

## Award Information Form (AIF)

*The AIF provides essential information to students, staff teams and others on a particular award or a group of awards in a programme and is designed to meet the University College's expectations and those of external bodies such as the Quality Assurance Agency (QAA) in respect of programme specifications.*

### SECTION 1 - General Award Information

<b>Qualification (award type)</b>	<b>BA(Hons)</b>
<b>Award Title</b>	<b>Choreography</b>
<b>Intermediate Qualification(s)</b>	Cert HE, Dip HE
<b>Awarding Institution</b>	University College Falmouth
<b>Location of Delivery</b>	Tremough
<b>Duration of Award</b>	3 years, full-time
<b>Professional, Statutory and Regulatory Body accreditation</b>	n/a
<b>Accreditation Renewal Date (Month and Year)</b>	n/a
<b>Route Code (SITS)</b>	W511
<b>UCAS Course Code</b>	BACHORFF
<b>Relevant External Benchmarking</b>	QAA Subject Benchmark Statement: <i>'Dance, drama and performance'</i> QAA 206 12/07

## SECTION 2 – Entry Requirements, Student Support and Further Opportunities

### Entry requirements

#### Standard:

Standard entry requirements for UK students and students from the European Union – University College Falmouth recognises a wide variety of qualifications and/or relevant experience, and encourages applications from people of all ages, backgrounds and cultures, with a demonstrable interest in their subject. As well as the specific information listed on the individual course pages, please see the table of our entry requirements below.

This table refers to different 'level' qualifications e.g. A Levels are considered a 'Level 3' qualification. A BA(Hons) degree is a Level 6 qualification.

<b>For entry to Year 1 of an undergraduate degree</b>	
<p><b>Level 3 qualifications</b></p> <p>Successful applicants to our undergraduate degree courses will have one of the following qualifications, depending on the course applied for and its recommended entry requirements:</p>	A levels (but not AS or A1 levels on their own)
	National Diploma
	Foundation Diploma
	14-19 Advanced Diploma* (see below)
	International, French, European or Welsh Baccalaureate
	Scottish Highers
	Irish Leaving Certificate
	Access to HE Diploma
Other appropriate qualifications evidenced through APL (Accreditation of Prior Learning) or other relevant experience evidenced through APEL (Accreditation of Prior Experiential Learning)	
<p><b>*14-19 Advanced Diploma</b></p> <p>Of the subjects currently available through the 14-19 Advanced Diploma, two are suitable for particular BA(Hons) degrees at Falmouth:</p>	<p><b>Creative &amp; Media</b></p> <p>BA(Hons) Photography, Dance, Theatre and all Media degrees</p>
	<p><b>Manufacturing &amp; Product Design</b></p> <p>BA(Hons) 3D Design</p>

<b>For entry to Year 2 or 3 of an undergraduate degree</b>	
<b>Level 5 qualifications</b>  If you hold one of the following Level 5 qualifications, in a subject directly related to one of our BA(Hons) courses, you may apply to join Year 2 (or occasionally year 3) of that related degree:	Foundation Degree
	Higher National Diploma
	Other relevant and equivalent Level 5 qualifications evidenced through APL (Accreditation of Prior Learning)

For more information on the National Qualifications Framework, please go to <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>

In addition to the qualifications listed above, there are also specific requirements for certain subject areas (see below).

Students from the European Union – If your first language is not English, it is really important that you have the necessary English language skills before commencing your studies at UCF. While there is support for you, it is required that you first have the basic requirements of IELTS (or a recognised equivalent testing system) level 5.5 for foundation studies and level 6.0 for undergraduate degrees. Please visit [www.falmouth.ac.uk/international](http://www.falmouth.ac.uk/international) for further information.

International students – Academic qualifications are assessed on an individual basis by the International Office and equated to UK entry requirements using the UK NARIC qualifications database to ensure academic quality. Applicants also must meet the minimum English language requirement which is IELTS 5.5 for Foundation, IELTS 6.0 for undergraduate courses and IELTS 6.5 for postgraduate study. Other English language qualifications are accepted and assessed on an individual basis, but they must equate to the IELTS levels specified. International applicants are also required to submit a portfolio or examples of their work (where appropriate), along with two academic references and a personal statement.

### **Student Support**

The grouping of Academic Learning Support staff within Academic Services, work closely together to provide a responsive and vibrant learning support environment for students. Support is delivered by a range of staff from within Learning Futures including the Careers Advisory Team, the Educational Development Lecturers, the ASK: Academic Skills and Dyslexia Unit teams, the College's IT Trainer and the Learning Technology Team, who collaborate together and with others in Academic Services including the Academic Liaison Librarians to develop and deliver best practice.

**Academic Liaison Librarians** provide support and guidance to students on accessing and evaluating information, information retrieval and research methods and referencing software, Refworks for UCF. They are the main point of contact for Academic staff on developing collections:

books, e-books, journals both print and electronic, images, databases, music collections and for research and dissertation support. The Academic Liaison Librarians also work with the ASK team to provide dissertation support and can provide seminars, workshops and one to one support. The Archives and Special Collections Service work closely with the ALL team and can provide workshops on archival collections and methods.

**The Careers Advisory Team** provide strong support for students during their period of study and offer a service beyond graduation. Careers Advisors work closely with academic staff at award and department level to deliver a series of presentations and workshops as well as one to one support.

**The Educational Development Lecturers** work alongside specified departments to support the development of retention and enhancement initiatives. A number of important initiatives have been undertaken over the course of the academic year, often alongside academic and other academic support teams.

**ASK: Academic Skills** provide a range of services to enhance student learning. ASK Advisors deliver lectures, workshops or group tutorials at the request of Academic Staff to support students in writing essays, dissertations, reports and journals; reading and research skills; presentation skills; time management and organisation. There is also an individual tutorial service where students can seek advice about their academic work or study skills.

ASK also provide subject specific in-session English Language classes during the autumn and the spring terms. Students can book individual tutorials, but ASK do not proof-read written work. ASK also run a Pre-Sessional English course each September for students who have already met the requirements of their offer.

ASK advisors work closely with Academic Staff, Learning and Teaching, Learning Technology, Academic Liaison Librarians and the **Dyslexia Unit** to provide feedback on issues affecting student work and to shape workshop delivery to best support student needs. In particular, ASK works alongside the Dyslexia Unit to support students who are being assessed for dyslexia and works extensively with those students who have literacy difficulties but who are without designated support.

**The IT Trainer** provides a framework of IT Training workshops, ranging from introductory sessions with the computer in the early first term for students new to IT, through structured courses open to all students in InDesign, Illustrator, Photoshop and Dreamweaver which can be followed through to ACA level qualifications. Further training courses are available in Flash, Powerpoint, Digitising Documentation and the ECDL qualification, as well as tailored courses to meet the needs of specific awards. A range of IT training resources supplements the training and is available on The Learning Space.

Finally, **Learning Technology Support** play a key role within Learning Futures working closely with academic and academic support staff to ensure that the work of learning support teams is accessible and available in innovative ways that students can easily access. Through this team the technology underpinning many of the learning enhancements and support initiatives is realised.

There is also a number of pastoral student support services provided by the **Accommodation & Welfare** service, including a student counselling service.

## **Students with disabilities**

UCF is committed to supporting students with disabilities in accordance with requirements of the Disability Discrimination Act and the Equalities Act. Students with declared disabilities are invited to link with the Accessibility Service prior to commencing their academic course. UK and eligible EU students are supported via the Disabled Student Allowance. Students who are not eligible for DSA are supported via internal funding where possible.

The Accessibility Service works with the UCF Specialist Academic Skills unit (for learning difficulties) as well as internal support staff and external agencies to ensure that students with disabilities are supported as per need assessment recommendations.

### **Distinctive Features**

The Choreography course at Falmouth fills a gap in the market for dance provision in the UK and is unique in the following ways:

- the course provides choreographer specific training at Higher Education level in Cornwall;
- we envisage the relationship between Performance and Choreography as a Mobius strip – a weaving of one into the other with respect to distinct shifts in direction;
- we aim to draw together the best dynamic elements of Conservatoire training and the University study of dance;
- the artistic and entrepreneurial vision that supports this course fully embraces current and forward looking trends in the world of dance performance and choreography by encouraging the interweaving relationship between these practices; this combination ideally suits current trends in the profession, where the demand for thinking/moving practitioners is on the increase.

'We approach teaching and learning as a creative experience for students and tutors. Our emphasis on a mind/body somatic movement practice, combined with technical training and creative collaboration, supports our students to take charge of their own progress in relation to others; to explore individual movement languages; to discuss training needs with tutors and decide on future pathways. We value the embodied thinking of our students as much as their technical ability. With the courses at Falmouth we aim for a creative relationship between individual ownership and collaborative practice, between internal listening and external expression and between the ever-changing process of improvisation and fixed choreography. We see choreography and performance as equally creative practices that require us to think, move, create, experiment, play, research, read and write ideas in dance practice: through this emphasis on creative process we grow and change together. These courses offer a life changing practice of dynamic and responsible living in the world.' (*Professor Emilyn Claid*)

### **Choreography and Dance at Falmouth compared to other UK institutions**

These unique courses draw on the world-renowned historical innovations of dance and theatre at Dartington to create a vital forward-looking vision for Falmouth. Dartington's dance history encompasses an outstanding cast of visionaries and prime movers including Kurt Jooss and Rudolf von Laban, many of the practitioners who spearheaded the New Dance movement of the 1970's and 1980's such as Mary Fulkerson and Steve Paxton and a generation of prestigious graduates such as Rosemary Butcher and Laurie Booth. The ethos of this history is about emerging practices and breaking new ground. The degrees at Falmouth take forward this legacy, promoting

experimentation, individuality and creative collaboration in an enabling and supportive learning environment. Particularly important is the emphasis on encouraging practitioners as responsible thinkers as well as movers and makers. The courses encourage students to take part in cross-disciplinary and site specific projects, fully embracing the role of practitioner as a creative collaborator in performance making. In this way the Dance and Choreography courses at Falmouth places students at the forefront of current trends in dance practices today.

In acknowledgement of the fact that technical ability and embodied intelligence are essential components of a successful dance practice, all students have access to bodywork training sessions throughout their course of study, and are strongly encouraged to attend them. Professional experience indicates that failure to attend these sessions will impact negatively on your capacity to realise your potential on the degree and advance smoothly into professional practice.

### **Career/further study opportunities**

#### **Career:**

The BA(Hons) Choreography award offers a learning spiral that explores the expression of ideas through the body in movement and performance, interweaving physical training with creative processes. The teaching staff, guest artists and modes of course delivery facilitate students' immersion and growing independence within the performance culture of contemporary arts practices. Falmouth offers a study of dance that is designed to prepare students for originality as performers and makers whether as members of a company, solo artists, or cross-disciplinary collaborators. The course provides students with a set of entrepreneurial and transferable skills and tools to sustain and manage a performing arts practice and work in a variety of settings. Some will choose to work in theatre, or site based, film or community performance contexts. Some students will work within existing or newly formed companies. Other students will be enabled to transfer and develop their skills into related work contexts of teaching, management, administration and further study. The programmes are designed progressively to encourage increasing independence in undertaking individual and collaborative projects, and so to enable students to take responsibility for their own future directions and sustainable practice.

#### **Further study:**

The emphasis on performance and choreographic practice-based research also equips you to undertake further postgraduate study in performance and teaching.

### SECTION 3 – Teaching, Learning and Assessment

#### Educational Aims

The **BA(Hons) Choreography** course aims to:

- 1) produce thinking moving practitioners who fully engage with the role of choreographer in the creative process and product;
- 2) enable you to choreograph in professional settings and collaborative partnerships;
- 3) encourage choreographers to work closely with performers to nurture an era of creative collaborations and partnerships between performers and choreographers;
- 4) foster a culture of choreography and performance as research, supporting you to appreciate the interweaving relationship between theory and practice;
- 5) encourage and explore enterprise;
- 6) enable you to plan strategically, develop and implement individual and collaborative creative projects;
- 7) nurture the ability to critically articulate and debate your own artistic practices and the practices of other artists;
- 8) foster specialism and cross-disciplinary collaboration as a basis for innovative choreographic practice;
- 9) identify and challenge established and emerging definitions of choreographic disciplines, forms and practices and promote the development of hybrid forms through opportunities for interdisciplinary and collaborative practices;
- 10) anticipate the world of work and prepare you for professional longevity in your practice, supporting your development as a reflective practitioner and life-long learner;
- 11) encourage you to develop an understanding of the wider context of contemporary performance practices, working with regional, national and international practitioners;
- 12) encourage all students to achieve within a culture of equal opportunity and respect for diversity.

#### Learning Outcomes

Upon successful completion of this award, you should be able to:

- 1) Evidence a range of devising tools for choreographic arts practice.
- 2) Demonstrate confidence and understanding of the role of the performer/maker in collaboratively devised performance.
- 3) Articulate ideas in practice-based research in written and discursive formats with the development of essay writing skills.
- 4) Demonstrate an understanding of the histories of training techniques and how choreographers apply techniques in performance.
- 5) Demonstrate an understanding of how to apply constructive critical analysis to your own choreography and that of peers and professional practitioners.
- 6) Demonstrate a proficient knowledge of cross-disciplinary and collaborative concerns in performance making.
- 7) Demonstrate an understanding of models of artistic practice that operate within contexts relevant to a proposed individual project.
- 8) Communicate ideas and issues in preparation for the world of work.
- 9) Practice entrepreneurial skills of production: marketing, publicity and promotion, performing

in public, after show discussions and communication with venue managers.

- 10) Evaluate personal and group performance process through discussion and feedback.
- 11) Access and use a range of learning resources
- 12) Work with camera and editing techniques.
- 13) Plan, organise and negotiate a proposal in relation to a project in a specific public context.
- 14) Manage a performance project – including issues of time management and technical resourcing.
- 15) Apply effective interpersonal and time management skills to support both individual and collaborative projects.

### **Teaching Strategy**

The learning and teaching strategies deployed within the course seek to reflect and apply the educational philosophy of the institution and the rationale, aims and learning outcomes of the course. The intention is to engage the active participation of a committed group of academic and technical staff and students. The range of strategies aims to encourage the development of the critical practitioner and the production of a mature body of work. Teaching will be delivered through a range of the following:

- lectures and seminars;
- group and individual tutorials;
- practice-based workshops;
- Blended Learning and use of the Virtual Learning Environment (VLE)
- group working;
- self- and peer-evaluation.

Teaching is delivered by core teaching staff and key visiting arts practitioners, delivering up to date and relevant key practices and theories. You will be exposed to professional work through programmed work at the Performance Centre as well as attending a variety of professional works off site. You will participate in externally based projects which may include working with companies, institutions, colleges or on individual creative projects.

### **Assessment Strategy**

You will be assessed through making and showing work, as well as through research and documentation. You will submit documentation of this work, (process, evaluation and contextual research) through a variety of written presentation methods including formal essays and dissertation as well as portfolios. The purpose of assessment is to provide a systematic measure of your achievement and confirmation that the learning outcomes of the course have been met.

Evaluation and assessment offers you the opportunity to:

- Engage in an active learning process that confirms your achievement.
- Obtain feedback on your progress, so that you can identify your strengths and weaknesses.
- Obtain an evaluation of your performance.

Assessment provides the course team with:

- A means of offering students guidance in evaluating their own progress.
- A means of offering students advice and guidance on their work.
- A means of monitoring and evaluating the course.
- A basis for conferring the final award.



Throughout the practical elements of the course, you will continually engage with processes of peer and group critique to allow you to develop a reflective and evaluative appreciation of your own practice. All assessments require transferable skills to be applied – in particular through group and individual projects and student seminars, critiques and final major projects. Practical work requires excellent time management, inter personal communication skills, team skills in working in groups, highly focused and disciplined delivery of craft within set time limits and working to specific resource availabilities. You will develop flexibility and adaptability in dealing with the changing nature of human interaction and production.

**Curriculum Structure, Assessment Methods and Learning Outcomes**

Module code	Level	Module Name	Credit	Seme-ster 1 or 2	Core C Option O	Assess-ment methods *	Contributing towards the Learning Outcomes (Taught (T), Practised (P) and/or Assessed (A))																
							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
DCH110	4	Technique and Improvisation	20	1	C	PC	TPA	TPA		TPA	TPA		TPA	TPA		TPA	TPA						
DCH120	4	Foundations in Choreography	20	1	C	PO	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA		TPA	TPA				TPA		
DCH130	4	Ballet and Anatomy	20	1	C	PC, PR	TPA	TPA		TPA	TPA			TPA			TPA						
DCH140	4	Contemporary Techniques	20	2	C	PC	TPA		TPA	TPA	TPA		TPA	TPA			TPA			TPA	TPA		
DCH150	4	Performance and Contemporary Culture	20	2	C	LR, RE	TPA		TPA	TPA	TPA	TPA	TPA	TPA			TPA				TPA		
DCH160	4	Site-Based Practices	20	2	C	PF, PO	TPA	TPA	TPA	TPA	TPA		TPA	TPA	TPA	TPA	TPA	TPA		TPA	TPA	TPA	
CHR210	5	Directing Choreography	20	1	C	PO, PF	TPA	TPA		TPA	TPA		TPA	TPA	TPA	TPA	TPA	TPA			TPA		
DCH220	5	Performance Analysis and Technique Histories (PATH)	20	1	C	LR, RE	TPA		TPA	TPA	TPA	TPA	TPA	TPA		TPA	TPA						
CHR230	5	Music and Dance	20	1	C	LR, PF	TPA	TPA		TPA	TPA	TPA	TPA	TPA		TPA	TPA				TPA	TPA	
CHR240	5	Choreographic Skills	20	2	C	PC	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA		TPA	TPA				TPA	TPA	
PER250	5	Proposals for Practice	20	2	C	OT		TPA	TPA		TPA	TPA	TPA	TPA	TPA					TPA	TPA	TPA	
CHR260	5	Dance on Screen	20	2	C	PF, PO	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA		TPA	TPA	TPA					
PER310	6	Practice in Context	40	1	C	OT, PR	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA
PER320	6	Dissertation	20	1	C	DI			TPA		TPA	TPA	TPA	TPA			TPA				TPA	TPA	
PER330	6	Professional Practice Project	40	2	C	PF, PO, OR, OT	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA
PER340	6	Complementary Practice	20	2	C	RE, OT	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA

\*The following codes for assessments methods apply:

AR	Artefact	IT	in-module test	PO	presentation
CB	computer-based	LR	literature review	RE	individual report
CS	case study	PC	practical	OR	oral
DI	dissertation or project	PF	performance	OT	other
ES	Essay	PL	placement		
GR	group report	PO	portfolio		

## SECTION 4 – Learning and Employability

### Skills Development Strategies

**Knowledge and Understanding:** To help with the development of this you will develop:

- A committed engagement with choreographic skills, processes and modes of production.
- An individual practice that recognises your potential as an arts practitioner.
- A critical understanding of collaborative and compositional processes involved in choreographic practice.
- An understanding of your individual learning pathway, able to make decisions and initiate projects that can further her/his career and those of others.

**Intellectual Skills:** To help with the development of this you will develop:

- An understanding of how to locate ideas and practices within the contexts of relevant cultural debates and existing bodies of knowledge.
- An application of academic research strategies and documentation to inform, support and challenge choreographic and performance practice.
- An understanding of how to locate individual practice within a wider arena of contemporary arts and performance practices.

**Practical Skills:** To help with the development of this you will develop an ability to:

- Express yourself articulately through a range of choreographic genres, improvisation, and individual expressions of performance making.
- Confidently practice choreographic and performance making skills.
- Embrace the role of the choreographer as collaborator in a range of different discipline-specific and cross-disciplinary projects.
- Appreciate the integrated knowledge of choreographic practice with arts and performance theories, histories and contextual studies.
- Articulate, communicate and discuss ideas with reference to context.
- Take initiative, individually and collaboratively.
- Manage a sustainable practice that is adaptable to a range of contexts.

**Transferable Skills:** To help with the development of this you will:

- Fashion, articulate, communicate and discuss ideas coherently, and with reference to the context.
- Work safely, flexibly and creatively within established structures and deadlines
- Communicate appropriately and effectively in personal, industrial and academic contexts to identified audiences.
- Demonstrate effectiveness in initiative taking and development of both individual and group projects.
- Demonstrate an increasingly developed understanding of the constraints and opportunities that exist in working in a public context

### Team Working

In line with the need for students to appreciate and develop industry practice, students work together to share knowledge and develop understanding of co-operative practice and teamwork. The award emphasises collaboration at all levels of working. You are engaged from the beginning

of the course working in small groups exploring different approaches to devising in laboratory class assignments, with tutors and working independently.

### **Improving Learning and Performance**

Student feedback is received by several mechanisms:

- immediate response from an individual student to a member of the course team;
- regular informal course meetings with the course team and the whole cohort;
- regular informal meetings between the student representative and the Course Leader;
- formal course committee meetings;
- student evaluation forms at the end of the course that are expressed statistically in the course's Annual Strategic Review;
- self- and peer-evaluation – this enables you to reflect critically on your work and learning, and to develop responsibility for your progress as the curriculum moves from staff-directed to student-directed study.

You will be supported with sessions in study skills, outlining, for example how to research, and reference and detailing what is expected from you in assessments. You will also be fully inducted in the University's rich resources for study support.

### **Career Management Skills**

The BA(Hons) Choreography course offers a learning spiral that explores the expression of ideas through the body in movement and performance, interweaving physical training with creative processes. The teaching staff, guest artists and modes of course delivery facilitate students' immersion and growing independence within the performance culture of contemporary arts practices. Falmouth offers a study of dance that is designed to prepare students for originality as performers and makers whether as members of a company, solo artists, or cross-disciplinary collaborators.

The course provides students with a set of entrepreneurial and transferable skills and tools to sustain and manage a performing arts practice and work in a variety of settings. Some will choose to work in theatre, or site based, film or community performance contexts. Some students will work within existing or newly formed companies. Other students will be enabled to transfer and develop their skills into related work contexts of teaching, management, administration and further study. The programme is designed progressively to encourage increasing independence in undertaking individual and collaborative projects, and so to enable students to take responsibility for their own future directions and sustainable practice. The emphasis on performance and choreographic practice-based research equips student to undertake further postgraduate study in performance and teaching.

### **HEAR / Progress Files**

All students are entitled to a transcript detailing the modules they have studied and the results given for those modules. The transcript is normally issued on completion of studies at the University College. A more detailed Higher Education Achievement Record (HEAR) is under development in the sector and expected to apply for students enrolling into level 4 from September 2012 forwards.

### **Professional Standards**

You will be treated as a professional practitioner within a learning environment from your first day of study. As such, you will be expected to maintain high standards of professional practice as is expected of all the practitioners at the university. You are expected to attend all sessions, on time and ready to work, (20 minutes early to warm up for technique classes). If unable to attend, you will contact your tutor directly via e-mail explaining the reason for your absence.

General behaviour assumes respect and care for your fellow students and staff as well as the building and grounds at all times. Dress codes will be outlined in course documents, depending on the nature of the work you are taking part in.

Plagiarism is taken very seriously and the University guidelines will be adhered to at all times. CRB checks will be expected when taking part in any projects involving vulnerable people – as per professional practice.