



COURSE SPECIFICATION (2024 - 25 Academic Year)

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

Course Aims and Learning Outcomes

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

Italia Conti's BA (Hons) Musical Theatre course is designed to nurture and develop innovative and individual musical theatre performers, 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 musical theatre.

Studying Musical Theatre at Italia Conti will fully prepare you for musical theatre performance, developing your practice and thinking in an integrated way. Through training in acting, singing and dance, you will have what it takes to become a Musical Theatre artist of the future. Consistency and creativity paired with the critical approach you need to study musical theatre will provide you with expertise applicable to a variety of careers in the field.

There are two pathways through the BA (Hons) Musical Theatre Course: Musical Theatre Triple Threat and Musical Theatre Dance Performance. At the point of recall, audition and offer, students are advised of the pathway they are being considered for. Students study the same course, with the similar assessment components and



united final projects and performances. However, the curriculum is tailored to challenge the individual performer.

- On the Dance Performance Pathway students receive more technical dance training to support and extend their dance development.
- On the Triple Threat Pathway students receive a balanced training across the three core disciplines.

What you will learn:

Level 4 (Foundational Skills)

The foundations of dance, singing, acting techniques are embedded into the first year, with collaborative and integrated workshops beginning to draw together the disciplines. Contextual Practice is developed to stimulate reflection and critical thinking and facilitate the application of contextual and historical study to practical work.

Level 5 (Integration and Consolidation)

Further skill development in dance, singing, acting continue through into the second year to consolidate and progress the three integral disciplines. However, collaborative and integrated practice is now a more prominent focus to fully draw together the disciplines and study stagecraft in preparation for more sustained performance work and projects.

Level 6 (Professional Preparation and Performance)

The third year sees the focus of the training develop to encompass:

- professional preparation and employability for industry.
- extended performance in directed musical theatre production and independent performance contexts.

Skills training continues through year three as you begin to specialise and develop a deeper understanding and practice of specific Musical Theatre genres and forms. Both transferable and employability skills will be embedded into their learning through structured collaborative practice and reflective thinking, and the increasing execution of their technical expertise. You will gradually build self-awareness and their skillsets to be able to work towards their professional ambitions and to confidently engage with industry opportunities and challenges. This will ensure that you enter the workplace or further postgraduate study competitively.

The course aims to ensure that successful graduates:



- synthesise the knowledge and practical understanding of practices, techniques, key components of performance and the process by which it is created to perform as a triple threat performer to professional industry standards.
- acquire specialised skills in dance, singing and acting disciplines, and are able to integrate these skills in professional musical theatre practice and engage creatively and critically with the skills and processes of performance and production.
- demonstrate and inhabit transferable graduate skills, especially in communication, organisation and self-presentation, teamwork, independent research, critical analysis and reflection on action which will allow them to operate successfully in a variety of fields.
- contextualise and evaluate the historical and cultural framework of performance, text, technique and practice to facilitate intelligent engagement with critical and theoretical perspectives.

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

Knowledge

- Understand a range of performance practices, disciplines, and styles from the history of musical theatre and the constituent elements of singing, dance and drama.
- Define and discuss key methods and concepts of performance theory and their practical contemporary application in vocal, dance and acting practice.
- Identify the history and context of the significant texts, events, practitioners, and movements affecting the theory and practice of musical theatre.
- Understand and analyse the function of vocal and physical anatomy and physiology and demonstrate safe and healthy practice in respect of these.
- Evaluate the historical and cultural context of any given performance.
- Recognise and apply the technical definitions, terminology and vocabulary employed within the field of professional performance development and production.

Thinking skills

- Demonstrate effective critical-reasoning and problem solving.
- Analyse, evaluate and interpret given texts and material.
- Apply theoretical concepts to practical and written work.
- Critically reflect, draw conclusions, and consider concepts for their validity, application and value.
- Synthesise information from a range of sources.
- Formulate and test ideas.
- Research and 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.
- Develop, refine and apply a range of expressive, stylistic and technical skills to realise and communicate informed interpretative choices for multi-disciplinary professional performance.
- Identify, realise and communicate the expressive potential of performance.
- Respond in rehearsal and performance to professional relationships with performers, production teams, audience and space.
- Respond to and apply verbal and written feedback on classwork, rehearsal and performance to improve own performance practice.
- Use the voice and body safely as an expressive technical creative tool.
- Gather, sift, synthesise, and organise material, repertoire and stimuli independently.

Skills for life and work (general skills)

- Balance and organise personal and professional priorities through self-evaluation and self-management to organise time, prepare for tasks and meet deadlines.
- Communicate effectively both verbally and in writing.
- Work effectively, collaboratively and creatively as part of a team, negotiating and pursuing shared goals with others.
- Identify goals and plan independently for strategic ongoing personal development of skills and competencies
- Use information media including libraries, journals, internet resources and digital media.
- Use and develop effective digital literacy skills including word-processing, presentation creation and performance self-taping.
- Develop advanced verbal, physical and non-verbal communication skills.
- Demonstrate self-promotion, self-presentation and self-marketing skills for employability contexts.

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



Learning and Teaching

The course is designed for the aspiring performing musical theatre artist with its emphasis on technical training, critical thinking and learning by doing. Our aim is to produce reflective, highly skilled, and 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 conservatoire-style training relies upon expert-led tuition and activity, you will have a high number of weekly contact teaching activities with staff. You will also be required to further your learning through guided independent study, reading, practice and rehearsal. As the course, and the profession, require 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 and guided reading;
- observation and critique of performance;
- independent and guided research / analysis tasks with feedback;
- self-evaluation and development tasks with feedback;
- seminar/class discussion 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 / analysis tasks with feedback;
- self-evaluation and development tasks with feedback;
- seminar/class discussion 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;
- background reading;
- observation and critique of performance;
- independent and guided research / analysis tasks with feedback;
- self-evaluation and development tasks with feedback;
- peer observation with feedback;
- seminar/class discussion 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;
- the demands of the study medium and industry expectations (e.g. high contact hours, professional environment etc.);
- use of digital literacy skills to research, create and submit materials for assessments;
- self-evaluation and development tasks with feedback;
- practice audition and interview contexts with feedback;
- observation and critique of performance;
- individual and group presentations;
- seminar/class Discussion and preparation activities;
- tutorial and feedback.

Assessment

Knowledge is assessed by:

- Cumulative practice
- Essays
- Reflective and 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:

Students are assessed on an ongoing basis in their practical classwork in the studio, the skills acquisition over the module, the progress and development towards the learning outcomes and their 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, discussion, analysis and self-reflective/evaluative tasks within this.

Students with disabilities and/or additional learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

Work or Study Placements

N/A

There is no compulsory and/or optional work/study placement 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	PA4083	Foundation Dance Skills	20	Optional	N
4	PA4084	Foundation Singing Skills	20	Optional	N
4	PA4085	Foundation Acting Skills	20	Optional	N
4	PA40##	<i>Foundation Dance Skills (Dance Performance)</i>	40	Optional	N
4	PA40##	<i>Foundation Singing and Acting Skills (Dance Performance)</i>	20	Optional	N
4	PA4086	Foundation Contextual Practice	20	Core	N
4	PA4087	Foundation Musical Theatre Performance Practice	40	Core	N
5	PA5046	Advanced Technical Skills	60	Optional	N
5	PA50**	Advanced Technical Skills (Dance Performance)	60	Optional	N
5	TBC	Advanced Musical Theatre Performance Practice	40	Core	N



5	TBC	Advanced Contextual Practice	20	Core	N
6	PA6092	Professional Musical Theatre Performance Practice	40	Core	N
6	PA6093	Professional Preparation and Employability	40	Core	N
6	PA6094	Professional Technical Skills	20	Optional	N
6	PA60**	Professional Technical Skills (Dance Performance)	20	Optional	N
6	PA6095	Independent Performance Project (Dissertation)	20	Core	N

Please note: Optional modules might not run every year, the course 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.

Only students highlighted at interview and audition as Dance Performance students will be enrolled on the optional modules signalled (Dance Performance).

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.

Some modules on the programme are core and there are several optional modules to form 'pathways'. Students are enrolled upon designated optional modules based upon specialism identified at entry. All modules designated, totalling 120 credits, 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 designated modules at each level must be studied concurrently within the programme (co-requisite). All designated modules at the previous level of study must be passed in



order to progress (prerequisite). No modules may be taken in conjunction with those offered by any other programme. Italia Conti do not permit students to join the programme at levels 5 or 6 through AEL or ACL processes.

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 3 years 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 website (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:

Texts, course equipment, and studio/rehearsal wear (including correct shoes, practice skirts) are compulsory, and a kit list is sent to all enrolling students when they accept their place. You are advised to procure a computer, laptop or similar to carry out word processing, research and to watch audio-visual recorded performance work.

At levels 4 and 5 you may expect to pay for theatre trips, incidental props and costume on a voluntary basis.

At Level 6 you should expect to pay for personal professional 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.

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 at Italia Conti e.g., local movement studios or in external performance spaces when specialist spaces are required.