Programme Specification:
MA Choreography

Middlesex University

1. Awarding institution	Middlesex University
2. Teaching institution	Middlesex University
3. Programme accredited by	N/A
4. Final qualification	MA
5. Programme title	MA Choreography
6. JACS code (or other relevant coding system)	005W510
7. Relevant QAA subject benchmark group(s)	Dance, Drama and Performance
8. Academic Year	2006/07

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9. Reference points

The following reference points were used in designing the Programme

➤ Professional dance practice and intellectual debate, the inter-relationship of which sustains the dynamic development of the discipline. Recent reports from national dance umbrella bodies.

➤ QAA Subject Review Overview report on Dance, Drama and Cinematics.

➤ Subject benchmarking statement.

➤ University Learning and Teaching policies and strategy.

University Guide and Regulations.

10. Aims of the programme

The programme aims to:

The Programme aims to:

1. develop the knowledge and skills of students in relation to the creating of dance, including the relationship between this and performing and critically appraising dance;

2. promote the acquisition of knowledge of a range of contemporary contexts within which dance is created, presented, distributed and received;

3. provide sufficient and appropriate subject knowledge and transferable skills for entry into a variety of work opportunities;

4. facilitate the acquisition of independent and team working; and research skills pertinent to vocational work and to further study.

11. Programme outcomes* - the programme offers opportunities for students to achieve and demonstrate the following learning outcomes. The highest level at which these programme outcomes are to be achieved by all graduates is shown in the curriculum map section.

A. Knowledge and understanding of:
1. the key components of choreography and the processes which contribute to the creation and realisation of dance in production including the technical theatre arts which contribute to the creation, presentation and production of dance;

2. key practitioners who have contributed to the development of dance through practical activity and theoretical debate and the contexts for this work, such as the artistic, social, educational and institutional;

3. pertinent critical and cultural issues and perspectives which impact on the appreciation of dance, and the ability to contribute to those debates through informed practice and opinion;

4. appropriate research methods particularly in the area of practice as research;

5. appropriate modes and outlets for public presentation, distribution and dissemination for practical and theoretical work.

Teaching/learning methods
Students gain knowledge and understanding through lectures to provide and disseminate information, skilled based classes to provide the specific knowledge the skill being studied requires, seminars and workshops, to provide the opportunity for student discussion groups to address issues covered by lectures and reading, tutorials and feedback to provide the opportunity for students to seek clarification of understanding and for the two-way feedback process between staff and students to be reinforced.

Assessment Method

Students' knowledge and understanding is assessed by essays, seminar presentations, evaluative log book, creation and presentation of choreography. These strategies enable the student to demonstrate their level of attainment in their knowledge and understanding. Formative assessments will take place at various points during the module. Formal assessment tasks (i.e. summative, graded assignments) are normally disseminated at the beginning of each module and the completion of other tasks, which contribute to the learning outcomes, will also be required.

B. Cognitive (thinking) skills
1. The application, through independent engagement, of the skills needed for artistic creation and academic study and enquiry.

2. The selection and critical evaluation of complex source material and a variety of types of information and evidence.

3. The synthesis of complex and sometimes conflicting information from a number of sources in order to gain a coherent understanding of practice and theory, and inter-

Teaching/learning methods
Students learn cognitive skills through lectures, seminars, resource-based learning and research, including professional art and community practice, and through exploitation of appropriate resource tools offered by specialist technology.
Assessment Method
Students' cognitive skills are assessed by: Essays, seminar presentations, performances, short critical reviews. Assessment may also occur in an independent or collaborative context. These strategies enable the student to

relationships between the two. 4. The utilisation of problem-solving skills, applying practical and theoretical knowledge as appropriate, to analyse, evaluate, interpret practical and theoretical knowledge. 5. The demonstration of creative thinking including the making of autonomous judgements in complex or indeterminate environments	demonstrate their level of attainment in their knowledge and understanding. Formative assessments will take place at various points during the module. Formal assessment tasks (i.e. summative, graded assignments) are normally disseminated at the beginning of each module and the completion of other tasks, which contribute to the learning outcomes, will also be required.
C. Practical skills 1. The application of conceptual thinking in relation to practical artistic outcomes. 2. The creation, composition and realisation of choreographic work. 3. Time, self and group management. 4. Diverse processes of dance-making e.g. collaborative, choreographer-directed. 5. Production skills. 6. Inter-personal and collaborative skills of negotiation.	**Teaching/learning methods** Students learn practical skills through practical skilled based classes, workshops, rehearsals, performances, projects, lectures to provide a deeper understanding of the components involved; tutorials to provide opportunity for students to seek clarification of their accomplishments attained at a given point. **Assessment Method** Students' practical skills are assessed by: The assessment of choreography in performance, independently managed projects, student presentations which often utilise ICT and evaluative writing. These strategies enable the student to demonstrate their level of attainment in their knowledge and understanding. Formative assessments will take place at various points during the module. The nature of a practical skilled - based discipline requires regular feedback to the students.) Formal assessment tasks (i.e. summative, graded assignments) are normally disseminated at the beginning of each module and the completion of other tasks, which contribute to the learning outcomes, will also be required.

12. Programme structure and requirements, levels, modules, credits and qualifications

12. 1 Overall structure of the programme

The programme is studied over 15 months full-time or 27 months part time. There are 30 study weeks in each year. The programme structure is divided into study units called modules. The credit value of modules includes 30 and 60 credits and the programme consists of 180 credits.

Attendance - Thursday and / or Friday afternoons, except for: DAN4245 Independent Choreographic Research, which involves an intensive period in January, followed by group and individual tutorials.

Structure - 5 modules constitute a full programme. The total number of modules in the programmes is 7, which includes options.

The modules within the programme, the levels at which they are studied, the credit ratings of modules and the awards that can be gained are shown below. Details of each module can be found at www.mdx.ac.uk/arts

12.2 Levels and modules. This section should contain a more detailed description level-by-level of the programme structure, modules and credits. All modules should be categorised as compulsory or optional.

COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
DAN4125 Critical Perspectives and Choreography DAN4245 Independent Choreographic Research DAN4250 Independent Project	DAN4110 Choreography in Performance 1 DAN4230 Choreography in Performance 2 DAN4003 Contemporary Issues in the Performing Arts	DAN4250 cannot be taken until all other compulsory modules are successfully completed and either DAN4110 or DAN4230 is successfully completed.

12.3 Non-compensatable modules. Modules may additionally be designated non-compensatable.

Module level	Module code
N/A – no modules are compensatable	

13. A curriculum map relating programme learning outcomes to modules

See Curriculum Map attached.

14. Criteria for admission to the Programme

Criteria for admission are that the applicant has prior experience in dance and is able to demonstrate their potential for (i) benefiting from education and training in choreography and (ii) contributing to the development of the subject both within Middlesex University and in the wider professional and community context. A balance is sought between knowledge and skills in the creative and critical aspects of dance study. A good academic record and/or appropriate choreographic experience is required.

15. Information about assessment regulations

100% attendance is a pre-requisite for assessment in all Dance Modules. Please see the University Guide and Regulations for further assessment information.

16. Indicators of quality

- ➤ Independent review of the quality of education provision in the Dance Department by the Quality Assurance Agency subject review process, achieving an excellent grading of 22 out of 24
- ➤ Research Assessment Exercise rating, 2001 - increased to 3a and ResCen flagged as representing quality at least two grades above 3a i.e. 5
- ➤ Successful outcome of a Review of Academic Provision (RAP) in 2003/2004
- ➤ Successful Review and Re-validation in May 2005

17. Specialised support for learning (if applicable)

- ➤ Induction programme for orientation and introducing subject-specific study skills and practices
- ➤ All students are allocated an Academic Adviser
- ➤ Dance Handbook
- ➤ Learning Resource facilities
- ➤ Access to Teaching and Learning Support Services, which provide assistance and guidance, e.g. Dyslexia support.
- ➤ Students have open access to departmental staff,
- ➤ Access to University guidance counsellors

18. Methods for evaluating and improving the quality and standards of learning

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- ➤ Quality Monitoring Report
- ➤ Periodic review and revalidation involving external panel members
- ➤ Peer teaching observation
- ➤ External Examiner reports

Committees with responsibility for monitoring and evaluating quality and standards:

- ➢ Board of Studies – with student/staff representation
- ➢ Academic/Programme Group
- ➢ Academic Standards and Quality Committee (School)
- ➢ Academic Standards and Quality Committee (University)
- ➢ Subject Assessment Board - with External Examiners
- ➢

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- ➢ Student/staff evaluative discussion (module-based)
- ➢ Programme meetings

Staff development priorities include:

- ➢ Maintaining links with the profession through active participation as performers, writers, choreographers, directors, producers
- ➢ Participation in the development of Teaching and Learning strategies.
- ➢ Support for attaining MPhil / PhD degrees
- ➢ Encouragement to actively pursue individual areas of research interest
- ➢ Updating skills – professional / Information Communication Technology
- ➢ Regular departmental meetings and comprehensive annual review and planning for forthcoming year
- ➢ Staff appraisal scheme and appropriate use of institutional staff development courses

19. Placement opportunities, requirements and support (if applicable)

20. Future careers: how the programme supports graduates' future career development (if applicable)

21. Other information

Please note: 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 if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the student programme handbook and the University Regulations.

Curriculum map for MA Choreography

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 outcomes – highest level to be achieved by all graduates																										
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

Module Title	Module Code by Level	Programme outcomes																					
		A1	A2	A3	A4	A5	B!	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Choreography in Performance 1	DAN4110	X	X				X				X	X	X	X	X	X	X	X	X	X	X	X	X
Critical Perspectives and Choreography	DAN4125		X	X	X	X	X	X	X	X	X	X		X	X		X	X	X	X		X	X
Choreography in Performance 2	DAN4230	X	X				X				X	X	X	X	X	X	X	X	X	X	X	X	X
Independent Choreographic Research	DAN4245			X	X	X	X	X	X		X	X		X	X	X		X	X	X	X	X	X
Contemporary Issues in the Performing Arts	DAN4003			X	X	X	X	X	X	X	X	X		X				X	X	X	X	X	
Independent Project	DAN4250	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	the key components of choreography and the processes which contribute to the creation and realisation of dance in production including the technical theatre arts which contribute to the creation, presentation and production of dance	C1	The application of conceptual thinking in relation to practical artistic outcomes
A2	key practitioners who have contributed to the development of dance through practical activity and theoretical debate and the contexts for this work, such as the artistic, social, educational and institutional	C2	The creation, composition and realisation of choreographic work.
A3	pertinent critical and cultural issues and perspectives which impact on the	C3	Time, self and group management.

	appreciation of dance, and the ability to contribute to those debates through informed practice and opinion		
A4	appropriate research methods particularly in the area of practice as research	C4	Diverse processes of dance-making e.g. collaborative, choreographer-directed
A5	appropriate modes and outlets for public presentation, distribution and dissemination for practical and theoretical work	C5	Production skills
		C6	Inter-personal and collaborative skills of negotiation

Cognitive skills		Graduate Skills	
B1	The application, through independent engagement, of the skills needed for artistic creation and academic study and enquiry.	D1	Effective communication with a wide range of individuals using a variety of means, both autonomously and through teamwork
B2	The selection and critical evaluation of complex source material and a variety of types of information and evidence	D2	The evaluation of her / his own choreographic and academic performance taking responsibility for decisions and to feedback and which has been sought.
B3	The synthesis of complex and sometimes conflicting information from a number of sources in order to gain a coherent understanding of practice and theory, and inter-relationships between the two.	D3	The utilisation of problem-solving skills in a variety of theoretical and practical situations, managing change effectively and responding to changing demands
B4	The utilisation of problem-solving skills, applying practical and theoretical knowledge as appropriate, to analyse, evaluate, interpret practical and theoretical knowledge	D4	Taking responsibility for personal and professional learning development including the development of confidence in finding, choosing, interpreting and representing information and concepts.
B5	The demonstration of creative thinking including the making of autonomous judgements in complex or indeterminate environments	D5	The management of time, prioritising workloads and recognising and managing personal emotions and stress.
		D6	Utilise information management skills, e.g. ICT skills