

# PROGRAMME SPECIFICATION

## Foundation Certificate in Dance

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	Liverpool Institute for Performing Arts
<b>JACS Code</b>	W500
<b>Programme Duration</b>	Full-Time: 1 Year
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Dance Drama and Performance (Note - The QAA Dance Drama and Performance subject benchmark has been used to inform the curriculum however as the Foundation Certificate is at level 3 it falls outside of the scope of the statement)
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Foundation Certificate in Dance
<b>Link Tutor</b>	Angie Walton

## Educational aims of the programme

The aims of this programme are to prepare the student for study in higher education. More specifically the programme aims to

1. Develop the foundations of a rigorous and disciplined approach to dance technique across a range of styles and genres
2. Develop the appropriate levels of performance skills (including acting and singing) required for entry to vocational performing arts higher education programmes
3. Develop the critical, analytical, research and study skills required of a new entrant into higher education
4. Develop the student's understanding of the skills, knowledge and ability required of a performing arts practitioner so that they are able to make appropriate choices of future programmes and careers

## Target award Learning Outcomes - Foundation Certificate

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

## Knowledge and understanding

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

- A1. Understand the processes by which performance is created, realized and managed
- A2. Recognise the relationship between different elements of performance practice
- A3. Interpret the reading of written texts, notations, and scores and how to effect transitions from page to
- A4. Read, analyse, and interpret performance
- A5. Implement the performance and production skills necessary to communicate with an audience
- A6. Work with group processes and dynamics in the creation of performance
- A7. Explore the disciplines and standards of professional practice in acting, dance, song and other related skills
- A8. Demonstrate awareness of the main research methods used to collect information and analyse performance
- A9. Recognise the vocational training required for the performing arts
- A10. Explore contemporary, cultural, social and economic contexts of performing art practice

## Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Practical classes and workshops

Lectures and seminars  
Student led practice  
Individual feedback  
Individual tuition  
Independent study  
Rehearsals and performances

#### **Assessment**

Practical class assessment  
Practical presentations  
Rehearsals and performances  
Written process and self-evaluation  
Written essays

## **Skills and other attributes**

### **Intellectual Skills**

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

- B1. Develop and articulate critical conception of the performer
- B2. Explore and understand the performance development process
- B3. Understand the impact of traditional practice on contemporary contexts
- B4. Develop a critical awareness of the role of performer in the arts and entertainment industries
- B5. Use research skills involving the ability to gather, sift, synthesise and organise material independently and undertake critical and informed evaluation of its significance
- B6. Develop ideas and construct arguments in a range of presentational formats

### **Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

Practical classes and workshops  
Lectures and seminars  
Independent study  
Rehearsals and performances  
Student led practice  
Individual tuition

#### **Assessment**

Written essays  
Practical presentations  
Rehearsals and performances  
Written process and self-evaluation  
Independent study  
Portfolio

## **Professional practical skills**

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

- C1. Develop a thorough practical understanding of the foundations of a range individual dance techniques in both studio and performance contexts
- C2. Develop an understanding and awareness of their own strengths and weakness as potential dance performers
- C3. Perform in a range of styles, safely, correctly and with confidence

C4. Develop practical and conceptual skills and apply them effectively to convey meaning through performance

C5. Engage as an individual and as a group member in rehearsal and performance

C6. Develop audience awareness and the ability to respond and adapt to it through flexible presentational and expressive means

**Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

Practical classes and workshops

Rehearsals and performances

Student led practice

Independent study

Lectures and seminars

**Assessment**

Portfolio

Written essay

Written evaluation

Practical class assessment

Rehearsals and performances

**Transferable / key skills**

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

D1. Use creative and imaginative skills to solve problems

D2. Communicate in a variety of oral, written, visual and performance media

D3. Use reflexive and independent thinking

D4. Sustain concentration and focus

D5. Use awareness of interdisciplinary approaches to study and the capacity to engage with different theories

D6. Understand group dynamics and respond appropriately to creative, personal and interpersonal issues

D7. Negotiate and pursue goals with others

D8. Manage personal workloads and meet deadlines

D9. Produce written work using the appropriate conventions

D10. Use a range of ICT skills

**Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated**

Practical classes and workshops

Lectures and seminars

Rehearsals and performances

Individual tuition

Independent study

**Assessment**

Practical class assessment

Rehearsals and performances

Practical presentations

Written assignments

Portfolio

**Programme structure - programme rules and modules**

**Programme rules**

The programme is divided into study units called modules. A 10-credit module typically comprises 120 hours of learning activity comprising student contact (lectures, workshops, seminars, tutorials and performance project supervision), course work preparation and private study. All learners take modules to the total value of 120 credits. The appropriate module-unit credits are awarded for the successful achievement of the learning outcomes for the module. The full programme award, Foundation Certificate, is achieved upon the successful completion of 120 credits.

Level 3	Potential Awards on completion	Foundation Certificate
Core	Option	Award Requirements
3530FDAN Dance Fundamentals (40 credits) 3531FDAN Introduction to Acting and Singing (20 credits) 3532FDAN Musical Theatre Integration (10 credits) 3533FDAN Performance Projects (40 credits) 3534FDAN Professional Studies (10 credits)		120 core credits at level 3 0 option credits at level 3

## 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>

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

This is a one-year intense programme with high levels of staff contact and as such there are not the opportunities for formal credit bearing work placement activities. However, despite its introductory nature the programme is designed to provide the student with insight into the performing arts as a profession as well as a creative practice. Wherever appropriate professional employment working practices are adopted, particularly in the performance modules. The practical performance skills development modules are supported by modules which explore and develop the students understanding of the performing arts as an industry. As a result successful students will complete the programme not only with creative skills but with a broad understanding of how to begin the process of finding and sustaining viable employment.

## 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, including an opportunity to freestyle/improvise, and perform a song, during which they are accompanied on piano. There is also an informal interview.

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 5 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](http://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.*