

Level 4 Certificate of Higher Education

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DANCE & MUSICAL THEATRE

Programme Specification

JUNE 2024

## **1. INTRODUCTION**

The CertHE in Dance & Musical Theatre is a full-time musical theatre training course designed to begin developing the skills that form the foundations of a musical theatre performer's training. Designed to provide an entry on to specialist three-year programmes in a related discipline, this programme is specifically tailored to develop and build on your performance skills, build on your knowledge of musical theatre, and explore possibilities for your personal, artistic, and professional development.

The CertHE programme is specifically designed to cater for aspiring performers who are eager to enhance their skills and techniques through a comprehensive curriculum of studio-based study and practice-oriented activities. This program offers a valuable opportunity for individuals to build a strong foundational skill set of musical theatre skills, with a particular emphasis on singing, acting, ballet, jazz, tap, contemporary, and commercial dance techniques. It is important to recognize that the arts encompass a wide range of disciplines, constantly evolving and adapting. The CertHE program aims to familiarise students with the industry's expectations and demands. Moreover, the course incorporates transferable skills that are applicable across various fields within the arts, both in academia and employment. Whether students are engaged in theoretical subjects or practical training, the curriculum of the program supports the development of skills that are relevant and valuable in all areas of the arts. Engaging in class debates, acquiring presentation skills, understanding audition etiquette, and embracing the rigor and discipline of rehearsal and performance all contribute to the cultivation of a diverse repertoire of personal skills that will be advantageous to any future employer.

The year is 30 weeks, divided into three terms. There are 27 hours of timetabled teaching per week. The course aims to prepare students and support students with applications for further study at Level 4-6. As many musical theatre courses require potential students to attend an audition in the Spring of each year, technique teaching is top loaded into terms 1 and 2 to maximise teaching time before most students' auditions take place.

The CertHE program offers an introduction to vocational training in musical theatre. The future path of a student will be influenced, to some extent, by the specific degree programme they pursue upon completing the CertHE program. Subject to the admissions policies at other providers, some Institutions may offer opportunities for access to Level 5 study on a similar course.

Depending on the choices made for further education after Level 4, graduates will possess the necessary industry knowledge, academic qualifications, and practical skills demanded by performing arts companies, enabling them to pursue a variety of professions within the performing arts industry.

The programme sits within Rose Bruford College's (RBC) wider range of creative industries courses, all with a practical performance ethos. This environment provides many opportunities for collaboration on projects, events and performances. This unique multi-disciplinary context is key to the rich industry and creative experience of studying with SOTE Foundation College and Rose Bruford College.

**SOTE Foundation College with Rose Bruford College**  
**Cert HE Dance & Musical Theatre Programme Specification**

**2. GENERAL INFORMATION**

UCAS code	Name of Final Award	Programme Title	Duration	Mode of Study
	Cert HE	Dance & Musical Theatre	8 months	In Person

Teaching institution	SOTE Foundation College
Awarding institution	Rose Bruford College of Theatre and Performance
External Examiner	
Programme Accreditation	
Relevant QAA Subject Benchmarks	Dance, Drama and Performance (2024)
Other points of reference	<ul style="list-style-type: none"> <li>i. The UK Quality Code for Higher Education, which contains the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies</li> <li>ii. Guidelines for Preparing a Programme Specification (QAA)</li> <li>iii. SOTE Foundation College Learning and Teaching Strategy</li> <li>iv. Development Events, with Industry</li> </ul>

### **3. AIMS OF THE PROGRAMME**

As a student and future graduate of SOTE Foundation College and Rose Bruford College, our broad ambition is for you to...

*...seek to make a positive difference to those around you, by working collaboratively to create value*

*...be curious, creative and take responsibility for your own life-long learning*

*...be mindful of the impact of your actions on others – those you work and study with, those in your professional and social community, in wider society, and globally*

*...respect and value diversity and difference, showing tolerance and understanding*

*...develop a range of transferable skills, to equip you for the wider world.*

The Cert HE in **Dance & Musical Theatre** aims to:

1. Develop students' skills in dance, singing and acting, enhancing their foundation skills and techniques through a comprehensive curriculum of studio-based study and practice-oriented activities.
2. Build students confidence, physical intelligence, self-belief, and collaborative skills, through Individual and group activities. Enabling graduates to collaborate successfully with peers and portray their ideas and work with increasing confidence and self-belief.
3. Produce confident graduates able to perform to a standard to gain admission onto a Level 4-6 Course in their chosen pathway.
4. Develop the students' understanding and knowledge of professional etiquette within the industry with regards to communication, audition techniques, preparation & professional practice.
5. Increase the students' capacity to evaluate and navigate the changing industry trends through the study of musical theatre, to create performances with increasing independence through collaboration that prepares them for their journey towards the industry of the future.
6. Produce students who can adapt to change within a working environment and understand the importance of continuously developing and enhancing their skill sets.
7. Give students the opportunity to engage with a number of industry professionals including professional performers, choreographers, directors, stage management, theatre agents, and wider HE/Conservatoire principals & teachers. This will give them a broad insight into the industry to realise their own role in the creative industry.

## 4. LEARNING THEMES OF THE PROGRAMME

### A. Knowledge and Understanding

On successful completion of the programme you will be able to:

		Benchmark
A1	Demonstrate knowledge and understanding of the core underlying technical requirements of the different musical theatre skills (singing, acting, dance)	Dance, Drama and Performance: 7.9, 7.12
A2	Understand how to relate vocal and physical performance technique to character and style.	Dance, Drama and Performance: 7.9, 7.10, 7.13
A3	Identify elements within a given text to create a character and deliver an embodied performance.	Dance, Drama and Performance 7.9, 7.10, 7.12
A4	Research theory and practice to enable the development of skills required in preparation for a performance career.	Dance, Drama and Performance: 7.11



<b>Learning &amp; Teaching Processes</b> (to allow you to achieve intended learning outcomes)
<p>You will find yourself in classes that are run by different faculty's at SOTE Foundation College. The teaching ethos is the same throughout the programme, although each discipline may involve different methods of teaching.</p> <p>Technique Classes are designed to develop your technical and practical skills in the core disciplines of dance, singing and acting. These classes will require an amount of repetition as you practice control and gain an understanding of how your body works. You will often work as individuals within a group all performing the same task.</p> <p>Workshops offer a way for students to express their own ideas, skills and creativity within a group. The tutor will have an area of work they wish to explore and they may start the session with games and exercises that will prepare the group to focus on that particular area of work. You may be asked to work in smallish groups to explore and create as a group with guidance from the tutor, or you may work one to one with the tutor, exploring ways to approach a variety of material. The specific learning and teaching methods for each module are described in the module guides.</p>



<b>Assessment</b> (of intended learning outcomes)
<p>The assessment methods utilised in this programme are specifically tailored to mirror industry practice. Consequently, there is a significant emphasis on practical project-based assessments. The abilities described in the learning outcomes are assessed as part of each module.</p> <p>You are assessed through a combination of practical projects, presentations and written submissions.</p> <p>There are further details of the assessments in the module descriptions.</p>

## B. Intellectual Skills

On successful completion of the programme you will be able to:

		Benchmark
B1	Display creativity and expressive skills in all three core musical theatre disciplines to the level expected to meet admission requirements for an undergraduate programme.	Dance, Drama and Performance: 7.9
B2	Source and research appropriate audition and performance material to meet admission requirements for an undergraduate programme.	Dance, Drama and Performance: 7.10, 7.12
B3	Evaluate the work of others to inform the next stage of your own creative practice.	Dance, Drama and Performance: 7.11
B4	Evaluate research and practice in order to make sound judgements about performances in a variety of disciplines.	Dance, Drama and Performance: 7.10, 7.11



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### C. Practical Skills

On successful completion of the programme you will be able to:

		Benchmark
C1	Demonstrate practical technique in all three core musical theatre disciplines to the level expected to meet admission requirements for an undergraduate programme.	Dance, Drama and Performance: 7.9
C2	Work collaboratively and on your own to create a musical theatre performance.	Dance, Drama and Performance: 7.9, 7.10, 7.11, 7.12, 7.13, 7.14
C3	Rehearse and perform appropriate audition and performance material.	Dance, Drama and Performance: 7.9, 7.10, 7.11, 7.12, 7.13, 7.14
C4	Create and develop new dramatic and performance skills in a studio environment and apply these skills in live and recorded auditions and performances.	Dance, Drama and Performance: 7.9, 7.10, 7.11, 7.12, 7.13, 7.14



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### D. Transferable Skills/Personal Qualities

On successful completion of the programme you will be able to:

		Benchmark
D1	Display the professional etiquette expected of an early career performer within the industry with regards to communication, audition techniques, preparation, time keeping & professional practice.	Dance, Drama and Performance: 7.13, 7.14
D2	Express yourself with confidence in your knowledge, understanding and skills.	Dance, Drama and Performance: 7.11, 7.12, 7.13, 7.14
D3	Demonstrate skills in leadership, negotiation and communication while collaborating with others in performance and creative projects.	Dance, Drama and Performance: 7.11, 7.14
D4	Exhibit the qualities, transferable skills and personal responsibility necessary for further study and employment.	Dance, Drama and Performance: 7.14
D5	Accurately deliver coherent arguments, research findings and performance evaluations.	Dance, Drama and Performance: 7.13, 7.14



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## 5. THE STRUCTURE OF THE PROGRAMME

### Modules and Credit Weighting

Module Code	Module Title	Credits	ECT Credits
<b>Level 4</b>			
CHDMT441	Dance	40	20
CHDMT442	Acting	20	10
CHDMT443	Singing	20	10
CHDMT444	Audition Preparation	20	10
CHDMT445	Performance	20	10

### Programme Structure

<b>Level 4</b>		
<b>Semester 1</b>		<b>Semester 2</b>
TERM ONE.		TERM TWO.      TERM THREE.
Dance, Acting, Singing, Audition Prep, Performance		
Dance, Acting, Singing, Audition Prep, Performance		
		Dance, Acting, Singing, Audition Prep, Performance

## **6. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT**

Student induction and support takes place at SOTE Foundation College where you will receive information on your academic programme and student support services:

Programme information and support:

- You receive a Student Handbook prior to the programme commencing.
- Each module throughout the programme is introduced with a briefing by tutors.
- You are allocated a personal tutor from the programme faculty, to provide both academic and pastoral support.
- Peer learning and mentoring, are intrinsic to the programme's learning and teaching strategy.
- You will receive feedback on all assessment tasks and will be debriefed in a tutorial following the majority of practical projects, to encourage reflection on practice and to identify future learning goals.

Information and support at SOTE Foundation College:

- Welfare advice is available to all students.
- The SENCO at SOTE Foundation College is available to all students (students are contacted at admissions stage and invited to disclose any disabilities), to support any students who require and additional academic and pastoral support
- Dyslexia support is available.
- You will take part in the College's Personal Development Planning scheme. During the programme, students discuss their personal and professional development with a programme tutor, and plan future action.
- Ongoing study support is provided through the tutorial process and through online support materials.

The programme is designed to be developmental and on completion of a Cert HE in Dance & Musical Theatre you will be ready to progress to Level 5 on a similar course. At Level 4, induction and study support equip you for degree-level study, while regular tutor contact with core programme staff ensures that you are aided in putting all aspects of your studies into the context of the performing arts industry and your developing professional practice.

## 7. CURRICULUM MAP: MODULES AGAINST INTENDED PROGRAMME LEARNING OUTCOMES

Code	Module Title	Knowledge understanding				& Intellectual Skills				Practical Skills				Transferable Skills & personal Qualities				
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
CHDMT 441	Dance	X			X	X		X		X	X	X	X	X		X	X	
CHDMT 442	Acting	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
CHDMT 443	Singing	X	X	X	X	X	X	X		X	X	X	X	X		X	X	
CHDMT 444	Audition prep	X	X		X	X	X		X	X		X	X	X	X	X	X	X
CHDMT 445	Performance	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	

## 8. CRITERIA FOR ADMISSION

SOTE Foundation College operates a fair and transparent admissions policy, welcoming applications from students from a wide range of backgrounds and stages in their life. Entry is via audition where applicants are assessed on their existing skills and potential for employment within performing arts. Applicants should normally hold Level 3 qualifications, either two 'A' levels, a single AVCE Double Award or a BTEC National Diploma; or other equivalent qualifications.

SOTE Foundation College also welcomes applications from learners without formal qualifications at this level, as learning and experience is often gained in different settings outside the classroom, and this experience elsewhere will be taken into account where it can be assessed as equivalent to Level 3. To support this, we have an alternative application. Non-EU/UK applicants for undergraduate programmes are required to hold an IELTS with an overall minimum score of 6.0.

## 9. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to Rose Bruford College Undergraduate Academic Regulations.

## 10. MECHANISM FOR PROGRAMME REVISION

The programme is regularly reviewed through SOTE Foundation College and Rose Bruford College's annual programme monitoring process. As part of this process, the Programme Committee receives feedback from students, external examiners and academic staff. Recommendations for any revisions to the programme can be discussed as part of this annual monitoring process.

Any proposed modifications by the programme team should be considered initially at SOTE Foundation College and then forwarded to Rose Bruford College's Quality Office. Each programme is subject to an Annual Programme Review undertaken by the Teaching, Learning and Quality Committee where any proposed changes and updates are discussed with appropriate External Examiners. All programme revisions will be managed in-line with the requirements of Rose Bruford College.

<b>Date of original production:</b>	February 2024
<b>Date of current version:</b>	June 2024