

Programme Specification for BA (Hons) Musical Theatre

This document applies to Academic Year 2023/24 onwards

Table 1 programme specification for BA (Hons) Musical Theatre

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	Millennium Performing Arts
3.	Programme accredited by	N/A
4.	Final award or awards	BA (Hons)
5.	Programme title	Musical Theatre
6.	Pathways available	Single honours
7.	Mode and/or site of delivery	Standard taught programme in London, Millennium Performing Arts premises
8.	Mode of attendance and duration	3 years full-time
9.	UCAS Code	W402
10.	Subject Benchmark statement and/or professional body statement	Subject/Qualification Benchmark Statement: Dance, Drama and Performance 2019
11.	Date of Programme Specification preparation/ revision	Approved September 2022 July 2023 – annual updates

12. Educational aims of the programme

The Musical Theatre qualification curriculum is designed to meet the learning needs of students aspiring to a career in Musical Theatre performance. Study at degree level offers deeper understanding of the genre and its practice, enhancing opportunity and standing within the field as well as giving currency for further academic development during or after a performance career.

Professional practice lies at the heart of the study and the course is supported by direct links with Musical Theatre and its foremost protagonists. The teaching staff are all expert, professional practitioners, some of whom have also developed related academic skills and qualifications.

The course design provides a complete practical training for Musical Theatre performance. The key elements are dance, singing and acting, centred on a programme of non-stop professional work-based practice designed to ensure graduates are fully prepared for their chosen career. The focus on these core disciplines enables students to gain a strong foundation in practice and an informed basis upon which to shape their specialisms, preparing for work immediately upon graduation within a fast-paced specialist industry.

Our aim to support the development of "the thinking artist" and the necessitated skills associated has been acknowledged to also promote community responsibility and provides an opportunity to use interdisciplinary approaches to challenge existing ideas about learning; consider the impact of decision-making, both socially and professionally and seeks to support a commitment to professional development upon graduation.

Course aims:

- Equip students with knowledge and technical skills in singing, dance and drama to a level of excellence which enables a successful career in professional Musical Theatre performance
- Enable students to engage mindfully and creatively with performance vocabularies, technique and understanding of working practices to the creation and realisation of performance pieces both historic and contemporary
- Develop individual talent and ability to ensure each student fulfils their potential as a performer

- Promote collaboration and practice-based group work which develops students' intelligent understanding of the interplay between genres which contribute to the realisation of Musical Theatre
- Develop students' communication skills for effective participation in collaborative and practice-based group activity with an understanding of ethical, professional and cultural considerations that might be involved
- Students' understanding of the context of performance becomes more sophisticated, where they are able to critique, analyse and describe forms of discourse and their effects on representation in the arts, media and public life
- Promote understanding and consideration of relevant cultural, historical, environmental and ethical issues and influences in contemporary Musical Theatre practice
- Promote autonomy and self-reliance, in order to give students the ability to engage creatively and critically with performance and manage their own progression and career pathways
- Establish reflective practice as an effective support to self-management, critical awareness and the development of professionalism.

Key distinctive features of the course:

- To support their professional career development, students have excellent opportunities to develop knowledge and understanding of the genre and its context through CV activities including professional performance events during levels 4-6 and plenty of opportunities for network building and development of professional connections with practitioners and key figures in industry throughout the course.
- Not only do students become finely tuned practitioners, but they also gain an extensive contextual understanding as all practical work is underpinned by relevant contextual background and theory. This enables them to become critically aware of the components which indicate quality in Musical Theatre performance and how to, in turn, define themselves as artists within that context through effective reflective practice.
- Millennium Performing Arts produces graduates that have the knowledge and confidence to make a significant contribution to whatever they undertake either as ensemble and/or lead performers or in later life, as teachers, directors or producers, as the training and study offered focuses on the full development of each individual student and talent and aptitude is nurtured and developed by a very committed and supportive staff team who devote time and energy to recognise and meet individual needs and aspirations.
- Comments from students and graduates indicate that they feel they are important to the College and are a significant member of the Millennium Performing Arts family.

13. Intended learning outcomes and learning, teaching and assessment methods

Table 2 knowledge and understanding outcomes for module code/s

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Demonstrate and synthesize detailed knowledge of the technical and artistic implications of the performance genres associated with Musical Theatre through displaying conceptual application	MTML3001
2.	Apply detailed understanding of a range of concepts and techniques to working practices in the realisation of Musical Theatre performance	MTML3001

Knowledge and Understanding		
3.	Demonstrate a sensitive and critical understanding of the cultural, historical, environmental, social narrative and ethical contexts of Musical Theatre	MTML3003
4.	Apply a detailed understanding of the concepts of professionalism and self-management to the research of theory and practice in preparation for a performance career	MTML3002

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
5.	Deploy detailed analysis of the interplay between genres which contribute to Musical Theatre performance	MTML3003/4
6.	Demonstrate critical awareness and articulate artistic understanding of style, tone and quality of performance pieces	MTML3001/3/4
7.	Deploy developed skills in critical engagement, demonstrating the ability to think reflexively, creatively and critically about the contexts underpinning Musical Theatre	MTML3003/4
8.	Explore and investigate the relationship between arts practice and culture past and present	MTML3004

Table 4 skills and capabilities related to employment outcomes for module code/s

Skills and capabilities related to employability		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
9.	Demonstrate highly refined, advanced technical skills in Musical Theatre genres	MTML3001
10.	Apply highly articulate artistic expression appropriately to professional performance work	MTML3001/3
11.	Collaborate creatively and effectively with others in the realisation of Musical Theatre performance	MTML3004
12.	Implement the requirements of self-management to sustain a career in Professional Performance	MTML3002

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s

Transferable/key skills		
13.	Demonstrate developed skills in self-management, organisation, time-keeping, and professionalism.	MTML3001/3
14.	Show considerable awareness of how to apply a range of information technology and digital literacy skills to enhance professional practice and communication	MTML3002
15.	Use a range of research methods to effectively identify relevant contextual information relating to professional practice	MTML3004

Learning, teaching and assessment

Teaching

Practical work is underpinned by theory at every opportunity with the majority of teaching and learning being workshop and studio based. Practical technique in dance (to include classical ballet, contemporary dance, classical jazz, commercial dance and musical theatre genres), singing and acting are taught in regular daily sessions throughout the week in order to sustain the 'training' element of the practical work. This commitment to physical training is an essential feature of the course to ensure students can sustain the standards of practical work required at the professional level of performance (and remain healthy and avoid injury). These classes are accompanied by additional sessions in body and voice maintenance, personal physical support for rehabilitation and self-study sessions enabling students to focus on key areas of individual development, in order to personally develop their understanding of how to maintain good health during a physically demanding training and career.

Practical performance studies taught throughout the three years of study becomes increasingly sophisticated and challenging through the study of repertoire from major shows both past and current of which excerpts and professional productions are staged and performed publicly. Students become confident and proficient in a wide variety of performance work as they are required to take part in a variety of workshop and cast rehearsal activity sessions in preparation for each performance and this involves both directed and self-directed study in small groups, full cast and company classes and independent rehearsal. Major directors, choreographers and producers from the professional world are involved in staging performance works at Millennium Performing Arts, and thus students are constantly linked to the profession and its chief protagonists. This is supported by a contextual understanding so that students not only know the 'what' of their performance work but also understand the 'why'. Creativity is promoted through additional student-led performances where students are entirely responsible for realising their own pieces both for in house and public performances.

Both Millennium Performing Arts and the University of Worcester encourage an emphasis on enabling students to develop independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. This is promoted through a mixture of independent study, teaching and academic guidance from internal Student Study Support Officers and Personal Academic Tutors and Mentors enabling students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Delivered through seminars and lectures, there is a regular reinforcement of the importance of reflective practice, production techniques, self-management and other skills in preparation for work such as audition formats, professional practice, working with theatrical agencies, administering income tax and Equity membership. An understanding of arts practice in general with exploration of philosophical views from performers and creators is also included to enhance the depth of expression and interpretation in

performance. This part of the course delivery is facilitated largely through the Virtual Learning Environment making access to resources, advanced reading material and reference sources readily available for students. The components here also require a considerable amount of private study and autonomous learning. This element of the curriculum enables graduates to become totally equipped with the professional skills and knowledge to manage their own careers and promote themselves effectively.

In addition, meetings with Personal Academic Tutors and Mentors, as well as with Head of Department and Head of Year sessions, are scheduled at least twice per semester in order to direct and support any additional requirements for each student and enable development of individual professional practice as students begin to understand the wider professional sector within Musical Theatre and performance.

Contact time

In a typical week you will have around 26 contact hours of practical studio / classroom teaching. The precise contact hours will depend on the professional requirements of the chosen repertoire, performances or practical activities in process at that point in the year however, a typical week for students will include:

- 8 x hours of practical classes (studio-based) in a variety of dance styles including classical, jazz, commercial, contemporary dance and musical theatre genres and body management and fitness sessions
- 8 x hours of vocal/ voice/ classical and contemporary scene work (classroom based) and workshop sessions to support your training in singing and acting development, vocal health and hygiene.
- 4 x hours of professional workshop activity across repertoire, performance preparation and creative work. This will also include some rehearsal for individuals and group working; however, more substantial rehearsal time will also be required when in company and full cast preparation for projects and performances.
- 2 x hours of Contextual Studies sessions to include lectures and seminars on stage craft, audition preparation, professional practice, industry, design, personal development and reflection
- 4 x hours of online or real-time directed study towards supporting and promoting reflective practice

In addition, one-to-one tutorials are arranged as required.

For Level 6, final year students, at certain times of the year there are fewer practical classes and lectures, offering more opportunity for independent practice, self-study and professional rehearsal (and company class) activity as appropriate for development of professional practice in a company atmosphere.

Independent self-study

In addition to the contact time, students are expected to undertake around 11 hours of personal self-study (depending on performance, rehearsal and company requirements) per week. Typically, this will involve wider reading, reflections and research for wider professional practice and self-preparation for course work, assessments and performances.

This activity is supported through unlimited access to practical rehearsal spaces, library facilities and physical training spaces on site at Millennium Performing Arts. Academic and contextual study is supported via learning facilities including the Virtual Learning Environment, and extensive electronic learning resources.

Diversity and Inclusion

The University of Worcester and Millennium Performing Arts are committed to providing a genuinely inclusive learning community for all students. We are all working hard towards equalising outcomes for disadvantaged groups and removing any unhelpful obstacles or

barriers to learning to ensure everyone is treated equitably. We embed the principles of inclusion into our professional practice to help ensure that all students have the opportunity to develop, work hard, and excel both academically, professionally and personally. We support personalised approaches to learning that take account of each individual's unique experiences and aspirations.

Ensuring the importance of diversity of personal identity and cultural heritage within the whole University of Worcester and Millennium Performing Arts community is a key policy imperative. Targeted learning and teaching strategies and networks such as the LGBTQ+ Allies Scheme within the University of Worcester, increase understanding of gender and sexual diversity amongst staff and students. Individuals with protected characteristics including growing numbers who declare as neuro-diverse benefit from strong support structures. There is a commitment to enhancing the experience of Black and Global Majority students through efforts to decolonise the curriculum and encourage the sharing of multiple cultural perspectives. Alongside initiatives to widen the pool of teaching staff of diverse heritage, there is also a recognition of the need to raise awareness of the effects of poorly understood structural racism in order to remove barriers to a fully diverse creative environment.

Students are encouraged to contact the Disability and Dyslexia Service at the University of Worcester (<https://www2.worc.ac.uk/disabilityanddyslexia/>) for more information and support.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course.

Millennium Performing Arts requires all HE tutors and Heads of Department to demonstrate a commitment to professional practice and either substantial vocational teaching experience or an MA in a relevant discipline. All teaching staff are encouraged to work towards a formal teaching qualification or professional recognition by Advance HE or equivalent. Tutors are supported to be professionally active, and all staff can undertake research in their disciplines with management support. Millennium Performing Arts also supports a number of sessional staff to link courses with professional practice and technicians to provide technical support.

Millennium Performing Arts ensures that full-time management staff retain overall responsibility for learning experiences and course direction whilst also overseeing all staff allocations pertaining to those who are largely on sessional freelance agreements with Millennium Performing Arts.

The procedures for managing a large number of part-time, contractor-based staff have been in place since the inception of Millennium Performing Arts. As professional performance company directors and experienced members of the industry, our Senior Staff are well versed in not only the operational needs of managing such teams but also understand first-hand, the benefits of managing these challenges. To be able to access and work closely with expert professionals who are not just working in the profession but creating the work that our graduates will be exploring, both in their training and upon entering the sector, is an essential and integral feature of the Millennium Performing Arts experience.

The arrangement of the Millennium Performing Arts timetable enables direct and regular dialogue with all staff, whether freelance or not. This is largely because, every day runs as a company experience and it is expected that rehearsal and call schedules may change, move slightly in terms of timing allocations and be responsive to the needs of any performance material in preparation at that time or any new availability for guest staff or choreographers/ directors.

The present staffing complement at Millennium Performing Arts includes;

Management/HoDs of whom 66% have post-graduate qualifications or equivalent
Module Leaders of whom 66% have post-graduate qualifications or equivalent
Associate Lecturers of whom 100% have post-graduate qualifications or equivalent
Visiting Lecturers of whom 57% have post-graduate qualifications or equivalent

100% have appropriate professional experience

Assessment

The precise assessment requirements for an individual student in an academic year will vary depending on personal choices for practical performance work but a typical formal summative assessment pattern for each year of the course is:

Level 4

- 1 x Practical workshop (knowledge and understanding; creative and technical skills)
- 3 x Presentation (cognitive and intellectual skills; key/transferable skills)
- 2 x Practical portfolio (knowledge and understanding; creative and technical skills)
- 1 x Portfolio (knowledge and understanding; key/transferable skills)
- 1 x Critical reflection (knowledge and understanding; cognitive and intellectual skills)

Level 5

- 1 x Practical workshop (knowledge and understanding; creative and technical skills)
- 2 x Reflective discussion (knowledge and understanding; cognitive and intellectual skills)
- 2 x Practical portfolio (knowledge and understanding; creative and technical skills)
- 1 x Critical reflection (knowledge and understanding; cognitive and intellectual skills)
- 1 x Presentation (cognitive and intellectual skills; key/transferable skills)
- 1 x Group practical / performance (knowledge and understanding; creative and technical skills)
- 1 x Portfolio (knowledge and understanding; key/transferable skills)

Level 6

- 1 x Solo practical / performance (knowledge and understanding; creative and technical skills)
- 2 x Group practical / performance (knowledge and understanding; creative and technical skills)
- 2 x Presentation plus reflective discussion (cognitive and intellectual skills; key/transferable skills)
- 2 x Portfolio (knowledge and understanding; key/transferable skills)
- 1 x Solo practical / performance plus reflective discussion (knowledge and understanding; creative and technical skills; cognitive and intellectual skills)

14. Assessment strategy

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments in addition. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include practical classes, solo and group performances, on-going rehearsal activities and a portfolio of assignments to include reflections, written work and presentations for example essays, reports, vlogs, showreels and in the final year, an independent project to "define self as artist" (dissertation equivalent).

For the whole course, assessment is designed to promote independent and collaborative learning and practice. The assessment programme is such that module learning outcomes relate to the course outcomes and each module has assessment criteria that can be applied to all learning outcomes.

The assessed learning which students may achieve on the course can be classified under four different headings, or domains:

- the conceptual involves research, selection and analysis of theory
- the productive demands the interpretation and application of research into practice
- the contextual/critical evidences critical thinking
- the personal/interpersonal tracks the development of those skills pertinent to organisation and successful completion of a project

Assessment of practical work is undertaken formatively and summatively. This synoptic approach to learning and assessment allows students to make connections, and students receive feedback on formative and summative assessments. For support, practical technique units include on-going informal assessment to support feedback, and feedforwards mechanisms, with the final assessment point at the conclusion of semester one and semester two to ensure adequate achievement to proceed to the next level of study. In year three the final technical assessment is offered at the end of semester one to take into account the intensive performance work, auditions and professional experiences which are a feature of the following final period of study. The substantial credits per year allocated to technical studies reflect its importance; the module assessments are genre based to suit stylistic strengths of individual students and allowing a developmental approach to any genre where students display particular strengths and aptitude.

Performance work is assessed through on-going assessment of rehearsal processes and company involvement with final assessment of both solo and group performances professionally assessed at designated points throughout the study. There is also a strong complementary contextual study component in this module each year. All work encourages critical thinking and analysis and is founded upon a range of theoretical perspectives, historical and social contexts and/or performance methodologies. Parity across modules is achieved by a system of equivalence that applies to word counts and practical work.

Separate contextual studies and professional studies modules conclude the provision of modules requiring written assignments, further reflective accounts and live or recorded presentations reports/ videocasts etc, to convey understanding and awareness of the contextual importance of Musical Theatre themes and practice.

15. Programme structures and requirements

Table 6 heading for course title

Course Title: BA (Hons) Musical Theatre
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Level 4

Table 7 award map for level 4 BA/BSc (Hons) Musical Theatre

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
MTML1001	Technical Foundations (Dance)	30	M

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
MTML1002	Technical Foundations (Singing/Acting)	30	M
MTML1003	Foundations in Performance	30	M
MTML1004	Physical Management and Wellbeing	30	M

Single Honours Requirements at Level 4 - Single Honours students must take 120 credits in total drawn from the table above.

Level 5

Table 8 award map for level 5 BA/BSc (Hons) Musical Theatre

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
MTML2001	Advanced Technique (Dance)	30	M
MTML2002	Advanced Technique (Singing/ Acting)	30	M
MTML2003	Advanced Performance (Solo)	30	M
MTML2004	Ensemble Performance	15	M
MTML2005	Industry and Employment Skills	15	M

Single Honours Requirements at Level 5 - Single Honours students must take 120 credits in total drawn from the table above.

Level 6

Table 9 award map for level 6 BA/BSc (Hons) Musical Theatre

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
MTML3001	Professional Technique in Practice	30	M
MTML3002	Audition Technique (Industry & Promotion)	30	M
MTML3003	Professional Performance (Solo)	30	M
MTML3004	Defining Self as Artist; performance creation (dissertation-equivalent module)	30	M

Single Honours Requirements at Level 6 - Single Honours students must take 120 credits from the table above.

16. QAA and professional academic standards and quality

The course reflects the [Dance, Drama and Performance Subject Benchmark Statement](#), updated in 2019 and this framework has been used to underpin the course learning outcomes for this programme of study.

Outcomes and assessed work are largely practical performance based with practice, concepts and reflective evaluation processes promoted and underpinned by appropriate theoretical approaches to performance e.g. analytic, historical, critical, contextual and preparation for professional practice in the sector.

This award is located at Level 6 of the [OfS sector recognised standards](#). The QAA qualification descriptor has been used as a reference point in the course design.

17. Support for students

Each student will be allocated a Personal Academic Tutor from within the Course Team. Personal Academic Tutors play an integral role in students' progression through their degree, offering academic support and making relevant connections between different modules. Heads of Year are also allocated to each cohort and work closely with Personal Academic Tutors to bridge development and progression between different years of study.

Students will be given an opportunity to meet with their Personal Academic Tutor during the induction period and twice per semester thereafter. This enables a firm and effective report to be established with each student and ensure progression is monitored efficiently throughout the course. Students are encouraged to make contact their Personal Academic Tutor whenever necessary, particularly if the student is experiencing difficulties, and additional tutorials can be arranged. Millennium Performing Arts also offers confidential support services via the inhouse counsellor.

Personal Academic Tutor and study support sessions predominantly take the form of small groups (2/3 students) or one-to-one sessions, at which notes are taken by both staff and students; encouraging autonomous learning practices to be encouraged and professional target setting to become a regular feature of self-management and development. Structured face-to-face and on-line support typically covers the following:

- Awareness of their own strengths and weaknesses
- A clear vision of what they want to achieve through HE study
- Greater understanding of how progression in their chosen discipline area(s) can enhance opportunities within and outside the industry sector
- Responsibility for their choices in modules, work and social life
- A reflective approach to all the feedback they receive on their work
- A sense (and a record) of progression and achievement in their development of subject and generic skills, attributes and personal qualities
- An ability to use their greater awareness to articulate the benefits of their HE experience to others including employers

The Personal Academic Tutor will also:

- Respond to student requests for support and help with problems which affect academic work either at subject level or by referral to other study / pastoral / personal / professional support channels / facilities
- Provide information for and assist in the drafting of graduate references.

Induction period / transition into HE study

Students' transition into a London based HE study programme, may be a very new experience and as such a transition period of a two-week induction programme to

introduce students to their course, the practical modes of study and other staff and students is a vital component. During the induction period students engage in a range of activities which develop their understanding of the expectations of the course, undergraduate study, and what it means to be a student of both University of Worcester and Millennium Performing Arts, including guidance for use of any IT systems, library provision and access, Careers support and physical and emotional support including counselling provision.

Progressing students are also provided with a brief induction into their second and third years.

Further support for students of University of Worcester can be found at:

- Firstpoint:
<https://www2.worc.ac.uk/firstpoint/>
- Student support:
<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>
<https://www2.worc.ac.uk/disabilityanddyslexia/>
- Writing support for international and EU students from the University Language Centre.
<https://www.worcester.ac.uk/life/help-and-support/language-centre/>
- The Students' Union, which, as an independent charity devoted to the educational interests and welfare of all students studying with the University.
<https://www.worcsu.com/>

18. Admissions

Admissions policy

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of increasing access, widening participation, equality, diversity, inclusion and to assisting students to achieve their potential.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website

<https://www.worcester.ac.uk/study/find-a-course/a-z-of-courses.aspx>

See

<https://www.worcester.ac.uk/documents/AdmissionsPolicy.pdf>

for other acceptable qualifications.

Applicants apply through UCAS and will be required to attend an in-person audition at Millennium Performing Arts.

Recognition of Prior Learning

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at:
<http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Admissions/selection criteria

Full time applicants apply through UCAS Course Code W402.

All applicants are required to pass a practical in-person audition with Millennium Performing Arts.

19. Regulation of assessment

The course operates under the University's framework:

<https://www2.worc.ac.uk/registryservices/documents/TaughtCoursesRegulatoryFramework.pdf>

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the students' responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.

- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE Musical Theatre	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE Musical Theatre	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation/Project module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2
OR
- Classification determined on the profile of the 120 credits attained at Level 6 only
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#)

Please Note: The above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022.

20. Graduate destinations, employability and links with employers

Graduate destinations

Millennium Performing Arts' professional reputation ensures that graduate success within the industry is wide and varied; examples include roles in West End and Broadway casts, cruise contracts (inc. Disney, Royal Caribbean, P&O Cruises, Carnival Cruises), touring productions nationally and internationally for professional musical theatre and entertainment shows, holiday resorts and TV and film work.

In addition, many HE graduates have successfully embarked on further study at Masters level or allied professions to provide support services as a direct outcome from their training including physiotherapy training, sports and personal body management subjects, devising and producing theatre and costume, staging or lighting practical disciplines.

Recent graduate positions include ensemble cast members, cover and swing positions, dance company members (including Rambert, New Adventures, Australian Dance Theatre), Dance Captains, Resident Choreographers, MDs and professional staff involved in costume, design and stage management.

Some notable recent graduate successes include company and creative team members in West End productions including *The Witches* at Olivier Theatre, London and *Crazy for You* at the Gillian Lynne Theatre, London; Artists and Dancers working with Rambert Dance Company; graduates featured on Musical Theatre productions by Celebrity Cruises; regional and world Tours (Elton John's musical *Aida*, *Cats*, *42nd Street* to name a few).

Student employability

Employment rates in the profession are exceptionally high for Millennium Performing Arts graduates particularly considering the pandemic (average over 80%) and they leave the College totally equipped with the professional skills and knowledge to manage their own careers and promote themselves effectively within the professional performance sector.

Development of relevant professional management skills and awareness of self-employment requirements to work in the performing arts and entertainment industries are integral features of each year of the course. This includes professional preparation of self for audition, self-promotion, securing agents and working in company scenarios. Graduates are encouraged to fully understand and develop familiarity with the industry relevant and legal responsibilities for working as a self-employed company member. Innovation in this area including supporting enterprise / entrepreneurship is also promoted through creation of own works and introductory work to prepare dance or performance company opportunities.

As the building of professional performance experience is an integral feature of the course, Millennium Performing Arts regularly provide opportunities for in-house and external performance activities. Recent events include:

- Summer Showcase events
- Christmas Cabaret performances
- Community celebrations and charity events
- Student ambassadors taking part in outreach workshops nationally and at sector industry events

It is the intention to also create collaborative performance opportunities with the wider student and staff body at University of Worcester.

Links with employers

The Musical Theatre course at Millennium Performing Arts has been devised to reflect an authentic and industry relevant training experience that prepares graduates to work professionally, immediately upon graduation. The genres, key protagonists, repertoire and stylistic focus of the course is monitored closely and professionally validated by both internal staff and expert practitioners (guest teachers) for Millennium Performing Arts on

a regular basis. Guest workshop leaders, choreographers, directors and professional technical staff are present, leading seminars and classes; creating new and innovative works for Millennium Performing Arts' students annually. These sessions influence the prominence of certain professional disciplines and styles of performance material selected each year for internal/ external performance.

In addition, a range of industry experts and leading practitioners are invited to support professional performance assessments each year. Summary feedback relating to the suitability of selected material for contemporary musical theatre practice is central to this process and enables Millennium Performing Arts to be assured of the currency and professional suitability of skills, training methods and selected performance material annually.

Annual monitoring processes internally include explicit consideration of professional preparation, trends and in-demand skills / styles popular across the industry each year. Guest Choreographers and Directors are invited by Millennium Performing Arts to provide authentic professional company experiences for students each year, workshopping and rehearsing repertoire and original work of professional standard; this enables the course material across the three years of training to remain current and relevant, reflecting the professional performance requirements of employers today.

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 s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.