

## COURSE SPECIFICATION 2024-25

<b>Course Aim and Title</b>	BA (Hons) Acting (Musical Theatre)
<b>Intermediate Awards Available</b>	CertHE Acting (Musical Theatre) DipHE Acting (Musical Theatre)
<b>Teaching Institution(s)</b>	Italia Conti (partner only)
<b>Alternative Teaching Institutions (for local arrangements see final section of this specification)</b>	n/a
<b>UEL Academic School</b>	Arts and Creative Industries
<b>UCAS Code</b>	W416
<b>Professional Body Accreditation</b>	Council of Dance, Drama and Musical Theatre (CDMT)  Italia Conti is also affiliated to the Federation of Drama Schools (FDS)
<b>Relevant QAA Benchmark Statements</b>	Dance, Drama and Performance (2024)
<b>Additional Versions of this Course</b>	n/a
<b>Date Specification Last Updated</b>	18 <sup>th</sup> March 2024

### Course Aims and Learning Outcomes

The BA (Hons) Acting (Musical Theatre) is a three-year, full-time vocational course, for students wishing to become professional performers working across Live Theatre and Stage Productions (Musicals and Plays), Screen, and Audio in live and recorded contexts.

Italia Conti's BA (Hons) Acting (Musical Theatre) course is designed to nurture and develop innovative and individual actors, who embody and apply specialist skills and techniques supported by grounded knowledge of industry practices, contexts, and the emerging requirements that empower graduates for a sustainable career in the performing arts. Through training in acting, singing, voice, movement and dance, students will have what it takes to become employable in a variety of careers in the field.

The course is structured to help students progress from developing their technical skills in the first year, to refining and applying those skills in rehearsals and projects in the second year, through to performing in public productions with professional directors in the third year. In third year, students also receive input and support in rehearsals from our skilled practitioners in voice, movement, singing, stage combat and intimacy co-ordination as needed.

In the third year, students have the opportunity to further develop their individual creative voice and storytelling through a Practical Dissertation and, throughout the year, they are prepared for entry into the performing arts industry through professional preparation workshops, lectures, and talks.

What you will learn:

### **Year 1 (Level 4)**

You will focus on the fundamentals of the core disciplines and skill integration to ensure that you can begin to employ the required skills of the separate genres of Acting and Musical Theatre.

Level 4 focuses upon traditional musical theatre material and stimuli to appreciate historical performance contexts, and lyrical and traditional singing styles. You will explore core musical theatre skills in singing and dance through core musical theatre workshops and classes.

The first year of the course also provides a solid foundation in acting principles. You will be introduced to the core principles of Stanislavski's system, as interpreted by various 20th-century and contemporary practitioners such as Uta Hagen, Michael Chekhov, Meisner, and Bella Merlin, alongside non-traditional processes including Viola Spolin, Sharrell D. Lockett, and Tia M. Shaffer. Through improvisation and text work, you will develop the skills and knowledge needed to create convincing characters.

The core skills (Acting, Singing and Dance/Movement) are brought together in the Musical Theatre workshops (Projects 1 module) where you will learn to apply the skills you have learnt holistically in rehearsal and performance environments with equal emphasis placed on Acting, Singing and Movement.

Contextual Practice is developed to stimulate reflection and critical thinking and facilitate the application of contextual and historical study to practical work training the emerging thinking performer.

Typical projects in this year can include:

- 21st Century texts;
- Solo Song Share;
- Shakespeare;
- Abridged Traditional Book Musical.

Emphasis is placed on the collaboration of acting, movement, voice and singing, and consequently there is a significant amount of time teaching at all levels.



## **Year 2 (Level 5)**

Core technical skills classes continue but become more advanced and more integrated. More sustained and intensive project work is introduced to the curriculum in which the core disciplines become completely interdependent. You are required to sustain and develop character over longer and more challenging performance opportunities to begin to hone skills for professional performance practice in acting and musical theatre contexts.

Building on the fundamentals established in the first year, in Year 2 you are introduced to non-naturalistic texts and advanced naturalistic texts.

Typical projects in this year can include:

- Farce / Restoration Comedy;
- Non-naturalism;
- Composer Project (e.g., Stephen Sondheim);
- Musical Theatre Cabaret;
- Abridged Contemporary Musical.

Contextual Practice is developed to stimulate reflection and critical thinking and facilitate the application of contextual and historical study to practical work training in the emerging thinking performer, integrating principles of Practice-Research in theatre-making to preparation for the Independent Performance Projects in Year 3.

## **Year 3 (Level 6)**

The third year of training draws together all previous training in preparing for a career as a well-rounded, versatile and highly employable professional Actor and Musical Theatre performer. The priority for this year is to encourage each student's capacity to engage with the profession in multiple ways, maximising your employability.

You will perform in two fully staged productions: one musical, one play, and an Industry Showcase. For your independent performance project, you will be required to create a practical piece of theatre responding to a question, theme or stimulus.

Professional Preparation and Employability workshops will hone audition technique in the core disciplines, to ensure that, when you leave, you have all the skills necessary to embark upon a successful professional career. This also extends to preparation for all wider soft-skills and supporting areas for professional practitioners including sourcing and choosing headshots, joining and populating Spotlight, creating personal showreel performance reels and meeting with leading industry creatives, agents and casting directors to begin networking.

You will continue training in Acting, Acting for Screen, Singing and Dance for Actors to support you in implementing professional skills and performance in practice.



Regular classes ensure that students graduate 'match fit' and ready to audition and perform in professional contracts.

The final year bridges the gap between the classroom and professional world. You will participate in three professional shows, working with outside industry directors. Both Italia Conti and students invite agents, casting directors and other industry professionals to support representation and exposure.

The course aims to:

- develop skilled and individual performing artists, who feel comfortable, committed, and engaged in both musical and non-musical performance contexts, while meeting professional industry standards;
- nurture personal strategies for building character and connecting to performance texts across various styles and artistic variations encompassing classical text, contemporary text, plays with music, musical theatre, folk and art song, and contemporary commercial music;
- hone specialised skills in acting, voice, movement, singing, and dance, with the ability to synthesize these skills in professional performance practice;
- facilitate transition into any professional performance environment and across forms;
- cultivate transferable skills, particularly in communication and self-presentation, teamwork, independent research, and critical analysis, enabling success in various fields;
- contextualise the historical and cultural framework of performance practice.

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

### **Knowledge**

- Comprehend a range of performance practices, including singing and musical theatre, and their integration with world drama history.
- Master key acting theories with an emphasis on vocal and physical techniques, applying them to professional acting and musical theatre contexts.
- Understand the history and evolution of significant events, texts, and figures in both acting and musical theatre.
- Possess knowledge of vocal and physical anatomy, ensuring safe and healthy singing and acting practices.
- Analyse the historical and cultural contexts of diverse performances.
- Employ technical vocabulary and professional behaviours pertinent to both acting and musical theatre performance development.

### **Thinking skills**

- Reason critically.



- Analyse 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/ text for professional live or recorded media using improvisation, text, sound, movement or other ideational material.
- Apply key methods, techniques and approaches drawn from acting theory and practice through a personal performance preparation process to realise professional performance.
- Identify and investigate practically the expressive potential of performance texts to underpin coherent interpretive choices in the creation of character/performance.
- Use and synthesise a range of expressive technical skills to realise and communicate interpretive choices for professional performance.
- Respond in rehearsal and performance with professional creative awareness of other performers, space, audience and productions teams.
- Use the body safely as an expressive, technical and creative tool, identifying physical shifts that underpin embodied expression in performance.
- Use the voice safely as an expressive, technical and creative tool, identify sound shifts which underpin accent and dialect acquisition and vocal expression in performance.
- Gather, sift, synthesise, and organise professional and creative material independently.

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

- Balance and organise personal and professional issues through self-evaluation, 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, as well as working independently.
- Identify goals and plan independently for strategic ongoing personal development of skills and competencies.
- Use information media such as libraries, archives and the World Wide-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.

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

## Learning and Teaching

The course is designed for the actor-singers with emphasis on technical training, critical thinking and learning by doing. Our aim is to produce thinking, skilled, creative performers who can frame, manage, and professionally facilitate their practice. We promote the combination of conservatoire-style training with the benefits of a multi-disciplinary arts university education.

As a conservatoire-style training relies upon expert-led training and activity, you will have high contact teaching activities with staff. You are also required to further your learning through guided independent study, reading, practice and rehearsal. As the course, and profession, requires intensive physical training and practice, you will be encouraged to maintain healthy nutrition, develop physical conditioning, technique and protective practices, and most importantly to monitor your mental and physical wellbeing as a performer.

### **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 with feedback;
- seminar/class discussion and preparation activities;
- tutorial and feedback;
- rehearsal and performance.

## Assessment

You will receive a detailed module briefing at the beginning of each term, which will outline the specific content of each class series within each module, and the learning outcomes and assessment practice within each of these.

In general students will be assessed on Learning Outcomes (as per the Module Specifications) pertaining to 'Knowledge', 'Thinking Skills', 'Practical Skills' and 'Skills for Life and Work', via the following methods:

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;
- reflective/Evaluative Portfolios;
- performance;
- presentations;
- essays.

**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 modules, 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, sharings/presentations, and may also include constituent written or presented research, analysis and self-reflective/evaluative tasks within this.

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

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

There are no compulsory and/or optional work/study placement(s) within this course.

## Course Structure

All courses 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 course.





- 4 equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 equivalent in standard to a Master's degree.

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

The module structure of this course:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
4	PA40##	Musical Theatre Skills 1 (Acting Musical Theatre)	20	Core	N
4	PA40##	Skills of the Actor 1 (Acting Musical Theatre)	20	Core	N
4	PA40##	Acting Lab 1 (Acting Musical Theatre)	20	Core	N
4	PA40##	Project 1 (Acting Musical Theatre)	40	Core	N
4	PA40##	Contextual Practice 1 (Acting Musical Theatre)	20	Core	N
5	PA50##	Musical Theatre Skills 2 (Acting Musical Theatre)	20	Core	N
5	PA50##	Skills of the Actor 2 (Acting Musical Theatre)	20	Core	N
5	PA50##	Acting Lab 2 (Acting Musical Theatre)	20	Core	N
5	PA50##	Project 2 (Acting Musical Theatre)	40	Core	N
5	PA50##	Contextual Practice 2 (Acting Musical Theatre)	20	Core	N
6	PA60##	Professional Performance Practice – Productions (Acting Musical Theatre)	40	Core	N



6	PA60##	Professional Preparation and Employability (Acting Musical Theatre)	40	Core	N
6	PA60##	Professional Technical Skills (Acting Musical Theatre)	20	Core	N
6	PA60##	Independent Performance Project (Dissertation) (Acting Musical Theatre)	20	Core	N

All modules are core module, which a student must have passed (i.e., been awarded credit) in order to achieve the award. There are no optional modules for this course.

Please note that this course includes workshops and classes which deliver complementary skills. These classes may be compulsory sessions, but are not assessed within the course, and may vary from year to year.

**Additional detail about the course module structure:**

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award.

All modules on the course 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 course (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 course. No AEL or ACL processes will permit a student to join the course 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 course 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.

Course Specific Regulations



Students on this course 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 27.5 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 (professional conduct) and may after due process lead to termination of studies on the course.

The course 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 course is a three- year, full-time at the Italia Conti site. 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 course is available from:

- the Italia Conti web site ([www.italiaconti.com](http://www.italiaconti.com));
- the Course Handbook;
- module study guides;
- UEL *Manual of General Regulations* (available on the UEL website);
- UEL *Quality Manual* (available on the UEL website).

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

Additional costs:

- **Audition Fee:** £45 for programme selection.
- **Uniform:** around £100 for various dance clothing and footwear that will be required.
- **Books/Play-Texts:** approximately £25 per term for relevant materials.
- **Costume/Rehearsal Materials:** Costs vary; students choose based on preference.
- **Stationery/Printing:** around £25 per term for essential supplies.
- **Travel:** variable costs for travel between sites, sessions, and performances.
- **Theatre Visits:** costs depend on show selections and frequency.



- **Technology:** laptop/tablet necessary for research and coursework, with additional printing costs.
- **Studio/Rehearsal Wear:** estimated £100-£200, with a detailed kit list provided upon enrolment.
- **Optional Exams/Classes (Level 5):** around £200 per specialism for additional classes/external exams in Dance and Stage Combat.
- **Marketing Materials/Registrations (Level 6):** costs can exceed £200, including directory entries and professional memberships.
- **Professional Headshots (End of Level 5):** essential for marketing; costs vary based on photographer selection. Costs usually exceed £200.
- **Compulsory Items:** texts, equipment, studio/rehearsal wear (including shoes and practice skirts), and technology for coursework are mandatory.

### Alternative Locations of Delivery

This programme is run primarily at Italia Conti Site

Location of delivery:

Italia Conti  
2 Henry Plaza  
Victoria Way  
Woking  
Surrey  
GU21 6BU

From time to time some sessions may be run away from Italia Conti e.g., local movement studios or in external performance venues (typically at Level 6 for the Agent Showcase/Industry Days etc.) when specialist spaces are required.