

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Dance

Awarding institution	Liverpool John Moores University
Teaching institution	Liverpool Institute for Performing Arts
JACS Code	W500
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	CDMT (Council for Dance, Drama and Musical Theatre)
Description of accreditation	Liverpool Institute for Performing Arts (LIPA) (Dance) is accredited by the CDMT (Council for Dance, Drama and Musical Theatre).
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	Angie Walton

Educational aims of the programme

The programme aims to prepare the learner for a sustainable career in the commercial dance industry. It will further develop practical skills and knowledge/understanding of a variety of dance genres and their related artistic, cultural and professional contexts. This is achieved through a holistic educational approach encompassing a range of technical, creative, performance, analytical and professional/vocational skills.

The programme will develop:

- Technical and expressive performance skills in a variety of dance genres and styles
- Supplementary skills in musical theatre
- A physical understanding of applied anatomy and body maintenance
- Creativity, professionalism and interdisciplinary skills for the performance process
- An understanding of the cultural, social, historical, industrial and philosophical context of the commercial dance industry
- Knowledge and skills that enable students to achieve a sustainable career and self-employment in a diverse range of dance employment opportunities
- Transferable skills: self-discipline, self-motivation, independent learning and practice, communication skills, team work, collaboration, creative thinking, problem solving

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

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

- Perform the fundamental technical skills, stylistic features, and physical musicality of dance
- Demonstrate basic technical skills in singing and acting
- Apply verbal corrections and directions to practice on an on-going basis
- Adhere to professional training protocols and safe practice

Employ knowledge and understanding of basic anatomy for personal practice and body maintenance

Participate in and employ key choreographic devices and techniques appropriate for the creative process and performance

Evaluate, interpret and communicate an understanding of the underlying theories and concepts surrounding commercial dance

Demonstrate knowledge and understanding of the workings of the professional commercial dance industry

Demonstrate self-discipline, written, and oral communication skills in team work and problem solving

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

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

Perform a high level of technical skill, stylistic features, and physical musicality of dance

Integrate singing, acting and dance techniques

Apply knowledge of advanced rehabilitative practice in preparation for performance

Demonstrate creativity and professionalism in a collaborative process and performance

Engage with appropriate research methodologies and communicate information, analysis and arguments through the application of research and writing skills

Identify and plan potential employment and career development within the commercial dance industry

Establish a high level of communication and performance through audition portfolio and technique

Demonstrate a capacity for independent and reflective learning

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. Engage in the physical and mental requirements involved in becoming a professional dancer/performer
2. Demonstrate knowledge of applied anatomy, body conditioning/maintenance and safe practice
3. Recognise and implement the approaches used in the realisation of practical work both in class and in the performance process
4. Appraise the critical, cultural, historic, philosophical, economic and academic discourse surrounding the commercial dance industry
5. Recognise the impact of traditional dance on contemporary contexts.
6. Explore the choreographic and devised processes, research, and evaluation of the performance process
7. Initiate and create the realisation of practical work both in class and in the performance process
8. Demonstrate the critical awareness of the role of dance in the arts and entertainment industries
9. Perform of a range of dance styles; correctly, safely, and with confidence
10. Present physical skills: dexterity, agility, and control and apply them effectively through performance
11. Engage as an individual and as an ensemble member in the performance process
12. Demonstrate supplemental performing arts skills: singing and acting
13. Articulate research and ideas regarding the commercial dance industry
14. Evaluate appropriate focus on target areas for employment in the commercial dance industry
15. Critique, analyse and demonstrate physical skills
16. Sustain concentration and focus for extended periods
17. Demonstrate awareness of inter-disciplinary approaches to study and the capacity to engage with different theories and paradigms of knowledge
18. Demonstrate reflexive and independent thinking
19. Develop ideas, the construction of arguments and the capacity to present them in appropriate ways
20. Handle creative, personal and inter-personal issues
21. Manage personal workloads and meeting deadlines

Teaching, Learning and Assessment

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

Practical classes and workshops
Lectures and seminars
Student led practice
Individual feedback
Individual tuition
Independent study
Rehearsals and performances
Practical class assessment
Practical presentations
Rehearsals and performances
Written process and self-evaluation
Written essays
Oral presentations
Practical classes and workshops
Lectures and seminars
Independent study
Rehearsals and performances
Student led practice
Individual tuition
Written essays
Oral presentations
Practical presentations
Rehearsals and performances
Written process and self-evaluation
Portfolio
Practical classes and workshops
Rehearsals and performances
Student led practice
Independent study
Lectures and seminars
Individual Tuition
Rehearsals and performances
Practical class assessment
Mock Audition
Portfolio
Test
Written essays
Oral presentations
Written assignments
Practical classes and workshops
Lectures and seminars
Rehearsals and performances
Individual tuition

Independent study
 Practical class assessment
 Rehearsals and performances
 Oral presentations
 Practical presentations
 Seminar presentations
 Written assignments
 Portfolio

Programme structure - programme rules and modules

The programme is studied over three years full-time. The programme is arranged in 3 terms with skills classes continuing for all levels of study across the first two terms. Third term is for performance preparation at Levels 4 and 5 and at Level 6 students focus on their Professional Development module. Two self-directed study weeks are built into terms 1 and 2 to ensure that students can effectively engage with on-going assessment tasks and participate in industry led activities.

The programme is divided into study units called modules. All modules are compulsory. This award does not contain, or allow electives to be taken with any other award. A 10 credit module is indicative of 100 hours total hours learning activity comprising student contact (lectures, workshops, seminars, tutorials, rehearsals, and performance project supervision), course work preparation and private study. All learners take modules to the value of 120 credits each year/credit level. The appropriate module-unit credits are awarded for the successful achievement of the learning outcomes for the module.

Award Requirements

Bachelor of Arts with Honours in Dance: 360 credits

Diploma of Higher Education in Dance: 240 credits from level 4 and 5

Certificate of Higher Education in Dance: 120 credits from level 4

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6540DAN Dance Techniques 3 (40 credits) 6541DAN Performance Skills 3 (10 credits) 6542DAN Performance Company (40 credits) 6543DAN Dance Studies 3 (20 credits) 6544DAN The Professional 3 (10 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5530DAN Dance Techniques 2 (40 credits) 5531DAN Performance Skills 2 (20 credits) 5532DAN Musical Theatre Skills 2 (20 credits) 5533DAN Public Performance Project (20 credits) 5534DAN Dance Studies 2 (10 credits) 5535DAN The Professional 2 (10 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4500PD1 The Professional 1 (10)		120 core credits at level 4

credits) 4520DAN Dance Techniques 1 (40 credits) 4521DAN Performance Skills 1 (20 credits) 4522DAN Musical Theatre Skills 1 (20 credits) 4523DAN Rehearsal and Performance Project (20 credits) 4524DAN Dance Studies 1 (10 credits)		0 option credits at level 4
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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>

Variance has been approved to run year long modules at level 4,5 and 6 and 40 credit modules at Level 4 and 5.

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

Although there are no formal placements on the programme students are taught to research and understand the workings of the commercial dance industry through the following modules: The Professional (Level 4), The Professional Dancer (Level 5), and The Professional Performer (Level 6). Through those modules and in the masterclasses that are provided for them as part of their learning they engage in real world scenarios where they can apply their learning.

Being part of a multi-disciplinary institution students have the opportunity to take advantage of facilities and funding in order to produce their own or cooperative productions.

The Dance Department has many strong links to the industry and the students are encouraged to use these to arrange professional work opportunities within their discipline during the holidays throughout the academic year.

Through the modules listed above students have the opportunity to share their experiences with students from other year groups.

Criteria for admission

A/AS Level

We are committed to accepting students on to this course who have the potential to succeed as performers and who will gain sustained work in the performing arts and entertainment industries. With this in mind we wish to identify through applications and interview or audition key attributes and achievements.

The key attributes that we seek to identify are:

- * Knowledge, ability and experience of dance
- * Commitment to the performing arts
- * Ability to work effectively with others
- * Broad interest and engagement
- * Self-awareness
- * Spirit of enterprise

The minimum educational standard that we are looking for is:

GCSEs

We normally require a minimum of five GCSEs grade C. These should include Maths and English.

Plus a minimum of 64 UCAS tariff points (2017 tariff) or 160 UCAS tariff points (2016 tariff).

We accept all types of equivalent qualifications, the following are the most common UK qualifications that people tend to apply to us with:

A/AS Level

This should be from two A Levels (i.e. grades C, C), excluding General Studies. Points from AS and Key Skills

are not counted.

BTEC National Diploma

Extended Diploma (i.e. Merit, Merit, Pass profile).

BTEC Diploma (i.e. Merit, Merit). Acceptable on its own and combined with other qualifications such as an A Level, in which case total needs to be 64 (2017 UCAS tariff points) or 160 (2016 UCAS tariff points) across both qualifications.

90 Credit Diploma (Distinction, Merit). Acceptable on its own or can be combined with other qualifications such as an A Level, in which case total needs to be 64 (2017 UCAS tariff points) or 160 (2016 UCAS tariff points).

Irish Leaving Certificate

From 5 subjects at higher level.

Scottish Higher

From 5 subjects, 3 of which must be at an Advanced level.

International Baccalaureate

Acceptable on its own and with other qualifications.

Welsh Baccalaureate

Acceptable on its own but is ideally combined with other qualifications as it is equivalent to one A Level.

Other

Audition or Interview

Candidates are invited to audition/interview on the basis of completing the LIPA and/or UCAS application form.

We look for evidence of the key attributes and an ability to achieve the qualifications standard. In exceptional cases people may be invited to audition/interview who have not met or are not on course to meet the qualifications standard. In these cases there must be substantial potential demonstrated against the other attributes.

The audition or interview allows us to evaluate you as a practitioner in your area of interest. Offers of a place will follow where you demonstrate high ability and the potential to succeed.

At the audition candidates are given an overview of LIPA, take part in a series of dance workshops and perform a song, during which they are accompanied on piano. At a recall event, candidates take part in dance workshops, perform their song again, as well as taking part in improvisation, interview and assessment with our physiotherapist. They also do a written task. On occasions, we may combine all elements into a single audition.

In exceptional cases an offer of a place may be made on the basis of the application form alone.

Equal Opportunity

LIPA is an equal opportunities organisation and aims to successfully recruit students from a wide range of different socio-economic and personal backgrounds.

To ensure we provide effective equality of opportunity within the application process we carefully consider each application individually and acknowledge differences that can exist between applicants' experiences from diverse backgrounds. We regularly update our approaches to take into account changing understanding of communities and cultures and we monitor applicant/student characteristics such as age, gender and ethnicity.

Recognition of Prior (Experiential) Learning [RP(E)L] and Credit Transfers

If you can demonstrate that you have already achieved learning equivalent to a module or modules, or a level of study, in the programme then you may be eligible to be awarded credit for this learning or to have credit transferred from another UK institution.

You will be required to complete an application to have your qualifications or experience approved by the Head of Discipline and the university. This requires the presentation of appropriate evidence and we will map the evidence against the programme outcomes to be certain of equivalence. If approved credit will be awarded and you will proceed on to the appropriate level of the course to complete the remaining credit for the award.

Mature entry

We welcome applications from mature students. Given the wide range of backgrounds, qualifications and experience that mature applicants may offer, entry requirements are not necessarily rigid and can vary from one individual to another. Substantial experience in your chosen area of interest can be accepted instead of formal qualifications. You should make your experience clear in your application.

Overseas qualifications

We welcome applications from students with qualifications from outside of the UK. Each application is considered on an individual basis and mapped to the appropriate entry level. We value the diversity of experience that students from different backgrounds bring to the course.

IELTS score of 6 is required.

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.