

PROGRAMME SPECIFICATION

Certificate of Professional Development in Dance

Awarding institution	Liverpool John Moores University
Teaching institution	Institute of the Arts Barcelona
JACS Code	
Programme Duration	Other Full Time: 3 Months
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Dance Drama and Performance (2016)
Programme accredited by	Liverpool John Moores University
Description of accreditation	
Validated target and alternative exit awards	Certificate of Professional Development in Dance
Link Tutor	Fran Leaver

Educational aims of the programme

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

- Demonstrate developing technical and creative skills in dance across the four principle areas of dance performance (Ballet, Contemporary, Jazz and commercial).
- Demonstrate knowledge and understanding of creative and theoretical concepts and ideas, which underpin and inform contemporary performance.
- 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 performances.
- Demonstrate a development in transferable skills appropriate for gaining and maintaining future employment in a variety of settings.
- Further develop academic knowledge, understanding and application to prepare for the next level of study in their home university.

Target award Learning Outcomes - Certificate of Professional Development

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. Demonstrate a knowledge and understanding of the key processes and practices by which performance is realised and managed in this semester.

A2. Utilise key practice and strategy for the understanding, analysis and exploration of performance techniques and creative performance.

A3. Demonstrate a knowledge and understanding of the relationship between technique and creativity through projects and performances during the semester.

A4. Demonstrate an understanding of the issues and theoretical paradigms which underpin the processes involved in the transition from conception to performance.

A5. Understand group and collaborative processes in the creation of work and the interdisciplinary nature of performing arts.

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

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

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, and formal essays.

Skills and other attributes

Intellectual Skills

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

B1. 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

B2. Demonstrate an awareness of interdisciplinary approaches and the capacity to engage and independently apply different theories and systems of knowledge.

B3. Demonstrate the ability to research, organise and synthesise material independently and to critically evaluate its significance.

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

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

Intellectual skills are assessed through presentations (oral and or written/ electronic), formal written submissions and their application in practical creative work.

Professional practical skills

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

C1. Demonstrate advanced level technical and creative skills in dance across the four principle areas of dance performance (Ballet, Contemporary, Jazz and Commercial).

C2. Demonstrate a particular understanding of the performing arts as a creative/social and community/economic practice.

C3. Demonstrate the ability to lead, work pro-actively, independently, flexibly, and collaboratively within diverse creative teams and projects and contribute to the creation of new work.

C4. Have further developed the transferable skills appropriate for the future gaining and maintaining of employment in a variety of settings.

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

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. The support provided by the staff will shift from structured teaching to student centred learning facilitation.

Assessment

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. The support provided by the staff will shift from structured teaching to student centred learning facilitation.

Transferable / key skills

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

D1. Work and think critically, analytically and reflexively.

- D2. Utilise creative and imaginative skills.
- D3. Communicate effectively with a wide range of individuals using a variety of means (oral, visual, written).
- D4. Independently/ interdependently utilise problem-solving skills in a variety of theoretical and practical situations.
- D5. Manage time, prioritise workloads and recognise and manage personal emotions and stress.
- D6. Effectively perform within a team environment including: leadership, team building, influencing and project managing skills.
- D7. Demonstrate interpersonal skills of effective listening, negotiating, persuasion and presentation.

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

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. The development of 1 – 7 will build on the skills acquired in the home university and introduce new skills relevant to that individual through a combination of combination of lectures, seminars, small group teaching, practical classes, workshops, tutorials and directed production projects

Assessment

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 1-7 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

Programme rules

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

The programme is offered over one semester.

The programme commences in September or January

The programme has no options or electives.

Level 5	Potential Awards on completion	Certificate of Professional Development
Core	Option	Award Requirements
5501IAB Ballet and Contemporary Dance (20 credits) 5501IABCPD Performance (10 credits) 5502IABCPD Critical and Analytical Studies (10 credits) 5503IAB Jazz and Commercial Dance (20 credits)		60 core credits at level 5 0 option credits at level 5

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 programme is highly practical, and as it progresses, simulated professional contexts become the dominant form. The students participate in the creation and presentation of a performance in front of a public audience.

Criteria for admission

Other

The Certificate of Professional Development is part of the IAB Study Abroad system and is designed to provide accreditation primarily for International students joining the BA Hons Dance programme for one semester.

Therefore the criteria for admissions normally are:

- 1) That applicants are registered on an undergraduate Dance programme with a strong practical performance component.
- 2) That they can demonstrate the practical performance ability (through their transcript), which will allow them to take full advantage of the Certificate of Professional Development.
- 3) That applicants have successfully completed one full year of study (equivalent to 120 level 4 UK credits)

Exceptionally the IAB will accept applicants to the CPD not currently registered on a degree but who wish to undertake an intense practical CPD to enhance their career prospects. Students wishing to do this should still be able to meet criteria 2 and 3 above.

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 from the World of Work Careers Service.
- 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.