Programme Specification for BA (Hons) Dance Theatre

This document applies to Academic Year 2023/24 onwards

Table 1 programme specification for BA (Hons) Dance Theatre

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	BA Hons
5.	Programme title	Dance Theatre
6.	Pathways available	Single honours
7.	Mode and/or site of delivery	Standard taught Programme University of Worcester
8.	Mode of attendance and duration	Full time (3 years full time)
9.	UCAS Code	WW5K
10.	Subject Benchmark statement and/or professional body statement	Dance, Drama and Performance (2019)
11.	Date of Programme Specification preparation/ revision	March 2022. August 2022 – AQU amendments July 2023 – annual updates

12. Educational aims of the programme

This course is primarily aimed at students who wish to pursue a career in dance and performance, particularly for those who wish to work across contexts, for example as choreographers, performers, various roles within small performance companies, teachers, or dance therapists. It is also highly relevant for those considering a range of careers in the arts, for example as a digital creative, movement specialist, or project leader. However, through this course students will acquire and develop a wide range of intellectual and performative, subject-specific and transferable skills and qualities that could be applied to a range of careers and ongoing learning.

With such a strong focus on employability the modules have a clear focus on professional practice. There is an excellent balance between theory and applied practice, and the assessment strategy focuses on demonstrating theory through industrially relevant practice. The course uses Authentic Learning where possible to enable students to experience a wide range of professional practice. Such experiences allow students to develop networks of contacts, which will have a positive impact on future employment opportunities.

This degree has three clear strands of learning: technique and performance; dance making; and related vocational practice, such as learning and teaching or dance therapy. Each of these strands is developed and built upon as the course develops. From its very start the course encourages students to take ownership of their own learning, and strongly encourages exploration and innovation. It is designed to encourage reflective practice and resilience, not to fear failure but to critically examine it as an integral part of the learning process.

Students will be expected to understand relevant theories and practices and apply them to a particular context. A Dance Theatre graduate will be resilient, socially and culturally aware, technically strong, creative, digitally literate; and with a sound understanding of industry relevant practice.

This course has a strong focus on the role of the arts within the community, particularly around physical and mental wellbeing. We would expect our graduates to make a strong positive contribution to society and to inspire, educate and entertain. They would engage with concepts, ideas and debates that broaden and not be afraid to challenge perceptions and existing ideologies.

An important philosophical underpinning of this course is to recognise and celebrate dance in all its forms, especially recognising individual physicalities and cultural identities. This philosophy is expressed throughout the course both within modules and within our enhancement activities.

These educational aims provide the over-arching structure to the course and establish its key philosophical underpinning. The course enables students to:

a. Understand the role(s) of dance and the dance practitioner within society and be fully equipped to make a positive contribution within this area.

b. Draw upon relevant current practice and theory to work both independently and as part of a team within the dance and performance sector.

c. Develop creatively, technically and critically and to become reflective practitioners able to understand and advocate for their own continuing professional development needs.

d. Have developed skills in self-management, demonstrating the ability to set goals, manage workloads, work under pressure and meet deadlines.

e. Engage effectively in lifelong learning and professional development.

f. Demonstrate ethical, societal, environmental awareness and responsibility. Work sympathetically and effectively with those with physical and mental ill health.

g. Undertake a range of leadership, educational and management roles and inspire, educate and entertain others.

h. Develop strong and innovative digital literacy skills in order to function effectively across roles in the changing economy.

13.   Intended learning outcomes and learning, teaching and assessment methods

The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes.

The following learning outcomes have been informed by the Benchmark statements (see section 16) and adapted according to the needs of this particular course.

Table 2 knowledge and understanding outcomes for module code/s

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1.	Demonstrate and synthesize detailed understanding of the key components of performance within the fields of dance and theatre including ideational sources and the use of body, space, movement and environment.	THEA2001 DATH2001 THEA3000/DATH3004

	Knowledge and Understanding	
2.	Demonstrate and synthesize coherent and detailed understanding of the interrelationships within and between different areas and aspects of dance, theatre and performance within a diverse range of contexts.	THEA3000/DATH3004 DATH2002 THEA3007
3.	Engage creatively and critically with the creation and/or production of performance through a developed and sensitive understanding of appropriate performance vocabularies, techniques, crafts, structures and the use of group processes in the creation of work.	THEA2002 THEA2006 THEA3007 THEA3000/DATH3004

Table 3 cognitive and intellectual skills outcomes for module code/s

	Cognitive and Intellectual skills	
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
4.	Analyse subject matter, performances and curricula knowledge in dance theatre and dance making	DATH3005 THEA2004 THEA2006
5.	Deploy developed skills in critical engagement, demonstrating the ability to operate and think reflexively, creatively and critically, to develop ideas and to construct and present arguments in appropriate ways.	THEA3000/DATH3004 DATH3003
6.	Engage in independent research in the realm of dance and theatre, whether investigating past or present performances or as part of the process of creating and/or critically responding to performance.	THEA3000/DATH3004

Table 4 skills and capabilities related to employment outcomes for module code/s

	Skills and capabilities related to employability	
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
7.	Present developed dance and theatre performance through an understanding and application of appropriate performance vocabularies, techniques, crafts, technologies, structures, contexts, working methods and research paradigms.	THEA2001 DATH2003 DATH3006
8.	Develop and deploy technical performance skills across appropriate stylistic and performance contexts as appropriate to the industry.	THEA2004 DATH2001 DATH3006 DATH3005
9.	Engage creatively and critically with the skills and processes of learning and employment resulting in a nuanced understanding of employment roles for the dance theatre graduate.	THEA3007 DATH2001 DATH3003

Table 5 transferable/key skills outcomes for module code/s

	Transferable/key skills	
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**

Transferable/key skills		
10.	Demonstrate skills in self-management, including the ability to set goals, manage workloads, work under pressure, be punctual, meet deadlines and maintain a professional attitude.	THEA3000/DATH3004 THEA3003
11.	Work co-operatively with other people on practical and other tasks, offering and accepting constructive criticism, meeting group deadlines, making decisions and fulfilling group objectives.	THEA2001 THEA3000/DATH3004 DATH3006
12.	Articulate ideas and communicate information comprehensibly in visual, physical, oral and textual forms, creating and presenting in forms appropriate to content and context.	THEA3003 DATH2001 DATH2003 DATH3005

Learning, teaching and assessment

This course is very practical in nature and learning and teaching are generally framed around relevant practice. There is a clear thread of Authentic Learning through this course, especially the professional practice elements in order to ensure students gain an understanding on how to apply research in a practical and professional context.

Students typically attend a mixture of practical and theory classes in all modules, together with work-based learning and relevant vocational experiences. Many of the modules are student-centred and, where possible, the content is adapted to the students' own individual needs and interests. Students are very much seen as co-creators of their learning experiences.

The course aims to develop the student's digital literacy skills and relevant technologies are introduced throughout the course, building on previous experiences. This can be deepened through specific technology-based modules.

Assessment is typically through demonstration of application of learning to practice, for example by creating dance works, performing in pieces, carrying out or reflecting on professional practice, or carrying out research. Where possible we involve the student in both the method (e.g. essay, portfolio, presentation) and criteria for assessment, so they feel they can best demonstrate their academic development (sustainable assessment). A level of creativity is central to our work, and assessment is designed to be appropriate to creative activity and the promotion of independent learning.

Students benefit from access to two professionally equipped theatre studios and a large dance studio that support practice-based learning. Module delivery makes extensive use of Blackboard and other e-learning tools including social media platforms, Padlet, Office 365, Panopto etc.

Teaching

Common teaching methods include:
- Technique classes which are essential for developing strong dance skills.
- Creative workshops in which the students develop their own work. A range of formats are used to develop a wide range of creative practice.
- Theory classes, always supported by practical seminars in which the learning can be contextualised.
- Work-based learning/vocational experiences. These develop strong employability skills in the students and can be used after University to support applications for employment.

The course sees learning through modules as one of three elements within the educational journey, the others being personal academic tutorials and enhancement opportunities.

The personal academic tutor role provides an overview of the student's progress, allowing them to identify common areas of development and signpost to relevant learning, for example to support academic skills. A coaching approach is typically taken allowing students to set goals and reflect on progress against them.

Enhancement opportunities are provided by the course, the department and the school, and might include employer visits, production opportunities, cross-subject or subject-specific talks, collaborations, research opportunities and additional courses/qualifications. Whilst these are optional in nature, there is clear benefit to the students in taking up these opportunities to further shape their individual learning, skills and goals.

Contact time

In a typical week students will have between 14 - 16 contact hours of teaching depending on the semester and academic year. In the final year there is 3 hours less contact time per week in order to carry out more independent study.

Independent self-study

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement.

In addition to the contact time, students are expected to undertake around 22 - 24 hours of personal self-study per week. Typically, this will involve completing set directed study tasks. These might include practice of practical phrases, development of choreographic tasks, independent or guided research, reflection or project-type work.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Diversity and Inclusion

The University of Worcester is committed to providing a genuinely inclusive learning community for all students. We are working hard towards equalising outcomes for disadvantaged groups and removing any unhelpful obstacles or barriers to learning to ensure everyone is treated equitably. At the University, we embed the principles of inclusion into our professional practice to help ensure that all students have the opportunity to develop, work hard, and excel both academically and personally. We support personalised approaches to learning that take account of each individual's unique experiences and aspirations.

Ensuring the importance of diversity of personal identity and cultural heritage within the whole University community is a key policy imperative. Targeted learning and teaching strategies and networks such as the LGBTQ+ Allies Scheme increase understanding of gender and sexual diversity amongst staff and students. Individuals with protected characteristics including growing numbers who declare as neuro-diverse benefit from strong support structures. There is a commitment to enhancing the experience of Black and Global Majority students through efforts to decolonise the curriculum and encourage the sharing of multiple cultural perspectives. Alongside initiatives to widen the pool of teaching staff of diverse heritage, there is also a recognition of the need to raise

awareness of the effects of poorly understood structural racism in order to remove barriers to a fully diverse creative environment.

Students are encouraged to contact the Disability and Dyslexia Service (*https://www2.worc.ac.uk/disabilityanddyslexia/*) for more information and support.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. Where relevant we make use of sessional lecturers as these can bring relevant industrial experience to our modules.

Teaching is informed by research and consultancy, and 67% of permanent course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy.

Assessment

The assessed learning which students may achieve on the course can be classified under four different headings, or domains:

- *the conceptual* involves research, selection and analysis;
- *the productive* demands the interpretation and application of;
- *the contextual/critical* evidences critical thinking; and
- *the personal/interpersonal* tracks the development of those skills pertinent to organisation and successful completion of a project.

Assessment methods include portfolios (mainly e-portfolios), reflective work, practical classes, performances (including performances of their own work), project work, presentations, discussion, and reports.

Modules usually contain several assessment items, with a mixture of practical assessments, (for example a performance or technical exam) and related theoretical assessments (such as creative portfolios, reflections, presentations). A few modules have just a single assessment item worth 100% of the module. When this occurs, assessment usually requires a mixture of theoretical and practical work in order to complete.

Parity across modules is achieved by a system of equivalence that applies to word counts and practical work.

The assessment types on this course are:

Year 1

Technical Assessment:	2
Performance:	5
Portfolio:	3
Presentation:	2
Choreographed work:	1
Essay:	1

Year 2

Technical Assessment:	1
Performance:	5
Portfolio:	3

Choreographed work:	1
Unit of work:	1
Essay:	1

Year 3

Technical Assessment:	1
Performance:	2
Presentation:	3
Choreographed work:	1
Production notes:	1
Case study:	1
Job application:	1

Major independent project or final performance project: 1

14. Assessment strategy

The learning, teaching and assessment strategies utilised within the Dance Theatre course ensure that students will develop their knowledge, skills and understanding relevant to a career in dance and performance. Through the course, students will experience a range of assessment types within the modules that they complete. This is to ensure that students will not only develop subject specific knowledge and skills, but also develop a range of transferable skills such as team-working, communication skills and problem solving. It is also intended that by utilising such approaches to learning, teaching and assessment, students will increase their levels of employability.

Another element of the learning, teaching and assessment strategies within the course, focuses upon the use of a range of formative assessments, which are utilised within all modules. Such formative assessment tasks are designed to provide students with the opportunity to use detailed feedback to inform subsequent summative assessment work and develop their competency in completing a range of different modes of assessment. Such formative assessments take the form of a wide variety of tasks and activities such as; practical performances, student presentations, discussion activities, group work tasks and independent directed study tasks. These formative assessments are designed, and implemented, in order to assist and guide students in preparation for their summative assessments across all modules.

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Timely provision of effective feedback on assessed work is an important part of the educational process. Written feedback on all assessments will be provided electronically within 20 working days of the submission deadline.

The assessment strategy within the course is structured in such a way to provide a progressive approach to assessment tasks that develop skills applicable to future practice in both an academic contexts and future employment opportunities.

How student work is assessed

Each assessment item has general marking criteria contained in the module outline given to students at the beginning of the module, specific marking criteria are often worked out in conjunction with the students (sustainable assessment) based on these general criteria well in advance of any assessment. The principle is that students should confidently be able to express *what* they are being assessed on and *how* this demonstrates learning.

15. **Programme structures and requirements**

Please see the award map at Appendix 1 at the end of the document.

The course is available in full-time mode only as a single honours qualification.

16. **QAA and professional academic standards and quality**

The course reflects the Dance, Drama and Performance (2019) Subject Benchmark Statement that has been used to underpin the course learning outcomes. The course has taken account of the updating of the statement in terms of modules addressing Digital technology, Applied and Participatory theatre. The work is rigorously underpinned by appropriate theoretical approaches to performance e.g. analytic, historical, critical, contextual and the preparation for vocational destinations.

This award is located at Level 6 of the OfS sector recognised standards.

17. **Support for students**

Personal Academic Tutor

Each student will be allocated a Personal Academic Tutor (whenever possible from within the Course Team). Students will be given an opportunity to meet with their tutor during their induction sessions and the intention behind the system is that students will develop a close working relationship, so that the tutor builds up a clear picture of their progress throughout the course. The personal academic tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

Academic tutor sessions usually take one of two forms: either one-to-one sessions, at which notes are taken and stored on SOLE, or group-based sessions. Use is made of the academic tutorials checklist provided by the Professional Administrative Services team.

The Academic Tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of their own strengths and areas for development.
- A clear vision of what they want to achieve through HE study.
- Greater understanding of how study in their chosen discipline area at the University can help them towards their goals.
- Responsibility for their choices in modules, work and social life.
- A reflective approach to all the feedback they receive on their work.
- A sense (and a record) of progression and achievement in their development of subject and generic skills, attributes and personal qualities.
- An ability to use their greater awareness to articulate the benefits of their HE experience to others including employers.

The Personal Academic Tutor will also:

- Respond to student requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities;
- Provide information for and assist in the drafting of the University reference.

Students should meet their Personal Academic Tutor four times annually although students may also need to contact their tutor at other times, particularly if the student is experiencing problems and individual tutorials can be arranged as necessary.

Transition

Students' transition into University life is assisted by an initial one week's induction programme, which, through a range of activities, introduces students to their course, the staff who will be teaching them and other students within the School of Arts. Students are, for example, invited to attend the School of Arts Party in induction week.

During this initial induction week, students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, and the Careers and the Counselling Service.

Progressing students are also provided with a brief induction into their second and third years and incoming direct entry students are given additional, dedicated support by a named member of staff whose role it is to help them settle and to understand expectations.

Further support for students can be found at:

- Firstpoint: *https://www2.worc.ac.uk/firstpoint/*
- Student support: *https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx*

18. Admissions

Admissions policy

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of increasing access, widening participation, equality, diversity, inclusion and to assisting students to achieve their potential.

Entry requirements

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html.

See Admissions Policy for other acceptable qualifications.

(From Sept 2023)
This degree requires previous dance experience equivalent to level 5 (Advanced-Intermediate). This might be from a graded examination, such as from ISTD, IDTA, RAD, BBO, etc, or from a level 3 qualification such as a BTEC or A-level in dance/performing arts with strong dance element.

If you do not have these, or do not have formal dance training, we are able to provide an in-house assessment of your dance experience as appropriate for the course.

Disclosure and Barring Service (DBS) requirements

DBS may be required for the Professional Placement, Independent Project, Dance and Movement Therapy, Leading and Teaching in the Performing Arts modules. This will be clearly communicated to the students taking these modules.

Recognition of Prior Learning

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the

University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures

Full-time applicants apply through UCAS (WW5K)

It is also standard practice to invite prospective students to an applicant visit day, details for which will be sent with the invitation.

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

Top-up from an HND to BA (Hons) degree

Students with an HND in Performing Arts or related area (with a significant component of dance) will normally be invited in for an interview and if successful be invited to join the course in either the second or third year of study (where such a year group exists). Students should apply through UCAS and will be invited for interview on the strength of this application. Please contact the Admissions Office for further information or guidance (01905 855111). Students with a related Foundation degree will normally be interviewed and, if successful, be invited to join the course in either the second or third year of study.

Students should apply through UCAS and will be invited for interview on the strength of this application. Please contact the Admissions Office for further information or guidance (01905 855111).

19. **Regulation of assessment**

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE in Dance Theatre	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total of the award as specified on the award map.
Diploma of Higher Education DipHE in Dance Theatre	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits of the award as specified on the award map.

Degree in Dance Theatre (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6 (though not the Dissertation/Project module) as specified on the award map.
Degree in Dance Theatre with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:
- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2 OR

- Classification determined on the profile of the 120 credits attained at Level 6 only

- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#)

Please Note: The above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022.

20. **Graduate destinations, employability and links with employers**

Graduate destinations

By following a course in Dance Theatre, students will be able to follow a variety of career pathways upon completion of their studies. Due to the nature of the course, students are able to develop specific areas of interest and experience new areas of study. Graduates may subsequently, therefore, find employment in a variety of areas including:

- Freelance performers, choreographers and theatre makers
- Community dance/theatre artist
- Dance Movement Therapist
- Somatic health practitioner
- Primary, Secondary and Further Education Dance Teacher
- Education and outreach practitioners
- Arts administration
- Dance Physiotherapist or Scientist
- Scenographer / stage management
- Digital creative
- Digital performer
- Movement specialist

The subject-specific and excellent transferable skills afford access to a wider range of career opportunities and students on the related Theatre, Acting and Performance, and Community Dance Practice courses are now working in professions as diverse as: administration and general management; hotels and catering; information services and information technology; marketing; public relations; social and pastoral care; physiotherapy, and education.

On completion of this course, graduates could progress into teaching or community education. This could be achieved by gaining Qualified Teachers Status (QTS) via a number of different routes such as the Post Graduate Certificate of Education (PGCE) or the School Direct programme.

In addition, students receive a sound foundation for further learning and students from related courses have successfully progressed onto postgraduate courses at a variety of universities, including within Physiotherapy and Dance Performance.

Links with employers

It is the nature of Dance Theatre graduates that they tend to work in a freelance or small company capacity. However, our students can receive excellent career advice from the many employer organisations with whom we have close links.

- Many dance graduates progress to PGCEs and we have excellent links with the [Dance PGCE at the University of Wolverhampton](#) where many of our students have studied.
- Local performance companies include the internationally renown [2Faced Dance](#), [Motionhouse](#), [ACE Dance and Music](#).
- Those interested in working therapeutically with dance will benefit from our close links with the [UK Association for Somatic Movement and Dance Therapy](#).

Links with alumni

In addition to the university's mechanisms for keeping in touch with alumni, we have a Facebook page for sharing information and for posting employment opportunities. We also have a policy of inviting back graduates who are now working in areas related to the course to give talks or to run workshops for current students.

Student employability

A number of modules are designed to help students develop specific career and professional skills in, for example, fundraising, presentation, business planning, CV writing, networking and applying learning to wider contexts. These modules include the Level 5 modules *Directed Public Performance, Learning and Teaching in the Performing Arts* and, at Level 6, the modules *Professional Practice with Placement*, *Dance and Movement Therapy*

The students are able to obtain advice on career development through the academic tutoring system at all academic levels.

During the course of their degree, all students will have opportunities to:
- Undertake work placements as part of their credit bearing study.
- Meet and benefit from the advice of leading professional theatre practitioners in a range of modules.
- Develop and grow a 'live CV', for presentation to prospective employers.
- Obtain opportunities to audition and take part in professional performances or arts education projects, for which payment may be made.
- Gain specialist careers advice.
- Prepare applications for postgraduate academic study.
- Present work to the public and potential employers via the production and public performance-based modules.
- Enhance skills in enterprise and entrepreneurship.
- Understand the practicalities and mechanics of becoming self-employed and setting up small businesses.
- Apply for funding towards realising specific projects and business ideas.
- Develop a business plan.
- Be involved in project management and fundraising.

A variety of employers have played a role in terms of shaping the curriculum and advising on industry updates, in particular [Dancefest](#) the dance development organisation for Hereford and Worcestershire, [OneDanceUK](#), the national governing body for dance, [People Dancing](#), the national governing body for community dance, [2Faced Dance](#), as well as several local schools and private dance organisations.

Extra-curricular opportunities

The course recognises the importance of professional experience to the development of students, and so outward-facing engagement with creative industry organisations is integral to the delivery of the course. Additionally, we provide opportunities for students to take part in performance productions or special projects developed by the University or its partners. Recent projects of this kind include:

- Working with a professional production company on an internationally released TV show.
- Children's dance theatre commission.
- "Curtain raiser" performances.
- Aerial hoop training and production.
- Community health and care home opportunities

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.

Appendix 1: Award map for Single Honours at Levels 4, 5 and 6

Table 6 heading for course title

Course Title: BA (Hons) Dance Theatre	

Level 4

Table 7 award map for level 4 BA (Hons) Dance Theatre

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
DATH1001	Dance Techniques	30	M	N/A	N/A
THEA1001	Devising & Physical Theatre	30	M	N/A	N/A
THEA1004	Performance Design & Production	15	M	N/A	N/A
THEA1002	Visual Storytelling	15	M	N/A	N/A
DATH1002	Choreographic Practices	15	M	N/A	N/A
DATH1003	Aerial technique and Contemporary Circus Skills	15	M	N/A	N/A

Single Honours Requirements at Level 4

Single Honours students must take 120 credits from the table above to include all mandatory modules.

Level 5

Table 8 award map for level 5 BA/BSc (Hons) Dance Theatre

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
THEA2001	Directed Public Performance	30	M	N/A	30 credits in one semester (S2)
DATH2003	Leading and Teaching in the Performing Arts	15	M	N/A	N/A
DATH2001	Dance Technique and the Thinking Body	30	M	N/A	N/A
THEA2004	Performance and Digital Media	15	O	N/A	N/A
THEA2006	Musical Theatre	15	O	N/A	N/A
THEA2002	Creative Movement Practices	15	O	N/A	N/A
DATH2002	Repertoire	15	M	N/A	N/A

Single Honours Requirements at Level 5

Single Honours students must take 120 credits from the table above to include all mandatory modules and thirty credits from THEA2004, THEA2002 and THEA2006.

Level 6

Table 9 award map for level 6 BA (Hons) Dance Theatre

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
DATH3006	Touring performance	30	M	N/A	N/A
THEA3000	Final Performance Project (dissertation equivalent)	30	O	N/A	Excluded: DATH3004
DATH3004	Independent Project (dissertation equivalent)	30	O	N/A	Excluded: THEA3000
THEA3003	Professional Practice with Placement	15	M	N/A	N/A
THEA3007	Immersive & Site-Responsive Performance	15	M	N/A	N/A
DATH3005	Working with Camera and Media	15	M	N/A	N/A
DATH3003	Dance and Movement Therapy	15	M	N/A	N/A

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include all mandatory modules and **either** THEA3000 *or* DATH3004.