



## Course Information Form

This Course Information Form provides the definitive record of the designated course

### General Course Information

|  |   |
|--|---|
| Course Title   | Dance and Professional Practice<br>Dance and Professional Practice (with Professional Practice Year)  |
| Qualification  | BA (Hons)   |
| FHEQ Level   | Level 6   |
| Intermediate Qualification(s)  |   |
| Awarding Institution   | University of Bedfordshire  |
| Location of Delivery   | AB  |
| Mode(s) of Study and Duration  | Full-time over 3 years<br>Part-time pathway typically over 6 years<br>Professional Practice Year over 4 years   |
| Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement |   |
| UCAS Course Code   | W590  |
| External Benchmarking  | QAA Framework for Higher Level Qualifications (Level 6 Bachelor's Degree with Honours)<br>QAA Subject Benchmark Statement: Dance Drama and Performance (2015) |
| Entry Month(s)   | September   |

### Why study this course

The course is a practice led and exploratory study of dance that will equip you with a range of skills and encourage your development as an individual practitioner and artist. With excellent facilities and professional expertise you will be immersed in a range of dance experiences and practices within a supportive academic community.

## Educational Aims

The course facilitates the development of skills for inquisition and enquiry through creative and research methodologies. Students invest in compositional practices acquiring a comprehensive and varied set of improvisation skills and choreographic knowledge. Developing self-reflection skills is fundamental to professional and technical progression and experiencing a range of modes of performance and dance making underpins learning. All learning is contextualised through engaging in published theory and professional practice. Students critically analyse dance as a text in relation to their own and professional practice. Students can locate their creative and performance work historically, culturally and socially and communicate their understanding verbally, physically and in written form. Collaboration is crucial to artistic practice and effective participation in group work is required. Students articulate their awareness and understanding of the dance sector through their entrepreneurial practice. Students plan, design, create and deliver a range of artistic and entrepreneurial outputs and can discuss and evaluate the process. Students can debate the political and artistic movements that contribute to the evolution of dance.

## Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

| Unit Code | Level | Credits | Unit Name  | Core or option |
|-----------|-------|---------|--|----------------|
| PAE001-1  | 4     | 30      | Practising Ideas   | Core           |
| PER005-1  | 4     | 30      | Dance Technique  | Core           |
| PER006-1  | 4     | 30      | Improvisation and Composition: Space/<br>Time/ Body      | Core           |
| PER007-1  | 4     | 30      | Applied Choreography: Dance and<br>Innovations           | Core           |
| PER005-2  | 5     | 30      | Dancing Cultures   | Core           |
| PER006-2  | 5     | 30      | Improvisation and Composition: Narrative/<br>Self/ Other | Core           |
| PER007-2  | 5     | 30      | Applied Choreography: Dance and<br>Leadership            | Core           |
| PER008-2  | 5     | 30      | Dance Practice   | Core           |
| MED067-2  | 5     | -       | Professional Practice Year                               | Option         |
| PER005-3  | 6     | 30      | University Dance Company                                 | Core           |
| PER006-3  | 6     | 30      | Applied Choreography: Dance and<br>Entrepreneurship      | Core           |

|          |   |    |   |        |
|----------|---|----|---|--------|
| PER007-3 | 6 | 30 | Improvisation and Composition:<br>Choreographic Resolutions | Core   |
| PER018-3 | 6 | 30 | Dance Dissertation  | Option |
| PER019-3 | 6 | 30 | Dance Practice as Research                                  | Option |

### Course-Specific Regulations

Not applicable

### Entry requirements

112 UCAS points

You will also be required to participate in the audition process as part of your application to the course. This consists of taking part in an observed contemporary dance class and participation in a choreographic workshop. You will also be interviewed within a small group setting as part of the application process.

For more information on standard entry requirements please go to <http://www.beds.ac.uk/howtoapply/ukugentryreqs> for UK students, <http://www.beds.ac.uk/howtoapply/eu> for EU students and for international students, more information is available at <http://www.beds.ac.uk/international/international-applications>

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### Additional Course Costs

Not applicable

### Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Use high level technical, compositional and analytical skills to think plan and respond creatively and effectively to impact upon interdisciplinary and dance based projects.
- Work collaboratively on projects especially within professional artistic practice, dance education and community dance to contribute to the development and progression of the dance sector.
- Approach tasks with rigor, openness and integrity, to enrich the dance experiences of those they encounter.

### Course Learning Outcomes

A graduate student will be able to

1. Demonstrate cognitive, perceptual, motor and personal skills, qualities and abilities commensurate with the role and function of the articulate dance practitioner
2. Evidence embodied technical, creative and practical skills, knowledge and understanding in key subject areas, including technique, performance, choreography, improvisation and interdisciplinary practice
3. Apply analytical and critical skills to the historical and contextual study of dance and the dancing body

4. Independently utilize appropriate techniques of enquiry to research and interrogate issues within dance and in related areas of interdisciplinary and multi-disciplinary practice
5. Identify and comment upon particular aspects of current research, scholarship and professional practice in Dance drawing on scholarly articles and examples of established practice.
6. Manage their own learning and use methods and techniques to apply knowledge and understanding to initiate and complete projects to agreed deadlines and parameters
7. Use critical and reflective methods and approaches to evaluate their own work and that of others
8. Effectively communicate information, ideas and products to both specialist and non-specialist audiences physically, verbally and in written form

In order to qualify for the award of BA Dance and Professional Practice (with Professional Practice year) students will need to meet all of the outcomes above and

9. Demonstrate knowledge and analytical understanding of professional practice by successfully completing an approved period of approved work place practice.

### **PSRB details**

Not applicable

### **Learning and Teaching**

The course facilitates a learning experience which is meaningful, active, reflective, collaborative and creative and which aims to deepen your understanding of the theory / practice relationships that underpin the study of dance. A focus on practice based learning is fundamental to the ethos of the course and the synthesis of theory and practice is embedded in all units. Learning is delivered through lectures, seminars, tutorials, workshops and classes. Across the course these different modes are interrelated, therefore theorising about and discussing an aspect of dance in one session is then experienced and physically/ creatively explored in another. The development of skills for team work, communication, physical articulation, creativity, problem solving and research are taught in all units and underpin all modes of learning with increasing sophistication as you progress through the course. Staff research and professional practice including those of visiting practitioners, guest artists and hourly paid lecturers ensure a rich, current and challenging student curriculum.

### **Assessment**

There are a range of summative assessments used on the course.

Practical assessments including performing dance exercises and repertoire, showing choreographic or compositional work and teaching workshops or classes. These also identify your level of attainment regarding professional and collaborative practices and engagement in practice led research in the fields of technique, performance, choreography and pedagogic practices.

Written assessments including writing essays and portfolios, assessing your analytical, written communication and reflective skills and practice. These also identify your level of attainment regarding synthesising and understanding published theory, adherence to academic conventions, structuring arguments and the clarity and logic of your writing.

Presentation assessments including performance presentations, academic papers and market place presentations assess your verbal communication, academic and entrepreneurial skills and ability to structure and disseminate your work in a live context. These also identify your level of attainment regarding locating and situating your own research and practice in both academia and the dance industry.

The use of formative assessments across the units enables you to monitor your progress.

As you progress through the 3 years, performance and choreographic work moves from studio based 'in class' assessments to public performances culminating in a performance tour in the final year. Your writing and research skills gradually build to equip you with the skills for your final year project or dissertation.

There is significant additional support for students working towards assessment; guided rehearsals provide additional studio space to work towards practical assessments, one to one supervision for choreographic and written work and PAD, the professional academic development team.

**Assessment Map**

| Unit Code | C / O | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|-----------|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| PAE001-1  | C     |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | 1  |    |    | F  |    |    |    | 2  |    |    |
| PER005-1  | C     |   |   |   |   |   |   |   |   |    |    |    | 1  |    |    | F  |    |    |    |    |    |    |    |    |    |    |    | 1  | 2  |    |
| PER006-1  | C     |   |   |   |   |   |   |   |   | 1  |    |    | F  |    |    |    |    |    |    |    |    |    |    |    | 2  |    |    | F  |    |    |
| PER007-1  | C     |   |   |   |   | 1 |   |   | F |    |    |    |    |    | 2  |    |    | F  |    |    |    |    |    |    |    |    |    |    |    |    |
| PER005-2  | C     |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | 1  |    |    | F  |    |    |    | 2  |    |    |
| PER006-2  | C     |   |   |   |   | 1 |   |   | F |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 2  |
| PER007-2  | C     |   |   |   |   |   |   |   |   |    | 1  |    |    | F  | 2  |    |    | F  |    |    |    |    |    |    |    |    |    |    |    |    |
| PER008-2  | C     |   |   |   |   |   |   |   |   |    |    |    | 1  |    |    | F  |    |    |    |    |    |    |    |    |    | 2  |    | F  |    |    |
| PER005-3  | C     |   |   |   |   |   |   |   |   |    | 1  |    |    | 2F |    |    | F  |    |    |    |    |    |    |    |    |    |    |    |    |    |
| PER006-3  | C     |   |   |   |   | 1 |   |   | F |    |    |    |    |    | 2  |    |    | F  |    |    |    |    |    |    |    |    |    |    |    |    |



## **Developing your employability**

The professional theatre located on campus provides subsidised student tickets to professional performances as well as voluntary opportunities to work in the theatre. There are regular trips to galleries and theatres to see professional work throughout the year at national theatres such as Sadler's Wells, The National Theatre, The Barbican and The Robin Howard Theatre. The department works proactively with the Partnerships team in the university offering workshops, classes and taster days to local school students. Our students have the opportunity to volunteer to deliver workshops, perform or support these days.

Students who register for the degree with professional practice year will additionally attend a series of workshops and activities related to securing a suitable placement and compulsory briefings at the end of year 2 to ensure that all legal requirements for health and safety, safeguarding etc. training have been met. This will be explained more fully in your professional practice handbook once you have registered with the Careers and Employability Service's Student Development and Awards Team in your first year. If you will be working with children and/or vulnerable people you will be required to have a DBS check and undertake Safeguarding and Prevent training.

## **After Graduation**

### Career

The Dance and Professional Practice course prepares you for the following career options:

- Dancer: independent / freelance dance artist, small / middle scale touring
- Interdisciplinary Performer: collaborative and interdisciplinary performance work
- Choreographer: independent dance maker / artist, choreographer to specific brief and / or group / project
- Teacher: formal education, community outreach, workshop leader
- Independent Portfolio Worker in the Creative Industries: consultancy, case study and presentation
- Screen-based Performer: performer in film / video industry, commercial sector
- Manager / administrator: dance sector, interdisciplinary arts sector

### Further study at the University of Bedfordshire

- MA programmes: Dance Performance and Choreography Community Dance Leadership
- MSc programmes: Dance Science

### Other possible further study



- Further vocational training: Dance, Interdisciplinary Performance, Physical Theatre
- Postgraduate programmes at other institutions including PGCE Secondary Dance Education, primary or early years education and arts management

### Additional Information

The course will enable you to fully immerse yourself in the dance community at the university, locally and nationally. The Junior Research Institute offers extra and co-curricular opportunities to engage in research projects throughout the year. Annual projects will offer you the opportunity to engage in activities collaboratively to extend your learning and enhance your experience.

### Student Support during the course

You will be assigned a Personal Academic Tutor (PAT) on arrival at the University. Your PAT will be a member of the department and a specialist in your area of study. Your PAT will monitor your progress and offer support with any personal and professional problems you may experience throughout the three years of your degree. He/She may also direct you to other services available through the Student Information Desk (SiD).

All tutors have office hours for two hours per week. Students are invited to sign up for tutorials with tutors during these times. This may be to discuss a particular piece of work or other academic issues that you need further advice on.

For many units you will be working towards a creative output, the unit tutor(s) will allocate time both in classes and outside classes to provide supervision, guidance and support in the making process. For other units you will also have allocated tutorials for written work, to provide additional guidance. This guidance may also be to direct you to additional university services to support your academic development.

In your final year of study you will be allocated supervisors for your independent choreographic projects and your dissertations. These supervisors will work alongside your projects to provide targeted support for you and your projects.

### Course Equality Impact Assessment

| Question   | Y/N | Anticipatory adjustments/actions  |
|--|-----|---|
| The promotion of the course is open and inclusive in terms of language, images and location?   | Y   |   |
| Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, | Y   | Students with disabilities will be advised on a 1:1 basis and adaptations made as appropriate |

|  |   |  |
|--|---|--|
| placements, field trips etc.   |   |  |
| Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ?                 | N |  |
| If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination? | Y |  |
| Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.                                      | Y |  |
| Confirm that the course handbook makes appropriate reference to the support of disabled students.  | Y |  |

| <b>Administrative Information – Faculty completion</b> |   |
|--|---|
| <b>Faculty</b>   | <b>Creative Arts Technologies and Science</b> |

<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation



| <b>Date<br/>(dd/mm/yyyy)</b>                                     | <b>Nature of Update</b>                 | <b>FTQSC Minute Ref:</b> |
|--|---|--------------------------|
| 5/7/2017   | Trimesterised delivery                  |                          |
| 17.7.2018  | Updated Assessment Map and some wording |                          |
|  |   |                          |
|  |   |                          |
| <b>Administrative Information – Academic Registry completion</b> |   |                          |
| <b>Route code (post approval)</b>                                |   |                          |
| <b>JACS / HECoS code (KIS)</b>                                   |   |                          |
| <b>SLC code (post approval)</b>                                  |   |                          |
| <b>Qualification aim (based on HESA coding framework)</b>        |   |                          |



## Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

### General course information

|                                   |                                 |
|-----------------------------------|---------------------------------|
| <b>Course Title</b>               | Dance and Professional Practice |
| <b>Qualification</b>              | BA (Hons)                       |
| <b>Route Code (SITS)</b>          | BADPP-S                         |
| <b>Faculty</b>                    | Creative Arts and Sciences      |
| <b>Department/School/Division</b> | School of Media and Performance |
| <b>Version Number</b>             |                                 |

### Annex A: Course mapping of unit learning outcomes to course learning outcomes

|                  |              |              |              |              |              |              |              |              |              |              |              |              |              |
|------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>Unit code</b> | PAE001<br>-1 | PER005<br>-1 | PER006<br>-1 | PER007<br>-1 | PER005<br>-2 | PER006<br>-2 | PER007<br>-2 | PER008<br>-2 | PER005<br>-3 | PER006<br>-3 | PER007<br>-3 | PER018<br>-3 | PER019<br>-3 |
| <b>Level</b>     | 1            | 1            | 1            | 1            | 2            | 2            | 2            | 2            | 3            | 3            | 3            | 3            | 3            |
| <b>Credits</b>   | 30           | 30           | 30           | 30           | 30           | 30           | 30           | 30           | 30           | 30           | 30           | 30           | 30           |

| Core or option                          | Core  | Core       | Core       | Core       | Core       | Core       | Core       | Core       | Core       | Core       | Core       | Option     | Option     |
|---|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <b>Course Learning Outcome (number)</b> | <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i> |            |            |            |            |            |            |            |            |            |            |            |            |
| 1                                       | LO1<br>LO2  | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 |
| 2                                       |   | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO2        | LO1<br>LO2 | LO2        | LO1<br>LO2 | LO1<br>LO2 |            | LO1<br>LO2 |            | LO1<br>LO2 |
| 3                                       | LO1<br>LO2  |            |            |            | LO1<br>LO2 |            |            |            |            | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 |
| 4                                       | LO1<br>LO2  | LO2        | LO1<br>LO2 |            | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO2        | LO1        | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 |
| 5                                       | LO1<br>LO2  | LO2        | LO2        |            | LO1<br>LO2 | LO1<br>LO2 | LO1        | LO2        |            | LO1<br>LO2 |            | LO1<br>LO2 | LO1<br>LO2 |
| 6                                       | LO1<br>LO2  |            | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 |            | LO2        | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 |
| 7                                       | LO1<br>LO2  | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 | LO1<br>LO2 |
| 8                                       | LO1<br>LO2  | LO2        |            | LO2        | LO1<br>LO2 |            | LO1<br>LO2 |            | LO2        | LO1<br>LO2 |            | LO1<br>LO2 |            |

## Annex B: Named exit or target intermediate qualifications

*This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.*

### Section 1: General course information

|  |  |
|--|--|
| <b>Intermediate Qualification(s) and titles</b>              | <p><i>Specify the intermediate qualifications which are named exit or target qualifications (award types) AND what the qualification titles will be, as stated in the course information section of the associated CIF</i></p> <p><i>It is not necessary for the intermediate qualifications to have the same titles as the overall award, but the title must reflect the units taken to achieve it.</i></p>                               |
| <b>Mode(s) of Study and Duration</b>                         | <p><i>Indicate whether each intermediate qualification will be offered full time, part time or both, and the standard amount of time a student will take to complete each target qualification.</i></p>  |
| <b>Type of Intermediate Qualification(s)</b>                 | <p><i>State whether the intermediate qualifications are named exit and/or target awards.</i></p> <p><i>Students register for target awards at the commencement of their study. Named exit awards provide an opportunity to gain a named qualification when a student fails to complete the main qualification for which they were registered or because they do not achieve the requirements of their original main qualification.</i></p> |
| <b>Route Code(s) (SITS) of Intermediate Qualification(s)</b> |  |

### Section 2: Qualification unit diet

*One table to be used for each intermediate qualification*

|   |  |                          |
|---|--|--------------------------|
| <b>Confirmation of unit diet for:</b>   | <i>Insert intermediate qualification and title</i> |                          |
| The units to achieve the credits required may be taken from any on the overall diet for the main course qualification |  | <input type="checkbox"/> |
| A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)  |  | <input type="checkbox"/> |
| A specific set of units must be taken to achieve the credits required (specify units below)                           |  | <input type="checkbox"/> |

List of units (if applicable):-





### Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

| Course (or intermediate) qualification and title   |                          |                            |   |   |   |   |   |   |   |
|--|--------------------------|----------------------------|---|---|---|---|---|---|---|
| FHEQ Descriptor for a higher education qualification   | (insert level and title) | Course Learning Outcome(s) |   |   |   |   |   |   |   |
|  |                          | 1                          | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline  |                          | x                          |   |   |   | x |   |   |   |
| an ability to deploy accurately established techniques of analysis and enquiry within a discipline   |                          | x                          | x |   |   |   |   | x |   |
| conceptual understanding that enables the student: to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline                |                          | x                          | x |   |   |   |   | x |   |
| an appreciation of the uncertainty, ambiguity and limits of knowledge  |                          |                            |   |   |   | x |   |   |   |
| the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).  |                          |                            |   |   |   |   | x |   |   |
| apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects   |                          |                            |   | x |   |   |   |   |   |
| critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem  |                          |                            |   |   |   |   |   | x |   |
| communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.  |                          |                            |   |   |   |   |   |   | x |
| the qualities and transferable skills necessary for employment requiring:<br>the exercise of initiative and personal responsibility<br><ul style="list-style-type: none"> <li>• decision-making in complex and unpredictable contexts</li> <li>• the learning ability needed to undertake appropriate further training of a</li> </ul> |                          | x                          |   |   |   |   | x | x |   |

|                                    |  |  |  |  |  |  |  |
|------------------------------------|--|--|--|--|--|--|--|
| professional or equivalent nature. |  |  |  |  |  |  |  |
|------------------------------------|--|--|--|--|--|--|--|

| <b>Subject Benchmark Statement(s)</b>  | <i>(insert title(s) and year)</i> | <b>Evidence and/or Course Learning Outcome(s)</b><br><i>How the course takes account of relevant subject benchmark statements</i> |
|--|-----------------------------------|---|
| <b>Subject knowledge, understanding and abilities</b>  |                                   |   |
| creative and intelligent engagement with forms, practices, techniques, traditions, histories and applications of performance   |                                   | CL01  |
| creative and intelligent engagement with the key components of performance and the processes by which it is created, realised, managed, distributed and documented   |                                   | CL01  |
| intelligent engagement with critical and theoretical perspectives appropriate to the study of performance  |                                   | CL01  |
| intelligent engagement with key practitioners and practices and/or theorists and their cultural and/or historical contexts   |                                   | CL05  |
| creative and intelligent engagement with the role and function of performance in social, educational, community and other participatory settings   |                                   | CL01  |
| intelligent understanding of the interplay between critical and creative modes of enquiry within the field of study  |                                   | CL04  |
| intelligent understanding of how to read and interpret texts, media, dance notations and/or scores to create performance   |                                   | CL03  |
| creative and intelligent understanding of key components of performance within the disciplines such as the role and function of ideational sources, performers, body, space, sound, text, movement and environment |                                   | CL02  |
| creative and intelligent understanding of appropriate interdisciplinary elements of dance, drama and performance and how to apply knowledge, practices, concepts and skills from other disciplines                 |                                   | CL02  |
| engage creatively and critically with the skills and processes of performance and production, and have an ability to select, refine and present these in performance   |                                   | CL01  |
| <b>Subject-specific skills</b>   |                                   |   |
| engage creatively and critically with the skills and processes of performance and production, and have an ability to select, refine and present these in performance   |                                   | CL01  |
| engage creatively and critically with the possibilities for performance implied by a text, dance notation or score and, as appropriate, to realise these sources sensitively through design and performance        |                                   | CL02  |
| engage creatively and critically with the creation and/or production of performance through a developed and sensitive understanding of appropriate performance   |                                   | CL02  |

|   |      |
|---|------|
| vocabularies, techniques, crafts, structures and working methods  |      |
| engage creatively and critically in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance  | CL03 |
| identify and interpret critically the cultural frameworks that surround performance events and on which these events impinge.   | CL03 |
| <b>Generic and graduate skills</b>  |      |
| engage creatively and critically with the skills and processes of performance and production, and have an ability to select, refine and present these in performance  | CL07 |
| engage creatively and critically with the possibilities for performance implied by a text, dance notation or score and, as appropriate, to realise these sources sensitively through design and performance                     | CL07 |
| 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 working methods | CL02 |
| engage creatively and critically in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance  | CL06 |
| identify and interpret critically the cultural frameworks that surround performance events and on which these events impinge.   | CL07 |

*The format of the following mapping tables may be adjusted.*

| <b>Qualification Characteristic</b>   | <i>(insert title and year where appropriate)</i> | <b>Evidence</b><br><i>How the course takes account of relevant qualification characteristics documents</i> |
|---|--|--|
| Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively. |  | CL07   |
| Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and  |  | Graduate Impact Statement  |

