



**THE GARAGE**  
NORWICH

# **LEARNER HANDBOOK**

**BTEC HNC PERFORMING ARTS**

**2018 / 19**

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## ***PROGRAMME SPECIFICATION***

**Course Level:** Level 4 (HNC)

**Pathways:** Acting / Dance / Musical Theatre

**Awarding Organisation:** Pearson

**Location:** The Garage, Norwich

## ***COURSE OVERVIEW***

This dynamic, intensive and highly practical course provides rigorous training designed to prepare students for further study at dance/drama school or university. The focus of the course is to build strong foundations in essential technique, skills & repertoire whilst coaching students through audition preparation and process.

Students will work alongside those on other pathways to develop a comprehensive range of core skills across acting, dance and singing which will be complemented by specialist units in art form-specific areas. Students will exploit the opportunities of being based in a professional Performing Arts Centre to utilise top-class facilities and access workshops and performances from practicing artists and companies.

### **Who is this course aimed at?**

This course is great for College / Sixth Form leavers who are committed to a career in the performing arts.

### **What skills will I develop?**

The course has been designed to:

- ✓ Equip individuals with knowledge, understanding and skills for success in employment in the Performing Arts industry
- ✓ Support students to identify and pursue appropriate further training, study or employment
- ✓ Consolidate a technique and skills repertoire for successful auditioning, training and professional practice
- ✓ Provide opportunities for specialist study relevant to individual vocations and contexts
- ✓ Nurture individuals ability to innovate and work in a creative way
- ✓ Promote independence of approach to study and the generation of performing arts evidence through coaching of research and investigative skills
- ✓ application of complex theories to practical realistic work situations in the performing arts

## **What will I study?**

All students will study 5 core units:

### *The Performing Arts Industry*

The aim of this unit is to give learners an understanding of how this industry works, from individual and collaborative working to looking after participants' own health and wellbeing

### *Professional Development*

The aim of this unit is to allow learners to explore many potential avenues of employment, build an awareness of how to present themselves to the marketplace and embark on a journey of professional development

### *Jazz Dance 1*

The aim of this unit is to enable learners to develop their dance skills as well as learning to combine steps, which will result in the ability to pick up choreographic combinations

### *Singing 1*

The aim of this unit is to enable learners to interpret and perform sung material in musical theatre by developing and applying singing techniques

### *Acting 1*

The aim of this unit is to enable learners to develop their acting skills through the exploration of different acting techniques, including preparation and reflection

In addition, students will select a pathway option and study 3 further units:

## **ACTING PATHWAY**

### **UNITS:**

- Movement for Actors
- Voice and Speech for Actors
- Devising Theatre and Performance

In **Movement for Actors** students will consider the importance of developing an expressive body as an essential component of their performance toolkit. Students will acquire foundation skills in suppleness, strength and agility which will facilitate the development of movement capability and physical presence. In **Voice and Speech for Actors** students will explore the fundamental principles of vocal performance and how sound is formed physiologically. Students will learn technique and exercises that can be used to develop an expressive and flexible vocal instrument capable of meeting the demands of professional work. In **Devising Theatre and Performance** students

will develop a creative toolbox of methods, ideas, techniques that could all be applied to devised work. Practical work will be developed using multiple contemporary devising processes, including use of movement, text and ensemble, developing an appreciation of the entire creative process from stimulus to final product.

### **DANCE PATHWAY**

UNITS:

- Choreography 1
- Contemporary Dance 1
- Ballet 1

In **Choreography** students will be given an overview of choreography, establishing an understanding of what goes into dance making. They will also explore the history of movement as an art form, how to construct an original piece of choreography and develop an understanding of choreography as a chosen career pathway. In **Contemporary Dance** students will gain a grounding in contemporary dance technique; achieving greater control over their creativity and agency to grow as unique artists. Students will improve the quality of their movement through dance combinations, the learning of modern dance language, contemporary dance technique and by developing a stronger relationship to musicality and creativity. In **Ballet** students will study the vocabulary and Enchaînements of classical ballet. In addition, students will investigate different approaches to ballet which inform technique and style, considering how they relate to personal factors such as facility, physicality and prior experience.

### **MUSICAL THEATRE PATHWAY**

UNITS:

- Ensemble Singing
- Choreography 1
- Voice and Speech for Actors

In **Ensemble Singing** students will develop skills including relative pitch, the singing of major scales and arpeggios, listening to and reproducing melodic lines, singing a capella, copying and identifying metre and rhythm, and developing internal timekeeping. Students will acquire knowledge of the rudiments of music notation and score reading and to learn to sing simple and more complex melodies at sight. In **Voice and Speech for Actors** students will explore the fundamental principles of vocal performance and how sound is formed physiologically. Students will learn technique and exercises that can be used to develop an expressive and flexible vocal instrument capable of meeting the demands of professional work. In **Choreography** students will be given an overview of choreography, establishing an understanding of what goes into dance making. They will also explore the history of movement as an art form, how

to construct an original piece of choreography and develop an understanding of choreography as a chosen career pathway.

### **When will I study?**

Length of course: 7 months

Start Date: 04/09/2018

End Date: 23/04/2019

Course Structure:

120 credits completed over a 7 month, full-time, intensive programme. You will need to attend taught sessions for 3 days per week and be expected to complete a further 2 days per week independent study as well as additional workshop, performance and trip opportunities.

Students will need to complete 480 guided learning hours (contact teaching time) as well as substantial self-led study to successfully complete the course.

### **How will I be assessed?**

Assessment methods include:

- ✓ Reports and written assignments
- ✓ Individual project work
- ✓ Oral presentations
- ✓ Practical Assessments
- ✓ Portfolios of evidence

The assessment of Edexcel BTEC Higher National qualifications is criterion referenced and you will be assessed against published learning outcomes and assessment criteria.

All successfully completed units are graded as **Pass**, **Merit** or **Distinction**. Each grade achieves points with the final qualification grade dependent on the accumulation of these points. To achieve a Pearson BTEC Higher National Certificate qualification, you must complete at least 120 credits at level 4 (eight units), and achieve a pass grade in at least 105 credits (seven units).

### **Re-assessment**

If you do not pass a unit at the first assessment opportunity, you will have the opportunity to re-assess. This will allow you to improve your work and re-submit it for marking. You can only do this once per unit, and your re-assessment will be capped at a pass.

## **Entry Requirements**

You will need to be 18 years of age on or before 31st August of the academic year that the programme commences to complete the programme. Students will be expected to demonstrate practical ability alongside relevant previous learning which may include, but is not limited to:

- GCE 'A' Level or 'AS' level passes
- BTEC Subsidiary Diplomas, Diploma or Extended Diploma
- A Diploma or equivalent
- An Access to HE Course
- Any other relevant international qualifications

Our admissions process is focussed on assessing your ability, potential and how you fit with our approach. Your educational achievements are important, but they don't tell us everything we need to know about you, so in addition we will be looking for students who can demonstrate:

### **CREATIVITY**

We are not producing clones, show us that you have ideas and make yourself stand out.

### **CURIOSITY**

It's important to us that you ask questions, explore and test and are open to new ideas.

### **PASSION**

We're keen to see how much this means to you, and where you want to go.

### **INITIATIVE**

We need you to work independently as well as with others, and to hold yourself accountable.

### **RESILIENCE**

We are not pretending it will always be easy, so show us that you are ready for the challenge.

### **REFLECTION**

Nobody here is perfect, we're keen to have students who can reflect on their own practice, take feedback on board, and always look to improve.

### **COMMITMENT**

We want to know that you are going to stick with us, even if it gets tough, and that you have a plan for where you are heading next

All students will be required to attend an audition and interview to secure a place on the course.

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### **How much does it cost?**

Course fees for 2018/19 are £3500 (instalment plans available)

The Garage is committed to removing barriers to participation, therefore we will consider applications for full and partial bursaries. We also encourage students to seek financial support from other sources, and can provide details of local charitable Trusts who have previously provided grants to individuals to take part in our activities. Courses at The Garage do not currently attract Student Finance.

The course fees include all teaching, resources and assessment as required by the programme. Students are required to provide their own suitable clothing and footwear (a list of compulsory items will be provided). Students may be offered additional trips and workshops outside of the compulsory curriculum for which an additional charge may be made.

### **What can I do after this course?**

The course is designed to prepare students for the next step in their creative career. Following completion of the Level 4 HNC course you can move on to a level 5 or 6 Higher Education or vocational training course at University or dance/drama school. Alternatively, some students may choose to move directly into employment.

**STAFF**



**ADAM TAYLOR, HEAD OF CENTRE**

Adam has had a long relationship with the organisation, having attended drama courses at The Garage as a young person before joining the Trust in 2008 as Technical Manager after Graduating from UEA with a BA(Hons) in Drama.

He later moved onto Norwich City College as Course Lead for Production Arts setting up new Production Arts Courses and apprenticeships at various levels for the institution and achieved a Masters in Creative Producing at Royal Central School of Speech and Drama. Adam secured a reputation for supporting students to further their training or employment with a 100% progression rate from his courses.

In 2012 Adam returned to The Garage as Production and Operations Manager. He has been an integral part of the senior leadership team and in driving the organisation forward, managing key refurbishments on site and developments in infrastructure for The Garage.

In addition to his work at The Garage, Adam Guest Lectures in Producing and Arts Organisational Management for a number of HE institution and is Executive Producer of Production Company *All-In Productions*, making barrier free theatre that tours to festivals and theatres in the east.



**CHRIS SMITH, LEAD LECTURER (ACTING)**

Smith received a BA Hons in Drama from the University of Exeter, before completing a PGCE in Drama with English at University of Warwick. He spent six years educating students in secondary schools, before bringing his expertise in the education sector, knowledge of curriculum and passion for creative learning to the vocational setting of The Garage.

Smith's teaching career thus far has seen him work in a range of educational settings in different parts of the country; working as an outstanding classroom practitioner as well as researching and continuing to develop pedagogy. Working across Warwickshire, Hertfordshire and Norfolk, Smith has personalised and adapted learning

content to suit different groups of young people: designing programmes of study to share with his passion and knowledge of the creative arts. Smith has worked with students ranging from year 7 to 13, enabling him to follow the whole process of Drama education from beginning to end as students take their steps into continuing the subject in Higher Education. Through the years, Smith has managed departments, run a sixth form and redesigned courses to adapt to the fluctuations of curriculum, exam and industry requirements.

Passionate about the creative arts and using performance to inspire and communicate, Smith is driven to give young people opportunities on the stage that help shape their futures and give them the confidence to explore their artistic potential. With a clear vision of designing inspiring, dynamic and innovative courses that push students and challenge them to reach their greatest potential, Smith is excited to welcome you to The Garage.

## **DICCON HOGGER, LECTURER (DANCE)**



Diccon began his training at Impington International Sixth Form Centre in Cambridge. He then went on to gain a BA Hons in Performing Arts - Dance from Middlesex University. In 2002, he was the first foreign performer to dance with Lithuanian based *Aura Sokia Danz Theatre* in their 30 year history during a 2 month tour of the Baltic States and Sweden. Since then he has been consistently working as a Dance Artist/Performer and Choreographer with *eXtant Performance Company*, *Vitamin G*, *X3 Collective*, *KD Productions* (Russia, Romania), *BoXed*, and *Ersatz Dance Company*.

Diccon is the Artistic Director of *Base Dance* - a project funded education and Performance Company. *Base Dance* continues to develop their profile as an accessible and innovative company with a specialism for integrating technologies and multimedia sources into their work. The company has performed across the UK and produces highly energetic dance theatre works fusing contemporary, urban and advanced contact styles. *Base Dance* has a highly active education team who deliver high standard of tailor made workshops, residencies and experiences to all educational and community environments including teacher training & CPD sessions.

Diccon's passion for knowledge transference is evident in his career history and has worked for various eastern region dance agencies (CambsDance, Dance in Herts and DanceDigital) as a Dance Development Artist, facilitating a wide range of education, youth projects and community activities. Over the past 9 years Diccon has been a Dance and Performing Arts Lecturer at the University of Bedfordshire. He has taught on the under graduate Dance and Professional Practice and Performing Arts programs as well as lecturing on the post-graduate Master's degree courses.

Diccon's expertise lies in accessible technology within the performing arts and enjoys delivering fast paced high energy workshops in a multitude of disciplines. He is a keen theatre-goer and always on the lookout for new inspiration for his work.

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## **ASSESSMENT POLICY**

Assessment processes will aim to promote learning and achievement of all learners from entry, through to on-programme and achievement.

Learners are entitled to:

- Fair and open assessment practices in line with the Equality & Inclusion policy
- An Assignment Brief indicating the criteria against which they will be assessed.
- Regular advice, counselling and guidance from teaching staff.
- Access to an open and fair appeals procedure.
- Assessments being carried out regularly and outcomes reported within 2 weeks, with written and/or verbal feedback.

***A full Assessment Policy is available to learners on request.***

## **MAINTAINING STANDARDS: INTERNAL VERIFICATION**

Internal Verification (IV) is a centre devised quality assurance process which assures the assessment against the external grading criteria and that assignments are fit for purpose.

The Garage's IV policy is designed to ensure:

- That assessment is accurate, consistent, current, timely, valid, authentic and to relevant external standards.
- That the assessment instruments are fit for purpose.
- To assure the assessment of all accredited programmes delivered by the centre.
- To be part of an audit trail of learner achievement records.
- To provide feedback to inform centre quality improvement.

***A full Internal Verification Policy is available to learners on request.***

## **MALPRACTICE & PLAGIARISM**

The Garage takes its role as an educational establishment very seriously. Incidents of malpractice/maladministration can potentially lead to learners being disadvantaged, can require the conducting of costly and time-consuming investigations and may cause reputational damage to the organisation. It is, therefore, desirable to prevent malpractice or maladministration from occurring, whenever possible.

Learners will be advised on expected standards for producing original work and recognising other sources within their work and supported to apply these standards consistently.

Cases of suspected or actual malpractice/maladministration should be dealt with quickly, thoroughly and effectively.

***A full Malpractice & Maladministration Policy is available to learners on request.***

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### ***RECOGNITION OF PRIOR LEARNING***

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding of skills they already possess and so not need to develop through a course of learning.

You are entitled to apply for RPL providing you meet the specific requirements of the validating / awarding body governing the qualification for which you are studying.

You can request a credit claim form from your course lead, and will be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation.

You may appeal against the credit points awarded but only on the grounds of non-observance of agreed procedures and/or improper application of those procedures.

***A full RPL Policy is available to learners on request.***

### ***LEARNER SUPPORT***

The Garage welcomes applications from all individuals that meet the entry requirements of the course. Our team of tutors and support workers are here to make sure you get the most from your time with us. We strive to be accessible to everyone and will make reasonable adjustments where possible.

The Garage has a well-developed Inclusion & Support team who are committed to inclusive learning and widening participation across all programmes. The Garage also takes its responsibilities under the Equality Act 2010 very seriously.

Learners will be supported to develop an insight into their personal barriers and to develop strategies and skills that will encourage them to become independent learners. The Garage aims to be proactive in identifying and supporting learners requiring additional support, calling on strong partnerships with external bodies as necessary.

Additional Support will be available to all learners with a disclosed medical condition, disability, sensory or physical impairment, learning difference or language support need if they meet the entry requirements of their chosen course, and can access their chosen course with the help of “reasonable adjustments” by The Garage.

***A full Learner Support Policy and Special Considerations and Reasonable Adjustments Policy is available on request.***

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## **LATE WORK POLICY**

All evidence for each unit should be submitted on the by the due date. Due dates can all be found on the assignment briefs for each unit, as well as on the course outline available in the learner handbook, on the website, and on the online-classroom system.

You can request an extension for a deadline, but this will only be considered in exceptional circumstances. Poor time management or pressure of work is not considered good enough reason for the non-submission of an assignment.

If you do not have approval for an extension, work received within 2 weeks of the submission date will be marked but a penalty may apply. The Garage will refuse to mark work received two weeks after the submission date and a decision will be referred to the Assessment Board. In addition, if you submit work late without approval for an extension, you may forfeit the right to a resubmission even if you have been referred on the assignment.

***A full Late Work and Extensions Policy is available on request.***

## **APPEALS & COMPLAINTS**

### **What can I do if I am not happy?**

The Garage has a formal Appeals Procedure as set put below that should be followed if you have grounds for believing that your work has not been assessed fairly.

In the event of a learner wishing to make an appeal against an assessment decision, the following steps must be followed:-

- Within 3 days the learner must contact the assessor to arrange an informal meeting to discuss the assessment decision.
- If the learner is still dissatisfied, then he / she may appeal to the Lead Lecturer.
- This will allow the learner to put forward reasons why his / her assignment should be re-assessed. This should be done within 3 days of meeting with the assessor.
- The assignment will be reassessed by an Internal Verifier who will provide the learner with feedback within one working week.
- If the learner is still dissatisfied, then he / she may appeal to the External Verifier via the Head of Centre.

### **Grounds for Appeal**

Appeals may be made under the following circumstances:

- If a learner has substantial evidence that work has been incorrectly marked.
- If there is a material error in the case of reassessment.

- If the learner has any personal circumstances which may have affected his / her ability to complete assignments and meet deadlines.

***CONTACT DETAILS***

**General Enquiries:**

E: [education@thegarage.org.uk](mailto:education@thegarage.org.uk)

T: 01603 283382

**Adam Taylor, Head of Centre**

E: [Adam.taylor@thegarage.org.uk](mailto:Adam.taylor@thegarage.org.uk)

**Chris Smith, Lead Lecturer**

E: [chris.smith@thegarage.org.uk](mailto:chris.smith@thegarage.org.uk)

**Diccon Hogger, Lecturer**

E: [Diccon.hogger@thegarage.org.uk](mailto:Diccon.hogger@thegarage.org.uk)

**Toni Bentley, Examinations Officer**

E: [exams@thegarage.org.uk](mailto:exams@thegarage.org.uk)

**Carrie Mansfield, Quality Assurance Lead**

E: [carrie.mansfield@thegarage.org.uk](mailto:carrie.mansfield@thegarage.org.uk)