

## Overview

<b>Programme Code</b>	35839
<b>Programme Title</b>	Musical Theatre
<b>Awarding Institution</b>	Liverpool John Moores University
<b>Programme Type</b>	CPD
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Programme Leader</b>	
<b>Link Tutor(s)</b>	Rosamund Merkin

## Awards

<b>Award Type</b>	<b>Award Description</b>	<b>Award Learning Outcomes</b>
Target Award	Certificate of Professional Development - CP	See Learning Outcomes Below

<b>Alternate Award Names</b>	
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## External Benchmarks

<b>Subject Benchmark Statement</b>	UG-Dance, Drama and Performance (2019)
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## Aims and Outcomes

### Educational Aims of the Programme

1. Demonstrate developing technical and creative skills across Musical Theatre Performance - Acting /Singing/ Dance technique and the supporting areas of voice and movement. 2. Demonstrate knowledge and understanding of creative and theoretical concepts and ideas, which underpin and inform contemporary performance. 3. Work effectively and collaboratively within a range of creative teams, projects and rehearsals leading to performance. 4. Further develop academic knowledge, understanding and application to prepare for the next level of study in their home university.

### Learning Outcomes

Code	Description
PLO1	Optimise their contribution to the processes and collaborative practices by which live performance is realised and managed within the semester.
PLO2	Demonstrate and apply the relationship between technique and creativity through projects and performances during the semester.
PLO3	Develop creative ideas and construct academic arguments which are articulated clearly in different styles of communication.
PLO4	Research, organise and synthesise material independently and critically evaluate its significance.
PLO5	Appropriately apply enhanced technique in Singing and Musical Theatre Repertoire, Acting Technique and Dance Techniques for Musical Theatre.
PLO6	Demonstrate the appropriate work ethic in each aspect of creative process (rehearsal and performance).

## Programme Structure

### Programme Structure Description

The programme operates within the University academic framework (see below) The programme is offered over one semester. The programme commences in September or January The programme has no options or electives. 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>

<b>Structure - 60 credit points</b>	
<b>Level 5 - 60 credit points</b>	
<b>Level 5 Core - 60 credit points</b>	<b>CORE</b>
[MODULE] 5501IABCPD Performance Approved 2022.01 - 10 credit points	
[MODULE] 5502IABCPD Critical and Analytical Studies Approved 2022.01 - 10 credit points	
[MODULE] 5505IABCPD Singing and Musical Theatre Repertoire Approved 2022.01 - 20 credit points	
[MODULE] 5506IABCPD Acting and Dance for Musical Theatre Approved 2022.01 - 20 credit points	

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

## Teaching, Learning and Assessment

Teaching and Learning Teaching is delivered by means of lectures, practical classes, technology 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, dancing and performance techniques, with specific foci on vocal development (sung and spoken), dance development in Jazz and sung ensemble work to improve and enhance artistic and technical abilities.
- Demonstrating use of technology, applications, and the exploration of creative possibilities.
- Explaining how to research, collect and analyse data, structure an academic argument and frame findings.
- Providing learning activities to develop interpersonal skills and 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.

Throughout the programme the student is encouraged to read widely to consolidate and supplement that the teaching and to set goals and challenge self. 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.

The types of assessment used are essays and critical evaluations; practical tasks; live performance; studio rehearsal projects; 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, can adjust 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.

## Opportunities for work related learning

This programme is vocationally specific and designed to include work-related learning. The practical assessment tasks wherever possible are positioned against industry standards and processes to replicate 'real world' situations. The students participate in the creation and presentation of a performance in front of a public audience.

## Entry Requirements

Type	Description
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Alternative qualifications considered

The Certificate of Professional Development is part of the IAB Study Abroad system and is designed to provide accreditation primarily for International students joining the BA Hons Musical Theatre programme for one semester. Therefore the criteria for admissions normally are 1) That applicants are registered on an undergraduate Musical Theatre / Theatre / Performing Arts programme with a strong practical performance component. 2) That they can demonstrate the practical performance ability (through their transcript), which will allow them to take full advantage of the Certificate of Professional Development. 3) That applicants have successfully completed one full year of study (equivalent to 120 level 4 UK credits). 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.

### **Extra Entry Requirements**