

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Dance

Awarding institution	Liverpool John Moores University
Teaching institution	Institute of the Arts Barcelona
JACS Code	
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Dance, Drama and Performance (2015)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Arts with Honours in Dance Diploma of Higher Education in Dance Certificate of Higher Education in Dance
Link Tutor	Fran Leaver

Educational aims of the programme

The programme aims to:

- Provide its graduates with the creative, technical and professional skills, knowledge and understanding to gain and sustain employment as a dancer in the contemporary, commercial and entertainment sectors.
- Provide its graduates with a comprehensive understanding of the key concepts, ideas and theories which impact upon and underpin theatre arts practice.
- Develop in its graduates an understanding of the social, political and cultural implications of theatre practice and an awareness of their potential role in this.
- Encourage its graduates to adopt entrepreneurial approaches to their future professional careers.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

Demonstrate a solid foundation in the technical and creative skills in dance across the three principle areas of dance performance (Ballet, Contemporary, Jazz/Commercial).

Demonstrate a practical understanding of their own voice and a growing awareness of the strategies for its use as a performer.

Demonstrate a developing understanding of the core skills of dance.

Demonstrate a solid understanding for their body and the strategies required to maintain themselves as a healthy, injury free dance performer.

Demonstrate a broad understanding of performing arts as both a creative / social, and commercial / economic practice as well as the implications these factors have for a professional performer.

Demonstrate a broad understanding of a range of creative and theoretical concepts and ideas, which underpin and inform performing arts practice.

Undertake guided research and utilise a range of critical and analytical skills in constructing ideas and thoughts.

Work effectively and collaboratively as part of their peer group.

Demonstrate a growing understanding of professional working practices and ethics as well as a broad understanding of their use in the creation of theatrical performances.

Recognise and use a range of transferable skills appropriate for working as a student, which will help gaining and maintaining employment.

Engage with employability skills by the completion of a self-awareness statement

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

Demonstrate strong and developing technical and creative skills in dance across the three principle areas of dance performance (Ballet, Contemporary, Jazz/Commercial).

Demonstrate strong and sustainable voice and acting skills required of a professional dancer.

Demonstrate a clear understanding of dance and the performing arts as both a creative / social, and commercial / economic practice, and of their own potential within it.

Demonstrate knowledge and understanding of the key creative and theoretical concepts and ideas, which underpin and inform acting for the contemporary performer.

Undertake independent and guided research and use developing critical and analytical skills in constructing ideas and thoughts.

Work effectively and collaboratively within a range of creative teams and projects.

Demonstrate professional working practices and ethics and a growing understanding of their application in the creation of theatrical and screen based performances.

Develop a range of graduate-level transferable skills appropriate for gaining and maintaining employment in a variety of settings.

Target award Learning Outcomes - Bachelor of Arts with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Demonstrate a knowledge and understanding of the key processes and practices by which dance and performance is realised and managed.
2. Utilise key practices and strategies for the understanding, analysis and exploration of dance techniques and creative performance.
3. Demonstrate a knowledge and understanding of the relationship between technique and creativity.
4. Demonstrate an understanding of the issues and theoretical paradigms which underpin the processes involved in the transition from creation / choreographic practice to performance.
5. Understand group and collaborative processes in the creation of work and the interdisciplinary nature of performing arts.
6. Demonstrate knowledge and an understanding of the interplay between practice and theory, in preparation for sustained professional practice.
7. Evaluate key political, economic, social, cultural and technological factors, which may impact on the production and reception of performing arts.
8. Demonstrate knowledge and an understanding of professional structures and practices within the creative industries including entrepreneurship
9. Demonstrate the ability to develop ideas and construct arguments with the capacity to articulate them clearly in different modes and apply them to practical contexts
10. Demonstrate an awareness of interdisciplinary approaches and the capacity to engage and independently apply different theories and systems of knowledge.
11. Demonstrate the ability to research, organise and synthesise material independently and to critically evaluate its significance.
12. Demonstrate professional level technical and creative skills in dance across the three principle areas of dance performance (Ballet, Contemporary, Jazz/Commercial).
13. Demonstrate complex, expressive, integrated and sustainable voice and acting skills required of a professional dancer.
14. Demonstrate an advanced understanding of dance and the performing arts as both a creative / social and commercial / economic practice, with a clear understanding of their own potential position within it.
15. Demonstrate the ability to lead, work pro-actively, independently, flexibly, and collaboratively within diverse creative teams and projects as well as in the creation of new work.
16. Demonstrate the ability to be prepared, and apply professional working practices and ethics in the creation of theatrical and screen based performances.

17. Have developed a range of graduate level transferable skills appropriate for gaining and maintaining employment in a variety of setting.
18. Work and think critically, analytically and reflexively.
19. Utilise creative and imaginative skills.
20. Communicate effectively with a wide range of individuals using a variety of means (oral, visual, written).
21. Evaluate personal, academic and professional skills and performance.
22. Independently/ interdependently utilise problem-solving skills in a variety of theoretical and practical situations.
23. Manage time, prioritise workloads and recognise and manage personal emotions and stress.
24. Effectively perform within a team environment including: leadership, team building, influencing and project managing skills.
25. Demonstrate interpersonal skills of effective listening, negotiating, persuasion and presentation.
26. Understand career opportunities and challenges ahead and plan a career path.
27. Use generic ICT systems and tools to communicate, evaluate and present information.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Teaching and Learning for Knowledge and Understanding

The development of knowledge and understanding is through a combination of practical workshops, lectures, seminars, one-to one tutorials, independent and guided research projects and directed performance projects. Some elements of the teaching are delivered through modules that are shared with students from other disciplines, thus developing a collaborative approach. The curriculum is supplemented by opportunities for students to work independently outside the curriculum, using the IAB resources. Visiting professionals and specialists will provide students with a major contribution to their learning opportunities

Assessment of Knowledge and Understanding

Assessment (summative and formative) is through a combination of continuous class assessment, formal and informal presentations, in house and public performances, formal and informal studio presentations, written analyses, reports, and formal essays.

In practical work at Level 4, the emphasis of assessment is on process and the presentation of studio / class based activities. At Level 5, the emphasis begins a shift towards production/products whilst still acknowledging the value of the process in assessment weightings. At Level 6, the emphasis shifts to public performance supported by follow-up written or oral presentations as appropriate

Teaching and Learning for Intellectual Skills

Acquisition of intellectual skill is through a combination of lectures, small group teaching, practical classes, workshops, and performance projects at all levels. All modules, whatever their nature, involve discussion of key issues, the development of the idea of the reflective practitioner, the practice of applying concepts /theories to practical performances contexts.

Assessment of Intellectual Skills

Intellectual skills are assessed through presentations (oral and or written/ electronic), formal written submissions and their application in practical creative work. At Level 6 all learners will engage in a self-devised / and directed research project.

Teaching and Learning for Professional and Practical Skills

The acquisition of professional practical skills is through a combination of small group teaching, practical classes, workshops, and directed production projects at all levels. The emphasis on acquisition of these skills is that of learning by doing - experiential engagement and activity. As the student progresses through the levels of the programme they s/he acquire greater learning autonomy. The support provided by the staff will shift from structured teaching to student centred learning facilitation.

Assessment of Professional and Practical Skills

Skills are assessed through a range of methods appropriate to the task and will include presentations, performances, essays, portfolio, evaluations, observations and oral examinations.

Teaching and Learning for Transferable and Key skills

It is an accepted principle that the very nature of rehearsal, preparation and practice for performer includes most aspects of the broader transferable skills noted above on a regular basis.

Acquisition of skills 1-9 is through a combination of combination of lectures, seminars, small group teaching,

practical classes, workshops, tutorials and directed production projects in Levels 5 and 6.

Skill 10 is particularly, though not exclusively, embedded in the self-directed learning activity of the Professional Studies modules at each level.

Assessment of Transferable and key skills

Effective communication of ideas is an important criterion in assessment of these areas of a learner's work, whether in written work, practical work, or through performance; Regular formative feedback as well as summative assessment reflect this acknowledgement. Skills 1-10 are assessed by coursework, formal presentations, studio presentations, formal public and in-house performances, collaborative projects and written assignments as appropriate to each module.

Programme structure - programme rules and modules

The programme operates within the University academic framework (see below)

The programme is offered over three academic years in full-time mode. The programme commences in September and runs through to early June. The programme has no options or electives.

An alternative award of Diploma of Higher Education in Dance will be offered to students who do not achieve a pass in, or do not attempt, the final 120 credits but have gained 240 credits at levels 4 and 5.

An alternative award of Certificate of Higher Education in Dance will be offered to students who have gained 120 credits at level 4.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6561IAB Dance Technique 3 (Ballet/Contemporary) (20 credits) 6562IAB Dance Technique 3 (Jazz/Commercial) (20 credits) 6563IAB Research Project (20 credits) 6565IAB The Performance Company (40 credits) 6571IAB Professional Preparation (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5561IAB Dance Technique 2 (Ballet/Contemporary) (20 credits) 5562IAB Dance Technique 2 (Commercial) (10 credits) 5563IAB Dance Technique 2 (Jazz/Tap) (20 credits) 5564IAB Performance Skills 2 (20 credits) 5565IAB Performance (20 credits) 5566IAB Choreography 2 (10 credits) 5567IAB Professional Studies 2 (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4561IAB Dance Technique 1 (Ballet/Contemporary) (20 credits) 4562IAB Dance Technique 1 (Commercial) (10 credits) 4563IAB Dance Technique 1 (Jazz/Tap) (20 credits) 4564IAB Performance Skills 1 (20 credits) 4565IAB The Healthy Dancer (20 credits) 4566IAB Choreography 1 (10 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

The IAB has an approved variance from the LJMU framework to deliver year-long modules.

Opportunities for work-related learning (location and nature of activities)

This programme is highly practical, and as it progresses, simulated professional contexts become the dominant form. From level 5 students participate in the creation and presentation of performances in front of audiences. Also, in Level 5, students have the opportunity to work with theatre, musical theatre and commercial entertainment industry professionals. In year three (Level 6) the programme operates as a performance company with external directors and choreographers working with the students to create performances. During Level 6 students normally undertake a short tour or performances outside of the campus.

Criteria for admission

A/AS Level

Minimum 104 Tariff points A/AS Level

BTEC National Diploma

Tariff points including Distinction and Merit

Irish Leaving Certificate

Minimum 104 points from 5 Higher Level subjects

Scottish Higher

Minimum 104 points

International Baccalaureate

Diploma - 24 points including 6 in English at Higher level

Other

Applications will also be considered from students who have successfully completed and passed the IAB Foundation in Dance programme.

After initial screening for potential academic achievement and language skills all students will attend an interview and audition through which their skills, knowledge and ability, and capacity to complete the programme will be evaluated. (The Institute will, where appropriate, make all reasonable adjustments to accommodate those with registered disabilities both at the application process and on-programme).

1) Enthusiasm for, and commitment to the performing arts. This can be shown by the level of the applicants involvement in either professional, amateur or voluntary performance enterprises and/or their current or previous choice of study.

2) Technical and creative performance skills

As this programme is highly intensive and specifically designed to lead to professional performance practice at the highest level, applicants should be able to demonstrate substantial prior performance achievements in dance. It is expected that students joining the programme should be able to demonstrate basic professional level performance skills within one year of study. Students will be expected to have a comprehensive understanding and knowledge of English as the genre of musical theatre is delivered in English.

These skills can also be evidenced by the demonstration of skills equivalent to those required for attainment at Distinction level in NQF level 3 qualifications from specialist awarding bodies such as (but not limited to) Trinity Guildhall, LAMDA, ISTD and the RAD).

3) Academic and intellectual capacity to successfully take advantage of the programme. This will normally be demonstrated through academic achievement in formal qualification (See below).

4) Prior academic attainment

The programme does not specify specific academic qualification (see point 1 above) as part of its entry requirement. However the threshold level of prior academic achievement is detailed below.

5) English Language

Students should normally be able to demonstrate English language skills at a minimum of IELTS 6.5.

Overseas qualifications

PAAU (Prueba acceso a la Universidad) (Spanish)

Pass

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners

- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.