

## PROGRAMME SPECIFICATION

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### Bachelor of Arts with Honours in Dance

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	Institute of the Arts Barcelona
<b>JACS Code</b>	
<b>Programme Duration</b>	Full-Time: 3 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Dance, Drama and Performance (2019)
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Arts with Honours in Dance Diploma of Higher Education in Dance Certificate of Higher Education in Dance
<b>Link Tutor</b>	Nicholas Phillips

### Educational aims of the programme

The educational aims of the programme are for the student to:

1. Provide its graduates with the creative, technical, and professional skills, knowledge and understanding to gain and sustain employment as a dancer or creative practitioner in the Contemporary Dance field and related performing arts and entertainment sectors.
2. Supply its graduates with a comprehensive understanding of the key concepts, ideas and theories which impact upon and underpin Contemporary dance and performing arts practice.
3. Develop in its graduates an understanding of the social, political, and cultural implications of performing arts practice and an awareness of their potential role in this.
4. Encourage its graduates to adopt entrepreneurial approaches to their future professional careers in the creative industries.
5. Develop intellectual, analytical, self-reflective, and interpersonal level graduate and transferable skills.

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

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

1. Demonstrate foundational level technical and creative skills in the different dance techniques studied.
2. Demonstrate a practical understanding of their own body and a growing awareness of the strategies for its use as a performer and creator.
3. Demonstrate an understanding of the core skills of dance, production, and performance knowledge.
4. Demonstrate an understanding of the mind and body strategies required to maintain themselves as a healthy, injury free dance artist.
5. Demonstrate an understanding of performing arts as both a creative and an economic practice and the implications these factors have for a professional dance artist.
6. Describe a foundational knowledge of the creative and theoretical concepts and ideas that underpin and inform performing arts practice.
7. Undertake guided research and use critical informed thinking in constructing ideas and thoughts.

8. Work effectively and collaboratively as part of their peer group.
9. Demonstrate a basic understanding of professional working practices and ethics and their use in the creation of theatrical performances.
10. Recognise and use a range of transferable skills appropriate to this level.

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

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

11. Demonstrate advanced level technical and creative skills in the different dance techniques studied.
12. Use and show creative and choreographic skills in the composing of original work.
13. Demonstrate a clear understanding of dance and the performing arts as both a creative and economic practice, and of their own potential within it.
14. Demonstrate knowledge and understanding of the key creative and theoretical concepts and ideas, which underpin and inform contemporary performance making.
15. Undertake independent and guided research and use critical and analytical skills in constructing ideas and thoughts.
16. Work effectively and collaboratively within a range of creative teams and projects.
17. Demonstrate professional working practices and ethics and a growing understanding of their application in the creation of a wide range of performances practices.
18. Apply foundational teaching and arts and event management skills to a range of potential employment settings
19. Demonstrate 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. Portray 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 (Contemporary, Ballet, and associated techniques).
13. Demonstrate the complex, expressive, integrated, and sustainable performance skills required of a professional dancer.
14. Demonstrate a pre-professional understanding of dance and the performing arts as both a creative and 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 for and apply professional working practices and ethics in the creation of performances for a variety of contexts and settings.

17. Exercise a range of intellectual, analytical, self-reflective, and interpersonal graduate level transferable skills appropriate for gaining and maintaining employment in a range of creative industry setting.

## Teaching, Learning and Assessment

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

### Teaching and Learning

Teaching is delivered by means of lectures, practical classes, technique classes, small group teaching workshops/practical activities, individual practice, individual/group tutorials, rehearsals/preparation for live performance and live performance. Teaching incorporates:

- Sharing factual knowledge, introducing conceptual frameworks and inspiring discussion activity.
- Providing instruction in dance/performing to improve and enhance technique level.
- Demonstrating use of technology, applications and the exploration of possibilities.
- Explaining how to research, collect and analyse data, structure an academic argument and frame findings.
- Exploring and developing skills in critical analysis of self and others.,
- Providing learning activities to develop interpersonal skills and graduate attributes.
- Guiding a rehearsal/creative process, providing constructive feedback to enhance the students' breadth and depth of learning, and providing further feedback after the live/completed event.

Visiting lecturers and professional artists contribute to the programme to offer other perspectives and simulate learning through a professional work environment.

Throughout the programme the student is encouraged to read widely to consolidate and supplement that being taught to network within the industry and to set goals and challenge self.

A summary description of the teaching and learning activities by level is:

At level 4 – Embedding key understandings, skills and knowledge whilst ensuring that the student has an awareness of self-learning strategies and development of their interpersonal/academic skills. Students will undertake practical and theoretical classes in classical and contemporary techniques; associated techniques such as Urban Dance, Improvisation and Text, Body & Voice; creative practice, choreography and movement research; dance history and academic studies; creative enterprise studies with focus on physical and mental wellbeing, as well as business studies; production and performance practice and experience. The focus of all level 4 modules is to provide a solid foundation across the broad range of industry requirements and to prepare students for level 5.

At level 5 – Applying learning and extending further the students' knowledge, skill base and ability to make/create work and engage with the rehearsal process to ensure confident levels of performance and creation. Students will undertake practical and theoretical classes in classical and contemporary techniques; associated techniques such as Urban Dance, Improvisation and Text, Body & Voice; creative practice, choreography and movement research; contextual studies and research methods; creative enterprise studies with focus on teaching pedagogy and art and event management; production and performance practice and experience. The focus of all level 5 modules is to provide advanced training and prepare students for level 6, paving the way for a portfolio career in the industry.

At level 6 – Translation of knowledge and abilities into strategies for securing and sustaining employment in the industry and acquisition of transferable graduate attributes for employment in different /wider fields of work. Students will undertake practical and theoretical classes in classical and contemporary techniques; engage in a substantial research project, engage in creative enterprise studies with focus on professional preparation for the industry; and professional level production and performance experience with industry professionals. The focus of all level 6 modules is to consolidate all previous training to allow students to enter and perform successfully in the creative industries sector, and to attain a graduate standard in transferable skills.

Regular, well planned, and focused self-directed study is essential for a successful outcome at each level of study. Different students may need to spend different amounts of time on different subjects. The journey from being a guided learner to an autonomous learner, equipped with the necessary skills, intent, and curiosity, is integral to the learning partnership fostered between the institution and each individual student.

### Assessment

Assessment is geared specifically to learning and serves the purposes of:

1. Helping students learn by highlighting their strengths and weaknesses and working with them to develop their abilities to achieve the required learning outcomes.

2. Mapping students' skills, knowledge, and level of ability against the learning outcomes of their modules of study.

3. Ensuring that the module or programme of study is delivering the required learning activities and that the individual teaching and learning strategy is efficient and effective.

As is appropriate in a vocational Dance programme, there is a higher number of practice-based assessment tasks than written assessment tasks. Practical assessments can also be supported by the keeping and submission of a working diary/journal. To provide and enhance the academic underpinning and rigour of the programme traditional types of academic assessment will also be employed for example research activities, analysis and critical appreciation activities and academic writing tasks.

The types of assessment used are essays and critical evaluations; practical tasks; live performance; presentation of a portfolio; reports/case studies; small group presentations and project management tasks.

Both Formative and Summative Assessments are used within the programme. Formative focuses on guiding, developing and correcting knowledge/ability/skills in preparation for the formal mark-bearing Summative Assessment. Summative assessment marks are reported to the LJMU Board of Examiners and ratified marks then appear on the students' individual Progress transcript at the end of the academic year. Unratified marks are returned to the students within 15 working days of the assessment taking place and accompanied by written, aural or face to face feedback from the marker of the assessment task.

Students are clearly guided as to the specific nature of the requirements for the assessment tasks, which are explained in detail in each of the Module Guides.

The IAB is committed to equality of opportunity and, where reasonable and appropriate, makes adjustments to the assessment tasks where an individual student has demonstrated a specific need. The specified learning outcomes are not adjusted, and the level is maintained, the student is instead provided with the opportunity to demonstrate their achievements of the learning outcome in an alternative manner. Modifications to an assessment may include but not be limited to:

- Additional time allowance.
- Oral presentation as replacement for written work.
- Written or oral demonstration of a task where practical demonstration is not possible.

## Programme structure - programme rules and modules

The programme is delivered over three academic years in full-time mode. It starts in September and runs through to early June. The programme has no options.

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 the point at level 4.

Each level of the programme requires study of 120 credits, which are divided into modules as listed below. The credits allocated to each module are awarded for the successful achievement of all the learning outcomes for the module.

Students beginning the programme prior to September 2022 will remain on the previous validated version of the programme and the modules unless going on a leave of absence/have been awarded Final Module Attempts by the Board of Examiners, which may require that they move to the new programme version.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
<a href="#">6573IAB</a> Creative Enterprise 3 (20 credits) <a href="#">6573IABDAN</a> Classical Techniques 3 (20 credits) <a href="#">6574IAB</a> Research Project (20 credits) <a href="#">6574IABDAN</a> Contemporary Techniques 3 (20 credits) <a href="#">6575IAB</a> Production & Performance 3 (40 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements

<a href="#">5569IABDAN</a> Creative Enterprise 2 (10 credits) <a href="#">5571IABDAN</a> Associated Techniques 2 (10 credits) <a href="#">5572IABDAN</a> Creative Practice & Research 2 (20 credits) <a href="#">5573IABDAN</a> Classical Techniques 2 (20 credits) <a href="#">5574IABDAN</a> Contemporary Techniques 2 (20 credits) <a href="#">5577IAB</a> Contextual Studies 2 (20 credits) <a href="#">5579IAB</a> Production and Performance 2 (20 credits)		120 core credits at level 5 0 option credits at level 5
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Level 4	Potential Awards on completion	
Core	Option	Award Requirements
<a href="#">4568IAB</a> Contextual Studies 1 (20 credits) <a href="#">4569IAB</a> Creative Enterprise 1 (20 credits) <a href="#">4570IAB</a> Production & Performance 1 (10 credits) <a href="#">4571IABDAN</a> Associated Techniques 1 (10 credits) <a href="#">4572IABDAN</a> Creative Practice and Research 1 (20 credits) <a href="#">4573IABDAN</a> Classical Techniques 1 (20 credits) <a href="#">4574IABDAN</a> Contemporary Techniques 1 (20 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>

Variance to run yearlong modules at Level 4, 5 and 6 has been approved.

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

The programme is vocationally specific and designed to include work-related learning.

Industry standard facilities, hardware and software are used throughout the programme. The practical assessment tasks wherever possible are positioned against industry standards and processes to replicate 'real world' situations. Students are also given access to a range of opportunities to undertake voluntary, extra-curricular work in the industry.

At Level 5 the seven modules are designed to develop understanding and competence with professional working practices and context and students participate in the creation and presentation of performances in front of audiences. Students have the opportunity to work with dance, theatre and commercial entertainment industry professionals.

At Level 6 the students are expected to work as a professional artist and engage with other professionals in the appropriate manner. Five modules offer specific work relating learning opportunities by engaging external professionals (directors, choreographers, artists) working with the students to deepen technique and entrepreneurial skills and to create performance projects.

## Criteria for admission

### A/AS Level

Minimum 104 Tariff points A/AS Level excluding General Studies

### 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**

All students complete a written application and are practically auditioned by participating in an online, video or live audition. Each audition includes three technique classes (Ballet, Contemporary and Commercial, including an improvisation element), and the performance of a 1-2 minute solo. This is followed by a one-to-one interview with the Programme Leader or another member of the programme team. Within the interview their academic knowledge of and interest in the subject area are explored. Their language skills and capacity to successfully complete the programme will be evaluated.

The key attributes that are looked for are:

- Knowledge, ability, and experience in dance
- Technical and creative potential practical skills
- A level of physicality and fitness to be able to cope with the demands of the programme
- An ability to articulate their interest in the field demonstrating understanding and prior engagement
- Enthusiasm, broad interest and engagement with the audition and subject area
- Ability to work effectively with others
- Self-awareness and determination to succeed

GCSE English Language at grade 4 or above or, an IELTS 6.0 or equivalent SELT score is a requirement for entry to the programme.

### **Equal Opportunity**

IAB is an equal opportunities organisation and aims to successfully recruit globally based students from a wide range of different socio-economic and personal backgrounds. We recognize and celebrate diversity in our academic community.

### **Recognition of prior (Experiential Learning (RP(E)L) and credit transfer**

Evidence of prior successful completion of a complete level of study may be considered for direct entry to levels 5 or 6. You are required to complete an application, provide the evidence and where equivalence can be confirmed and is supported by the IAB, your request will be submitted to LJMU for their consideration and potential approval.

### **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**

The national university entry academic qualification of your country equivalent to 104 UK Tariff points or 24 points from an international Baccalaureate. We welcome applicants with qualifications from outside of the UK.

## **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.*