

Programme Specification



SECTION A: CORE INFORMATION

1. Name of programme: BA (Hons) Professional Dance
2. Award title: BA Honours
3. Programme linkage: No
4. Is the programme a top-up only? No
5. Does the programme have a Foundation Year (Level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply? No
6. Level of award: Level 6
7. Awarding Body: University of Sunderland
8. Faculty: Arts and Creative Industries
9. Programme Studies Board: Dance City
10. Programme Leader: Julie Campbell

11. How and where can I study the programme?

At a partner college:	
<u>Other</u> (please specify) All teaching and learning is delivered at Dance City, Newcastle.	✓

12. How long does the programme take?

	Min number of years	Max number of years
Full-time	3 years	9 years

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University. For start-dates for programmes delivered in a partner college, please contact the relevant college.

SECTION B: FURTHER CORE INFORMATION

26. Learning and teaching strategy.

The BA (Hons) Professional Dance Degree is designed to provide students with a secure and consolidated knowledge of dance practices in the specific areas of practical technique, professional performance, choreography, dance teaching and community work, dance management and critical theoretical studies. Emphasis is placed on developing a critical and reflective approach to dance practice, with an understanding of the social and historical contexts in which practices have and continue to be developed. The programme underpins advancement in practical skills with a rigorous study of the critical conceptual frameworks being applied to the study of dance.

The learning strategy is designed to encourage students to be independent learners as well as fit and disciplined practitioners. Consideration is given to both the diverse backgrounds and learning needs of the students progressing from different types of Level 3 programme and acknowledges the intensive nature of the programme. The increasing degree of specialisation as the student progresses ensures a level of expertise in the subject area that builds confidence and critical awareness. By the end of their programme of study students should feel secure in their knowledge, understanding and skills, enabling them to approach the world of employment with self-assurance and a realistic sense of their own ability and career prospects.

Teaching and assessment strategies are designed to support an increasing emphasis on independent learning. Experiential learning is the key principle of study with a clear emphasis on practice based projects which include practical workshops, teaching and facilitation workshops, performance opportunities, project leadership and work based learning experiences. Students are encouraged to adopt a deep approach to learning by developing the ability to make sense of the material introduced, forge links between areas of study and effectively retain, apply and evaluate the knowledge gained. This process is developed by providing students with frameworks which encourage them to use appropriate learning resources, to seek out knowledge, and to find out for themselves.

Readily acknowledging that pursuing a career in dance is a challenging competitive exercise, the programme actively engages with the ethos of professional development and supports students in the acquisition and application of relevant employability skills designed to prepare students for a range of career paths or a portfolio career. This is embedded as part of assessed work in those modules that feature work experience and placements.

Assessment is both formative and summative and takes into account many variables such as creative contribution to group processes, facilitation skills, ability to refine and develop facilitation strategies, development and realisation of appropriate performance forms, strategies and structures, the creation of dance performance and critical reflection on practice. Extensive formative feedback mechanisms delivered via tutorials, group critiques and feedback sessions on 'work in progress' both by tutors and industry professionals support the development of high quality practices.

Advanced transferable skills/key skills such as negotiation, team working, effective communication (both within the peer group and with external agencies) and independent critical reflection lie at the heart of the curriculum. These skills are developed and enhanced across the programme through the development of a professional portfolio, the keeping of reflective journals and evaluative logs and through guidance tutorials. Specifically, the Working in Dance module embraces the employability and professional development agenda through promoting the model of dance graduate as self-employed multi-tasking educator and creative artist.

27. Retention strategy.

Individual tutorials are held with each student every 6 weeks and offer an opportunity to support and nurture students. Focusing on students personal career goals and encouraging them to explore a broad range of industry based skills and knowledge helps students to understand their strengths and encourages them to maintain their studies in order to achieve a positive outcome in their chosen field.

28. Any other information.

SECTION C: TEACHING AND LEARNING

29. What is the programme about?

The programme aims to provide a programme based upon excellence in dance that includes key transferable and associate skills in performance and sector employability. Through Dance City and the professional opportunities available, students are able to study their subject at its cutting edge while providing the support of a sound understanding of the subject's history and development. By graduation students have developed the discrete, diverse and inter-related skills and knowledge required to become an active member in the full portfolio of disciplines that make up the dance profession.

30. What will I know or be able to do at each Stage of the programme?

Learning Outcomes Stage 1

Knowledge and Understanding:

1. A comprehensive and detailed knowledge of current dance ecology
2. An embodied knowledge of skills and techniques to draw upon in future practice

Intellectual Skills:

2. Undertake selective, rigorous and effective academic research
3. Engage with a range of critical and historical perspectives to inform practices

Practical Skills:

1. High levels of technical proficiency in execution of complex movement material.
6. Generate movement material appropriate to performance, choreographic and teaching contexts

Transferable Skills:

1. Evidence their development as an innovative, independent and self-reflective practitioner
2. Communicate complex ideas effectively, confidently and with clarity

Learning Outcomes Stage 2

Knowledge and Understanding:

2. A critical understanding of the interplay between theory and practice in relation to dance delivery and management
4. A thorough understanding of how dance is created, developed and realised for performance and education contexts

Intellectual Skills:

2. Undertake selective, rigorous and effective academic research

Practical Skills:

1. High levels of technical proficiency in execution of complex movement material.
2. Use a range of artistic styles and techniques in individual performance practice
4. Plan dance sessions safely and effectively
5. The ability to deliver imaginative and dance sessions within a variety of teaching settings

Transferable Skills:

1. Evidence their development as an innovative, independent and self-reflective practitioner
2. Communicate complex ideas effectively, confidently and with clarity

Learning Outcomes Stage 3

Knowledge and Understanding:

1. A comprehensive and detailed knowledge of current dance ecology
2. A critical understanding of the interplay between theory and practice in relation to dance delivery and management
3. An embodied knowledge of skills and techniques to draw upon in future practice
4. A thorough understanding of how dance is created, developed and realised for performance and education contexts

Intellectual Skills:

1. Use intellectual techniques of reflection and evaluation to inform practice
2. Undertake selective, rigorous and effective academic research
3. Engage with a range of critical and historical perspectives to inform practices

Practical Skills:

1. High levels of technical proficiency in execution of complex movement material.
2. Use a range of artistic styles and techniques in individual performance practice
3. Take responsibility for their own physical currency
4. Plan dance sessions safely and effectively
5. The ability to deliver imaginative and dance sessions within a variety of teaching settings
6. Generate movement material appropriate to performance, choreographic and teaching contexts

Transferable Skills:

1. Evidence their development as an innovative, independent and self-reflective practitioner
2. Communicate complex ideas effectively, confidently and with clarity

26. What will the programme consist of?

Each undergraduate programme consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (i.e. compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. The programme structure including a detailed list of modules can be found in the [programme regulations](#).

Stage 1 The first year is viewed as a 'foundation' year to introduce students from varied educational and employment backgrounds to the required level of practice, academic enquiry and communication skills for a programme in Higher Education. In addition to sessions covering study skills built-in to a substantial tutorial programme, skills-based modules introduce all students to essential disciplines and procedures. This is achieved through the study of three main areas; Performance, Teaching and Management and the modules within each area have considerable interplay.

1. **Performance:** Dance Technique 1 and Dance in Performance 1 modules underpin students' practical knowledge, allowing an exploration of individual ability and practical dance development. Through rigorous and challenging sessions in contemporary and ballet techniques as well as the creation of choreographic work for performance, students better understand the contemporary dance genre and also build strength, stamina and flexibility

which forms the backbone of a future dance career. The Evolution of Choreography offers students the opportunity to consider the development of the contemporary dance genre and encourages students to explore the creation of a range of contemporary dance styles, both practically and academically.

2. **Teaching:** The Fundamentals of Dance Teaching and Preparing to Teach in the Community modules introduce students to the concepts of reflection, and safe dance practice. These modules are both practical and academic allowing students to use experiential learning to promote academic thought and enquiry. For example, the Preparing to Teach module requires students to participate in Pilates classes as well as lecture based sessions so that students can physically understand concepts that are then academically examined. This combination of practical knowledge and academic learning is a key feature of the course and of the teaching modules in particular.
3. **Management:** Dance Management 1 introduces students to the skills required when initiating and developing creative arts projects, giving an understanding of the arts industry and the national and international dance ecology. This module includes a range of employability skills, that go beyond a purely dance context enabling students to consider the arts within an economical framework and to develop their own interests within the arts.

All Year 1 modules are compulsory and as a combination provide students with a thorough and clear understanding of the three main areas of study on which to build in Year 2. Modules are assessed through a range of processes; continuous assessment, live graded performance, choreographic assignments, presentations and researched essays. Learning in Year 1 embraces a multi-disciplinary focus with an emphasis on preparing students for employment in a variety of roles within the dance industry and beyond those which are mainly performance-based. A key feature is the importance placed on the transferable and key skills that extend the scope of the learning outcomes beyond performance skills-based achievement and enhance 'employability' prospects in a wider array of fields.

Stage 2 Year 2 develops the concepts and ideology of Year 1 by engaging students in the same range of topics and enabling students to take their learning to a significantly deeper level. This is achieved by increasing the number of hours of practical work, challenging students to develop enhanced employability skills and compulsory work placement. Academic rigour is also emphasised and assessments become more contextualised to allow students to get used to working under pressure. The three areas of Performance, Teaching and Management continue to be developed and the focus is on embedding skills and knowledge:

1. **Performance:** The Dance Technique 2 module takes the practical knowledge of students to a more advanced level, focusing on complex movement material and the artistic choices within it. Application of feedback is of high importance throughout this year and an understanding of the student's individual physicality is deepened. Dance in Performance 2 supports these concepts by extending students' knowledge of contemporary dance work through the study of repertoire pieces and dance for film. The dance works produced by both guest and tutors form the basis of the end of year performance which is live assessed, allowing students to understand the realities of working as a professional dancer. The Choreographers Today module extends the learning from the Year 1 module of Evolution of Choreography and focuses on choreographers currently working in the dance industry through both practical and academic exploration.
2. **Teaching:** The teaching of dance is taken to a significantly higher level through the Dance Teaching and Teaching Practice module. This module focuses on essential skills for a dance teacher within a school setting and explores health and safety, Key Stage development, the National Curriculum, child development, risk assessment and positive

behavioural strategies. Students are placed in schools across the North East region and visit the schools monthly during term 1 before embarking on a full time 2 week placement in term 2. Assessment for this module includes a viva voce to test students' problem solving skills, an academic essay on the Government's "Every Child Matters" policy and a reflective written assignment. Students are also formatively assessed in the teaching placement to ensure that they are meeting the needs of school children in dance sessions. The Supporting Techniques module also underpins the students' teaching skills by introducing them to jazz, urban and salsa dance and considering not only the range of dance styles on which they can draw when teaching but also the links between dance and culture.

3. **Management:** The Dance Management 2 modules extends knowledge from Year 1 and places the students learning in context by focusing on their ability to network, research and create funding applications. Assessments for this module include a viva voce in which students must pitch their creative ideas to guest industry leaders, and the completion of an Arts Council England's "Grants for the Arts" application. All of the Year 2 modules develop employability skills and push students to use their knowledge in real life settings.

Stage 3 In Year 3 students have the option of two pathways enabling them to specialise in their chosen area of study. All students must complete the compulsory units of Dance Leadership, Project Leadership and Working in Dance alongside two modules in their chosen pathway. Dance Leadership extends students' knowledge by examining the requirements needed to teach dance in a range of settings (community, the elderly, SEN etc) and requires students to set up their own teaching placement with a group that they wish to work with over a period of time. Students are summatively assessed in this placement and lesson plans and reflections based on the assessed session contribute to summative grades. Project Leadership requires students to submit a funding application for assessment containing a creative project that they could potentially pursue upon graduation. Currently they use the SkyArts funding application format however, this is subject to change depending on the current funding bids available to national artists. The Working in Dance module is significant in that it requires students to embark on a 6-week fulltime work placement. These placements allow students to focus on an area that interests them, with the view to following an employment route on graduation and helps them decide where they wish to pursue their future career. Following the 6 week, placement students are required to submit an e-portfolio including a CV, a reflection on their placement, a short film to contextualise their placement, and an academic paper on a topic that was inspired by their placement. In this way, students are assessed using a range of skills at the end of their course, and this module is the only module throughout the three year programme that carries 40 Credits.

The Pathway choices both contain two modules that are compulsory for that route:

Performance Pathway: Dance in Performance 3 underpins this pathway and offers students the chance to understand the physical requirements, pressures and artistry required of a professional dancer working in a touring company. Three guest choreographers develop original contemporary performance work with the students during term 1 and these pieces are performed at Dance City before being toured across schools in the North East region. The second module for this pathway is Creating Dance, which gives students the chance to choreograph their own work for assessment in the Dance City Theatre.

Management Pathway: The Arts Administration module requires students to engage in a work placement throughout term 1, with a regional arts organisation. Understanding how the personnel, values and company structure culminate in creative projects forms the subject of an assessed written assignment. Research Project engages students in current debates in the

dance industry and requires students to undertake an independently researched literature review for assessment. Understanding how academic research informs dance practice and how literature contributes to practice allows students to build the skills needed to go on to post-graduate study.

27. How will I be taught?

Scheduled teaching activities	Yes
Independent study	Yes
Placement	Yes

The programme is designed to develop increasingly confident and employable dance professionals. The learning in Year 1 is focused on theoretical knowledge and skills development and is heavily tutor-led. Ensuring that the students understand their own body in relation to dance technique and teaching methodology and challenging them academically are priorities within this stage. Presentations are used as an important assessment tool in Year 1 to help students develop the confidence to articulate their ideas in a public forum and to prepare them to work within a teaching setting. In Year 2 students are expected to engage at a deeper level with their studies and to extend their knowledge to context relevant settings, gaining more detailed awareness of themselves as emerging dance professionals and allowing them to understand their strengths and interests within a more challenging programme. An important aspect of teaching in this year is helping students develop individual ideas and enabling students to begin to develop a sense of independence, whilst receiving strong support from the teaching team. Assessment in this year focuses on contextualised tasks that allow students to “practice” using their skills within a supportive environment. Year 3 focuses heavily on independent learning and gives students the chance to really commit themselves to areas that interest them. It prepares them for the world of work and gives them a strong understanding of the realities of a portfolio career within the dance/arts sector. Seminars and tutorials underpin both pathway choices and emphasis is taken off the formal lecture type of study. Exploration and individuality are high priorities within this year however, academic rigour is still an important focus and assessments in Year 3 are practical, academic, reflective and contextualised to ensure that students are able to demonstrate a range of skills and knowledge upon graduation.

A list of the modules in each Stage of the programme can be found in the [Programme Regulations](#).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

28. How will I be assessed and given feedback?

Written examinations	No
Coursework	Yes
Practical assessments	Yes

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria		NO
This programme uses the Subject Specific Assessment Criteria	YES	

The University regulations can be found [here](#).

Assessments change across the three years of the programme but all maintain a rigour appropriate to degree level of study. As the years progress, assessments are used to cover all aspects of a career in dance and follow a format designed to challenge students whilst building confidence and promoting individual growth. In Years 1 and 2 each module (with the exception of Dance Technique 1 and 2) has more than one mode of assessment so that students' knowledge is tested against the learning outcomes in a range of ways, appropriate to the outcomes' needs. The three years of the Dance Teaching modules exemplifies this approach. In Year 1 students are required to deliver a half hour session to their group followed by a reflective interview for summative assessment. In Year 2 students are summatively assessed on problem solving skills through an unseen viva, academic knowledge is tested through an essay on government policy and reflective practice is assessed through written work. Observed lessons in school placements are formatively assessed, allowing students to prepare for their summatively assessed teaching observations in Year 3. In Year 3 students submit a proposal for their teaching placement for assessment articulating the learning outcomes they have set for the group they are teaching and setting clear goals for themselves. This is then followed by two summatively assessed observed sessions for which students need to submit both pre-observation lesson plans and post-observation reflective summaries. This route of assessments through the three years prepares students for the world of work and ensures that their skills are embedded over a period of time, with tutor support, and as their knowledge develops. Another example of assessment progression is the Dance in Performance modules. In all three years continuous assessment is undertaken however in Year 1 the continuous assessment is summatively assessed only at the end of the year, allowing students the time and space to improve their understanding of choreographic dance practice. In Year 2 continuous assessment grades are summatively given at the end of each term, allowing students to understand the holistic nature of working in dance and the expectations on them to continually meet expectations in the industry. In Year 3 the continuous assessments focus on the ways that students prepare and rehearse and how this then contributes to the performances of the dance work. In this way students progressively learn how to work under pressure and they develop a practical understanding of the importance of taking personal responsibility for their own performance and the ways that detailed and mature rehearsal processes contribute to an end result.

The University aims to return marked assessments and feedback within 4 working weeks of the assignment submission date after internal moderation processes have been completed. If this is not possible, students will be notified by the Module Leaders when the feedback is available and how it can be obtained.

The Academic Misconduct Regulations and associated guidance can be found [here](#). It is the responsibility of students to ensure they are familiar with their responsibilities in regards to assessments and the implications of an allegation of academic misconduct.

Students should refer to the [University Regulations](#) for information on degree classifications and compensation between modules.

29. Teaching, learning and assessment matrix

MODULE	a) Knowledge & Understanding						b) Intellectual Skills						c) Practical Skills						d) Transferable Key Skills		
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3
STAGE 1																					
* Dance Technique 1 <i>Assessment method:</i> <i>Continuous assessment</i>			x										x	x	x						
* Dance in Performance 1 <i>Assessment methods:</i> <i>i) Continuous assessment</i> <i>ii) Performance</i> <i>iii) Essay</i>			x	x										x				x			
*Fundamentals of Dance Teaching <i>Assessment methods:</i> <i>i). Teaching observation</i> <i>ii). Essay</i>			x	x			x										x			x	
* The Evolution of Choreography <i>Assessment methods:</i> <i>i). Presentation</i> <i>ii).Choreographic assignment</i>			x	x				x	x												
* Dance Management 1 <i>Assessment methods:</i> <i>i). Presentation</i> <i>ii). Written assignment</i>	x	x																			x
* Preparing to Teach in the Community <i>Assessment methods:</i> <i>i). Presentation</i> <i>ii) Research essay</i>		x					x	x								x					

30. How does research influence the programme?

The programme is underpinned by concepts and debates led by current research in dance science, creativity, teaching methodology and management theory. All staff members are high level dance professionals who have significant experience in more than one field and are currently working in a range of roles within the industry, alongside their lecturer commitments. This places them very well to be advising and assessing students on portfolio careers and also ensures that their practices are continually updated. Research filters through the programme through a range of means and starts in Year 1 when academic research is prioritised in the Preparing to Teach module. Students gather dance science research on the “Adolescent Growth Spurt”, “The Aging Body” and “Injury Prevention” and this knowledge then effectively underpins their own research as practical dancers, as they use their newfound knowledge and apply it to themselves when developing their own practice. In Year 2 research into current choreographers in “Choreographers Today” requires students to engage with current creative concepts and debates and undertake their own research into key industry-leading choreographers. In Year 3 independent research is necessary in all modules. Most notably, the Research Project module emphasises the concepts of ethics in research and critical analysis. These areas are further developed in the Working in Dance module in which students are expected to seek a relevant subject for an investigative enquiry. Practical research also underpins the programme with students being encouraged to investigate and explore current thoughts on dance and practically apply concepts. Action as research is a necessary part of an individual who is training as a dancer. All staff members have Post-Graduate qualifications in a range of areas of specialism and so they are engaged with the world of research as an area of personal and professional interest.

SECTION D: EMPLOYABILITY

31. How will the programme prepare me for employment?

The initial development and structuring of this degree programme was led by discussions with industry professionals and students who had graduated from vocational dance schools. Consideration was given to meeting the needs of the current dance industry, taking a realistic approach to a career in dance and its portfolio nature, and ensuring that students would have the knowledge and skills to be employable within a 21st Century dance sector. Career progressions and specific areas of employability are listed below:

- Performance skills are developed through a deep and thorough exploration of contemporary dance practice and related disciplines. Guest choreographers are invited to work with all year groups throughout the course and this allows students to test their skills and develop them in line with current practice and industry demands. Understanding good technique and using it when working with choreographers prepares students for the physical and artistic challenges they will be presented with as contemporary performers and ensures that they understand how to work safely and holistically whilst meeting the demands of a performing career. Graduates who have chosen to embark on a performance career have joined national dance companies as apprentices and have also joined Post-Graduate contemporary dance companies.
- Work placement in community settings and schools underpin the teaching modules on the programme, and community groups and schools that host these placement opportunities are employers who feed back to the teaching team, ensuring that the students on the course are meeting the needs of the industry. Upon graduation many students have chosen to embark on teaching careers, some go on to be specialist dance teachers in schools, some enrol on a PGCE/SCIIT course and others take on freelance dance teaching whilst also engaging with other aspects of dance. Knowing how to work in a range of roles increases the chance of employment and the majority of the students who have graduated from this course have continued to teach as a backbone to their careers. In Year 3 students must initiate their own teaching placement (in Year 2

the schools placements are selected and initiated by the tutor team) and so this uses skills learnt from across the programme – communication, networking and problem solving are embedded into all of the dance teaching modules.

- Throughout the course the dance management modules are exposed to guest lecturers who are invited to speak to students about their area of expertise. These range from marketing personnel to lighting designers, programmers to community facilitators. In this way students gain a critical understanding of the range of roles within the arts sector and learn from industry leaders in their area of specialism. Interview techniques and networking skills are prioritised in these modules and these areas are explored to assist students in feeling prepared for applying for jobs.

Due to the breadth of knowledge and the multi-faceted approach to dance on this degree, students become adept throughout their training at time management, juggling many areas of focus, prioritising workloads and maintaining professionalism in a range of contexts. These skills are developed over time and ensure that students are work-ready upon graduation.

There are also opportunities for on-campus students outside your programme of study.

By nature of being placed at Dance City the extra-curricular opportunities are numerous and varied. Students are encouraged to take up voluntary roles, watch performances, observe and assist dance classes and embark on extra-curricular apprenticeships. All students on the programme have the chance to get involved, in a voluntary capacity, with arts projects across the North East and the network at Dance City functions very well to support this type of activity.

Additional opportunities to develop your experiences more widely will vary if you study at one of our partner colleges. For information about the extra-curricular activities available in any of our colleges please contact the college direct.

32. Particular features of the qualification (optional)

33. Professional statutory or regulatory body (PSRB) accreditation.

PSRB accreditation is not relevant to this programme	✓
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SECTION E: PROGRAMME STRUCTURE AND REGULATIONS

PART B - PROGRAMME REGULATION/S

Name of programme: *Professional Dance*
Title of final award: *BA with Honours*
Interim awards¹: BA Professional Dance
Accreditation: *n/a*

University Regulation (please state the relevant University Regulation): *4.2.1*

Regulations apply to students commencing their studies from (please state the date / intake that these regulations will apply to students for each Stage):

¹ Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements

Regulations apply to students	Date the regulations apply	Intakes affected
Stage 1	September 2018	September 2018
Stage 2	September 2018	September 2018
Stage 3	September 2018	September 2018

Stage 1

Core modules:

Code	Title	Credits
DAC101	<i>Dance Technique 1</i>	20
DAC102	<i>Dance in Performance</i>	20
DAC103	<i>Fundamentals of Dance Teaching</i>	20
DAC104	<i>Evolution of Choreography</i>	20
DAC105	<i>Dance Management 1</i>	20
DAC106	<i>Preparing to Teach in the Community</i>	20

Optional Modules

None

Elective Modules

There is no provision for an elective module at Stage 2.

Progression Regulations

There are no programme-specific progression regulations²

Stage 2

Core modules

Code	Title	Credits
DAC201	<i>Dance Technique 2</i>	20
DAC202	<i>Supporting Techniques</i>	20
DAC203	<i>Dance in Performance 2</i>	20
DAC204	<i>Dance Teaching and Teaching Practice</i>	20
DAC205	<i>Dance Management 2</i>	20
DAC206	<i>Choreographers Today</i>	20

Optional modules

None

Elective modules

There is no provision for an elective module at Stage 2.

Progression Regulations

There are no programme-specific progression regulations³

Stage 3

Core modules

Code	Title	Credits
DAC302	<i>Dance Leadership</i>	20
DAC303	<i>Project Leadership</i>	20

² This will be the norm – university regulations apply

³ This will be the norm – university regulations apply

DAC305	Working in Dance	40
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Optional modules

Choose one of the 2 Pathway choices to the value of 40 credits from the following:

Code	Title – Performance Pathway	Credits
DAC301	Dance in Performance 3	20
DAC304	Creating Dance	20

Code	Title – Management Pathway	Credits
DAC306	Arts Administration	20
DAC307	Research Project	20

Elective modules

There is no provision for an elective module at Stage 3.

Progression Regulations

There are no programme-specific progression regulations⁴

SECTION F: ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

41. What are the admissions requirements?

Students apply through UCAS with the basic requirement of 112 UCAS points and a minimum of 5 GCSEs at A –C, including English and Maths. Upon application students are automatically given an audition date as a practical audition is a requirement of being offered a place. Applicants attend an audition at Dance City and selected students are invited to interview (on the same day). Offers are then made through the UCAS system. This process is applicable to Stage 1 and Stage 2 entry however, for Stage 2 entry students must have completed a Foundation Degree, HND course in dance to be considered. Stage 3 entry is not possible for this course. Direct entry is also acceptable and students can apply through Dance City.

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below.

Applicants must attend an audition before being offered a place on the degree programme. This audition consists of ballet barrework, contemporary centre work, a creative task and an optional solo. Students who are successful at the practical stage of the audition will be asked to stay for an interview.

In freshers' week you will be required to complete an Enhanced DBS check, successful completion of this and subsequent DBS Enhanced clearance will allow you to undertake schools and young people focused placements.

If for any reason you may not be able to obtain an Enhanced DBS check you will not be able to undertake schools and young people focused placements and alternative placements will be made available to you, if you are aware that you will not be eligible for Enhanced DBS clearance, please contact us to discuss your options.

⁴ This will be the norm – university regulations apply

The current entry requirements for this programme is as specified in the Fees and Entry Requirements section on the programme page on the University's website.

Can students enter with advanced standing?	Yes*	
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The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL).

*Due to the specific demands of the course APL is not normally considered, but applications would be considered on a case-by-case basis.

42. What kind of support and help will there be?

a. in the department:

Student support underpins the experience of being on the course as the ethos of promoting individual exploration requires this. Tutorials are held with each student every 6 weeks with the Course Leader and these allow issues to be discussed, support to be given and feedback to be gathered. At Stage 1, tutorials focus mainly on individual needs, identifying potential barriers to achievement and providing support. This is complemented by drop in sessions and a structured Academic Skills programme which aims to target individual students at all levels, who require further support with their academic work. At Stages 2 and 3, the focus of the tutorial programme shifts to a more individual assessment of each student's achievements with the final year's tutorial provision becoming particularly focused upon the student's options after graduating.

Student Representatives are also chosen by each year group to be a spokesperson for the group and regular meetings are held to ensure that the course is meeting student expectations.

b. in the university as a whole:

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

c. in a partner college:

Please see the relevant college prospectus or website for details of student support if you are planning to study in one of our partner colleges.

d. What resources will I have access to?

General Teaching and Learning Space	Dance City
IT	University of Sunderland
Library	University of Sunderland
VLE	University of Sunderland
Laboratory	n/a
Studio	Dance City
Performance space	Dance City
Other specialist	Dance City
Technical resources	Dance City

Text for details listed above:

All practical and academic delivery takes place at Dance City, the National Dance Agency for the North East region. Purpose built dance studios, performance space, changing rooms and classrooms are used for all timetabled sessions. IT, Library and VLE resources are accessible through the University of Sunderland.

Information about the University's facilities can be found [here](#).

Please see the relevant college prospectus or website for details of college learning resources if you are planning to study in one of our partner colleges.

e. Are there any additional costs on top of the fees?

Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	✓
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Stage 1:

Students must apply for a DBS check, which covers them for all teaching placements and volunteering opportunities throughout their undergraduate course.

Cost = £44

Stages 2 and 3:

Students are expected to cover the cost of their travel to teaching placement and work placement locations. There no exact cost for this as it is dependent on placement locations.

From time to time students are encouraged to attend contemporary dance performances at regional and national theatres.

f. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Faculty Academic Committee, also has student representation. This allows students to be involved in higher-level plans for teaching and learning. At university level Students are represented on University level Committees by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

Undergraduate programmes only: Final-year students are also invited to complete a National Student Survey (NSS) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty Academic Committee to identify good practice which can be shared and problems which need to be addressed. We rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

Programmes offered in partner colleges: If you are studying in one of our partner colleges the college will have its own mechanisms for obtaining student feedback. Some of these may be the same as those on-campus at the University but others may be different. You should ask your college for further information.

For distance learning operated from Sunderland: if you are studying by distance learning you will have slightly different arrangements from those used on campus. In particular, you are likely to have virtual rather than physical meetings and discussions. However, these arrangements should provide comparable opportunities for you to give feedback. Details are given below.

SECTION G: QUALITY MANAGEMENT

g. National subject benchmarks

The Quality Assurance Agency (QAA) for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found [here](#).

Are there any benchmark statements for this programme?	YES	
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The subject benchmark(s) for this programme is:

[Dance, Drama and Performance \(2015\)](#)

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

h. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Programme Studies Board and the Faculty in turn reports issues to the University's Quality Management Sub-Committee (QMSC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. Quality Assurance Agency (QAA) review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).



Quality Handbook

SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS

(Form to be completed electronically by the Faculty and forwarded to the Quality Support Officer supporting the Approval event, or sent to Planning & MI for faculty devolved processes before sending to Quality Support (with the exception of Short Courses and GRS))

This form is to be completed when a new programme has been validated and approved so that the programme codes and progression and awards rules can be set up in SITS. This also needs to be completed at periodic course review when there have been significant modifications to the course.

Please note that all details entered onto this form will go onto every student's record that is attached to this programme and it is therefore imperative that the information is correct.

1 Programme Details	
New/ Modification/Review: Please ensure the minor modification document is included	NEW
Full Programme Title:	PROFESSIONAL DANCE
If replacement for existing course, specify title and course code:	N/A
Qualification Aim: e.g. Foundation degree of Science, Bachelor of Arts (Honours)	BA (HONS)
Qualification Level (NQF level):	6
JACS 3.0 code JACS code = e.g. (V100) History, (I100) Computing Science, etc. See HESA Website https://www.hesa.ac.uk/jacs3	W500
Is the programme Open or Closed: A course is defined as closed when specifically designed for a certain group of people and not also available to other suitably qualified candidates. It may be designed for a particular company however if the same course is also run for other suitably qualified candidates, not employed by the company, then the course is not closed.	OPEN
Faculty and School:	FACULTY OF ARTS AND CREATIVE INDUSTRIES SCHOOL OF MEDIA AND COMMUNICATIONS
Location of study: e.g. SAGE, Sunderland in London, Sunderland	DANCE CITY, NEWCASTLE
Last Date Registration (PBI) Number of days: The number of days after the start date of the course that it is possible for students to register onto it. It is also referred to as the migration date.	21
Programme Leader:	JULIE CAMPBELL
Academic Team for the programme:	MEDIA PRODUCTION AND PERFORMANCE
Date of Approval/Modification/Review:	TBC

Date of next review (QS to complete):	TBC
Accrediting Body or PSRB If yes please attach a completed PSRB form	NO
Programme Specific Regulations If yes, please attach a completed Programme Specific Regulations form	NO
Does this programme come under the Key Information Set return? If yes, please attach a completed KIS form	YES
Is this an undergraduate programme whose primary (but not necessarily only) purpose is to improve the effectiveness of practitioners registered with a professional body? If yes, please specify which body: http://www.hefce.ac.uk/media/HEFCE_2014/Content/Pubs/2016/201622/HEFCE2016_22.pdf (Page 88, paragraph f) e.g. a short course aimed at registered nurses	NO

Interim Awards			
If a student does not achieve their qualification aim, what lower awards might they be entitled to, assuming they have the credits? The subject title for any lower level award should be given where this is different from the subject of the qualification aim.			
	Interim Award Title	Credits Required	Interim Structure Please show mandatory requirements if applicable e.g. core module codes
1	Certificate of Higher Education	120	All Stage 1 modules
2	Diploma of Higher Education	240	All Stage 2 modules
3	Ordinary Degree	300	All core Stage 3 modules

Combined Subjects Programmes only	
Will the subject run as Major/Minor/Dual:	N/A
Any subject(s) not permitted to be combined with this subject:	N/A

2 Mode Of Attendance		
01	Full-time <i>Full-time students are those expected to study for more than 24 weeks per year, for a minimum of 21 hours per week and are paying the full-time fee.</i>	✓
02	Other Full-time <i>Students who attend full-time for a period less than 24 weeks per year</i>	N/A
31	Part-time <i>Students who are expected to study for less than 21 hours per week.</i>	N/A
31	Part-time at Full-time Rate <i>Students who are studying full-time credits over part-time attendance</i>	N/A

3 Admissions		Tick appropriate
An admissions or MCR code will be created to allow student applications.		
U UCAS Universities and Colleges Admission Services <i>Required for full-time undergraduate programmes only.</i>		✓
D Direct Entry <i>Required for FT, PT, PG and PGR, only where students will be admitted through the admissions teams or where the programme needs to be advertised on the web</i>		✓
G GTTR Graduate Teacher Training Registry <i>Education only, where applicable</i>		N/A

4 Collaborative Provision	UK	✓
	Overseas	N/A
Institution	Collaborative Model	Funding Arrangements
DANCE CITY, NEWCASTLE	VALIDATED	HEFCE
5a Course Block		
Full-time - Overall length of the programme in months:	36	
Part-time - Overall length of the programme in months:	N/A	
Does this course offer a sandwich placement? If yes , please indicate which programme year this placement is to take place.	No	
Is this compulsory or optional?	N/A	
Does this course offer a study abroad year out? If yes , please indicate which programme year this placement is to take place.	No	
Is this compulsory or optional?	N/A	

6 Major Source of Funding	
Please note this relates to funding for the programme and not individual students	
HEFCE Higher Education Funding Council for England	✓
Skills Funding Agency/EFA/Degree Apprenticeship	N/A
NCTL National College for Teaching and Leadership	N/A
Wholly NHS Funded	N/A
Partially NHS Funded Departments of Health/NHS/Social Care. <i>For all Health funded programmes please indicate whether the programme is eligible for an NHS Bursary</i> - Eligible for NHS Bursary Y/N	N/A
Standard Fee If no then the Learning Resources Form should be attached	Yes
Other Funding:	
– Please Specify:	

7 Education Programmes Only	
This section must be completed for any programmes marked above as 'NCTL' funded	
Teacher Training Identifier:	N/A
Teacher Training Scope:	N/A
Qualification Aim: QTS and academic award, QTS only, QTS by assessment only	N/A

DETAILS SUPPLIED BY: **DATE:**

Module List

Award, Route (if applicable) and Level	New/Existing/ Modified Module (N/E/MM)	Module Title	Module Code	Module Credit Value	Whether core or option	Must choose (i.e. designated option):	Assessment weighting – give % weight for each assessment item	Pre-/co-requisites	Module leader	Other comment (if required)	Date of Entry on SITS. N/MM only (After event)	JACS Code	Academic Team
4	N	Dance Technique 1	DAC101	20	C		Continuous Assessment – 100%		Julie Campbell			W500	Dance City
4	N	Dance in Performance	DAC102	20	C		Continuous assessment – 50% Essay – 25% Performance – 25%		Julie Campbell			W500	Dance City
4	N	Fundamentals of Dance Teaching	DAC103	20	C		Presentation – 25% Essay – 75%		Julie Campbell			W500	Dance City
4	N	Evolution of Choreography	DAC104	20	C		Presentation – 50% Practical assignment – 50%		Julie Campbell			W500	Dance City
4	N	Dance Management 1	DAC105	20	C		Presentation – 30% Written assignment – 70%		Julie Campbell			W500	Dance City
4	N	Preparing to Teach in the Community	DAC106	20	C		Practical assignment – 50% Essay – 50%		Julie Campbell			W500	Dance City
5	N	Dance Technique 2	DAC201	20	C		Continuous Assessment – 100%		Julie Campbell			W500	Dance City
5	N	Supporting Techniques	DAC202	20	C		Continuous assessment – 60% Essay – 40%		Julie Campbell			W500	Dance City

5	N	Dance in Performance	DAC203	20	C		Continuous assessment term 1 – 25% Continuous assessment – 25% Performance – 50%	Julie Campbell			W500	Dance City
5	N	Dance Teaching and Teaching Practice	DAC204	20	C		Viva voce – 25% Essay – 40% Essay – 35%	Julie Campbell			W500	Dance City
5	N	Dance Management 2	DAC205	20	C		Viva voce – 30% Written assignment – 70%	Julie Campbell			W500	Dance City
5	N	Choreographers Today	DAC206	20	C		Presentation - 25% Essay – 75%	Julie Campbell			W500	Dance City
6	N	Dance in Performance 3	DAC301	20	O		Performance – 50% Tour – 50%	Julie Campbell			W500	Dance City
6	N	Dance Leadership	DAC302	20	C		Written assignment – 20% Lesson Observation term 1 – 40% Lesson Observation term 2 - 40%	Julie Campbell			W500	Dance City
6	N	Project Leadership	DAC303	20	C		Written assignment - 100%	Julie Campbell			W500	Dance City
6	N	Creating Dance	DAC304	20	O		Practical assessment – 100%	Julie Campbell			W500	Dance City
6	N	Working in Dance	DAC305	40	C		Project – 100%	Julie Campbell			W500	Dance City
6	N	Arts Administration	DAC306	20	O		Essay – 100%	Julie Campbell			W500	Dance City
6	N	Research Project	DAC307	20	O		Essay – 100%	Julie Campbell			W500	Dance City

