

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Musical Theatre

Awarding institution	Liverpool John Moores University
Teaching institution	Institute of the Arts Barcelona
JACS Code	
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Drama Dance and Performance and Music (December 2019)
Programme accredited by	
Description of accreditation	N/A
Validated target and alternative exit awards	Bachelor of Arts with Honours in Musical Theatre Diploma of Higher Education in Musical Theatre Certificate of Higher Education in Musical Theatre
Link Tutor	Nicholas Phillips

Educational aims of the programme

The educational aims of the programme are for the student to:

1. Develop a comprehensive portfolio of skills and techniques that enable them to integrate and engage with the musical theatre profession at an artistic, creative, and commercial level.
2. Realise their artistic potential and develop a professional identity and entrepreneurial approach to their individual career.
3. Develop an understanding and appreciation of global performance practices and environments.
4. Develop critical awareness and understanding of the cultural, political, and social implications of theatre practice.
5. Acquire the intellectual, practical and graduate skills to reinforce and articulate self-reflection, reflective analysis and critical awareness.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

1. Recognise and understand their own individual processes as a performer, as well as the future potential strategies for their development.
2. Demonstrate an understanding of the singing voice and musicianship as well as a growing awareness of the strategies for its use as a performer.
3. Demonstrate an understanding of dance / movement and its capacity to express ideas and support the musical theatre performer.
4. Exhibit a practical and theoretical understanding of creative, analytical, and expressive processes in acting.
5. Demonstrate versatility and flexibility in their speaking voice in conjunction with awareness of good alignment and physicality.
6. Explore individual and collaborative interpretation, analysis and communication of different texts, scores, and libretti.
7. Indicate an understanding of the process of rehearsal and performance development for musical theatre.

8. Define the historical evolution of theatre arts practice with advanced recognition of Musical Theatre and its many characteristics, styles, eras, composers and works.
9. Demonstrate an understanding of foundational Music Theory (notation, vocabulary, theory, form, and aural skills).
10. Indicate a basic understanding of industry guidelines, terminology, and key personnel.
11. Engage in reflective practices through active analysis, critique, and engagement.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

12. Indicate an advanced understanding of the integrated nature of musical theatre (acting, singing and dance).
13. Demonstrate developed singing skills and the ability to work expressively and creatively with material from a broad range of styles and genres.
14. Identify and apply an understanding of musical and textual analysis.
15. Engage in self-directed research and exploration of the repertoire, composers, and styles of the contemporary musical theatre period.
16. Demonstrate familiarity with classic and musical theatre texts and apply elements of heightened character in various settings.
17. Apply a practical and theoretical exploration of language and dramatic action through rehearsal process and performance.
18. Demonstrate a developed level of musicality and physical awareness in response to different dance styles.
19. Explore greater artistic expression through performance.
20. Engage in different collaborative processes across a range of performance mediums.
21. Perform with greater freedom, commitment, and flexibility in response to the contrasting material.

Target award Learning Outcomes - Bachelor of Arts with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Perform movement language across a range of different dance styles with clarity of execution, intention and stylistic expression.
2. Respond to differing choreographic processes and approaches to dance.
3. Differentiate and depict the different technical demands of stage and screen acting.
4. Manipulate interrogative processes in analysis of text/libretti/score to contribute and collaborate within a creative process.
5. Communicate and respond effectively to the requirements of the performance text/score/libretti.
6. Demonstrate pre-professional singing techniques and elevated levels of musicianship appropriate for musical theatre performance in a range of live performance contexts.
7. Integrate various techniques and skills in acting, singing and dance in rehearsal and performance contexts.
8. Illustrate knowledge and understanding of the traditions, forms, and historical contexts of Musical Theatre performance.
9. Demonstrate a global outlook and respect for diversity, inclusivity, and equity, including an enhanced ability to empathise, communicate and respond to changes in socio and cultural environments.
10. Employ investigative and creative thinking to innovate, adapt and generate ideas in response to differing theatrical processes and practices.
11. Exercise informed analytical self-reflection and critical awareness in the refinement of individual artistic practice and managing personal and professional development.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Teaching and Learning

Teaching is delivered by means of lectures, practical classes, technique classes, small group teaching

workshops/practical activities, individual practice, individual/group tutorials, rehearsals/preparation for live performance and live performance. Teaching incorporates:

- Sharing factual knowledge, introducing conceptual frameworks and inspiring discussion activity.
- Providing instruction in singing/acting/dance/performing to improve and enhance technique level.
- Demonstrating use of technology, applications and the exploration of possibilities.
- Explaining how to research, collect and analyse data, structure an academic argument and frame findings.
- Exploring and developing skills in critical analysis of self and others.
- Providing learning activities to develop interpersonal skills and graduate attributes.
- Guiding a rehearsal/creative process, providing constructive feedback to enhance the students' breadth and depth of learning, and providing further feedback after the live/completed event.

Visiting lecturers and professional artists contribute to the programme to offer other perspectives and simulate learning through a professional work environment.

Throughout the programme the student is encouraged to read widely to consolidate and supplement that being taught to network within the industry and to set goals and challenge self.

A summary description of the teaching and learning activities by level is:

At level 4 – Embedding key understandings, skills and knowledge whilst ensuring that the student has an awareness of self-learning strategies and development of their interpersonal/academic skills. Students will undertake practical and reflective studies in Dance, Acting, Singing, Contextual Studies, Professional Studies, Production Lab and Musical Theatre Ensemble. The focus of these modules is to provide a technical foundation and understanding to engage with studies at levels 5 and 6.

At level 5 – Applying learning and extending further the students' knowledge, skill base and ability to make/create work and engage with the rehearsal process to ensure confident levels of performance. Students will undertake practical and theoretical studies in Dance, Acting, Singing, Contextual Studies, Professional Studies, Production Lab and Musical Theatre Ensemble. The focus of the modules is to provide a more tailored programme that focuses on developing the individual needs of each student in preparation for levels 6 and industry engagement in conjunction with challenging and broadening the students understanding, perception and knowledge of the art form.

At level 6 – Translation of knowledge and abilities into strategies for securing and sustaining employment in the industry and acquisition of transferable graduate attributes for employment in different /wider fields of work. Students will undertake practical and theoretical studies in Dance, Acting, Singing, Research, Professional Studies and Production Lab. The purpose of modules at level 6 is to consolidate a wide range of skill sets to ensure students have the adequate preparation and flexibility to enter the global industry. And, to attain a graduate standard in transferable skills.

Regular, well planned, and focused self-directed study is essential for a successful outcome at each level of study. Different students may need to spend different amounts of time on different subjects. The journey from being a guided learner to an autonomous learner, equipped with the necessary skills, intent, and curiosity, is integral to the learning partnership fostered between the institution and each individual student.

Assessment

Assessment is geared specifically to learning and serves the purposes of:

1. Helping students learn by highlighting their strengths and weaknesses and working with them to develop their abilities to achieve the required learning outcomes.
2. Mapping students' skills, knowledge, and level of ability against the learning outcomes of their modules of study.
3. Ensuring that the module or programme of study is delivering the required learning activities and that the individual teaching and learning strategy is efficient and effective.

As is appropriate in a vocational Musical Theatre programme, there is a higher number of practice-based assessment tasks than written assessment tasks. Practical assessments can also be supported by the keeping and submission of a working diary/journal. To provide and enhance the academic underpinning and rigour of the programme traditional types of academic assessment will also be employed for example research activities, analysis and critical appreciation activities and academic writing tasks.

The types of assessment used are essays and critical evaluations; practical tasks; live performance; studio-based projects; examinations (unseen multi-choice/short answer or seen for long answers); technological tasks; presentation of a portfolio; reflective journals; reports/case studies; small group presentations and project management tasks.

Both Formative and Summative Assessments are used within the programme. Formative focuses on guiding, developing and correcting knowledge/ability/skills in preparation for the formal mark-bearing Summative Assessment. Summative assessment marks are reported to the LJMU Board of Examiners and ratified marks then appear on the students' individual Progress transcript at the end of the academic year. Unratified marks are

returned to the students within 15 working days of the assessment taking place and accompanied by written, aural or face to face feedback from the marker of the assessment task.

Students are clearly guided as to the specific nature of the requirements for the assessment tasks, which are explained in detail in each of the Module Guides.

The IAB is committed to equality of opportunity and, where reasonable and appropriate, adjusts the assessment tasks where an individual student has demonstrated a specific need. The specified learning outcomes are not adjusted, and the level is maintained, the student is instead provided with the opportunity to demonstrate their achievements of the learning outcome in an alternative manner. Modifications to an assessment may include but not be limited to:

- Additional time allowance.
- Oral presentation as replacement for written work.
- Written or oral demonstration of a task where practical demonstration is not possible.

Programme structure - programme rules and modules

The programme is delivered over three academic years in full-time mode. It starts in September and runs through to early June. The programme has the inbuilt pathway to follow either a traditional 'triple threat' training or, a singer/actor pathway. The two pathways operate throughout the programme at levels 4, 5 and 6. The pathway studied in level 4 will be followed also in levels 5 and 6.

An alternative award of Diploma of Higher Education in Musical Theatre will be offered to students who do not achieve a pass in, or do not attempt, the final 120 credits but have gained 240 credits at levels 4 and 5.

An alternative award of Certificate of Higher Education in Musical Theatre will be offered to students who have gained 120 credits at the point at level 4.

Each level of the programme requires study of 120 credits, which are divided into modules as listed below. The credits allocated to each module are awarded for the successful achievement of all the learning outcomes for the module.

Students beginning the programme prior to September 2022 will remain on the previous validated version of the programme and the modules unless going on a leave of absence/have been awarded Final Module Attempts by the Board of Examiners, which may require that they move to the new programme version.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6510IABMT Acting 3 (20 credits) 6515IABMT Production Lab 3 (30 credits) 6517IABMT Professional Studies 3 (20 credits) 6574IAB Research Project (20 credits)	6511IABMT Dance 3 (20 credits) 6513IABMT Singing 3 (10 credits) 6514IABMT Singing and Performance 3 (20 credits) 6518IABMT Dance and Performance 3 (10 credits)	90 core credits at level 6 30 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5510IABMT Acting 2 (20 credits) 5512IABMT Musical Theatre Ensemble 2 (20 credits) 5515IABMT Production Lab 2 (20 credits) 5516IABMT Contextual Studies 2 Musical Theatre (10 credits) 5517IABMT Professional Studies 2 (10 credits)	5511IABMT Dance 2 (20 credits) 5513IABMT Singing 2 (20 credits) 5514IABMT Singing and Performance 2 (20 credits) 5518IABMT Dance and Performance 2 (20 credits)	80 core credits at level 5 40 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4510IABMT Acting 1 (20 credits) 4512IABMT Musical Theatre Ensemble 1 (20 credits) 4515IABMT Production Lab 1 (10 credits)	4511IABMT Dance 1 (20 credits) 4513IABMT Singing 1 (20 credits) 4514IABMT Singing and Performance 1 (20 credits) 4518IABMT Dance and	80 core credits at level 4 40 option credits at level 4

4516IABMT Contextual Studies 1 Musical Theatre (10 credits)	Performance 1 (20 credits)	
4517IABMT Professional Studies 1 (20 credits)		

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Variance to run year long modules at Level 4, 5 and 6 has been approved.

Opportunities for work-related learning (location and nature of activities)

The programme is vocationally specific and designed to include work-related learning.

Industry standard facilities, hardware and software are used throughout the programme. The practical assessment tasks wherever possible are positioned against industry standards and processes to replicate 'real world' situations. Students are also given access to a range of opportunities to undertake voluntary, extra-curricular work in the industry.

At Level 5 the Professional Studies 2 and Production Lab 2 modules are designed to develop understanding and competence with professional working practices and context.

At Level 6 the students are expected to work as a professional artist and engage with other professionals in the appropriate manner. Professional Studies 3 and Production Lab 3 modules offer specific work relating learning opportunities by collaborating with Industry professionals, working and performing off-campus and engaging with the wider community in multiple public arenas.

Criteria for admission

A/AS Level

Minimum 104 Tariff points A/AS Level excluding General Studies

BTEC National Diploma

Including a Distinction and Merit profile

Irish Leaving Certificate

Minimum 104 points

Scottish Higher

Minimum 104 points

International Baccalaureate

Minimum 24 points including 6 in English at a Higher Level

Other

All students complete a written application and are practically auditioned by a two-stage audition process for the IAB musical theatre programme. The first stage consists of the submission of a video audition. Applicants who demonstrate an appropriate entry-level technique move forward to the second stage. The second stage is a Live Online or Face-to-Face audition. This is followed by a one-to-one interview with the Programme Leader or another member of the programme team. Within the interview their academic knowledge of and interest in the subject area are explored. Their language skills and capacity to successfully complete the programme will be evaluated. Following the interview process, students are assigned to a particular "pathway" or "stream" within the degree that best serves their needs and abilities.

The key attributes that are looked for are:

- Knowledge, ability and experience in multiple disciplines that engage with the Musical Theatre genre.
- Technique and level of practical skill in dance, singing and acting.
- Enthusiasm, broad interest and engagement with the audition and subject area
- Ability to work effectively with others
- Self-awareness and determination to succeed

GCSE English Language at grade 4 or above or, an IELTS 6.0 or equivalent SELT score is a requirement for entry to the programme.

Equal Opportunity

IAB is an equal opportunities organisation and aims to successfully recruit globally based students from a wide range of different socio-economic and personal backgrounds. We recognize and celebrate diversity in our academic community.

Recognition of prior (Experiential Learning (RP(E)L) and credit transfer

Evidence of prior successful completion of a complete level of study may be considered for direct entry to levels 5 or 6. You are required to complete an application, provide the evidence and where equivalence can be confirmed and is supported by the IAB, your request will be submitted to LJMU for their consideration and potential approval.

Mature entry

We welcome applications from mature students. Given the wide range of backgrounds, qualifications and experience that mature applicants may offer, entry requirements are not necessarily rigid and can vary from one individual to another. Substantial experience in your chosen area of interest can be accepted instead of formal qualifications. You should make your experience clear in your application.

Overseas qualifications

The national university entry academic qualification of your country equivalent to 104 UK Tariff points or 24 points from an international Baccalaureate. We welcome applicants with qualifications from outside of the UK.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.