BA (Hons) Dance

Programme Handbook
2013/2014

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BA (Hons) Dance

Welcome to Dance

The Dance degree is designed to offer students a fully rounded Dance education that equips students with a range of subject-specific and transferable skills of significant relevance in the current workplace. Drawing on both the well-established programme of dance studies at MMU Cheshire and the opportunities offered throughout the region for vocational development and professional networking, this degree is distinctive both in the range of specialisms available to students and in the particularly rich resource of the North West dance community of performers and community artists. Students engage in innovative practice and the interrelationship of theory and practice. This programme was voted top Dance programme in the North West and third in the country in the 2009 National Student Survey.

This handbook is designed to help you get the most out of your Dance studies at the MMU Cheshire. Please read it carefully. It will help you to understand what is expected of you as an undergraduate Dance student and offers you practical guidance on how to manage your studies successfully.

This handbook is designed to last you throughout your undergraduate studies. Please retain it for future reference. If you have questions, which are not answered in the handbook, do come and talk to one of the Dance staff. We are pleased to be working with you and hope that your time here will be productive and enjoyable.

Together, these definitive documents are your essential reference guides on all matters of professional and academic practice while you are a student of the University:

• This Dance Student Handbook.
• The MMU Cheshire Faculty Full-Time Student Handbook.
• The Department's Health & Safety Code of Practice.
• The University Regulations.

1. Your Department

MMU Cheshire is one of the Manchester Metropolitan University Faculties. It is organised into four 'departments'.

You are a member of the Department of Contemporary Arts (DCA) which runs a range of undergraduate and postgraduate degrees, including: BA (Hons) degrees in Contemporary Theatre and Performance, Creative Writing, Creative Music Production, Drama, Music, Popular Music and MA Contemporary Arts, as well as the BA (Hons) Dance on which you are now registered.

All study in DCA focuses on innovation in contemporary practice and the integration of practice and theory.

The Department is supported by a collection of dynamic staff doing a variety of different jobs. The administrative, academic and technical guidance that you, as a student in this Department, will need can be gained from a range of people, whose offices are all on campus, and closely located to the Cheshire Contemporary Arts building where the dance studios are.

1.1 Head of Department

The Head of the Department is Carola Boehm. She is responsible for managing its resources and directing academic policy.

Carola Boehm's office is located on the first floor of Valentine in room V1.20.

1.2 Your Dance Tutors

All Dance tutors (both full- and part-time) have offices in the Valentine building.

Programme Leaders

Vincent Cacalano V2.17 5612 v.cacalano@mmu.ac.uk

Rachel Rimmer V2.26 5225 r.s.rimmer@mmu.ac.uk

Dance Tutors

Anna Macdonald V2.26 5349 a.macdonald@mmu.ac.uk

Bev Stevens V1.27 5350 b.a.stevens@mmu.ac.uk

Associate Lecturers in Dance (office - V2.20)

Leanne Cardill, DeeAnne Donalds, Caroline Dubois

1.3 Administration

Supporting our work as teachers, researchers and students, and helping us to run efficiently, is the Student Life Office and our Programme Team of administrators. These people deal with all enquiries, general and specific, concerning the Department's administration. If you need to phone in due to illness, or to inform the University of a change of address or to gain more information about an Arts Centre Offer card, the Student Life Office and the Programme Team are the people to contact. (More information on these procedures can be found later in this Handbook.)

The Student Information Point (SIP) is located in Laurence Building, and our Programme team of administrators are located in Laurence, near the SIP. Betty Buckley heads up our department's administrators, and you can contact her team by mailing po.cheshire@mmu.ac.uk or calling extension 5609/5474/5259/5303

1.4 Technicians

The teaching of the Department is also supported by Departmental Technicians. The technical staff cover a wide range of specialisations. Important to the creative practical work at the heart of Dance, these people work closely with you on project, media and performance work generally.

The Faculty Technical Services Manager is Mark McDonagh (m.mcdonagh@mmu.ac.uk, telephone extension 5425).

Technicians you are most likely to want help from in your daily dance studies are:-

Performing Arts
John Campbell 5348 / 5316 j.campbell@mmu.ac.uk
Andy Clough 5348 / 5316 a.clough@mmu.ac.uk
Peter Farrington 5348 / 5316 p.farrington@mmu.ac.uk
Louis Gilbert 5348 / 5316 l.gilbert@mmu.ac.uk
Andy Winfield 5348 / 5316 a.winfield @mmu.ac.uk

Digital Services
Sam Heitzman 5614 / 5348 s.heitzman@mmu.ac.uk
David Lland 5614 / 5348 d.lland @mmu.ac.uk

NB In addition to the above staff, you can speak to Andy Clough if you think you need support regarding building props and he will connect you to our Workshop support staff:
Philip Cork, Robert Perkins, Ian Rothwell

1.5 Personal Tutor and PDP

In your first year of study you will be assigned a Personal Tutor as another means of support for your study. This person will meet with you at certain points during your first year and help you reflect on your personal and academic progress over the year. They will also help you to identify how we might support your learning here at MMU.

Your tutor will engage with you on your progress and attendance for the year and be a central point in communication for matters you wish to discuss.

Personal Development Planning is programme-specific and is embedded in the dance units of study. You are engaged in activities that enable you to develop skills important to employment both in Dance and transferable to a range of different careers. You are encouraged to use, engage in and plan from tasks on the MMU PDP web site. The personal tutor system

allows your Dance tutors opportunities to reinforce the PDP work undertaken on the programme.

Your Personal Tutor will have met with you first during Induction week – you will have received contact from your tutor via email.

Please note - You are also welcome to talk to any of the teaching team about work or other issues affecting your work – just sign up for a tutorial by placing your name in a time slot on the form on your tutor's office door. There is also an excellent Student Services team available.

2. Your Programme

Dance

2.1 Aims and Objectives – University and BA (Hons) Dance

2.1.1 Aims
University Educational Aims:
• To develop flexible approaches to programme delivery and student support which reflect the needs and expectations of our students.
• To provide a supportive and inclusive learning environment which will enable success for all learners
• To encourage the development of students' intellectual and imaginative powers, creativity, independence, critical self-awareness, imagination and skills that will enhance global employment opportunities on graduation in all programmes.
• To establish a culture of constant improvement in learning, teaching and assessment that is anticipatory, enabling, supportive, rewarding and fully aligned with the University's vision and strategic objectives.
• To provide a learning experience that is informed by research, scholarship, reflective practice and engagement with industry and the professions.
Programme Educational Aims:
• to provide an undergraduate education in Dance integrating theory and practice;
• to develop knowledge of the contexts, issues and practices of Dance in its western art context;

• to develop an embodied understanding of dance practice;
• to offer preparation for a range of careers in Dance;
• to enable learning that is critically reflective, generic and transferable;
• to promote a reflexive and active approach to learning as a means of continuing personal and academic development.

2.1.2 Objectives

On completion of the programme the student should:
• be able to describe, interpret and evaluate dances;
• be able to demonstrate an appreciation/understanding of the related components and skills required in innovative dance choreography;
• be able to engage creatively and critically with the skills and processes of dance production, design and rehearsal by which performance is created;
• be able to demonstrate intelligent engagement with the interplay of practice and theory within the fields of documentation/reconstruction, video-dance, community and outreach, professional dance practice;
• be able to fashion, articulate, communicate and discuss ideas coherently, and with reference to the context;
• be able to take initiative, individually and collaboratively;
• be able to work safely, flexibly and creatively within established deadlines;
• be able to present research that places practice within a contemporary critical and cultural context;
• be prepared for:
1) individual dance practice (such as performance, choreography, writing),
2) post-graduate study and
3) employment in dance (such as teaching, community, administration/management etc).

2.2 Learning Outcomes

MMU Educational Outcomes:
On successful completion of their course of study MMU graduates will be able to:
• apply skills of critical analysis to real world situations within a defined range of contexts
• demonstrate a high degree of professionalism characterised by

initiative, creativity, motivation and self management
• express ideas effectively and communicate information appropriately and accurately using a range of media including IT,
• develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives
• manage their professional development reflecting on progress and taking appropriate action
• find, evaluate, synthesise and use information from a variety of sources
• articulate an awareness of the social and community contexts within their disciplinary field

The following DANCE Learning Outcomes are reflected at each level in the specific learning objectives of each unit. The unit outlines can be found in this handbook.

2.2.1 Level 4 from 2011-12
Cert HE Learning Outcomes
PLO1 A knowledge and understanding of key concepts and practices that inform the study of Dance
PLO2 An ability to engage critically and creatively with dances
PLO3 A conceptual and practical understanding of the relationship between theory and practice in dance
PLO4 An ability to apply a range of skills within different professional contexts necessary for employment in Dance
PLO5 An embodied understanding of choreography and performance

Level 4 learning outcomes: students will be able to
• reproduce movement from technique class and dance performance with consideration to movement quality and style
• manipulate movement material through various devising strategies including improvisation
• identify and reference anatomical information
• use devices such as different speeds, levels and directions to generate dance materials
• select and employ basic compositional strategies relating to working with dance for camera
• use technical equipment such as video cameras and editing software in the creation of dance for camera work
• work and learn, in pursuit of specific objectives, under their own direction and motivation
• work productively in groups through the collaborative creation of

a new work
• demonstrate knowledge of the principles of dance technique
• demonstrate knowledge of choreographic style
• identify and manipulate appropriate source materials
• analyse choreography and present written critique in academic format
• perform accurately and with awareness of professional practice
• demonstrate knowledge of technological media such as film
• contribute creatively to production processes
• work effectively with others
• reflect on own practice and present work in academic format

2.2.2 Level 5 learning outcomes – for Level 5 students in 2011-12
    On completion of Level Five, students will:
knowledge
• know the social, historical and political contexts of the emergence and development of disciplinary knowledge and its applications relating to dance in contemporary Britain
• understand the contestability - and its significance – of all forms of disciplinary judgement
• know the major ethical issues related to dance practice
• understand shared meanings, values, codes and artefacts in relation to cultural environments
ability
• be able to undertake/create manageable research projects, performances/choreographies
• apply knowledge appropriately to dance practice
• communicate within the appropriate conventions of professional, critical and creative discourses
• be able to pose meaningful questions about knowledge
• demonstrate an acquisition of a sense of audience with an ability to recognise and respond to the needs of both audience and performer
personal outcomes
• function within a group and take responsibility therein when appropriate
• exhibit self-discipline and determination in working under pressure
• know their personal strengths and weaknesses and understand the importance of further development, training and experience
• have reflected on post-level three opportunities for academic, career and personal development

2.2.3 Level 6 learning outcomes – for L6 students in 2011-12 and 2012-13

On completion of Level Six, students will:

knowledge

• evaluate disciplinary knowledge and use it to perceive and examine competing/different theories and explanations relating to dance in contemporary Britain

• identify and analyse forms of knowledge about dance and explore the ways it can be applied

• synthesise ideas and information in order to formulate hypotheses and/or create performances/choreographies and evaluate them

• be able to defamiliarise/deconstruct conventions, shared codes, meanings and values

ability

• know and be able to use a range of communication strategies appropriate to a variety of materials and audiences

• be able to develop appropriate conceptual/operational frameworks for structuring research and related forms of enquiry/application

• be able to use a variety of processes in problem-solving in dance practice theory

personal outcomes

• be pro-active in the learning process

• be reflective of the personal processes of learning and be able to undertake critical self-evaluation

• be able to lead/manage a group with a defined set of objectives and evaluate their performance in group work

2.3 Programme Structure

The Dance degree, like all others in the Faculty, is organised on a modular basis; that is to say it is made up of modules or UNITS.

Units are the basic academic building blocks of your studies. A unit is a focused academic experience comprising taught and directed study time.

For level 4 (first year students) in 2011-12, the units will equal 30 credits and 300 hours of effort on the part of a student over the year.

For returning students going into levels 5 and 6 units are modelled on 20 or 40 credits and 200 or 400 hours of student effort respectively.

Although there is now a difference of unit hours between our new students and returning students, all students still need to complete 120 credits at each level.

Not all units have the same class contact requirement. Units at L6 based in independent study, for example Choreographic Perspectives additional requires minimal contact with tutors. Practical units at all levels, in contrast, require greater contact time. There may also be times when contact is more concentrated for a period, followed by a period of independent study.

2.4 Unit Credits

The University operates within a nationally recognised Credit Scheme involving units of work building up into larger patterns of coherent study and practice.

Under this scheme credits are allocated to each unit and you have to accumulate a specific number of credits to attain your awards.

Simply put, you must accumulate 120 credits each year in order that you are eligible to proceed and each of the units in Dance has a credit rate.

To achieve the credits for a unit you must:-
• attend a sufficient number of classes
• complete all assessed work
• achieve a final mark of 40% or above in assessed work.

To achieve 120 credits to pass a year, you must take all the prescribed units and pass them all.

To achieve 360 credits for a degree, you must attain 120 credits in each of three years.

Awards are available, however, at each level providing you achieve 120 credits.

Pass Level 4 and you achieve a Certificate of Higher Education.

Pass Level 5 and you achieve a Diploma of Higher Education.

Pass Level 6 and you are eligible for an Honours (or Pass) degree in Dance.

The Awards of Certificate and Diploma, however, are only given as terminal qualifications i.e. if a student leaves the University after Year 1 or 2 and transfers for instance to another institution.

2.5 Dance at Level 4

The Single Honours Dance degree is designed to offer you a fully rounded Dance education that equips you with a range of subject-specific and transferable skills of significant relevance in the current workplace. Drawing on both the well-established programme of dance studies at MMU Cheshire (and the wider arts context within which it operates) and the opportunities offered throughout the region for vocational development and professional networking, this Single Honours degree is distinctive both in the range of specialisations available to you and in the particularly rich resource of the north-west dance community of performers and community artists.

The units studied include Dance Practices 1, Choreography and Screen Dance 1, Choreographic Perspectives 1 and Dance Project

1. Fuller details in the form of unit outlines can be found later in this document.

More detailed information on units can be found in the Dance Unit Handbooks located on Moodle.

Additional quick-reference information on day-to-day issues such as technique classes, rehearsals, resources and so on can be found on the Dance programme moodle site.

Your feedback and opinion is gained in an number of ways: Informal discussions in unit classes and tutorials (discussed at Dance Team meetings and normally reported back to students in

similar class/tutorial setting)
Formal unit evaluation forms (again discussed at team meetings and evaluations acted upon for the following year's programme delivery)
Student representation at Programme Committees (direct discussion with student representatives and agreed actions are documented in minutes)
Staff/Student Forums ('Shout Outs') – direct discussion with students, and agreed actions are documented in minutes.

Formal end-of-year Programme 'exit' meetings (across all three years of study) afford both a formal and informal exchange opportunity and help cement the way forward for the following year of study, whilst engaging with student feedback in a meaningful way.
It is university practice to issue an end-of-unit evaluation the evidence from which feeds into programme developments.

2.6 Programmes Committee

To oversee its management and address quality issues, Dance attends the DCA Undergraduate Programme Committee. This committee is responsible for developing the DCA programmes, ensuring smooth organisation and resource management and providing clear lines of communication between tutors, students, the Department and the Faculty. It is also responsible for monitoring and evaluating the programmes. It is chaired by a member of the Department Management Group and includes tutors and two student representatives from each year group. It meets twice a year. Full information on the Programme Committee is in the University Regulations.

The Student Representatives are your voice at programme committee meetings. Their e-mail addresses will be provided once they have been elected and, in addition, they will be posted on the programme notice board. Communicate with them on programme issues you feel should be discussed – ensure you give your Reps a full, detailed picture of the issue so they can properly represent your views. Your input (via the Reps) to these committee meetings helps to promote good development of programme provision.

The student-elected reps should hold 'surgery' times both before

and following programme meetings to gather their year group's views and feedback on the Programme Committee meeting. Prior to programme meetings pre-meetings will be held to allow the student reps to discuss issues brought to them and discuss how best to represent these issues at the full meeting.

Core Units

Level 4

Unit number Unit Title No of credits
814Z2101 Dance Practices 1 (30 credits)
814Z2102 Choreography and Video Dance 1 (30 credits)
814Z2103 Choreographic Perspectives 1 (30 credits)
814Z2104 Dance Project 1 (30 credits)

LEVEL 5

814Z2101 Dance Practices 2(30 credits)
814Z2102 Choreography and Video Dance 2(30 credits)
814Z2103 Choreographic Perspectives 2(30 credits)
814Z2104 Dance Project 2(30 credits)

LEVEL 6
816Z2101 Choreographic studies 3: core (30 credits)
816Z2102 Choreographic studies additional 3 (30 credits)
816Z2104 Dance Production 3 (30 credits)
816Z2103 Dance Performance 3 (30 credits)
816Z2105 Dance Professional Studies 3 (30 credits)
816Z2106 Movement Research 3 (30 credits)

Key to SH Dance unit names:
C – Choreography
DP – Dance Practices
DPS – Dance Professional Studies
CP- Choreographic Perspectives
CSD- Choreography and Screen Dance

3. Your Programme-
Teaching, Learning and Assessment

3.1 Teaching and Learning

The teaching and learning strategies put into effect the aims and objectives of the programme. Learning occurs mainly though the broad strands of performance, choreography, analysis, related dance technologies, contextual and professional study.

A number of different learning environments are employed, including practical classes, workshops, seminars, presentations, tutorials and lectures.

Independent learning is encouraged and you are expected to adopt a pro-active approach to expanding your study.

The work at Level 4 is more directed than it is at higher levels, but with some opportunities for negotiation. At Level 5 and particularly Level 6, the learning environment develops to allow for more self-directed and group study with tutorial support and guidance. Thus units at Level 4 allow for some flexibility of choice within a guided range, whilst ensuring the support mechanisms are strong to facilitate this degree of freedom. The practical work develops through the three levels from tasks with defined briefs, to independently determined practice, with tutorial support.

Opportunities for the development of personal transferable skills occur throughout Dance. All of the units offered require the student to develop a number of skills that relate to personal development; these are categorised by terms such as self-motivation, commitment, problem-solving strategies, initiative, communication, management, teamwork and presentation.

3.2 Assessment

Assessments determine the level of progress and achievement in relation to the aims and objectives of the degree, and enable students to demonstrate to the assessors that they have reached the required standard of the particular unit within the framework of the overall philosophy of the degree.

All units are assessed by the submission of programme work assignments at published points throughout the year. There are

no formal written examinations in any of the DANCE units, so the assessment is 100% on coursework.

The unit tutors provide assignment briefings – each assignment will have a description of task and the learning outcomes plus clear indications concerning the modes and criteria of assessment, marking and grading practices. Assessment feedback for each assignment provides the student with full feedback on that assignment, relating the marking process directly to the criteria.

Each unit develops appropriate assessment strategies and there are various ways in which the work is assessed across the programme, including research essays, performance work, creative practice/devised work, seminar presentations etc. Students are required to write accurately and effectively, to express themselves clearly in speech in discussion and in presentations, and to work alone or collaboratively in groups to complete a number of assignments, including choreography and screen dance.

All summative assessments are marked in accordance with the University's marking scheme, based on the following grading bands: below 40, 40-49, 50-59, 60-69, 70 and above, with associated generic descriptors, as specified in The Regulations for Undergraduate and Taught Postgraduate Programmes of Study.

Do not expect exactly the same methods of assessment in all units. Each unit develops appropriate assessment strategies and you will find there is a wide variety of ways in which your work is assessed. This breadth addresses the differences between forms of knowledge and ensures as many aspects of your achievement as possible are noted and measured.

It is important to remember that assessment is not simply a way of judging and classifying people into good and bad. Marking and grading is a way of acknowledging levels of achievement. Assessment is also diagnostic, in that it enables you, with us, to identify areas in your work you would want to develop and improve.

The marks you receive at unit and programme-level are moderated by our External Examiner. They ensure the marks allocated are fair and in line with the marks awarded by comparable

programmes nationally. (See Academic Award Regulations Section 11)

3.3 Assignment Marking Times

The turnaround time between submitting an assignment and receiving marked feedback back is normally three to four weeks. There are exceptions to this, for example, when vacation periods fall in between submission and return or when the work has to be moderated by the External Examiner.

3.4 Assignment Marking Procedures

• At all levels, a sample of all ephemeral practice will be moderated by (at least) two people, either live or recorded.
• At all levels, 20% of all remaining assignments will be moderated by a second marker (all firsts, fails plus a selection including borderlines).
• A good range of work across units at Level 5 and 6 is moderated by the external examiner

3.5 Percentage and Degree Awards

3.5.1 Degree Classification

In addition to the accumulation of credits necessary for successful completion of the programme, a students' degree classification is dependent on their relative fulfilment of the aims and objectives of the programme in relation to the applied criteria.
The class of honours degree will be determined as follows:-
70% and over First Class
60% -69% Upper Second
50%- 59% Lower Second
40% -49% Third Class
35% - 39% Pass
0%-34% Fail

3.5.2 Description of Degree Classification

First Class

70%+ Represents work of outstanding merit, demonstrating an exceptional level of creative, critical, professional and appropriate technical development. The aims and objectives of the programme and the negotiated outcomes of Learning Agreements have been met. A student attaining this award will show exceptional commitment to, and benefit from the programme, demonstrating exceptional integrity in the negotiation and realisation of their work.

Students will demonstrate progress at each level of the programme.

86-100 The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are fully satisfied.

76-85 The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are fully satisfied.

70-75 The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied.

Upper Second
60% - 69%
Represents work of merit demonstrating a high level of creative, critical, professional and appropriate technical development. The aims and objectives of the programme and the negotiated Learning Outcomes have been met. A student attaining this award will show commitment to and benefit from the programme demonstrating integrity in the negotiation, organisation and realisation of their work.

Students will demonstrate progress at each level of the programme.

65-69 The work examined is very good and is evidence of the

knowledge, understanding and skills appropriate to the level of the qualification. There is also very good evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied.

60-64 The work examined is good and is evidence of the knowledge, understanding and skills appropriate to the level of the qualification. There is also good evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied.

Lower Second
50%-59% Represents work demonstrating a good level of creative, critical, professional and appropriate technical development. The aims and objectives of the programme and negotiated outcomes have been adequately fulfilled. A student attaining this award will show commitment to and benefit from the programme and will have effectively managed the negotiation, organisation and realisation of their work.

Students attaining this award will have progressed satisfactorily throughout the programme.

55-59 The work examined is sound and is evidence of the knowledge, understanding and skills appropriate to the level of the qualification. There is also sound evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied.

50-54 The work examined is sound but provides limited evidence of the knowledge, understanding and skills appropriate to the level of the qualification. There is also sound but limited evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied.

Third Class
40%- 49% Represents an adequate level of creative, critical, professional and appropriate technical development. The aims and objectives of the programme and negotiated outcomes have been fulfilled. A student attaining this award will show commitment to and benefit from the programme and will have managed the negotiation, organisation and realisation of their work.

Students attaining this award will demonstrate adequate progression and benefit from the programme.

45-49 The work examined is acceptable but provides significantly restricted evidence of the knowledge, understanding and skills appropriate to the level of the qualification. There is also acceptable but significantly restricted evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied.

40-44 The work examined is acceptable but provides barely sufficient evidence of the knowledge, understanding and skills appropriate to the level of the qualification. There is also acceptable but barely sufficient evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied

Pass Degree
35% - 39% The student has demonstrated a threshold level of achievement in attaining the necessary credit rating and fulfilling the aims and objectives of the programme. However, there is not sufficient evidence of progress, benefit or organisation, in relation to their work to qualify for an honours degree. The development of creative, critical, professional and appropriate technical skill over the three-year period is not commensurate with an honours award.

35-39 The work examined narrowly but clearly fails to be acceptable and to provide sufficient evidence of the knowledge, understanding and skills appropriate to the level of the qualification. There is acceptable evidence showing that most of the learning outcomes and responsibilities appropriate to that level are satisfied.

Fail
0%- 34%
No award made due to non-submission of key elements and subsequent failure to adequately fulfil the aims and objectives of the programme. Exceptionally, a student may have submitted all elements of the programme for assessment but demonstrated insufficient progress to be considered for an award. Students failing the programme due to non-submission or failure of programme components may resubmit for reassessment (see Reassessment and Compensation for Failure).

30-34 The work examined is unacceptable and provides insufficient evidence of the knowledge, understanding and skills appropriate to the level of the qualification. The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that level are satisfied.

20-29 The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the level of the qualification. The evidence provided shows that only some of the learning outcomes and responsibilities appropriate to that level are satisfied.

10-19 The work examined is unacceptable and provides negligible evidence of the knowledge, understanding and skills appropriate to the level of the qualification. The evidence provided shows that few of the learning outcomes and responsibilities appropriate to that level are satisfied.

0-9 The work examined is unacceptable and provides no evidence of the knowledge, understanding and skills appropriate to the level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that level are satisfied.

Procedures in cases of failure, referral etc. and on the award of a Pass Degree is set out in the University Regulations.

3.6 Presentation of Written Work

ALL written work should be submitted using the presentation guidelines in the on-line Learning Guide / the further style sheets on the Dance programme moodle site, unless individual assignment briefing sheets state otherwise.
• It is your responsibility to keep a copy of ALL written work you submit (either on disk or a paper copy).
• You should NOT rely on saving your work ONLY on the university network (even though this is relatively secure) – you should keep back-ups of ALL your work by also saving to disk.

3.7 Assignment Infringement Penalties

3.7.1 Penalty for short or long academic written work

All academic written work is given a word target in the assignment brief. There is a 10% allowance to this word count, so that, for example, a 2,000 word essay may fall between 1,800 words and 2,200 words.

Students are required to include a word count at the end of each assignment. This can be attained by utilising the 'Word Count' tool under the 'Tools' menu of the Microsoft Word programme. Please note that bibliographies and long quotations (over 25 words) do not count in the word total of an assignment submission.

Work that is longer or shorter in word count than the allowance for that assignment brief will be penalised. The penalty relates to the percentage by which the assignment is long or short.

5% = -1 point (so a mark of 58% becomes 57%)
10% = -2 points (so a mark of 58% becomes 56%)

3.7.2 Penalties to creative work

Penalties equivalent to 3.7.1 will apply to creative, seminar and workshop work that does not meet the agreed assignment brief. For example, a performance of 30 minutes would give an allowance of 27 – 33 minutes before penalties would be imposed. A 30 minute performance that ran for 45 minutes would be 12 minutes over or 40%. A mark of 60% would therefore have 8 marks deducted taking the mark down to 52%.

3.7.3 Penalties for unsafe working practices

Penalties equivalent to 3.7.1 will apply to work that does not adhere to the Health and Safety Code of Practice, although extreme cases will be dealt with by the Head of Department. Such cases may lead to costs of replacement or repair being incurred by the student, or the student being prohibited from using certain equipment or spaces.

3.7.4 Penalties for late work

The Department publishes a calendar for all students noting the

deadlines for all academic assessments through the year. It is a student's responsibility to ensure that they hand in or present their assignments at the appropriate time and place. If the calendar states that assessed work should be presented in class this should be understood as at the beginning of the class.

Work that is presented late is penalised. Written work may be presented up to 10 working days following the published deadline. The work will be marked but can achieve a mark no higher than 40%. After 10 days the work is marked at zero. All practical work and seminar presentations not presented at the schedules time will be marked at zero. See sections 3.8 and 6.2.1 for information regarding exceptional factors and extensions.

3.8 Exceptional Factors – Guidance Notes for Students

The Faculty is committed to supporting your studies towards successful completion. However, certain events or conditions may have a serious effect on your work. These need to be documented for full consideration by the Faculty Exceptional Factors Board (this meets approximately once a month). The following gives guidelines on exceptional factors, the procedure to be followed and the documentation to be provided.

Exceptional factors may be applicable in relation to your:
• inability to submit programme work or to meet submission deadlines
• inability to attend examinations, practical assessments or re-sits
• poor performance in coursework and/or practical assessments

What counts as exceptional factors?

Genuine and unavoidable circumstances may have an adverse effect on your performance in coursework and/or practical assessments or have prevented you from actually being assessed i.e. prevented you from attending practical assessments and/or submitting coursework.

Exceptional Factors Forms and guidance notes can be found at http://www.mmu.ac.uk/sas/studentservices/guidance/

3.9 Academic Honesty

When you complete any assignment, it is vitally important that you acknowledge the sources that you have used in putting it together. This includes electronic (CD-ROM, Internet) as well as oral and written sources. The unit Dance Research 1 will provide you with advice on the forms of acknowledgement (called referencing or citation, including footnotes and bibliographies) which you should use, and details are included in your Dance Handbook. Please read these carefully and seek advice if you feel that you need it. The penalties for academic misconduct can be severe. Noted below are the Faculty procedures which we all observe, and the tutor's report form for suspected academic misconduct appears in Appendix 1. Instances which are reported to your Head of Department can result in serious penalties, including expulsion from the University if you are found guilty.

3.9.1 Assessment and good practice

3.9.1.1 All methods of assessment seek to evaluate and reward the quality of your work and the skills, intellectual and practical, which it demonstrates.
3.9.1.2 Your obligation, as a student, is to make clear in all your work (examinations, written assignments, oral presentations and discussions, group work, experimental, field and practical work, artefacts and performances) how you have produced it.
3.9.1.3 In doing this you will make clear the sources of information and ideas that you have used (your research) and the ways in which your own analytical and creative abilities have been employed (your original work). Both research and original work are rewarded in the assessment process.
3.9.1.4 In order to ensure that your own work can be fairly assessed you should avoid the following forms of misconduct.

3.9.2 Attempting to gain unfair advantage

3.9.2.1 Failure to identify clearly and accurately what you and other students have contributed to a collaborative assessment.
3.9.2.2 Permitting another student to copy all or part of your work and presenting it as their own.
3.9.2.3 Copying all or part of another student's work and presenting it as your own.
3.9.2.4 Presenting the same, or substantially the same, work for

assessment more than once, unless this has been authorised by the assessment procedures.

3.9.2.5 Presenting data for assessment that have been falsified by you, falsely claimed to have been derived from work carried out by you or obtained by unfair means.

3.9.3 Misconduct and cheating in examinations (including class tests)

3.9.3.1 Failure to comply with examination regulations and procedures.

3.9.3.2 Communicating with or copying from any other candidate during an examination unless the examination procedures specifically permit this (eg, group assessments).

3.9.3.3 Introducing into the examination room or being in possession of any written or printed material(s) or any electronically stored information unless specifically permitted by the examination procedure.

3.9.3.4 Gaining access to any unauthorised material relating to an examination prior to or during an examination.

3.9.3.5 Being in possession of or obtaining access to a copy of an examination question paper in advance of the date and time for its authorised release (this covers both 'seen' and 'unseen' papers).

3.9.4 Failure to acknowledge, use, reference and cite sources properly (plagiarism)

3.9.4.1 Failure to identify and record ('acknowledge') fully the sources which you have used in producing your work.

3.9.4.1.1 Sources' here include not only written and printed materials, but also electronic data and media of all kinds, numeric, symbolic, diagrammatic and graphic representations, art works and performances. You need to acknowledge not only content but also, where it has influenced your own work, the manner and style of representation.

3.9.4.2 Copying material directly from a source and attempting to pass it off as your own work.

3.9.4.3 Copying material from a source and making only minor amendments to it without substantially changing the way it presents and orders its contents and attempting to pass it off as your own work. This is known as close paraphrase in written and verbal forms of work.

3.9.4.4 Failure to observe and use the rules and procedures for

referencing and citation required by your programme.

3.9.4.4.1 Referencing (how you record your sources) requires you to follow prescribed conventions, and you must observe the specific conventions defined by your programme. Citation (when you record your sources) is a matter for judgement, and you should follow programme advice and, if in doubt, seek clarification.

3.9.4.4.2 In general you cite sources of information when
i you have reproduced or quoted a source (see above, para 4.3);
ii the information is not common knowledge and might be open to question or controversy;
iii you wish to refer your reader/audience to your sources (eg, for further information or comment);
iv the information is of critical importance to your work.

3.9.4.4.3 In general you cite sources of ideas when
i you have reproduced or quoted a source (see above, para 4.3);
ii you have explicitly incorporated the idea in your work;
iii you wish to refer your reader/audience to the source of the idea;
iv an idea (conceptual, methodological, representational) used in a source has had a direct effect on your work even though it does not appear or is not reproduced in its original form.

3.9.4.5 Failure to observe this code of good conduct will be penalised, so you must observe its rules and seek advice if you are in any doubt about what you should do.

3.9.5 Procedures

3.9.5.1 Where academic misconduct is found or suspected, the case should be referred to the Head of Department. If necessary, an Examinations Disciplinary Committee will be convened to determine the facts of the case and to make recommendations on appropriate action or penalties.

3.9.5.2 If circumstances permit, the student may be interviewed by his/her Head of Department in the presence of the Faculty Secretary or his/her representative, who shall minute the interview and the student shall be given the opportunity, having been confronted with the allegation(s) against him/her, to refute or admit the same. The student shall have the right to be accompanied by a person of his/her choice at the interview.

3.9.5.3 If, in the opinion of the Head of Department, there is a prima facie case to be answered by the student to which he/she

does not at this stage admit, then the case shall in any event be referred to the Examinations Disciplinary Committee as if ab initio.

3.9.5.4 If, following the interview, the Head of Department considers that there is no case to be answered, no further action shall be taken and the student shall be deemed not guilty of the allegation(s) made.

3.9.5.5 If the student admits the allegation(s) made, then the Head of Department shall be empowered to determine and impose penalties in line with the tariff below. It will be incumbent on Heads of Department to consider whether or not a particular penalty should be applied or varied (ie, lessened or made more severe) in the light of any statement of mitigation by a student and/or any other factors deemed relevant.

3.9.5.5.1 Offences occurring in Level 4/Year 1:
3.9.5.5.1.1 For a first offence where the plagiarism is not extensive (ie, does not represent more than 20% of the element of assessment) a written warning and a maximum mark of 40% for the element.
3.9.5.5.1.2 For a first offence where the plagiarism is extensive (ie, greater than 20% of the element of assessment) – a written warning and a mark of 0 for the element.
3.9.5.5.1.3 For a second offence – a further warning and a mark of 0 for the element of assessment.
3.9.5.5.1.4 For a third offence – failure in the Unit concerned.
3.9.5.5.1.5 For any subsequent offence – failure of the Stage.

3.9.5.5.2 Offences occurring at Levels 5 & 6 or Final Stage assessment:
3.9.5.5.2.1 Where there is no previous examination disciplinary offence record – a mark of 0 for the element of assessment.
3.9.5.5.2.2 Where there is a previous examination disciplinary offence record – failure in the Unit concerned.
3.9.5.5.2.3 Where the student has already been penalised for examination misconduct in the same Stage – failure of the Stage.

3.9.5.5.3 Other penalties, reassessment, recording and reporting
3.9.5.5.3.1 Heads of Department may, in cases where they consider it appropriate to do so, recommend that the student be expelled under the Regulations for the Expulsion of Students for

Academic Reasons, or that the case be considered further under the University's Student Disciplinary procedures.

3.9.5.5.3.2 Students would have the right to be reassessed in any element, Unit or Stage failed under this tariff and their reassessments would be capped at 40% in the usual way.

3.9.5.5.3.3 Heads shall ensure that all offences dealt with under this tariff are formally recorded and reported to the Board of Examiners and to the Academic Registrar who will prepare a report of the number and manner of cases dealt with annually for the Academic Board.

3.9.5.6 Failure to observe this code of good conduct will be penalised, so you must observe its rules and seek advice if you are in any doubt about what you should do.

Guidelines on Internet Access to 'Sensitive Material'

• Given the ethos of the Department of Contemporary Arts involves the pursuit of innovation, the testing of boundaries and, in some instances, conscious transgressions, the Department convenes, on an ad hoc basis, an Ethics Committee to assess the appropriateness of student activities. In the light of current sensitivities concerning internet access to sexually explicit or indeed legally accessible* pornographic material the Ethics Committee have drawn up a set of guidelines.

• A key issue is that any internet access to sensitive material in the University context should function within a critical framework. Downloading for non-academic purposes is not acceptable.

• When accessing material of a sensitive nature in a public space (such as the library), users should be aware of the offence it might cause passers-by. Where possible users should clear the cache (and any bookmarks) after use to avoid inadvertent access by others. The dissemination or display of any sensitive material accessed in research should take place only within an academic context.

• In order to protect students, staff and the University itself from challenge with regard to access, it is advisable that explicit notification – of a supervising tutor in the case of students – is obtained in advance.

* 'legally accessible': If the internet disclaimer suggests that there may be doubt about the legality of the material in the country

where the intention is to view it, the material should not be regarded as 'legally accessible'.

4 Dance Units

4.1 Unit Outlines

Level 4-

Dance Practices 1- this unit involves the creation of a dance production.

This involves weekly classes in dance technique and somatic approaches, choreographic rehearsals and devising sessions, which includes improvisation, analytical writing on technical and performance development with reference to anatomical information and Dance Kinesiology.

Choreographic and Screen Dance 1- this unit offers an introduction to choreography and screen dance.

The first part of the unit offers an introduction to basic choreography skills such as developing and manipulating materials. The second part focuses on contemporary video dance where the body, movement and choreographic language are significant elements of the content and form of the film. It will develop student's technical skills (camera and editing software), editing techniques and choreography for camera.

Choreographic Perspectives 1- this unit introduces key principles and practices relating to contemporary dance, explored in theory and in practice.

A central topic (e.g. the work of a key practitioner such as Merce Cunningham, Mark Morris, etc), organises the content of the unit: classes in dance technique and choreography/repertoire workshops; lecture seminars exploring the topic and developing research and academic writing skills.

Dance Project 1- this unit emphasis production and applied

skills in dance, and reflection on own practice. The unit is organised around the development of work achieved in units delivered earlier in the year, in the wider context of staff and student research. Classes in dance technique, choreographic production, film and other skills relating to the presentation and dissemination of professional work form the main content of the unit. Seminars focusing on reflective practice and contextualisation of work lead to a portfolio supporting the practical presentation. Students work collaboratively under their own direction towards the achievement of final outcomes.

Level 5-

Dance practices 2- this unit involves students creating choreographies through studying Dance Theatre artists, and-or the Experimentalists, both practically and theoretically.

This involves weekly classes in dance technique, improvisation sessions, and choreographic workshops. It involves academic research, and critical writing about dance theatre and-or experimental dance practices.

Choreography and Screen Dance 2- this unit offers the opportunity to extend and develop practice of choreography and screen dance. In development of CS 1, the first part of the unit, students will work with a choreographer to develop a new piece of choreography. In the second part of the unit, students will create their own piece of screen dance accompanied by a detailed analysis.

Choreographic Perspectives 2- this unit explores specific choreographic principles and practices relating to selected contemporary dance examples, through theory and practice. A central topic (e.g. choreographic style) organises the content of the unit: classes in dance technique and repertoire/choreography workshops; lecture seminars researching the topic and further developing research and academic writing skills.

Dance Project 2- this unit develops vocational knowledge and skills in dance facilitation, dance funding and web authoring. Involving direct contact with relevant dance agencies, institutions, artists and companies, this unit involves weekly workshops in

dance facilitation, project development, dance funding and developing web sites as portfolios for marketing.

Level 6-

Choreographic Studies 3- this unit allows students to explore a central research focus through theory and practice. Students select a focus of study, engage in practical and academic research in pursuit of identified research questions. Students work independently or collaboratively, sharing work in progress. Lectures, seminars and tutorials underpin the unit.

Choreographic Studies 3 additional- this unit allows students to extend their work in choreographic studies 3 through independent study.

Students develop the work undertaken in choreographic studies 3 by extending the project as a whole (e.g. through more complex practical component, more extensive written component) The work is supported through the choreographic studies 3 unit.

Movement Research 3- this unit involves the practical and academic study of dance technique and body – movement analysis, looking at injury prevention and movement efficiency.

This involves weekly practical sessions in dance technique and movement analysis, applying this creatively through extended movement phrases, improvisation sessions and short choreographic studies. The unit also involves critique and analysis.

Dance Professional Studies 3- this unit allows students the opportunity to propose and a complete a vocationally relevant dance project. Examples include dance facilitation, placements and web portfolios.

Students continue their exploration of current professional practice through seminars related to employment in dance and by negotiating their own dance project in relation to the current profession. The projects are supported by tutorials.

Dance Performance 3- this unit involves students'

participation in professionally led dance productions.

The unit involves weekly choreographic rehearsals, devising sessions and the production of professionally led choreographies. It also involves research, related to style and embodiment.

Dance Production 3- this unit involves practical and theoretical research leading through a pilot showing to a fully realized choreographic product.

Students select a focus of study to pursue collaboratively, experiment practically with their chosen research imperative and substantiate their practice with theoretical research. Choreographic workshops and evaluation sessions support this process.

See the Moodle site for more information on unit outlines. They detail in brief the syllabus, learning outcomes, assessments and general assessment criteria for each unit.

4.2 Specific assessment criteria for each assessment, and further detail of the syllabus and organisation of each unit can be found in the Dance Unit Handbooks. See the Moodle site for the unit handbooks, which include full details of the unit delivery and definitive documentation on the unit outlines.

4.3 ANY ADDITIONAL NOTES AND COMMENTS Students are required to attend all scheduled sessions, unless exceptional circumstances or medical reasons prevail (see Programme Handbook for details covering absence).

5 Studying Dance – What We Offer

5.1 Programme Experience

As already stated, the BA (Hons) Dance programme is practice-based and academically rigorous, enabling students to develop careers in a number of Dance fields or to continue into post-graduate study.

The programme has been designed to develop the creative, performance and analytical skills needed for dance careers through a number of diverse and exacting tasks. Students will have experience of applying their dance knowledge to the contemporary professional experience, and will be able to design projects to suit their particular career aspirations, in both the Professional Studies strand and the Independent Study work at Level 6.

Given the national/ international development of dance for film and the importance of video as both document and creative work, at Levels 4 and 5 students will gain the filming and editing experience necessary to completing distinctive video dance projects. They will be able to continue this aspect of the programme into Level 6 via negotiated project work.
Your tutors are all involved in research and/or professional practice because we believe thinking and theory can energise and enrich our practice and our teaching.

Obviously we provide you not only with expert tuition but also the physical resources necessary to develop your work.

5.2 Resources

5.2.1 Spaces

The spaces can be booked for use outside teaching hours and are normally open until midnight during term time. This includes all rehearsal, performance and practice rooms, the visual arts studios and the writing room
.
To ensure a fair and efficient use of our spaces we have set up an on-line space booking system. This will be explained at the beginning of the Autumn Term, and details will be posted to you via moodle.

To ensure you enjoy a safe working environment we have devised a Code of Health & Safety Practice. This will be explained to you and you will have access to a copy on moodle.

• You will be given basic training and safety briefing in the Dance Practices 1 unit at the beginning of the year.

Once you are basically trained, the space is yours to work in, within Health and Safety Code of Practice guidelines of programme.

Basic 'housekeeping' is essential to the smooth running of the department's work and therefore ALL students are required:

• To leave all performance spaces tidy and safe – emergency exits must be kept clear at all times.
• To see that storage spaces are kept clear and tidy at all times.
• To return equipment and keys booked out from the relevant Performing Arts Issue area, or Security, or IT, by the designated time.
• To ensure that no shoes are worn on the dance floor in either studio.
• To ensure that nothing heavy, hard or sharp is dragged or dropped on to the dance floor in either space.
Any equipment, furniture etc found to be damaged must not be used and should be reported to the technicians as soon as possible.

5.2.2 Equipment

We have a wide range of audio-visual, video and digital media equipment available in the department. Some equipment is specific to subjects in the Contemporary Arts area but following our departmental philosophy of encouraging all students to work across the arts, some of the technical equipment is available to all departmental students irrespective of their programme. For instance, any student in the department can use the desktop publishing and graphic capabilities of the PCs in Writing Rooms.

• If you want to borrow equipment - all of which is logged on a database - you will need your ID card.
• Most of the equipment you will require is held by the performance arts technicians and is issued by them weekdays between 9.00am – 4.30pm (see the Techies Issues Desk for details of opening hours)

Access to the props, costume and furniture store is through the Issues Area and is also restricted to particular times each day. For more details see the Contemporary Arts technicians.

In addition, the Dance Recordings Library offers hundreds of dance pieces on the hard drive htat can be copied onto a pen stick for you – contact the Technicians issue desk for more details on this system.

5.2.3 The Axis Arts Centre (AAC)

The Axis Arts Centre is a professional venue that brings innovative artists from a wide variety of backgrounds right to your door. It consists of two seasons of live events including performance poetry, live arts, dance, music and contemporary theatre and up to six visual arts exhibitions in the Axis Open Space. As emerging artists we feel it is vital that you see a broad range of contemporary work to appreciate the context in which your particular discipline operates, to help you do this, the university provides a discount card scheme for students – see below. In addition, the arts centre offers you opportunities to work with them to enhance your CV so GET INVOLVED!

Offer cards

The Axis Arts Centre Offer Card allows you to see 4 shows for the price of 3, and this is a real bargain considering the range and quality of professional practice you will be able to access through the Arts Centre during your time studying at MMU. We in Dance require you to purchase Two Offer cards in your first year of study to ensure you engage in seeing live performance work straight away! These cards will be sorted out during the first few weeks of your studies.

5.2.4 Library

You will be introduced to the Library early in the first term and shown how to use its extensive resources, but at any time Library staff will be only too glad to help you with indexes and literature searches etc.

Apart from its standard book holdings, the Library has an extensive collection of arts periodicals, which will be a vital resource for you when you come to research. All book and audiovisual titles are

catalogued on computer and there is on each terminal a helpful 'keyword' search facility.

The Library has a large and expanding non-book media collection (slides, CDs and videos).

As a student of the University you have access to all site libraries and your ID card allows you to borrow books from them.

The Library is also part of the British Library's Inter-Library Loan System. For a small fee you can order any book on any topic - a vital facility when researching a specialist topic or preparing a presentation.

As well as the suite of 'Drop-in' networked computers with Internet access, the library also has its own web-page from which a range of databases and other relevant websites can be accessed, such as Dance on Disc.

5.2.5 Computers

All PCs are networked. This means wherever you find a workstation you can access your files and use the standard bundle of software.

ALL PC machines are equipped with MS Excel (a spreadsheet), MS Word (word processor) and MS Powerpoint. In addition the PCs in the Writing Room are equipped with appropriate desktop publishing software. Dance students will be able to gain some access to the Writing Room PCs and there is image manipulation software in the editing suites.

In addition to the normal PC drop-in suites across the campus, you will be using the Mac suite to progress your media work in Screen Dance, Labanotation and Website authoring. This Suite is Digital Media 0.1, close to the Student Zone.

Remember you can access the files you save on the Network from any computer linked to the internet anywhere in the world…

5.3 Health and Safety

As already mentioned a Code of Practice detailing safe approaches to using our equipment and spaces has been compiled including clear Risk Assessments on the more detailed issues. You will be given your own copy in addition to having the Code discussed in induction week. It is important that you read and apply the Code of Practice when working. There are copies of the Risk Assessment Document in each of the performing spaces outlining the potential risks and hazards. If you are unsure over any issue, please ask.

The department operates a card system that indicates where a student has demonstrated that they are competent to use particular equipment. You will be offered the opportunity to obtain a Green Card that allows you use of rostra, the seating banks, lighting and sound operational equipment. A Blue Card is also available for students who have been shown how to use digital video and stills cameras, sound recording equipment, microphones etc. Once you have your Green or Blue Card signed for the relevant equipment, the card can be used to book out keys to operate the equipment and the equipment itself.

5.4 Guidance and Advice

Dance tutors will, as noted in the Introduction, help you as best we can with problems about workload, general and academic things. Each unit will focus on how to develop study and rehearsal skills in relation to the unit's particular assessment tasks.

In addition the Faculty offers expert Student Services (counselling, careers, medical, accommodation) and details of these may be found in the current MMU Cheshire Full-time Student Handbook, which can be accessed online at:

http://www.cheshire.mmu.ac.uk/downloads/handbooks/StudentHandbook.pdf

This also includes information on Changing Programmes and References should you feel you have made inappropriate choices and wish to change within the University or transfer/leave. But consult the Programme Leader first.

5.5 Student Services

Beyond offering the services of excellent student counsellors to discuss a range of issues in confidence with students, Student Services can greatly assist your approach to academic life. Not only do they offer programmes and leaflets tailored to improve skills such as time-management, note taking etc., there is a very useful Student Services website where you can access valuable assistance online:

http://www.mmu.ac.uk/academic/studserv

For advice on study skills you can visit:

http://www.mmu.ac.uk/tips/study_skills
http://www.mmu.ac.uk/academic/studserv/learningsupport/studyski lls.php

These websites also provide help on how to deal with the referencing of electronic media, which might prove useful given the amount of research our students currently complete using the Internet.

5.6 Careers

In addition to Student Services, and housed in the same building, the Careers Service offers a huge amount of support to students at all three levels of their study. Beyond advice on relevant work placements and how to approach a job application, the Careers Service has up-to-date information on a vast range job-opportunities.

Their website has recently won a national award for excellence. You can access the site directly via the Manchester Metropolitan University homepage by clicking on 'Current Students' or go directly there:

http://www.mmu.ac.uk/careers/students

Students can access information via the web and also subscribe to an e-mail distribution list.

In addition to advertising job opportunities, the website has a number of on-line training programmes that help prepare students to gain employment.

6 Studying Dance - Your Responsibilities

6.1 Approach

To get the best out of your three years you should approach your work with the right attitude.

• We want you to be questioning, to take risks and try the new. So you need an open mind.

• We want you to think for yourself, explore ideas, contend with opposing opinions. So you need to become intellectually independent, not over-reliant on others to think for you.

• We want you to understand and know. To do this you need to develop such academic disciplines as interrogating concepts/ideas/practices, assessing evidence and shaping your ideas through argument and critical discourses in essays, seminars, workshop presentations, and independent study. Much of the work in Dance is based in practice but hard thinking is part of it. At the same time, students are prepared for more traditional academic outcomes in good writing about dance.
As a student in Higher Education, you will find that you have more freedom - and accordingly more responsibility - for your own learning. Here are a few hints about what you should do:

• keep a working file for general notes and sketches

• keep a diary You will have a busy schedule of classes, meetings, (rehearsals and appointments.)

• compile your personal assessment schedule. The Department publishes in September all assessment dates for that academic year. You must note all those, which apply to you and plan ahead for pressure periods. No marks are awarded for late work and

concessions are made only for illness or on documented compassionate grounds. Your work is your responsibility.

• keep a wordbook. This may be a separate notebook or part of your working file. You will come across - both in class and in your reading - a host of new words. To increase your vocabulary to deal with complex concepts, you should note those, which come up more than once and look them up in a dictionary, noting their definitions. Nobody is born with a wide vocabulary: you need to make an effort to extend yours in your time at university.

• take your own notes in class, devise a system to suit yourself (various examples are available).

• avoid academic misconduct, as plagiarism is a serious offence of academic cheating (see Faculty Student Handbook). When taking notes from a book, always take down the details of publication and page numbers. If you are copying a sentence or two, be accurate. It is easy to make mistakes, so we will introduce methods of working honestly and accurately in your classes.

For further assistance, look at the online Learning Guide and consult the websites listed at 5.5. Apply some of the information to a particular task/assignment as this will assist you far more than simply reading about how to do it.

Not only do we want you to be intellectually curious and willing to engage with (sometimes) difficult ideas, we expect you to work with others. Collaboration and mutual support are essential working practices on our degrees not just because they make for effective learning - but because without a high degree of co-operation the programme would not work.
Student Services have many 'How To' leaflets for your assistance as part of their Learning Support Unit. These leaflets deal with specific academic issues such as note-taking, referencing, self-help study groups, seminar presentations and many more

6.2 University Undergraduate Programme Regulations

The University publishes regulations for each programme governing all aspects of assessing/evaluating student performance. These cover such matters as Examination Boards,

Exceptional Factors affecting Performance, External Examiners, the Classification of Degrees, Failure, Appeals and Results publication.

Your programme complies with the University regulations for undergraduate degrees.

These regulations can be found at http://www.mmu.ac.uk/academic/grad_regulations.php, and you are strongly advised to become familiar with them. Discuss any areas of uncertainty with your programme leader.

6.3 Failure during the Programme

It is your responsibility to meet the demands and standards required of degree level work. You must make yourself aware of all assessment regulations by reading the University Regulations booklet and talking to tutors if in doubt.

If your work is unsatisfactory your tutor will discuss this with you. Should you fail a unit (or units) you will only be allowed a re-sit opportunity if you have proven a sufficient level of engagement with your studies during the academic year.

Exceptional Factors Affecting Performance - see Section 3.8 of this handbook for more details.

6.4 Progression

At a mid point in the academic year a progression board meeting is held to review each student's attendance and academic achievement. The board records all those students identified as experiencing problems with their academic work and letters of concern are subsequently sent out.

Remember, to progress from Level 4 (Year 1) to Level 5 (Year 2) in the Dance degree you must normally take and pass the four units, valued at 30 credits each.

To progress from Level 5 (Year 2) to Level 6 (Year 3) you must

pass the four units offered at level 2, totalling 120 credits.

It is possible to fail or be penalised in Dance units through unsafe practices. Where you infringe the Department's Health & Safety Code of Practice marks may be deducted. Such deductions in the Final Year may affect the classification of your Degree. The Code will be issued to you soon after you arrive.

6.5 Attendance

It is a University requirement that you attend all classes and, in certain cases, it is a specific unit requirement where criteria and marks are attached to your attendance.

Persistent unofficial absence from classes is grounds for failure under University regulations. In the first instance you will be issued with a Cause for Concern letter from the unit tutor if you miss two or more consecutive classes (or three of five classes). If you have not attended to the requirements stated in the Cause for Concern letter then you will be required to meet with your Programme Leader to discuss your attendance and you will be required to meet the attendance agreement agreed at that meeting. Failure to meet the requirements of the attendance agreement could result in the Programme Leader requesting your withdrawal from the programme.

Consistent and punctual attendance for all Dance classes is expected and essential to the development of the work. In addition, attendance at rehearsals is a matter of professional as well as academic integrity. Failure to support colleagues by not turning up for timetabled and scheduled rehearsals is unforgivable. It prejudices another student's performance, wastes the time of the rest of the group and leaves spaces vacant that others might have used. We expect and insist on good supportive practices in all our students. The core of this programme is the development of the individual's creative and intellectual capacity in relation to ensemble practice. It is vital that all students in a year group are committed to the ensemble. The programme cannot and will not support students unwilling to be responsible to the group. If you are unable to be involved in class or group work, for specific health or personal reasons, it is imperative that you negotiate, either with your class tutor or Programme Leader, a role that you can

undertake that will not impact on the work of the rest of the group. Failure to take personal responsibility may lead to a student being removed from a project and in a worst-case situation a student may be required to withdraw from the programme or advised to transfer to a more appropriate programme.

6.6 Absence

Unavoidable absence is a different matter and sometimes happens.

• Where you are unable to get to classes you should inform the Student Life Office on Ext. 5305/5302/5337/5443. The Administrative staff will inform tutors of your absence (see under Agreed Absence below).

For absences of six days or fewer, a doctor's certificate is not required as you must complete a self certification form (available from the Student Information Point – SIP – in Laurence Building).

All students of the University are required to register with a local doctor on arrival in Cheshire. You will still be able to see your family doctor as a 'visitor' when at home during vacations. If you continue to live at home whilst studying, you may remain with your own doctor.
Registration with a local doctor is essential if you are to receive treatment for an illness or other medical condition, either by attending the surgery or receiving a visit in an emergency. It is easy to put this off, but if you need advice or treatment in the future, it is much easier if you are already registered and can save you stress and valuable time.
You can find information about local doctors, opticians, dentists and pharmacies at http://www.nhs.uk/servicedirectories
If you feel unwell and want advice on what to do please call NHS Direct on 0845 4647. This is a 24 hour confidential service where you can also find out about your nearest GP, pharmacist, dentist or out of hours services.

Absence through illness
If you are absent from class due to illness MMU requires you to follow the following procedure:
(The procedure can be found at

www.mmu.ac.uk/academic/grad_regulations.php.)
Absences of one to six days duration should be reported to your Lecturers, and you should use the Student Self Certificate for Absence due to Illness (Form SSC1) a copy of which can be found in the Student Information Points. This paper work must be filed with the programmes office, and this is the student responsibility. In addition, you should make a copy of the certificate to show to your Lecturers.

Absences of 7 days or more require a medical certificate.
If you are prevented through illness from attending or undertaking any examinations or assessment, you must obtain a medical certificate immediately for your submission and take it to the Student Information Point where it can be lodged in your file in the Programmes Office. In addition, you should make a copy of the certificate to show to your Lecturers.

If you are unable to attend classes because of illness, or you are unable to attend an assessment session or the end of year examinations, or are unable to hand in work on time during the academic year, you must obtain appropriate documentation, either a self-certificate, or a medical certificate from a doctor and send it to the Departmental Office immediately. Your absence, failure to present work or attend examinations because of illness, will only be taken into account by the final Examination Board, when a medical certificate has been provided. Self-certification is NOT ACCEPTABLE for absence from formally assessed work. This means when absent from class in units where work is continuously assessed, a doctor's note is needed.

A doctor's certificate is required for sickness causing late submission of or impaired performance in coursework, the assessment of which is to contribute to the satisfaction of programme requirements.

If such sickness is to be taken into account by an Examination Board, the certificate should normally be sent in on or before the day the work is due to be presented or the examination is due to be taken. A late certificate will not normally be accepted unless a student can show cause.

Agreed Absence

Any agreed permission for absence for personal reasons must be obtained in advance and in writing by application to the Programme Leader and on completion of a Leave of Absence form. Permission is granted ONLY for job interviews, urgent dental appointments; a stay in hospital; tests in hospital or genuine personal crises. It is not granted for personal convenience. An official Leave of Absence (LOA) form must be completed in absence. These forms must be filed with the programmes office. In addition, you should make a copy of the certificate to show to your Lecturers.

Permission to attend Camp America or Bunacamp or for any approved educational visit can be given only by the Programme Leader and must be obtained in writing beforehand.
A student seeking leave of absence for educational reasons should apply to his/her programme leader. The programme leader will determine if the experience to be undertaken during the period of absence complements the work undertaken by the student on the programme. A Leave of Absence form will then be approved by the Programme Leader.

7 University Regulations

Your programme complies with the University regulations for undergraduate degrees.
These regulations can be found at http://www.mmu.ac.uk/academic/grad_regulations.php, and you are strongly advised to become familiar with them. Discuss any area of unfamiliarity with your unit and programme leader(s).