

# PROGRAMME SPECIFICATION

## 1. Key Information

<b>Programme Title:</b>	BA (Hons) Dance BA (Hons) Dance with Foundation Year BA (Hons) Dance (Top-Up)
<b>Awarding Institution:</b>	Buckinghamshire New University
<b>Teaching Institution(s):</b>	Buckinghamshire New University
<b>Subject Cluster:</b>	Dance & Performing Arts
<b>Award Title (including separate Pathway Award Titles where offered):</b>	BA (Hons) Dance BA (Hons) Dance and Fitness
<b>Pathways (if applicable)</b>	Dance Dance and Fitness
<b>FHEQ level of final award:</b>	6
<b>Other award titles available (exit qualifications):</b>	Certificate of Higher Education Diploma of Higher Education BA Dance (or relevant pathway)
<b>Accreditation details:</b>	
<b>Length of programme:</b>	3 years 4 years with Foundation Year 1 year Top-Up
<b>Mode(s) of Study:</b>	Full Time
<b>Mode of Delivery:</b>	In person (on-site) delivery
<b>Language of study:</b>	English
<b>QAA Subject Benchmark(s):</b>	Dance, drama and performance (2019)
<b>Other external reference points (e.g. Apprenticeship Standard):</b>	
<b>Course Code(s):</b>	BADANCFT / BADANCFY / BADANCTU
<b>UCAS Code(s):</b>	
<b>Approval date:</b>	1 December 2022
<b>Date of last update:</b>	

## 2. Programme Summary

This course offers you the chance to hone your dance technique and performance skills through taught classes and performance opportunities, whilst extending your knowledge of how to manage your own creative career. In addition to practical dance training, you will also develop your skills in creating dance, leadership, teaching, dance science and research. Whilst the course specialises in jazz dance, you will take part in ballet classes, body

conditioning sessions and other diverse dance styles to enable you to grow as a creative dance artist.

The programme has been designed to prepare you to adopt a flexible and entrepreneurial approach to your career to enable you to be prepared for a variety of roles within the dance and/or fitness sectors. These may include dance teaching, performance, research, management, production, fitness instruction and personal training. The programme places emphasis on self and career management and equips you with professional skills to support either an employed or self-employed career path. You will understand and engage with current industry practices through regular networking opportunities (work experience, workshops, masterclasses) with industry professionals to equip you with a depth of knowledge and understanding of the current industry in order to thrive in your future career. The course aims to be dynamic, diverse and inclusive to meet the changing needs of the dance industry.

This course offers you the chance to study at an institution rich in culture, with The Wycombe Swan Theatre next door and the West End just a short train ride away. This industry focused programme is delivered through a variety of teaching mediums; studio classes, workshops, lab sessions, lectures and seminars, all designed to provide a stimulating environment with opportunities for you to work with local dance organisations and professional dance and fitness practitioners to give you the best start to your future career.

### 3. Programme Aims and Learning Outcomes

#### Programme Aims

This programme aims to:

1. Nurture forward-thinking graduates who have the skills to adapt to a variety of different careers in the dance and/or fitness industry
2. Provide learners with a critical awareness of the wider dance and fitness industries and their position in an ever-changing political, economic and social climate
3. Enhance learners' dance technique and performance skills in a nurturing learning environment
4. Develop creative, questioning graduates with skills in reflection, research and independent learning
5. Instil professional values and a foundation for continued personal development

#### Programme Learning Outcomes

##### Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
K1	Communicate an understanding of the interplay between practice and theory within a range of dance contexts.
K2	Demonstrate knowledge of current technology in the dance industry and how it can be used to enhance performance.
K3	Demonstrate an understanding of the creative and professional skills needed to work in the dance and/or fitness industries.

<b>K4</b>	Synthesise an understanding of psychological concepts and their application to a dancer/ dance context.
<b>K5</b>	Demonstrate a critical awareness of significant political, cultural and social events and how these relate to the dance and/ or fitness industries.

### Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>C1</b>	Analyse human structure and function in relation to movement.
<b>C2</b>	Engage critically with relevant theoretical frames and research methods to investigate a field of study.
<b>C3</b>	Analyse qualitative and quantitative data in order to develop lines of argument and make sound judgements.
<b>C4</b>	Analyse and critique the interrelationships between different disciplines in the dance and/ or fitness sectors.

### Application and Practice (P)

On successful completion of the programme, you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>P1</b>	Demonstrate a physical understanding of relevant dance technique and the importance of healthy and safe practice.
<b>P2</b>	Analyse movement with the aim of enhancing performance of self and others with a focus on precision, sensitivity and audience engagement.
<b>P3</b>	Work collaboratively in the successful realisation of group performance work.
<b>P4</b>	Apply appropriate pedagogical theory to the planning and delivery of dance and/or fitness classes.
<b>P5</b>	Apply knowledge of human structure and function within an individually selected area of dance practice.

### Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>T1</b>	Reflect on personal and professional development to identify strengths and areas for continuous development.
<b>T2</b>	Apply relevant information retrieval skills to gather, synthesise, organise and evaluate material independently.
<b>T3</b>	Communicate ideas and arguments effectively through relevant visual, oral and textual formats.
<b>T4</b>	Work independently to set realistic goals and take responsibility for meeting deadlines.

<b>T5</b>	Demonstrate ethical working practices showing an awareness of equality, diversity and inclusion.
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## Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through the practical application of dance knowledge in a variety of performance and fitness settings, including performing in dance shows, teaching dance classes and/ or delivering fitness sessions (P1, P2, P4, P5, C1). Creativity is embedded throughout the course in both individual and group choreography tasks and through the analysis of the work of other dance and fitness professionals (T3, P3). An understanding and awareness of work opportunities is fostered with a strong focus given to managing your own portfolio career as a freelance artist (K3). This nurtures self-efficacy to develop your own work opportunities and to adapt to a constantly evolving work environment (C4, K1, K2, K4). Through analysing the historical, social and political contexts of the dance and fitness industries a growing ethical awareness is formed to ensure professional values are developed alongside the confidence to critically question existing power structures and potential inequality (T5, K5). Through aspects such as the independent research project, we aim to nurture individuals with a desire to continue learning and developing themselves across their lifespan (T1, T2, T4, C2, C3).

## 4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- A typical offer will require a UCAS tariff score of: 88 - 112
- A minimum of two full A-levels (or equivalent) is required. Every application is considered on an individual basis.
- Applicants will also need to complete an audition and interview as part of the application process.
- For further details of our international English entry requirements, please visit our international pages.
- Applicants who do not meet the minimum requirements for the three-year undergraduate programme, or those who do not feel fully prepared for a degree course, can apply for a four-year programme including a Foundation Year - UCAS Score 32-56

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

## 5. Programme Structure

Pathway 1 or stand-alone course

Level	Modules (Code, Title and Credits)	Exit Awards
<b>Foundation Year<sup>1</sup></b>	<p><b>Core modules:</b>                      FY026 Preparing for Success: Knowledge and Creativity, 30                      FY027 Preparing for Success: Self Development and Responsibility, 30                      FY028 Inquiry Based Learning, 30                      FY034 Introduction to Dance Studies, 30</p> <p><b>Option modules:</b>                      No option modules are available at this level.</p>	<b>N/A.</b> No credit is awarded at this Level.
<b>Level 4</b>	<p><b>Core modules:</b>                      Foundations in Dance Technique, 20                      Development in Dance Techniques, 20                      Dance Pedagogy &amp; Practice, 20                      Psychology for Dancers, 20                      Movement for Screen, 20</p> <p><b>Option modules:</b>                      You must choose 2 x 10 credit Level 4 Opportunity modules from the Opportunity module catalogue <a href="http://www.bnu.ac.uk/oppmodules">www.bnu.ac.uk/oppmodules</a></p>	<b>Certificate of Higher Education,</b> awarded on achievement of 120 credits at Level 4
<b>Level 5</b>	<p><b>Core modules</b>                      Dance Progressions, 20                      Dance Repertoire, 20                      The Body &amp; Performance, 20                      Fitness Instruction, 20                      The Dance Industry in Context, 20</p>	<b>Diploma of Higher Education,</b> awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5

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<sup>1</sup> Modules on the Foundation Year only apply to learners who are enrolled on the “with Foundation Year” programme.

	<p><b>Option modules:</b> In addition, you must choose 2 x 10 credit Level 5 Opportunity modules from the Opportunity module catalogue <a href="http://www.bnu.ac.uk/opmodules">www.bnu.ac.uk/opmodules</a></p>	
<b>Level 6</b>	<p><b>Core modules:</b> Advanced Dance Techniques, 20 Dance Careers &amp; Professional Practice, 20 Advanced Dance Performance, 20 Performance Showcase, 20 Independent Project, 40</p>	<p><b>Ordinary Degree</b>, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p> <p><b>Honours Degree</b>, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6</p>

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

### Dance and Fitness Pathway

Level	Modules (Code, Title and Credits)	Exit Awards
<b>Foundation Year<sup>2</sup></b>	<p><b>Core modules:</b> FY026 Preparing for Success: Knowledge and Creativity, 30 FY027 Preparing for Success: Self Development and Responsibility, 30 FY028 Inquiry Based Learning, 30 FY034 Introduction to Dance Studies, 30</p> <p><b>Option modules:</b> No option modules are available at this level.</p>	<b>N/A.</b> No credit is awarded at this Level.
<b>Level 4</b>	<p><b>Core modules:</b> Foundations in Dance Technique, 20 Development in Dance Techniques, 20 Dance Pedagogy &amp; Practice, 20 Psychology for Dancers, 20</p>	<b>Certificate of Higher Education</b> , awarded on achievement of 120 credits at Level 4

<sup>2</sup> Modules on the Foundation Year only apply to learners who are enrolled on the “with Foundation Year” programme.

	<p>Movement for Screen, 20</p> <p><b>Option modules:</b>                  You must choose 2 x 10 credit Level 4 Opportunity modules from the Opportunity module catalogue <a href="http://www.bnu.ac.uk/oppmodules">www.bnu.ac.uk/oppmodules</a></p>	
<b>Level 5</b>	<p><b>Core modules</b>                  Dance Progressions, 20                  Dance Repertoire, 20                  The Body &amp; Performance, 20                  Fitness Instruction, 20                  The Dance Industry in Context, 20</p> <p><b>Option modules:</b>                  In addition, you must choose 2 x 10 credit Level 5 Opportunity modules from the Opportunity module catalogue <a href="http://www.bnu.ac.uk/oppmodules">www.bnu.ac.uk/oppmodules</a></p>	<p><b>Diploma of Higher Education</b>, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5</p>
<b>Level 6</b>	<p><b>Core modules:</b>                  Advanced Dance Techniques, 20                  Progressions in Dance Science, 20                  Exercise Programming &amp; Testing, 20                  Personal Training, 20                  Independent Project, 40</p>	<p><b>Ordinary Degree</b>, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5</p> <p><b>Honours Degree</b>, awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6</p>

## 6. Learning, Teaching and Assessment

### Learning and teaching

The teaching, learning and assessment methods used are consistent with those described in the Benchmark statements. Teaching and learning on the programme will be related closely and will help facilitate learners' creative development, enabling them to integrate practice and theory. As identified in the benchmark, experiential learning is a key principle of study.

A variety of teaching and learning methods will be employed during the programme and will include:

#### Lectures and Seminars

Formal lectures will be used at all levels, especially for delivery of theoretical, sociological and historical aspects of dance, and for theoretical aspects of human physiology. Sessions may be formal class-based teaching or seminar workshops.

#### Laboratory and Performance work

Learners will have the opportunity to apply knowledge gained in the lectures into a practical setting using specially designed activities during seminars and practical sessions in the Human Performance Laboratory, the gym or in the studio. Practical sessions have been designed to allow learners to gain 'hands on' experience of using equipment, testing procedures and field-based assessments. Theoretical and practical use of research methods has been built into the modules allowing learners to analyse data when it is collected to enhance understanding and utilisation of statistical methods.

#### Masterclasses

Masterclasses will be scheduled throughout the year where dance professionals will be invited to deliver workshops. These will help expand learners' knowledge of the variety of dance forms and equip them with additional skills.

#### Personal and Group Tutorials

These are major teaching tools, which underpin the learning experience at all levels.

#### Virtual Learning Environment

'Blackboard' is the University's choice of computer software for our virtual learning environment (VLE). Blackboard has become a key learning support tool whereby we as staff can communicate with learners through text and image. Resources available within the 'environment' include, course information, module materials that can comprise of anything from lecture notes to video clips, discussion forums, administrative information such as

calendars, and the setting and marking of online assessment. Blackboard will be used to support all modules on the programme.

### Work-based Learning

Learners will take part in work-based learning throughout their degree programme. This will be in different forms such as developing professionalism in classes and rehearsals at level 4, through to taking part in work placements at level 6.

### Assessment

The overall aim is to use innovative teaching and learning methods to guide learners towards becoming more independent and autonomous by the end of the programme, and to allow them to explore issues fully in the context of their work. Formative assessment creates a point from which lecturers and learners can appraise development, consolidate learning and plan ahead. Summative assessment allows recognition for progression to further study, informs those involved of the level of achievement, and validates the learning process.

At Level 4, the emphasis will be on enabling learners to develop essential skills (both in practice and theory) and knowledge that are needed to learn and to demonstrate learning.

At level 5, the focus of practical engagement will remain, but the nature of skills and assessment will be further developed. Learners will be expected to apply theoretical understanding in a variety of different scenarios and employ a number of approaches to expression and articulation in assignments.

At Level 6, the focus is upon learners attaining a level of independent learning and the ability to apply the knowledge and theoretical understanding they have developed in the rest of the course to an Independent Project of their own devising. As this study will be predominantly self-directed, they will have developed the necessary subject specific and generic skills needed to enter the industry.

Assessments have been designed to allow learners the opportunity to study and demonstrate strengths in all areas of academic knowledge and to be assessed in industry specific ways. For example, dance science requires scientific writing progressing from reports to case studies and essays, whereas technique demands engagement in practical learning and documentation through training journals, initially supported and then independently.

Learners are also given choice and flexibility in some assessments where they are given options over the assessment outcome they choose to create.

## Contact Hours

Learners can expect to receive approximately 13 hours of scheduled learning activities per week. A full breakdown of contact hours can be found in individual module descriptors.

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

[Academic Assessment Regulations](#)

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

## 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years

- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy



Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Subject Knowledge, understanding &amp; abilities</b>																			
Knowledge of forms, practices, techniques, traditions, histories and applications of performance		X	X	X		X				X									
Knowledge of the key components of performance and the processes by which it is created, realised, managed, distributed and documented	X	X	X																
Knowledge of critical and theoretical perspectives appropriate to the study of performance	X			X															

Knowledge of key practitioners and practices and/or theorists and their cultural and/or historical contexts					X						X								
Knowledge of the role and function of performance in social, educational, community and other participatory settings	X		X		X			X											
Understanding of the interplay between critical and creative modes of enquiry within the field of study	X		X					X											
Understanding of how to read and interpret texts, media, dance notations and/or scores to create performance							X	X											
Understanding of group and collective processes			X	X								X							
Understanding of key components of performance within the disciplines such as the role and function of ideational sources, performers, body, space,	X	X							X	X				X					

sound, text, movement and environment																			
Understanding of appropriate interdisciplinary elements of dance, drama and performance and how to apply them	X	X	X	X		X			X					X					
Knowledge, practices, concepts and skills from other disciplines		X	X	X															
Understanding of the responsibilities of performance practitioners to facilitate safe, environmentally sensitive, sustainable and ethical working practices	X		X	X		X							X						X
<b>Subject-specific skills</b>																			
Engage in the creation and/or production of performance through an understanding of appropriate performance vocabularies, techniques, crafts, technologies, structures, contexts, working methods and research paradigms		X	X						X		X								

Understand the possibilities for performance implied by a text, media, dance notation or score and, as appropriate, realise these sources through design, technology and performance	X	X				X			X										
Make records of performance using skills and technologies in notation and/or documentation		X				X		X											
Describe, theorise, interpret and evaluate performances and events	X				X			X			X						X		
Engage in independent research, whether investigating past or present performances or as part of the process of creating and/or critically responding to performance							X	X								X			
Identify the cultural and contextual frameworks of performance	X				X														

Investigate performance environments to determine the influence of spatial relationships.						X													
<b>Generic and graduate skills</b>																			
Have developed skills in self-management, demonstrating the ability to set goals, manage workloads, work under pressure and meet deadlines			X	X														X	
Be able to assess and manage risk, health and safety and to employ ethical working practices			X		X					X			X						
Have 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			X				X	X									X		
Be able to work in a group or team and to have the skills needed for the			X									X							

realisation of collaborative project-based work																			
Have an ability to manage creative, personal and interpersonal issues			X	X											X				
Have acquired skills in communication and presentation with the ability to articulate and communicate ideas and information in a variety of forms, as appropriate to content			X					X									X		
Have developed information skills and be able to critically retrieve information, and to gather, sift, manipulate, synthesise, evaluate and organise material							X	X								X			
Have an ability to select, employ and adapt digital media and information technologies		X																	
Be able to use project management skills involving the ability to investigate, organise,			X												X			X	

curate and realise activities.																			
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### Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)				Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Level 4</b>																			
Foundation in Dance Techniques	X		X			X				X					X				
Development in Dance Techniques	X		X			X				X	X				X		X		
Dance Pedagogy & Practice	X		X	X						X			X		X		X		X
Psychology for Dancers				X				X							X		X		
Movement for Screen	X	X	X						X								X	X	
<b>Level 5</b>																			
Dance Progression	X		X	X		X				X					X				
Dance Repertoire	X		X	X		X				X	X	X		X	X		X		
The Body & Performance	X	X									X	X					X	X	

Fitness Instruction						X		X									X			
The Dance Industry in Context					X				X								X	X		X
<b>Level 6</b>																				
AD techniques	X		X	X		X				X						X				
Independent Project	X						X	X									X	X	X	