

Programme Aim and Title	BA (Hons) Musical Theatre
Intermediate Awards Available	Dip Musical Theatre , Cert HE Musical Theatre
Teaching Institution(s)	Italia Conti Academy
Alternative Teaching Institutions (for local arrangements see final section of this specification)	Italia Conti Arts Centre
UEL Academic School	ADI
UCAS Code	W312
Professional Body Accreditation	Council for Drama, Dance and Musical Theatre, Education and Training (CDET) Federation of Drama Schools
Relevant QAA Benchmark Statements	Dance Drama Performance
Additional Versions of this Programme	This programme is offered at 2 Italia Conti Sites: Barbican and Guildford.
Date Specification Last Updated	July 2017

## Programme Aims and Learning Outcomes

### Aims and Learning Outcomes

This programme (BA Hons in Musical Theatre) is a three year, full time programme, leading to a BA with honours qualification after successful completion of study.

The programme aims to ensure that successful graduates:

- Acquire the knowledge understanding and skills to perform as a triple threat performer to professional industry standards
- Acquire specialised skills in dance, singing and acting disciplines and be able to synthesise and integrate these in professional musical theatre practice
- Can operate as a performer in a professional environment, in a range of media using all or any of the triple threat skills
- Possess transferable skills, especially in communication and self-presentation, team-work, independent research, critical analysis, which would allow them to operate successfully in a variety of fields
- Are proactive in the creation of employment opportunities
- Can contextualise the historical and cultural framework of a performance
- Approach all genres of performance with an open minded approach

On graduating from the programme, students will be able to demonstrate the following learning outcomes:

### **Knowledge**

- A range of performance practices, disciplines and styles from the history of Musical Theatre and the constituent elements of singing, dance and drama.
- Key methods and concepts of performance theory and their practical contemporary application in vocal, dance and acting practice.
- The history and context of the significant texts, events, practitioners and movements affecting the theory and practice of musical theatre.
- Vocal and physical anatomy, and safe and healthy practice in respect of these.
- The historical and cultural context of any given performance.
- The technical definitions, terminology and vocabulary employed within the field of professional performance development and production.

### **Thinking skills**

- Reason critically.
- Analyse, evaluate and Interpret.
- Apply theoretical concepts.
- Identify and solve problems
- Reflect, draw conclusions, and make plans.
- Synthesise information from various sources.
- Formulate and test ideas.
- Research, assimilate information, and report findings.

### **Subject-Based Practical skills**

- Create and communicate a performance/performance text for live professional performance using improvisation, text, music, choreography or other ideational material.
- Apply key methods, techniques and approaches drawn from vocal, dance and/or acting theory through a personal performance preparation process to realise professional performance
- Use a range of expressive technical skills to realise and communicate informed interpretive choices for professional performance
- Identify, realise and communicate the expressive potential of performance texts (sung,dramatic,danced)
- Respond in rehearsal and performance to professional relationships with performers, production teams, audience and space.
- Use the body safely as an expressive technical creative tool.
- Use the voice safely as an expressive technical creative tool.
- Gather, sift, synthesise, and organise material independently.

### **Skills for life and work (general skills)**

- Balance and organise personal and professional issues through self evaluation and management and meet deadlines.
- Communicate effectively both verbally and in writing.
- Work effectively, collaboratively and creatively as part of a team, negotiating and pursuing goals with others,
- Identify goals and plan independently for strategic ongoing personal development of skills

and competencies

- Use information media such as libraries, archives and the Web.
- Use basic word-processing skills.
- Create effective presentations.
- Use advanced verbal and physical communication skills, including the use and analysis of body language
- Demonstrate self-promotion, self-presentation and self-marketing skills for employability.

All learning outcomes are covered in the programme's single honours route.

## Learning and Teaching

Knowledge is developed through

- Practical class work, masterclasses and studio workshops with feedback
- Background reading
- Observation and critique of performance
- Independent and guided research tasks with feedback
- Independent and guided analysis tasks with feedback
- Self evaluation and development tasks with feedback
- Essays with feedback
- Seminar/class Discussion and preparation activities with feedback
- Tutorial and feedback
- Rehearsal and performance with feedback

Thinking skills are developed through

- Practical class work, masterclasses and studio workshops with feedback
- Background reading
- Observation and critique of performance
- Independent and guided research tasks with feedback
- Independent and guided analysis tasks with feedback
- Self evaluation and development tasks with feedback
- Essays with feedback
- Seminar/class Discussion and preparation activities with feedback
- Tutorial and feedback
- Rehearsal and performance with feedback

Practical skills are developed through

- Practical class work, masterclasses and studio workshops with feedback
- Observation and critique of performance
- Independent and guided research tasks with feedback
- Independent and guided analysis tasks with feedback
- Self evaluation and development tasks with feedback

- Seminar/class Discussion and preparation activities with feedback
- Tutorial and feedback
- Rehearsal and performance with feedback

Skills for life and work (general skills) are developed through

- Meeting deadlines / self management
- Use of ICT to research, create and submit materials for assessments
- Self evaluation and development tasks with feedback
- Practical class work, masterclasses and studio workshops
- Practice audition/interview with feedback
- Background reading
- Observation and critique of performance
- Independent and guided research tasks
- Independent and guided analysis tasks
- Essays
- Seminar/class Discussion and preparation activities
- Tutorial and feedback
- Rehearsal and performance

## Assessment

Knowledge is assessed by

- Cumulative practice
- Essays
- Reflective/Evaluative Portfolios
- Performance
- Presentations

Thinking skills are assessed by

- Cumulative practice
- Essays
- Reflective/Evaluative Portfolios
- Performance
- Presentations

Practical skills are assessed by

- Cumulative practice
- Reflective/Evaluative Portfolios
- Performance
- Presentation

Skills for life and work (general skills) are assessed by

- Cumulative practice
- Performance
- Presentations
- Essays
- Reflective/Evaluative Portfolios

**Cumulative practice** in this context is defined as follows:

You are assessed on an ongoing basis in your practical classwork in the studio, the skills acquisition over the module, the progress and development towards the learning outcomes and your process of engaging with the work and feedback as directed. Classwork will also include incremental tasks that are prepared week by week such as learning and preparing material, practice performances of performance work in progress and may also include constituent written or presented research, analysis and self reflective/evaluative tasks within this.

Students with disabilities and/or particular learning needs should discuss assessments with the Head of the particular department to ensure they are able to fully engage with all assessment within the programme.

## Work or Study Placements

N/A

## Programme Structure

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree programme.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree programme.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree programme.
- 7 Equivalent in standard to a Masters degree.

Programmes are made up of modules that are each credit weighted.

The module structure of this programme:

<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Weighting</b>	<b>Core/Option</b>	<b>Available by Distance Learning? Y/N</b>
4	PA4505	Dance Skills – Foundation	15	Core	N
4	PA4506	Singing Skills - Foundation	15	Core	N
4	PA4507	Acting Skills - Foundation	15	Core	N
4	PA4508	Contextual studies - Foundation	30	Core	N
4	PA4509	Musical Theatre Performance Practice - Foundation	45	Core	N
5	PA5505	Advanced Technical Skills	45	Core	N
5	PA5506	Musical Theatre Performance Practice - Advanced	45	Core	N
5	PA5507	Contextual Studies - Advanced	30	Core	N
6	PA6505	Musical Theatre Performance Practice - Professional	45	Core	N
6	PA6506	Contextual studies - Dissertation	15	Core	N
6	PA6507	Professional Preparation, Practice and Development	60	Core	N

*Please note: Optional modules might not run every year, the programme team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.*

A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.

All modules on the programme are core and there are no optional modules. All modules at each level must be passed in order to progress to the next level of study or to proceed to an award.

All modules run across the full academic year, with teaching, learning and assessment occurring in all the three terms.

All modules at each level must be studied concurrently within the programme (co-requisite). All modules at the previous level of study must be passed in order to progress (pre requisite). No modules may be taken in conjunction with those offered by any other programme. No AEL or ACL processes will permit a student to join the programme at levels 5 or 6.

Summative assessment in each module occurs primarily at the end of term 3 in order to allow students the maximum amount of time to achieve the learning outcomes.

The overall credit-rating of this programme is 360 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

## Programme Specific Regulations

Students on this programme are expected to maintain a 90% attendance rate in order to progress effectively through the levels of study and achieve the learning outcomes. Attendance is compulsory on an intensive timetable which runs for a MINIMUM of 30 contact hours per week over at least 36 weeks and typically more, with additional self led study hours. Attendance of less than 90% may be considered a disciplinary matter, and may after due process lead to termination of studies on the programme.

The Programme runs according to specific academic regulations and policies which may diverge from standard UEL frameworks in order to uphold the professional vocational standards expected and to ensure the principles of holism, integrated skills development and embodied learning are fully supported.

## Typical Duration

The expected duration of this programme is 3 years full-time at the Italia Conti Sites. It is not possible to switch to a part time learning mode, and there are no distance learning options.

## Further Information

More information about this programme is available from:

- The UEL web site ([www.uel.ac.uk](http://www.uel.ac.uk))
- The programme handbook
- [www.italiaconti.co.uk](http://www.italiaconti.co.uk)
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL programmes are subject to thorough programme approval procedures before we allow them to commence. We also constantly monitor, review and enhance our programmes by listening to student and employer views and the views of external examiners and advisors.

### Additional costs:

At level 6 (3<sup>rd</sup> year) students should expect to pay for personal professional marketing materials and registrations (headshots, spotlight directory etc) These costs can be considerable, but vary annually and according to student preference. Costs can be from in the region of £500 upwards.

At levels 4 and 5 (1<sup>st</sup> and 2<sup>nd</sup> years) students may expect to pay for theatre trips, incidental props and costume on a voluntary basis

Texts, course equipment, and studio/ rehearsal wear (inc correct shoes, practice skirts) are compulsory, and a kit list is sent to all enrolling students when they accept their place.

## Alternative Locations of Delivery

This programme is run at two Italia Conti Sites

Location of delivery:

ITALIA CONTI ACADEMY OF THEATRE ARTS  
23 GOSWELL ROAD  
LONDON  
EC1M 7AJ

Location of delivery:

ITALIA CONTI ARTS CENTRE,  
221 EPSOM RD,  
GUILDFORD,  
SURREY,



GU1 2RE

There are no differences in programme or module structure or teaching, learning and assessment practice between the locations

Some local difference occurs in respect of performance dates in order to permit the joint use of the Academy's production resources, spaces and staff.