



Programme Specification

1	Awarding Institution/Body	Leeds City College
2	Delivery Location(s)	<i>Quarry Hill Campus, Leeds City College, University Centre, Leeds City College</i>
3	Programme Externally Accredited by (e.g. PSRB)	<i>N/A</i>
4	Award Title(s)	<i>Foundation Degree Dance</i>
5	FHEQ Level <i>[see guidance]</i>	<i>FHEQ Level 5</i>
6	Bologna Cycle <i>[see guidance]</i>	<i>Short cycle (within or linked to the first cycle)</i>
7	HECoS Code and Description	<i>100068</i>
8	Mode of Attendance <i>[full-time or part-time]</i>	<i>Full Time</i>
9	Relevant QAA Subject Benchmarking Group(s)	<i>Foundation Degree Dance, Drama and Performance 2015</i>
1	Relevant Additional External Reference Points <i>(e.g. National Occupational Standards, PSRB Standards)</i>	<i>N/A</i>
1	Date of Approval/ Revision	
1	Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others)	

Foundation Degree Entry Criteria
(text in red to be used where applicable)

	Typical offer	Minimum Offer
A Levels:	2xD grades one of which to be in a relevant subject	1xE grade in a relevant subject
BTEC L3 Diploma or Extended Diploma:	MP, MPP grade in relevant subjects	PP, PPP grade or a Subsidiary Diploma with an E grade in relevant subjects
Access to HE Diploma:	Overall pass with 60 credits, with 24 credits to be at a Merit grade in a relevant subject	Overall pass with 60 credits in a relevant subject
GCSE English:	English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	
GCSE Maths:	Maths Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs.	
IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
International qualifications:	International qualifications will be assessed against these criteria	
Mature applicants:	Leeds City College welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i>	
RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)	

Additional entry criteria (to be added where applicable)

	Criteria
Interviews / audition:	A successful interview or audition required.

1 Educational Aims of the Programme

- Provide a challenging high quality vocational dance programme, which facilitates access and progression for a wide range of students from diverse backgrounds
- Produce technically excellent dancers able to work across a range of styles and disciplines
- Equip graduates with creative and choreographic skills to produce innovative dance work, with the potential to produce tomorrow's great dance practitioners.

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| <ul style="list-style-type: none">• Embed students within a wider network of dance professionals• Reflect current dance practices such as fusion, circus, aerial, and new media• Explore dance in the wider social and cultural context through academic research |
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14	Learning Outcomes The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to: <table border="1"> <tr> <td colspan="2">Knowledge and Understanding <i>(insert additional rows as necessary)</i></td></tr> <tr> <td>K1</td><td>Critically analyse a variety of dance ideas, contexts and working practices</td></tr> <tr> <td>K2</td><td>Critically review theories and issues pertinent to dance</td></tr> <tr> <td colspan="2">Cognitive/Intellectual Skills <i>(insert additional rows as necessary)</i></td></tr> <tr> <td>C1</td><td>Employ balanced, logical and supported arguments to critically explore dance practice</td></tr> <tr> <td>C2</td><td>Demonstrate intellectual flexibility and openness to new ideas within dance projects</td></tr> <tr> <td>C3</td><td>Identify problems within dance and select appropriate specialist methodologies for their resolution</td></tr> <tr> <td>C4</td><td>Critically evaluate professional working methodologies when rehearsing, performing and choreographing dance</td></tr> <tr> <td colspan="2">Practical/Professional Skills <i>(insert additional rows as necessary)</i></td></tr> <tr> <td>P1</td><td>Act with increasing autonomy, with reduced need for supervision</td></tr> <tr> <td>P2</td><td>Skilfully produce innovative new dance work by implementing practice as research approaches</td></tr> <tr> <td>P3</td><td>Use specialist dance techniques and methodologies to a professional standard</td></tr> <tr> <td colspan="2">Key Transferable Skills <i>(insert additional rows as necessary)</i></td></tr> <tr> <td>T1</td><td>Reflect systematically on performance to further develop learning</td></tr> <tr> <td>T2</td><td>Advance personal aptitudes informed by career aspirations and industrial knowledge</td></tr> <tr> <td>T3</td><td>Skilfully communicate using a range of methods appropriate to the context</td></tr> <tr> <td>T4</td><td>Competently use a range of appropriate specialist software</td></tr> </table>	Knowledge and Understanding <i>(insert additional rows as necessary)</i>		K1	Critically analyse a variety of dance ideas, contexts and working practices	K2	Critically review theories and issues pertinent to dance	Cognitive/Intellectual Skills <i>(insert additional rows as necessary)</i>		C1	Employ balanced, logical and supported arguments to critically explore dance practice	C2	Demonstrate intellectual flexibility and openness to new ideas within dance projects	C3	Identify problems within dance and select appropriate specialist methodologies for their resolution	C4	Critically evaluate professional working methodologies when rehearsing, performing and choreographing dance	Practical/Professional Skills <i>(insert additional rows as necessary)</i>		P1	Act with increasing autonomy, with reduced need for supervision	P2	Skilfully produce innovative new dance work by implementing practice as research approaches	P3	Use specialist dance techniques and methodologies to a professional standard	Key Transferable Skills <i>(insert additional rows as necessary)</i>		T1	Reflect systematically on performance to further develop learning	T2	Advance personal aptitudes informed by career aspirations and industrial knowledge	T3	Skilfully communicate using a range of methods appropriate to the context	T4	Competently use a range of appropriate specialist software
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15	Key Learning & Teaching Strategy and Methods This course is practical, and the teaching and assessment is structured to reflect this. The purpose of this programme is to equip graduates with the practical and professional skills to enable them to succeed and build a sustainable practice in a constantly evolving industry. Delivered across a 24 hour week studio based teaching will be the predominant delivery method on this programme. A typical week will see students take part in daily technique lessons, which are primarily studio based and designed to encourage students to improve their dance practice through a diverse range of styles and genres.																																		

This dance technique teaching occurs in 'Foundation Techniques', 'Popular Movement Styles', 'Somatic Practices' and 'Chichi Circus', the skills delivered in these key modules inform the work produced in the other modules. This programme is focussed on developing the students own creative voice, and is structured to support them to use dance to explore their research interests independently. Techniques are applied either to a commercial or creative context. Dance skills will be contextualised within the contemporary and commercial industry throughout the modules, particularly within 'Dancer as Artist', 'Foundation Techniques', 'Popular Movement Styles' and 'Somatic Practices' modules. Dance techniques are applied by the student to both choreograph and perform original work in the modules 'Music, Devising and Experimentation', 'Choreography in Dance Practice', 'Create and Narrate', and Synectic Dance Making'. Preparing dancers who can perform in a variety of contexts is central to the ethos of this programme, and this happens from the beginning with public performances in 'Popular Movement Styles' and 'Choreography in Dance Practice' encouraging the student to open a dialogue with an audience. The course exposes students to a wide range of dance styles that reflect the demands of the industry driven by current trends and underpinned by traditional professional training. The programme will deliver a variety of culturally diverse dance styles. The modules are scaffolded to support the students to devise increasingly complex pieces of work with autonomy by ensuring foundation dance skills and knowledge before supporting devising, interpretation and improvisation. 'Somatic Practices' is central to the experimental nature of Level 5, students creative skills are developed to support the students to identify and pursue their creative interests in range of contexts in 'Create and Narrate' and 'Synectic Dance Making' To encourage students to develop a culture of self-reflection, personal development and critical practice each practical or performative assessment is contextualised by a reflection, or presentation. The programme will be delivered over a 24 hour week giving extended studio time to dance technique using professional artists. Practical workshops will incorporate input from industry to prepare the student for activity beyond the programme. These experiences emulate real working practices, introduce the students to a creative network of dance practitioners, and ensures the currency of specialist technique delivery. Work related learning opportunities are at the core of FD Dance. The course content is developed in such a way as to change the student perceptions of what it is to function within the creative industries and to educate them in strategies to survive within it. Leeds has a strong dance culture, and strong links with Yorkshire Dance, Phoenix Dance Theatre, Leeds Dance Partnership, Northern Ballet, and Leeds Dance Studios enable us to position the students in the local industry. Throughout the programme the emphasis will shift from tutor-led to student led delivery and self-directed approaches to learning. Students are expected to work on a combination of self-initiated projects and live briefs with external partners to enhance their autonomy and engagement with the creative community. In order to prepare, enable and support autonomous study in these areas students will be given a personal supervisor to provide guidance through the modules.
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Digital engagement is embedded throughout, however is particularly prevalent in 'Synectic Dance Making'. Within this module students engage with the wide variety of outlets for dance work, including working with digital and emerging technologies, such as Computer Games, VR, and 360. Student will produce dance within this module for a range of contexts and students will create a show reel of their work to take with them beyond the Foundation Degree, or to add to over the course of the BA (Hons) Top-Up.

Within 'Dance Ethnography' and 'Dancer as Artist', key academic skills will be delivered to support student's transition into higher education from a range of educational backgrounds and experiences. Lectures will be used to contextualise areas of theoretical, historical or conceptual study relevant to dance anthropology. Seminars will be used to support student progression, allowing opportunity for discussion and linking theory to practice, which is the purpose of the academic modules. Tutorials and supervisor sessions provide the opportunity for students to seek further clarification of understanding.

Additional academic support is offered in Academic Skills and Essay Writing Workshops. These additional, non-assessed sessions at level 4 will be supported by the Librarian and offered as a refresher at level 5 will support academic rigour and raise achievement throughout the foundation years.

This foundation in practical and academic skills builds throughout the year. 'Dancer as Artist' in Level 4 will embed personal development skills, such as skills audits, time planning, personal development plans and reflective practice to develop students study skills.

A skills audit is submitted within the first 6 weeks of the programme and forms the initial assessment at Level 4 to support student's transition to degree level study. This will enable the students to successfully manage the workload, yet have a sense of achievement especially through the resolution of ideas through experimentation and practice.

The opportunities for eLearning within the college are strong with a background in the use of VLEs and the introduction of Google Drive, Classrooms and Chromebooks. The eLearning team support staff in the use of this and there are eLearning Staff who have made good use of this VLE and key to this are the positive comments from students about how it has enhanced their learning. The college has provided all HE students with Chromebooks to support the use of Google throughout their studies.

During day-to-day activities, each module will have a Google Classroom created which the students are able to engage with, work will be shared and distributed on the cloud. Online learning is also supported with remote online support using Skype and Google Hangouts.

Typically the 24 teaching hours will be delivered over 4 days, and include 16 hours of technique, 3 hours of research practice, 3 hours of lectures and seminars and 2 hours of tutorials.

16	Key Assessment Strategy and Methods Foundation Degree Dance is a highly practical course, which encourages a deeper, more rigorous understanding of the process of dance and dance making. To reflect the practical nature of the programme, there is an emphasis on practical performative assessments to reflect the teaching and the student's specialisms. The dance programme is designed to support and encourage high levels of performative and communicative skills demonstrated through the use of the dancer's body. To prepare students for industry the performances occur in a range of contexts, from studio performances to peers, industry panels, filmed, in audition scenarios and so forth. This reflects the breadth of situations that they may encounter in professional life beyond the course, and expands the students understanding of the potential outlets for dance work. Each module has two assessments, and in the practical modules, there is a performative assessment and another to contextualise the students practice within the industry or the student's creative development as a dance practitioner. These assessments are constructed to develop the students as dancers, and to support a reflective developmental practice beyond the course. Students will produce logbooks, statements, narrated performances, deliver workshops and write reflections to contextualise their practice to build a critical relationship with their work. There is one formal piece of academic writing per year, and this will prepare students for further study. The academic skills required for these assessments are embedded throughout the programme to ensure that students are supported with research and academic writing. Students are supported by both tutor supervision and peer assessment. Assessments are structured to allow the student to act with increasing autonomy. Student's individual learning abilities are advanced with tutor support. Students will be allotted a personal tutor for their time at Leeds City College, and with their personal tutor, students will produce individual learning plans to support their development as autonomous practitioners. The tutor will provide formative feedback on student progress at regular Feedback Weeks throughout the year and through the supervisor system, whereby each student has an individual tutor to support their practice. Students are formally assessed at the end of each module and are marked against specific criteria as detailed in each module handbook. Feedback on summative assessment is given in written form.
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Level 4						
Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable	Variance
	Foundation Techniques	20	Core		x	
	Popular Movement Styles	20	Core		x	
	Music, Devising and Experimentation	20	Option		x	
	Choreography in Dance Practice	20	Core		x	
	Dancer as Artist	20	Core		x	
	Dance Ethnography	20	Core		x	
Level 5						
Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable	Variance
	Chichi Circus	20	Core		x	
	Contemporary Dance in Context	20	Core		x	
	Create and Narrate	20	Option		x	
	Somatic Practices	20	Core		x	
	Synectic Dance Making	40	Core	x		

18	Programme Structure The Foundation Degree programme is studied over two years and across two levels (Level 4 and Level 5). Each level is 120 credits and 240 credits across the full Foundation Degree. A 20-credit module is equal to approximately 200 hours of student learning time, which includes, tutor contact, independent and group endeavour and assessment time. Level 4: Level 4 Modules: 1. Foundation Techniques 2. Popular Movement Styles 3. Music, Devising and Experimentation 4. Choreography in Dance Practice 5. Dancer as Artist 6. Dance Ethnography Level 4 is practical, and students will be dancing in a range of styles and genres, learning new techniques and approaches, working with professionals, practically exploring the relationship between music and movement, making their first pieces of devised work, and contextualising dance practice within the cultural heritages of different forms of contemporary, classical, ethnic, popular, vernacular and social dances. The purpose of Level 4 is to provide a solid foundation of practical skills before a more experimental Level 5, which will see students developing their practice using a range of new technologies, and experimenting with form and improvisation. Teaching on Level 4 will instil the fundamentals of professional dance practices, and equip the students with the key academic skills to be able to succeed within higher education such as research skills and reflective practice. The 'Foundation Techniques' and 'Popular Dance Styles' modules will develop the student's technique throughout Level 4. These modules will introduce the students to an eclectic array of movement styles and will provide students with a wide knowledge base. 'Foundation Techniques' will deliver the core principles of a range of dance styles such as Cunningham, Graham, Release, Fusion Dance and Ballet. These key techniques form the basis of the students' practical development and inform each of the other modules. For example the skills and knowledge gained in 'Foundation Techniques' will be used by the students to produce their first choreographed sequences in 'Music Devising and Experimentation' (MDE). In MDE, students will explore the interrelationship between dance movements and music, and will explore the impact of using different
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	combinations of different movement styles and audio selections to produce experimental short dance pieces. Students will juxtapose the techniques and movements introduced in 'Foundation Techniques' to explore their potential to communicate with an audience. Likewise the techniques and genres of dance introduced in 'Popular Movement Styles' will relate to the ideas introduced in 'Dance Ethnography'. Students will learn popular dance styles and techniques whilst exploring the history of dance from an indigenous traditional dance perspective, exploring the cultural, social lineage and history, and how this informs current dance styles. Here, students will begin to understand what motivates them to move in particular ways and consider their own heritage and the relationship that it may have with their dance practice. Within 'Popular Movement Styles' the practical skills based learning is coupled with the understanding of contemporary audiences interpret movement and how to exploit this meaning within their own practice. Through the 'Dancer as Artist' module, students will consider their career trajectory and personal development by auditing their skills in response to their career aspirations to promote reflective practice, and to get the student to take ownership of their professional development. During this module, students will present a case study of a professional dancer to gain a greater understanding of the working practices of a professional dancer. During semester two, the students will be formally introduced to choreography in the 'Choreography in Dance Practice' module. Students will gain essential skills and insight into the creative process, from the birth of an idea to a well-resolved piece of work. This module will guide students on how to turn their ideas into constructive, creative, actions, and introduce the student to key approaches to choreography and devising to inform their work at Level 5. Level 5: Level 5 Modules: 1. Somatic Practices 2. Chichi Circus 3. Create and Narrate 4. Synectic Dance Making 5. Contemporary Dance in Context
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	At level 5, there is a strong element of experimentation, devising, and finding your own voice as a dancer. Students are introduced to collaborative interdisciplinary practice, which is central to the dance programme. Students will work with their peers in other creative disciplines to produce work, and with external partners to perform and deliver workshops. Students will begin to broaden their skills set to develop a varied and sustainable dance career beyond the programme. This step up from Level 4 requires the students to consolidate their skills and develop a personal identity as a practitioner to communicate with a real audience. At Level 5 there is a 40-credit module 'Synectic Dance Making' that is a year long module that requires the student to develop and perform dance for in variety of contexts. Students will engage with creating dance for a variety of purposes, and within this module will assume several role, such as an artist, a dance making organisation or creative professional. The student will get practical experience of the range of applications of dance and choreography and this will help the student to develop a purposeful practice beyond the programme, either within industry, or on a BA(Hons) Top-Up. During this module students will engage with a variety of creative approaches and methodologies used to create a range of work. Students will work within several genres and collaborate with other artistic disciplines, which could include producing dance for digital media, the traditional black box, site specific, and dance for TV, commercials and film, gaming, and photography, motion capture and green screen. 'Somatic Practices' and 'Chichi Circus' provide the practical technique teaching at Level 5 to further develop students techniques and to equip them with the artistry to improvise and devise new work. 'Somatic Practices' develops the students contemporary dance skills, and investigates fusion practices, which are increasingly prevalent within current dance practice. The work developed in this module will inform the work that the students devise in 'Synectic Dance Making' and the academic module 'Contemporary Dance in Context' and students will contextualise some of the practical principles introduced in 'Somatic Practices', where students engage with key theories within contemporary dance making. 'Chichi Circus' has been developed in response to industry feedback, and the evolving dance industry which incorporates skills from a breadth of performance practices. 'Chichi Circus' introduces new and exciting approaches to making live art, students will gain a new skill-set and work across a range of circus skills with a focus on aerial, which is becoming an important skill for a contemporary dancer. 'Chichi Circus' enables students to explore and advance beyond the equipment to enhance their dance practice, and to develop more sophisticated sequences. In 'Create and Narrate', students will choreograph new work, and perform it to audiences. This module scaffolds from 'Choreography in Dance Practice' at Level 4, as the work produced within this module is more ambitious, and is presented to
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live audiences rather than the student peer group. Following the performances students will deliver a workshop based on their choreographed piece, This module introduces the students to the wider professional skills required by the dancer to build a career beyond the programme.					
Timetable for Full Time Course Level 4					
Semester 1	Foundation Techniques (20 Credits) 1. Technical Demonstration 70% 2. Log 30%	Popular Movement Styles (20 Credits) 1. Performance 70% 2. Presentation 30%	Music, Devising and Experimentation (20 Credits) 1. Devised Sequence 40% 2. Narrated Documentary 60%		Dancer as Artist 20 Credits 1. Skills Audit 50% 2. Portfolio 50%
Semester 2			Choreography in Dance Practice (20 Credits) 1. Choreographed Sequence 70% 2. Written reflection 30%	Dance Ethnography 20 Credits 1. Presentation 50% 2. Essay 50%	

Level 5				
Semester 1	Somatic practices (20 Credits) 1. Demonstration 70% 2. Reflection 30%	Create and Narrate (20 Credits) 1. Performance 50% 2. Workshop 50%	Synectic Dance Making (40 Credits) 1. Dance Performances 70% 2. Reflection 30%	
Semester 2	Chichi Circus (20 Credits) 3. Demonstration 70% 4. Presentation 30%	Contemporary Dance in Context 1. Presentation 40% 2. Essay 60%		

19	Apprenticeships N/A
20	Support for Students and Their Learning The award adopts the approach to student learning support as identified below: • Programme underpinned by 'Foundation Skills' to support transition to Higher Education • A wide Creative Arts team at Leeds City college to support students with their studies in a range of specialisms and provide opportunities for collaboration • Practical and creative skills build throughout programme to support students to achieve • Fitness training to support physical elements of the programme • Extended teaching hours to support students' skills and technique development • Excellent links with cultural institutions to support professional practice, and to embed students into Leeds' creative community

	• Visiting artists to support breadth of techniques delivered • Student welfare and support such as welfare, counselling, financial and careers advice • Extended pastoral support in Level 4 to support students transition to higher education • Students have a personal tutor that remains constant throughout their studies, this tutor will support the student pastorally and with their personal development plan • A robust communications system functions to give students access to lecturers and management; this includes e-mail, google hangouts and classrooms • All students receive a device to support them with their studies • All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE. • There is an extensive range of learning resources in the HE Library, supported by specialist staff who provide bespoke study skills sessions for students • The University Centre provides an extensive range of services for students, including support for those with special needs
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21	Distinctive Features The Dance programme's primary aim is to prepare the students with the necessary skills to work as a professional dancer by allowing them the time to practice and hone these skills in a safe and supportive environment. This programme aims to produce graduates with excellent dance skills alongside advancing the students' creativity and artistry in devising their own work. The programme is predominantly a practical dance course delivered over 24 hours per week. The extended delivery hours give the student time to acquire the broad range of dance and choreography skills required to become a professional practitioner. The programme boasts several distinctive features amongst other higher education dance courses, particularly the focus on the student's identity and developing a sense of 'self' as a dancer. They will explore the impact of culture and history on non-western dance styles in 'Dance Ethnography', develop their personal practice and methods to communicate through dance throughout the choreographic modules, in particular 'Create and Narrate' and a personal approach to movement through 'Somatic Practices'. This has been well received by stakeholders, distinctive amongst other offers, and important to the contemporary industry. The programme delivers extended skills linked to professional performance, and trains dancers to be multi-skilled in response to the evolving industry. Employers demand that dancers have a range of performance skills and this is reflected in the content of the 'Popular Movement Styles' and 'Chichi Circus' modules which develop the student's skills in a range of practices. The programme is structured to enable the student to perform and create dance for emerging technologies and digital media to equip the graduate with the skills to work in a changing industry. The students will enjoy state-of-the-art facilities at our brand new purpose-built studios and theatre in Leeds' Cultural Quarter, situated next door to Leeds Playhouse, Red Ladder, Yorkshire Dance, Northern Ballet and Phoenix Dance. The programme benefits greatly from associations with these companies, which will provide the students with experiences and opportunities, and develop their professional network to support them on graduation. Leeds City College's new Creative Arts campus is located within the heart of the Cultural Quarter of Leeds, and places the student amongst the performing arts industry in Leeds, with college links to the Leeds Playhouse, Phoenix Dance Theatre, Leeds Dance Partnership, Northern Ballet, Yorkshire Dance, and the independent companies such as Live Art Bistro. The dance programme will be delivered within this environment where students will enjoy state-of-the-art facilities at our brand
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	new purpose built campus, which boasts a 150-seat theatre and gallery space, 2 dance studios and 2 music recording studios plus a number of other subject specific facilities. In addition to this, the programme benefits greatly from direct associations and hands on contact with small, medium and large-scale dance companies; independent practitioners; theatres and organisations based within Yorkshire and the UK. Specific performance opportunities will be targeted for local main stages, in particular those of the Stanley and Audrey Burton Theatre, Yorkshire Dance and City Varieties Theatre. This will create an 'open door' approach to the students finding work within the industry once they have graduated.
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Stage Outcomes (Undergraduate Awards only)

Key: K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
K1	Critically analyse a variety of dance ideas, contexts and working practices	Analyse a variety of dance ideas, contexts and working practices
K2	Critically review theories and issues pertinent to dance	Explain theories and issues pertinent to dance
C1	Employ balanced, logical and supported arguments to critically explore dance practice	Employ coherent arguments to explore facets of dance practice
C2	Demonstrate intellectual flexibility and openness to new ideas within dance projects	Demonstrate openness to new ideas within approaches to dance projects
C3	Identify problems within dance and select appropriate specialist methodologies for their resolution	Select appropriate methodologies for the resolution of problems in an dance context
C4	Critically evaluate professional working methodologies when rehearsing, performing and choreographing dance	Employ appropriate working methodologies when rehearsing, performing and devising dance
P1	Act with increasing autonomy, with reduced need for supervision	Act with limited autonomy, with reducing need for supervision
P2	Skilfully produce innovative new dance work by implementing practice as research approaches	Evidence a developmental approach to dance techniques
P3	Use specialist dance techniques and methodologies to a professional standard	Use intermediate level dance techniques and methodologies to a professional standard
T1	Reflect systematically on performance to further develop learning	Reflect on performance to further develop learning
T2	Advance personal aptitudes informed by career aspirations and industrial knowledge	Identify career aspirations and personal aptitudes, interests and motivations
T3	Skilfully communicate using a range of methods appropriate to the context	Select and use a range of communication methods
T4	Competently use a range of appropriate specialist software	Use a range of appropriate software

Map of Outcomes to Modules

Level 4

Module Titles	K1	K2	C1	C2	C3	C4	P1	P2	P3	T1	T2	T3	T4
Foundation Techniques			x				X		X	X			
Popular Movement Styles				X		X	X	X	X		X		
Music, Devising and Experimentation						X	X	X				X	X
Choreography in Dance Practice		X		X			X	X		X		X	
Dancer as Artist	X		X		X						X		
Dance Ethnography	X	X			X							X	X

Level 5

Module Titles	K1	K2	C1	C2	C3	C4	P1	P2	P3	T1	T2	T3	T4
Contemporary Dance In Context	X	X	X									X	X
Create and Narrate			X	X			X					X	
Somatic Practices	X			X				X	X	X			
Chichi Circus					X	X		X			X		
Synectic Dance Making		X	X		X	X	X		X	X	X		X

Level 4

Module Titles	Methods									
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Practicals (design and production sessions)	Group activities	Guest speakers	Independent / E Learning/ On-line forums		
Foundation Techniques		x		x	x	x	x	x		
Popular Movement Styles		x		x	x	x	x	x		
Music, Devising and Experimentation		x		x	x	x		x		
Choreography in Dance Practice	x	x	x	x	x	x	x	x		
Dancer as Artist	x	x	x				x			
Dance Ethnography	x	x	x							

Level 5

Module Titles	Methods							
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Practicals (design and production sessions)	Group activities	Guest speakers	Independent learning
Contemporary Dance In Context	x		x			x		
Create and Narrate		x	x		x	x		x
Somatic Practices	x	x		x	x	x	x	x
Chichi Circus		x	x	x	x	x	x	x
Synectic Dance Making		x		x		x	x	x

Map of Assessment Methods									
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Level 4

Module Titles	Essay	Performance	Presentation	Log	Narrated performance	Skills Audit	Portfolio
Foundation Techniques		60% Week 27		40% Week 30			
Popular Movement Styles		60% Week 28	40% Week 13				
Music, Devising and Experimentation		40% Week 11			60% Week 14		
Choreography in Dance Practice	40% Week 29	60% Week 28					
Dancer as Artist						50% Week 6	50% Week 21
Dance Ethnography	50% Week 26		50% Week 22				

Level 5

Module Titles		Methods						
	Essay	Performance	Presentation	Reflection	Log	Workshop	Demonstration	
Contemporary Dance In Context	60% Week 27		40% Week 21					
Create and Narrate		50% Week 15				50% Week 15		
Somatic Practices		60% Week 12		40% Week 14				
Chichi Circus			40% Week 25				60% Week 28	
Synectic Dance Making		70% Week 29			30% Week 30			

In the instances that a module is completed before to the end of the semester students will be rehearsing for final performances during timetable hours