Programme Specification

|  |  |
| --- | --- |
| **Programme** | BSc (Hons) Dance Science |
| **Awarding Institution** | Trinity Laban Conservatoire of Music and Dance |
| **Location of study** | Laban Building |
| **Mode and duration** | 3 years full time |
| **UK Credits** | 360 |
| **ECTS** | 180 |

**Summary Description**

The BSc Dance Science programme is designed to deliver an innovative curriculum within a relatively new and fast growing field of study to a range of students from different backgrounds. The progressive developmental programme of interrelated modules provides a framework through which to understand movement and dance both physically and intellectually.

Students will develop their knowledge and understanding of how the body functions and how movement works, they will explore how movement is learned and how anyone participating in dance can be better supported physically and psychologically. They will acquire skills to apply this knowledge in different contexts to be able to prescribe and evaluate its effectiveness for health and well-being among different populations.

The programme has been designed to provide students with a rich and varied learning environment to help them gain the fundamental underpinning core theories in dance science at level 4 preparing them for wider and deeper study at level 5 and to then further develop their knowledge and understanding into more applied areas at level 6. The programme will prepare students to become independent, autonomous and confident learners with a sound understanding of key concepts and theory in areas of dance science together with the practical, critical, creative and reflective skills to pursue a career in a range of related industries and/or to undertake further study.

Particularly distinctive elements of this programme are the *Motor Skills Learning*, *Analysis of Performance* and *Technical Practice* modules in terms of:

1. how theory from these modules will be applied to practical contexts and other modules on the programme in an integrated way
2. how the Choreological Practice principles and theory integrated with Biomechanics will provide opportunity for students to analyse movement and dance through two distinct lenses and critically appreciate applications and methodological differences
3. how the specialist Dance Science Technique classes within the Technical Practice module will be taught by teachers with dance science knowledge and expertise and who together with the students, will examine the purpose and function of a technique class, build personal dance skills and develop observational and analytical skills to apply to their own practice and that of others.

Programme Aims

* To deliver effectively, an innovative and research-informed curriculum in dance science to students from a range of academic and social backgrounds
* To produce graduates with the subject specific knowledge and understanding in areas such as exercise physiology, performance psychology, biomechanics, choreological practice, motor learning and health, fitness and wellbeing
* To equip graduates with a practical knowledge of the application of areas of dance science relevant to dance in a variety of contexts and for a range of populations
* To equip graduates with analytical, creative, reflective, collaborative, critical and problem solving skills to meet the challenges of a multi-stranded career
* To provide students with the skills to critically review, write and present scientific research in a confident, scholarly and knowledgeable way
* To create a learning environment that nurtures every individual through flexible learning opportunities and modes of assessment
* To provide opportunities for interaction with the profession and prepare graduates to undertake professional industry standard qualification
* To equip graduates with the key and transferable skills that enable them to undertake leading roles in a range of dance related industries and/or to undertake further studies
* To foster a willingness to engage in new approaches to learning and a respect for others’ viewpoints
* To provide the skills to communicate ideas confidently and contribute to critical discussion and enquiry
* To facilitate the development of student autonomy progressively through the programme

**Learning Outcomes**

On successful completion of this programme, you will be able to:

**Knowledge and understanding**

* Demonstrate comprehension of human responses to dance and exercise
* Evaluate and assimilate a range of methodological approaches and processes of enquiry
* Show in-depth knowledge of key components of the areas within the subject modules, their context and application
* Identify and investigate areas of specialist interest compatible with long-term professional goals
* Show creative and critical engagement with a range of subject areas, sources and theoretical and methodological perspectives
* Demonstrate understanding of how to read and interpret a variety of relevant sources
* Demonstrate proficiency in a range of practical and analytical techniques used in dance science to monitor health and performance, and understand and comply with good, ethical and safe working practices.

**Skills (intellectual)**

* Show competent retrieval skills to acquire, synthesise and organise sources and material
* Demonstrate critical and creative skills when interpreting information and solving complex problems
* Apply theoretical subject knowledge within practical contexts to enhance and evaluate dance practice
* Transform an idea from concept to realised project through the development of, and adherence to an appropriate methodological design
* Communicate ideas and intentions clearly and confidently in a range of contexts
* Interrogate and evaluate your own work as it progresses.

**Skills (practical)**

* Show competence to carry out a range of testing and analytical techniques adhering to procedures and protocols
* Analyse and interpret different forms of data
* Show capacity to comply with health and safety as well as ethical procedures in the undertaking of laboratory testing and research
* Plan systematically, carry out and report on an independent self-directed research project.

**Values and attitudes**

* Demonstrate a responsible approach to own learning
* Show an appreciation for working cooperatively and collaboratively with peers
* Demonstrate a growing awareness of the value of independent and autonomous learning
* Offer an in-depth and insightful reflection on learning experiences
* Engage in a self-directed process of research and exploration
* Evidence responsible, ethical and professional conduct of research.

**Graduate Attributes**

In achieving institutional learning and teaching goals, Trinity Laban aims to produce graduates from the BSc (Hons) Dance Science programme who:

* Are able to confidently communicate scientific knowledge and concepts as applied to dance practice and performance
* Use specialist techniques to analyse and objectively observe dance practice and performance by applying rigorous scientific methods, designs and processes
* Have the potential to articulate, disseminate and promote the value of dance science in support of dance participation and education
* Can challenge and explore the boundaries of theory and practice in dance and physical activity for a broad range of dance populations
* Have transferable skills that are valuable in a range of dance contexts, including to enhance performance, to inform best teaching practice and to develop dance and conditioning activities in the leisure industry
* Are able to develop as practitioners and researchers, both to devise and manage their own research projects and to be active in supporting research in the field
* Are confident in the creative use of technologies within their subject specialism and working environment
* Are equipped to take advantage of the wide range of employment opportunities that can be supported by dance science knowledge, understand how to generate their own work and opportunities and have the skills to manage a sustainable and enriching career
* Can contribute to the reputation, profile and ambition of Trinity Laban in the dance science field to maintain its position at the forefront of dance science education and research.

**Curriculum**

**Programme structure**

The Programme consists of three parts (Part 1, Part 2 and Part 3), which are undertaken over three consecutive academic years on a full time basis. Each Part includes modules which are structured to promote developmental learning.

In Part 1 (level 4), the focus is on building, developing and gaining a deeper understanding of dance technique and bodywork through *Technical Practice I,* which also includes *Specialist Dance Science Technique.* This aligns with development of knowledge in key areas of *Anatomy, Exercise Physiology, Motor Skills Learning, Injury in Dance* and *Nutrition*. Alongside this, in *Researching Dance Science*, students will acquire fundamental research skills including finding and interpreting sources critically and gaining knowledge of the main principles of research and research methods.

In Part 2 (level 5), the focus is on consolidating and extending the material covered in level 4 continuing to develop knowledge and understanding in *Researching Dance Science II*, *Motor Skills Learning II* and *Exercise Physiology II*. Two new modules are introduced, *Performance Psychology* and *Analysis of Performance* which combines the two disciplines of Biomechanics and Choreology to observe and analyse movement and dance. Students will develop deeper critical, creative and communication skills and begin to apply their knowledge in different contexts. In *Technical Practice II*, also including *Specialist Dance Science Technique*, they will deepen their own embodied understanding of technical concepts and continue to progress their own individual technical capacity. Students also prepare for submission for one of the three industry certificates offered on the programme, the *Safe in Dance International Healthy Dancer Certificate*.

In Part 3 (level 6), the focus will be on the application of the theoretical areas of Dance Science gained in Parts 1 and 2. Two new modules support students in the application of their knowledge to different contexts and populations, *Community Arts, Health and Wellbeing* and *Training Strategies for Dance Exercise and Fitness. Technical Practice III* both maintains personal technical gainsand encourages students to apply their observational skills to a creative choreographic process. BSc dancers will analyse the experience of BA Contemporary Dance students to construct a training plan for dancers working with specific choreographers.

To complement their studies in the final year and prepare for employment, students also complete the further two industry certificates offered within the programme, a *Level 2 Group Exercise* qualification and a *Sports First Aid Certificate.* The final focus of the year is the designing, researching and writing up of an independent research study in a subject area of the student’s choice, with the support of an individual supervisor.

In each year, students are supported with a number of “Open Labs”. These self-directed learning opportunities are facilitated by the Senior Dance Science Lab Technician and the Assistant Lab Technician. Students are given targeted tasks by their tutors in specific modules*: Functional Anatomy and Exercise Physiology I, Exercise Physiology II, Analysis of Performance* and *Training Strategies for Dance, Exercise and Fitness*. Students explore these tasks in the Lab environment, using software and equipment as appropriate. Open Lab is also an opportunity to schedule additional study skills sessions, as identified for the specific cohort needs and delivered by key support staff.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module Title** | **Module Code** | **Module Credits** | **Core/ Elective** | **Compensation Yes/No** | **Level** |
| Technical Practice I | D40101 | 30 | Core | N | 4 |
| Functional Anatomy and Exercise Physiology I | D40102 | 20 | Core | N | 4 |
| Nutrition | D40103 | 20 | Core | N | 4 |
| Motor Skills Learning I | D40104 | 20 | Core | N | 4 |
| Researching Dance Science I | D40105 | 20 | Core | N | 4 |
| Injury in dance | D40106 | 10 | Core | N | 4 |
| Technical Practice II | D50101 | 30 | Core | N | 5 |
| Analysis of Performance | D50102 | 30 | Core | N | 5 |
| Performance Psychology  | D50103 | 20 | Core | N | 5 |
| Researching Dance Science II | D50104 | 15 | Core | N | 5 |
| Exercise Physiology II | D50105 | 15 | Core | N | 5 |
| Motor Skills Learning II | D50106 | 15 | Core | N | 5 |
| Technical Practice III | D60101 | 20 | Core | N | 6 |
| Community Arts, Health and Wellbeing | D60103 | 20 | Core | N | 6 |
| Training Strategies for Dance, Exercise and Fitness | D60102 | 30 | Core | N | 6 |
| Dissertation Project | D60104 | 50 | Core | N | 6 |

**Key Progression Points**

Students are normally required to achieve all credits in each Part in order to progress to the next Part of the programme. An assessment board will meet at each progression point and is responsible for making progress decisions.

learning and teaching

**Total contact hours:** 1068.25 **-** 1071.25 hours

**Total self-directed study hours:** 2528.75 – 2531.75

**Total learning and teaching hours:** 3600 hours

**Learning and teaching methods**

The learning and teaching methods have been designed to meet the Programme Aims and Learning Outcomes. A range of methods will be used to offer opportunities for all learners regardless of background, previous experience and specific needs

Learning and teaching methods will include:

* + Lectures and seminars
	+ Lab-based practical workshops
	+ Individual and group tutorials
	+ Self-directed study
	+ Individual and group projects
	+ Self and peer feedback
	+ Hands-on practical activity
	+ Facilitated “Open Labs” for guided self-directed learning
	+ Studio and Conditioning Room self-practice

assessment

**Overview**

The assessment strategy for the programme is designed to meet the programme and module learning outcomes. Each module of the BSc is assessed separately through assessment tasks specific to the content of each module. Assessment tasks are designed to demonstrate the students’ ability to meet the respective learning outcomes of each module and modes include:

* individual and group presentations
* online exams
* written essays
* reflective diaries
* technical and supplementary training plans
* infographics

Assessment tasks are phased and a schedule of submission dates is published at the beginning of each year. Students will receive an assignment brief in advance which details the requirements of each formal assignment. Formative feedback takes the form of in-class dialogue and discussion on a continuing basis and tutorials with the subject tutors in advance of each assessment task

Summative feedback is provided for each formally assessed task in the form of a mark awarded in accordance with the published marking criteria. Students also receive written feedback for each assessment task, relating specifically to the standard achieved against the assessment criteria. The Learning Support Team are also available to provide assistance for individuals in preparation for assessments.

The quality of programme assessment practices is assured through adherence to the practices outlined in the Academic Quality Handbook (see appendices).

**What do I have to do to pass?**

To pass a Module you will need to achieve a minimum pass grade of 40% in each assessment task within a module (where there is more than one assessment). The grade will reflect the extent to which the work has met both the general and module specific assessment criteria.

The methods of assessment and module-specific criteria for each module will be set out in the Module Specification. For each student a Module Mark will be calculated as a weighted average of the marks for the individual modules. The weightings assigned to the modules will be set out in the Module Specification. The institution-specific criteria and grade descriptors can be found in the Assessment and Feedback section of the handbook.

**awards**

This programme can lead to one of three awards:

* the Certificate of Higher Education (CertHE) on successful completion of all level 4 modules
* the Diploma of Higher Education (DipHE) on successful completion of all level 4 and 5 modules
* the BSc (Hons) degree on successful completion of 360 credits at levels 4, 5 and 6

CertHE: awarded without classification.

Dip(HE): the minimum percentage in the overall aggregate of Level 4 and 5 modules for recommendation for the Dip(HE) awards shall normally be:

|  |  |
| --- | --- |
| With Distinction | Minimum 70% |
| With Merit | Minimum 60% |
| Without classification | Minimum 40% |

BSc (Hons): The minimum percentage in the overall aggregate for recommendation BSc (Hons) shall normally be:

|  |  |
| --- | --- |
| Class 1 (I) | Minimum 70% |
| Class 2 Upper Division (II:i) | Minimum 60% |
| Class 2 Lower Division (II:ii) | Minimum 50% |
| Class 3 (III) | Minimum 40% |

Level 5 will constitute 40% of the overall aggregate;

Level 6 will constitute 60% of the overall aggregate.

The award of BSc Ordinary Degree may be awarded if you successfully complete all modules in Parts 1 and 2, and pass the following modules in Part 3:

* Technical Practice III
* Training Strategies for Dance, Exercise and Fitness
* Community Arts, Health and Wellbeing

admissions criteria

**Entry requirements**

* A-level (or combination with AS/BTEC/Cambridge Technical): 112-128 UCAS tariff points to include at least one in Science (Physical Education, Psychology also accepted) at grade C (level 4) or above. Level 3 Graded and Vocational Graded qualifications in Dance on the NQF/RQF (allocated points on the UCAS tariff) also accepted

PLUS

* Five GCSEs at level 9-4 in Mathematics, English Language, Science, Physical Education, Psychology (Sociology also considered).
* Prior dance experience

Students also must provide:

* A personal statement
* Two references, normally from previous school or college
* Evidence of English Language proficiency (where applicable): **Normally the Common European Framework of Reference for Languages (CEFR)** B2 (IELTS 5.5 min in all areas)

To evidence an ability to apply the academic skills that will be required on the programme to ensure success in achieving the programme aims, students are asked to submit a short written dance science research task on a topics of their choice in advance. There is no audition for the BSc Dance Science. Instead a 30 minute interview with the Programme Leader, promotes discussion on individual interests and focus, enthusiasm for the subject and potential future aspirations.