world around them <b>(S)</b>;</li> <li>15. 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 <b>(S*)</b>;</li> <li>16. command of a wider performance studies vocabulary and appropriate critical and theoretical terminology <b>(S)</b>;</li> <li>17. planning and execution of essays, choreographic work and other embodied performance work, bibliographical skills, developing a reasoned argument <b>(S*)</b>;</li> <li>18. advanced written and oral communication skills, including the ability to present logical and coherent written and oral arguments of varying lengths <b>(S*)</b>;</li> <li>19. the ability to organise and interpret complex information in a structured, embodied and systematic way, and to comprehend and develop sophisticated concepts <b>(S*)</b>;</li> <li>20. the capacity for independent thought and judgement, along with skills in critical reasoning and critical performance evaluation <b>(S*)</b>;</li> <li>21. interpersonal skills, involving recognising and respecting the viewpoints of others <b>(S)</b>;</li> <li>22. time management and organisational skills including working to deadlines, prioritising tasks, organising work-time <b>(S*)</b>;</li> <li>23. 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 <b>(S)</b>.</li> </ol>
---	--

**Section 7 - 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](#).

**Section 8 – Additional costs**

There are no single associated costs with studying Dance greater than £50 per item. Ticket costs for mandatory theatre trips are capped at £10.

**These estimated costs relate to studying this particular degree programme at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.**

**Section 9 – Indicators of quality and standards**

<b>QAA Framework for Higher Education Qualifications (FHEQ) Level</b>	4-6
---	-----

Your programme is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent programmes of study.

<b>QAA Subject benchmark statement(s)</b>	<a href="http://www.qaa.ac.uk/quality-code/subject-benchmark-statements">http://www.qaa.ac.uk/quality-code/subject-benchmark-statements</a>
---	---

Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.



### Section 10 – Further information

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate when taking full advantage of the learning opportunities that are available. More detailed information on course units, including teaching and learning methods, and methods of assessment, can be found via the online [Course Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies, such as the Quality Assurance Agency (QAA).

Your programme will be reviewed regularly, both by the university as part of its cyclical quality enhancement processes, and/or by your department or school, who may wish to make improvements to the curriculum, or in response to resource planning. As such, your programme may be revised during the course of your study at Royal Holloway. However, your department or school will take reasonable steps to consult with students via appropriate channels when considering changes. All continuing students will be routinely informed of any significant changes.

### Section 11 – Intermediate exit awards (where available)

You may be eligible for an intermediate exit award if you complete part of the programme as detailed in this document. Any additional criteria (e.g. mandatory course units, credit requirements) for intermediate awards is outlined in the sections below.

Award	Criteria	Awarding body
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College
Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College

**Section 12 - Associated award(s)**

--	--