



LEEDS
BECKETT
UNIVERSITY

Course Specification

BA (Hons) Dance

Course Code: BADAC

2023/24

leedsbeckett.ac.uk

Award and Title

BA (Hons) Dance (BADAC)

Applicant Facing Course Specification for 2023/24 Undergraduate Entrants

Confirmed at JAN/2023

General Information

| | |
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| Award | Bachelor of Arts with Honours Dance |
| Contained Awards | Bachelor of Arts Dance Diploma of Higher Education Dance (Level 5) Certificate of Higher Education Dance (Level 4) |
| Awarding Body | Leeds Beckett University |
| Level of Qualification and Credits | Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total). |
| Course Lengths and Standard Timescales | Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below: <ul style="list-style-type: none">• 3 years (full time, campus based)• 6 years (part time, campus based) |
| Part Time Study | PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students. |
| Location(s) of Delivery | City Campus, Leeds |
| Entry Requirements | Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ |

Admissions enquiries may be directed to:
AdmissionsEnquiries@leedsbeckett.ac.uk.

Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to
Fees@leedsbeckett.ac.uk.

Timetable Information

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/academicregulations)

Removal of the pass mark at 40% and replace with a pass/fail module (Health & Wellbeing Level 4) where students are assessed on their ability to meet the learning outcomes of the module through a series of 1-2-1 conversations with their tutor.

Key Contacts

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|----------------------------------|--|
| Your Course Director | Beth Cassani |
| Your Academic Advisor | An Academic Advisor will be appointed during induction |
| Your Course Administrator | Adam Paul A.D.Paul@leedsbeckett.ac.uk |

Sandwich or Other 'In Year' Work Placement Information

Summary

Introduction to Creative Arts Infrastructure: Level 5

Company Project: Level 6

Length

Introduction to Creative Arts Infrastructure, Level 5: 40 hours minimum/work placement as negotiated with the module team + 10 hours in-house work placement in support of *Lift Off* (L6 performance module)
Dependent upon annual iteration: (module contained within 1 semester)

Company Project: Level 6: Flexible touring activity to schools and colleges with project roles for students.
Dependent upon annual iteration: (module contained within 1 semester)

Location

Leeds Beckett University + external locations dependent upon annual iteration

Professional Accreditation or Recognition Associated with the Course

N/A

Course Overview

Aims

BA (Hons) Dance aims to foster through creative/technical practice, theoretical learning and industry relevant experience, opportunities for students who aspire to become for example; dance artists, teachers, or arts facilitators within the creative industries. Across all levels of learning BA (Hons) Dance immerses students in technical and creative research, with daily dance practice.

In depth dance practice and research are undertaken in order for students to develop innovative and informed creative processes and products as appropriate to the student's level. The course explores discipline specificity alongside interdisciplinarity and experimentation. BA (Hons) Dance is connected to the dance and wider arts ecology of the city and the region, having well established relationships with key artistic, academic and professional organisations, whilst forging new relationships as relevant to an evolving discipline. Through the provision of meaningful learning experiences BA (Hons) Dance aims to facilitate students to develop their own individual, sustainable dance practice.

The aims of the programme are to:

1. Facilitate students in becoming intelligent dance practitioners within a broad, professional dance field.
2. Provide a responsive and forward-thinking curriculum that is current and relevant in relation to the needs of a diverse cohort and their/the wider professional, social and cultural contexts.
3. Develop in students a set of autonomous intellectual, creative and practical skills appropriate to the exploration and construction of a multi-stranded dance practice.
4. Provide structured learning, in support of work-related and entrepreneurial opportunities, providing grounding and effective experience within professional contexts for dance practices.
5. Provide a focussed and inclusive dance learning experience within which students can develop as reflective and skilled practitioners prepared to contribute effectively to, and further develop, the dance ecology within the wider creative Industries.

Course Learning Outcomes

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

1. Evidence understanding of how embodied knowledge synthesises dance technique with somatic and creative processes and intelligences.
2. Demonstrate reflexive ability and criticality pertaining to creative invention, problem solving, processes and outcomes.
3. Critique modes of dance through scholarly literature, critical, analytical and interpretive vocabularies in order to participate in debates within a global context.
4. Communicate effectively through appropriate practical, written and oral academic practice, in order to contribute to the current discourse on dance praxis.
5. Interrogate the wider professional, social and cultural field of dance practices in contemporary, global contexts and be able to locate and critically appraise your own emergent skills, interests and abilities within this.
6. Demonstrate awareness and strategic thinking for resourceful arts practice, autonomous and collective practice, post-graduate study, or employment and leadership in the breadth of creative industries.

Teaching and Learning Activities

Summary

As a student of dance at Leeds Beckett University (LBU), students will engage with daily technical dance practice consciously studying and developing the embodied knowledge necessary to underpin creative practice, and thus demonstrating parity with industry standards. During levels 4 and 5 dance technique as a daily practice is taught through a series of modules that build experiential learning and skills, aiming for increased dynamic sophistication. At level 6 dance technique is approached from a more independent perspective, requiring at times, autonomy of daily practicing. Dance Technique is vital in facilitating the student dancer as they develop and recognise the potential in the moving body, as an intelligent, communicative dance maker. Dance technique classes are taught in the purpose-built studios at the university.

Alongside daily technical practice is the study of creative practice, in which students are engaged with dance making and choreography both as individuals and as members of collaborative teams. Creative practice modules build student's knowledge of creative strategies, whilst securing increasing autonomous research and experimentation in the student's emerging practice. During creative practice modules students will engage with, for example, their own peer group, other student cohorts, in house artist/scholars, industry professionals, artists and academics with disciplines other than their own. These creative dialogues will take place both within LBU and in other professional environments as relevant to study. Professional practice, its development and maintenance, is integral to the study of dance at LBU. Students engage with industry hosts and partners throughout their study at LBU, perhaps for example in the dance houses in the city itself; in the university studio in the context of making and sharing work; in regional cultural institutions.

More traditional lecture and seminar-based teaching and learning, facilitates a focussed platform for research and discussion of dance and its wider cultural context, supporting students in developing appropriate ways in which to become articulate primarily about dance itself, and subsequently about diverse dialogic art forms and cultural contexts with which dance is intrinsically interwoven, both through the academy and professionally. In all modules; technical, creative, theoretical or industry focussed, students are required to evidence understanding of their learning and this is done through a diverse set of tasks, including for example; technical and creative studio practice, live performance, presentation, portfolio, essay, negotiated learning agreement, or documentation of practice. All articulations of practice require relevant research undertaken with rigour by the student. Students are facilitated throughout by taught sessions, group and individual tutoring and mentoring, supervision, observation and peer feedback.

Continuous Assessment is often employed to measure the effectiveness of process within the student's learning, focussing perhaps on; workshop or rehearsal contribution, engagement with group discussion, the degree of engagement with given creative tasks, student's responses to independent study. Examples such as these give value to processual, and sometimes embodied knowing, and again reveal degrees of the students understanding of practice through the course of a creative process. Modes of assessment are designed and employed to reflect the industry focus of the course, so for example assessment may also be through live performance/product or a presentation.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

| Level 4 | | | |
|---|------------|---|------------|
| Semester 1 | Core (Y/N) | Semester 2 | Core (Y/N) |
| Dance Technique 1 (15 credits) | Y | Dance Technique 2 (15 credits) | Y |
| Dance: Performance Project (20 credits) | Y | Dance: Choreography Project (20 credits) | Y |
| Embodying Dance Contexts (taught across both semesters) (40 credits) | Y | Embodying Dance Contexts (taught across both semesters) (40 credits) | Y |
| Health & Wellbeing for Artistic Practice (taught across both semesters) (10 credits) | Y | Health & Wellbeing for Artistic Practice (taught across both semesters) (10 credits) | Y |

| Level 5 | | | |
|---|------------|---|------------|
| Semester 1 | Core (Y/N) | Semester 2 | Core (Y/N) |
| Dance Technique 3 (20 credits) | Y | Dance Technique 4 (20 credits) | Y |
| The Project Lab (20 credits) | Y | Introduction to Creative Arts Infrastructure (20 credits) | Y |
| Thinking Bodies in Performance (module taught across both semesters) (40 credits) | Y | Thinking Bodies in Performance (module taught across both semesters) (40 credits) | Y |

| Level 6 | | | |
|--|------------|--|------------|
| Semester 1 | Core (Y/N) | Semester 2 | Core (Y/N) |
| Arts Research (module taught across both semesters) (40 credits) | Y | Arts Research (module taught across both semesters) (40 credits) | Y |
| Company Project (40 credits) | Y | Lift Off Project (40 credits) | Y |

Part-time students will be supported by the course team to determine an appropriate selection of modules from the level for each year of study.

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director, but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities, and independent study. Modules may have more than one component of assessment.

Assessment

Level 4 is assessed predominantly by practical assignments with some coursework.

Level 5 is assessed predominantly by practical assignments with some coursework.

Level 6 is assessed predominantly by practical assignments with some coursework.

Workload

| Overall Workload | Level 4 | Level 5 | Level 6 |
|-----------------------------------|-----------|-----------|-----------|
| Teaching, Learning and Assessment | 429 hours | 405 hours | 314 hours |
| Independent Study | 771 hours | 755 hours | 886 hours |
| Placement | N/A | 40 hours | N/A |

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at studentadvice@leedsbeckett.ac.uk, telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

Support and Opportunities

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.