

COURSE SPECIFICATION

Course Aim and Title	BA (Hons) Dance: Urban Practice BA (Hons) Dance: Urban Practice (with Foundation year)
Intermediate Awards Available	BA, DipHe, CertHe Dance: Urban Practice
Teaching Institution(s)	University of East London (UEL)
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Arts and Digital Industries
UCAS Code	W590
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	Dance, Drama and Performance
Additional Versions of this Course	N/A
Date Specification Last Updated	September 2019

Course Aims and Learning Outcomes

This course is designed to:

- Provide students with a contextual understanding of the movement principles, performance frameworks, embodied knowledges, and cultures of dance styles studied on the course.
- Equip students with the knowledge of choreographic methods and their application to a range of performance contexts.
- Situate dance as both a method and site of study through the applied interplay of theory and embodied practice.
- Advance the professional development of students in areas of performance, community dance practice, management, and production through key skills instruction and career guidance.

What you will learn?

At the end of the course, students will be able to:

Knowledge

- Demonstrate both embodied and theoretical knowledge of a range of dance styles across hip hop, club, popular, and social styles alongside contemporary forms from Europe and the Asian and African diasporas.
- Identify and discuss key practitioners, theorists and institutions that have shaped the performance, practice, and reception of dance styles and cultures.

Thinking skills

- Interpret, critically evaluate, and contextualise the meaning of choreography across a range of embodied and theoretical perspectives.
- Articulate critical viewpoints of the cultural, political, and embodied histories that constitute the practice and performance of dance, illustrating an engagement of the interplay between theory and practice.

Subject-based practical skills

- Engage creatively with a range of dance styles and performance contexts with discernment of appropriate modes of presentation and performance.
- Apply contextual knowledge across performance, theory, production and administration to the conceptualisation, presentation and management of projects in the dance sector.

Skills for life and work (general skills)

- Acquire proficiency in managing assignments competently and effectively by meeting deadlines, negotiating objectives, and pursuing goals in correspondence with others.
- Work creatively and imaginatively as an individual, and in group contexts, with the necessary creative and interpersonal skills to realise project-based work.

Learning and Teaching

Teaching Strategy

Knowledge, thinking skills, practical skills and skills for life and work are developed across modules through live project work that integrates disciplinary skills, collaboration, and the application of creative practice in professional contexts.

Students will also develop the ability to reflect critically on their work and the work of others, the ability to develop a broad theoretical appreciation of drama, dance, music and creative writing and, in particular, the interconnections between them. The nature of teaching, learning and assessment will be interdisciplinary, captured in the delivery of collaborative project work.

Teaching and Learning Activities

1. Studio workshops (creative practice skills and knowledge)
2. Individual and group-based production work (creative practice skills and knowledge)
3. Performance (creative practice skills and knowledge)
4. Formal and interactive lectures (thinking skills and knowledge)
5. Interactive seminar discussions (thinking skills and knowledge)
6. Individual and group presentations (creative practice skills, thinking skills and skills for life and work)
7. Individual tutorials and independent learning (thinking skills and knowledge)
8. Analysis of practical and theoretical issues (thinking skills and knowledge)
9. Project sessions (creative practice skills, thinking skills and knowledge)
10. Research seminars (creative practice skills, thinking skills and knowledge)
11. Project supervision (creative practice skills, thinking skills and knowledge)
12. Work placement (creative practice skills, thinking skills, skills for life and work, and knowledge)

Projects

Interdisciplinary creative projects will be the main mode of delivery, providing a context for learning and skills development and operating as a vehicle for the development of creative practice and skills development, critical analysis, research skills, and theoretical understanding. Project work will be assessed within 3 discrete modules each term, assessing Skills Development, Collaboration, and Applied Interdisciplinary Practice, respectively.

Types of project include:

Soft Projects: modelled on professional practice to develop skills and collaborative capacity, applied in the context of a simulated industrial or public environment. Project briefs will be designed and based upon previous live briefs from previous years.

Soft Projects will exist predominantly but not exclusively at level 3 and 4.

Industry Projects: live projects delivered in collaboration with an industrial or public context, reflecting professional practice in the development and application of skills, collaboration and standards of presentation and public engagement.

Industry Projects will exist predominantly but not exclusively at Level 5

Student-led Projects: As students progress through the levels of the courses within the cluster, they will develop independence and creative agency, to the extent that by Level 6, students will be designing and managing their own projects, supervised by lecturers and mentors.

Student-Led projects exist predominantly but not exclusively at Level 6.

Cross-cluster collaboration and collaboration between levels will lead to the emergence of hybrid project models, supported by the Professional Life / MW module strand.

Assessment

Assessment Strategy

A wide variety of assessment tasks and artefacts will be used to assess a student's knowledge, skills and understanding. Project-based delivery will integrate a range of practice and documentation representative of the professional contexts in which it is taught and produced.

Knowledge is assessed by:

- Coursework essays, reports, evaluations, reviews, reflections and presentations
- Exercises and discussions undertaken in seminar and workshop sessions

Thinking skills are assessed by:

- Coursework essays, reports, evaluations, reviews, reflections and presentations
- Exercises and discussions undertaken in seminar and workshop sessions
- Long dissertation / extended essay / written reports

Creative Practice skills are assessed by:

- Completion of practical work relevant to each discipline or interdisciplinary practice
- Presentation and delivery of practical work / Portfolio
- Use of the rehearsal studios and theatre production spaces for devising, rehearsal, and performance
- Performance skills
- Production skills
- Reflexive reports / portfolios on creative work
- Ability to work individually and in groups

Skills for life and work (general skills) are assessed by:

- Involvement in and contribution to collaborative project and presentation work
- Ability to think and work independently
- Quality of written work (including non-academic writing) in assignments
- Ability to understand and meet requirements of module specification
- Strict assignment deadlines
- Ability to work in professional contexts / placements

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

Students with disabilities

The curriculum has been designed in accordance with the entitlements of disabled students. Students will be able to access specific assistance and advice face to face (or online) through the personal tutor (Academic Advisor Course), Course Leader, Module Leader, the Hub and the course induction. Additionally, the DDT is able to provide

additional information on other adjustments or support that may be available, so students are able to operate and complete work. This works in accordance to the competence standard under the Equality Act 2010.

Online help is provided via Moodle in the course handbook and the following Links:

www.uel.ac.uk/undergraduate/student-support/disability
www.uel.ac.uk/undergraduate/student-support www.uel.ac.uk/students/student-support/specific-learning-difficulties www.uel.ac.uk/undergraduate/fees-and-funding/uk-eu-2017-entry/disabled-students

Assessment & Feedback Policy.

To avoid marking bias, all work is submitted with under student number, rather than student name, and in cases where student anonymity is not possible (i.e. presentations, dissertations) all work is second marked. In accordance with UEL Assessment policy at least 20% of the work from across the range of marks from each marker is second marked. An external examiner assesses a sample of all assessed work.

Assessment Tasks and Portfolios

Assessment frequently includes the creation of portfolios, comprising production reports, written reports, extended essays, and live practical assessments relevant to disciplinary and interdisciplinary practice.

Portfolio content will depend on the module assessment task in which the portfolio features, consisting of a wide variety of mediums from digital content, such as video and audio recordings, or digital images, which capture the production and performance/ media of practical work and technical 3D outcomes. Portfolios will be digital documents presented online using web publishing tools.

Details of the requirements and content for portfolios and assessment tasks will be provided in module guides for each module. To allow for diversity and inclusivity across course clusters, it will be appropriate, based on relevant course subject, to further stipulate the form of assessment required i.e. artefacts and performance/ media pieces captured as evidence digitally and or non-digital formats (e.g. published printed book), which may subsequently be documented digitally (i.e. coursework portfolio).

Portfolios will take the form of digital and physical documents presented online using web publishing tools and or physical portfolios that have been printed and curated into a portable portfolio.

From this practice, students demonstrate and reflect upon the process of creating and preparing a final professional body of work for professional display, further development in production and or industry.

Work or Study Placements

Students undertake a work placement during level six of the degree that coincides with a series of community dance practice intensives. While some students deliver dance workshops in community-based contexts with councils, studios and local festivals, other students work in dance organisations as administrators, as interns with dance companies, as production assistants on performance events, or as teachers who develop and deliver curriculum in schools. Learning achieved in

skills and employability modules from Levels 4 and 5 prepare students for this Level 6 placement opportunity. Through professional links with partner organisations across London, we are often able to broker placements and internships with a wide range of organisations through guided application processes with partner organisations that are mentored by members of course staff.

Students have the opportunity to apply for study abroad at level 5 term 2 only. Study abroad places are not guaranteed and students will need to liaise with the Study Abroad Coordinator and course leader to make arrangements with the host institution.

Course Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
3	PA3010	Dance Skills 1	20	Core	

3	PA3014	Group Work 1	20	Core	
3	PA3019	Professional Outcomes	20	Core	
3	PA3011	Dance Skills 2	20	Core	
3	PA3015	Group Work 2	20	Core	
3	PA3016	Professional Life (Mental Wealth)	20	Core	
4	PA4014	Dance Technique: Healthier Dancer 1	20	Core	N
4	PA4012	Collaboration 1	20	Core	N
4	PA4023	Public Project 1	20	Core	N
4	PA4015	Dance Technique: Healthier Dancer 2	20	Core	N
4	PA4013	Collaboration 2	20	Core	N
4	PA4017	Mental Wealth: Professional Life: Enterprise and Engagement 1	20	Core	N
5	PA5014	Dance Technique and Hybrid Forms 1	20	Core	N
5	PA5011	Multidisciplinary Collaboration 1	20	Core	N
5	PA5013	Public Project 2	20	Core	N
5	PA5015	Dance Technique and Hybrid Forms 2	20	Core	N

5	PA5012	Multidisciplinary Collaboration 2	20	Core	N
5	PA5010	Mental Wealth: Professional Life Enterprise and Engagement 2	20	Core	N
6	PA6024	Dance Technique and Community Dance Techniques 1	20	Core	N
6	PA6022	Final Project: Research and Development	20	Core	N
6	PA6021	Public Project 3	20	Core	N
6	PA6025	Dance Technique and Community Dance Techniques 2	20	Core	N
6	PA6023	Final Project: Engagement and Impact	20	Core	N
6	PA6020	Mental Wealth: Professional Life : Enterprise and Engagement 3	20	Core	N

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.

Additional detail about the course module structure:

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

The overall credit-rating of this course is 360 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level

of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

N/A

Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The expected duration of this course is 3 years full-time. The dance course does not currently have a part-time option.

A student cannot normally continue study on a course after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a course in part time mode is 7 years from first enrolment (or 8 for foundation year).

Further Information

More information about this course is available from:

- The UEL web site (www.uel.ac.uk)
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages
- Study Abroad website (<https://www.uel.ac.uk/undergraduate/student-life/study-abroad>)

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

To support your studies on the course you will need to factor in extra costs such as:

- Going to see a minimum of two live performances per year which may cost between £40-60 pa
- Purchasing basic dance and fitness equipment i.e. foam rollers, knee pads or resistance bands which may cost between £50-80

- A DBS application £45 and if you want to make it transferable a further £13 – at level 6 you may want to work with children as part of your placement. In order to do so you will need a valid DBS check and certificate.

Optional extras to consider:

- Joining the UEL Sports Dock to develop your fitness training which could cost between £15-£250. There are multiple variations of membership to choose from, check [here](#).

In partnership with [Exercise Move Dance UK](#) students can gain a Level 2 Dance Fitness Qualification at a highly subsidised rate between £250-£300.

Alternative Locations of Delivery

N/A