

**BIMM  
UNIVERSITY**

A university  
for the creative  
industries

BA (Hons)  
**MUSICAL THEATRE  
AND DANCE**

**Academic Year 2024/25**

# Welcome

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We are delighted to welcome you to the performing arts faculty at BIMM University, and to the start of your professional training journey. For those of you studying at Level 5 and Level 6, welcome back!

During your three years with us you will undertake an intensive vocational programme, developing you as a multi-skilled performer and creative. You will hone your skills and grow as an artist, make exciting breakthroughs and discoveries, as well as life-long friends.

At Performers College we foster an atmosphere of inclusion, support, and collaboration. We believe that a working environment should instil high professional expectations, discipline and rigour, alongside kindness and respect. You will be part of a community who all want to see you reach your potential.

Our highly experienced faculty are passionate about delivering inspirational and industry relevant classes and projects that prepare you for all aspects of the profession, so you can enjoy a fulfilling career upon graduation.

We want to give you as many tools as possible to encourage versatility and increase your employability, so to benefit the most from your training, we ask that you are open to new possibilities and exploring new ways of working. Sometimes this will be a challenge but trust the process and know that the results you achieve will be hugely rewarding.

To complement your technical skills training you will also have workshops and seminars that will teach you about the business elements of the industry. You will work with and receive masterclasses from industry figures at the top of their game, who can pass on vital tips and advice so you will feel knowledgeable and prepared to enter the world of work. Our graduates are enjoying successful long-term careers in West End musicals and plays, regional tours, music videos, Film & TV productions, and as choreographers, directors and much more.

The handbook will provide you with all the information about your course, and how it is studied and assessed. It also includes details of support available to you, and information about the facilities on your campus and how to access them.

We look forward to seeing what the future holds for you.

With very best wishes,

**Adam Davenport**  
*Dean of Performing Arts*

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# **PART ONE: GENERAL INFORMATION**

# Key Resources

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*A quick note: you will need to be logged into your BIMM Microsoft account to access some of the links in this handbook.*

## **BIMMStudents**

[bimmstudents.com](https://bimmstudents.com) is a one-stop portal for all key electronic resources and services students will require during their studies including the following:

- > Campus SharePoint sites
- > Microsoft Office 365 (including emails, cloud storage and apps like Word and Excel)
- > Timetables (CELCAT)
- > BIMM Library
- > Study Skills Hub
- > BIMM University's Virtual Learning Environment (Canvas)
- > Creative Futures (careers) information and guidance
- > Tutorial booking
- > BIMM Connect - Student networking
- > BIMM Digital User Guides

## **Canvas**

**Canvas** is BIMM University's Virtual Learning Environment (VLE). It is an online space containing materials and tools to support and enhance your learning experience. This platform is an integral part of the student experience at BIMM University - it is not only an online extension of the classroom but is also the place where you will submit digital assignments and receive grades and feedback.

It also contains a wealth of valuable guidance to support you during your studies, including important information such as assessment deadlines and guides to each module on the course. Each module has a dedicated space in Canvas where students can access materials used in class and additional study resources.

Students will also find links to campus news and networking forums, annual monitoring reports, campus Board of Studies and Student Representation forum minutes, and much more in Canvas.

## **Module Specifications**

Module specifications contain important information about each module such as the module's summary and aims, its learning outcomes, details of assessments, teaching methods and contact hours, and the module reading list.

You can find all module specifications in the [Course Documentation SharePoint](#). They are also linked to in the ["Course Structure"](#) section of this handbook.

## **Timetables**

Your student timetable is your guide to where you need to be. Your timetable is accessible through [BIMMStudents](#), and it includes details of the times, dates and locations of your lessons, as well as who will be teaching you. If you'd like to synchronise your timetable with calendar applications on your devices, you can go to the 'Application Support' section of [bimmstudents.com](https://bimmstudents.com). If you have any questions about your timetable, you should reach out to your Course Leader.

## Equipment Lists

Students may be expected to have certain equipment in order to successfully complete their courses. You can find your Faculty's equipment list here: [ICTheatre](#), [Performers College](#).

## Reading Lists

Your reading list is an important tool for finding information on your module topic. You should consult your reading lists when looking for academic material to support your learning and for completing your assignments.

Each reading list is made up of resources relevant to your module, which will help you to identify some of the authors and sources of information that are considered reliable and reputable. Your reading list can also save you time at the start of the research process as it provides easy access to key material, and shows which resources are considered core or additional reading, which will help you to prioritise your reading.

You can access reading lists for all modules in Canvas. For full details on how to access reading lists, and other how-to guides, visit the [Module Reading List SharePoint page](#). Further guidance is also available on the [BIMM Library website](#).

## BIMM Student Association (BSA)

Run by students, for students, the BIMM Student Association (BSA) is here to help you connect with like-minded people. The BSA's student-led societies and events are a fantastic way for you to meet new and interesting people, gain valuable life skills and build your own BIMM University experience. If you don't feel like your passions, beliefs, or interests are represented, you can start your own group with the BSA's help, as funding and support are available.

Each year, a President and Committee are selected at each campus to run the local BIMM Student Association (BSA). Together, they work with campus staff and students to continually improve the BIMM student experience. We will introduce you to your BSA President after you begin your course.

Examples of societies past and present include:

- > Quiz Nights (including Tutors Vs. Students Quiz)
- > DJ Society
- > Five-a-side Football Tournaments
- > Bouldering Society
- > Skateboarding Society
- > Vinyl Club
- > LGBTQ+ Society
- > Women's Society
- > Vegan Society

# Communication

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## **Your University email**

The University will send important information about teaching, assessments, and Faculty events to your BIMM University email address. It's important that you check your University emails on a regular basis and respond or take action as required.

## **Trusted (Emergency) Contact**

We require you to provide the name and contact details for someone to act as your primary designated 'Trusted (Emergency) Contact'. Where possible, we ask you to give details for a second person to act as a secondary 'Trusted (Emergency) Contact'. These people could be called upon to make medical or legal decisions for you if you become incapacitated.

Where possible, at least one should be a parent, guardian or family member. They must be 18 or over. Please do not include someone where the relationship could change over the next few years and ensure they are made aware that you have nominated them as this contact. You will have been asked to nominate these contacts at registration, but you can update these contacts at any time by emailing your Student Wellbeing team.

Note that this policy only applies to students aged 18 or over. For those under 18, the [Under 18s Admission Policy and Procedure](#) applies and emergency contact details must be provided via an U18 Parental Consent Form before arriving at the University.

For further information, see our full [Trusted \(Emergency\) Contact Statement](#).

## **Canvas**

Information will sometimes be shared through the Virtual Learning Environment (VLE), [Canvas](#), both via module pages and via general announcements.

## **Student Voice**

The University's Student Voice processes offer several ways for students to feed back. You can do this via one of the surveys open throughout the year, or you can feedback at any time through a number of methods and contacts, such as:

- > Course Leaders
- > Campus teams, e.g. Student Wellbeing
- > Student Representatives

The University welcomes student feedback to help us improve and enhance our provision, so please do take part in our Student Voice activities. More details can be found in our [Quality Handbook](#).



# Support and Advice

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If you are unable to find the information you need in this Handbook or on the website you can contact staff, who will be able to help or point you in the right direction (see Communication and Contacts section above). For any guidance or support around interpreting our academic policies or procedures, please contact your Head of School or Course Leader in the first instance.

## **Student Wellbeing**

Student Wellbeing teams promote and support the mental, emotional, and physical health and wellbeing of students on campus, as well as ensuring a culture of safeguarding for all students and staff. They provide a whole spectrum of support and can offer advice, support and guidance on a range of issues such as mental health or physical health concerns, additional learning needs, mitigating circumstances and reasonable adjustments, financial hardship, complaints, or anything else relating to wider university life.

Our campus-based Student Wellbeing teams provide support for students with learning difficulties, disabilities, or medical conditions. They have a wide range of resources enabling them to help with topics from anxiety, eating disorders and financial advice to stress management, resilience, and coping skills. They lead on the promotion of healthy behaviours and environments on campuses, with initiatives related to physical activity, healthy eating, and substance use prevention.

A triaging approach ensures that students are quickly referred to specialists within the Student Wellbeing team, or to external counsellors or health specialists as required. You can find details of your Student Wellbeing teams via [BIMMStudents](#), or through your campus's on-site Information Hub.

## **Learning & Disability Support**

If you have additional learning needs, you should inform your local Student Wellbeing/Learning Support team as soon as possible if you feel you require learning support to aid you in their course. If additional learning needs are stated prior to enrolment, Student Advisors will contact you to discuss your requirements and any support that needs to be put in place from Semester 1.

Learning Student Support teams can help you to explore what statutory and local support is available to you and in some cases, degree students in UK campuses may be eligible for Disabled Students Allowance (DSA).

In order to access additional support, a diagnosis of a condition is key. Anyone without a diagnosis should organise one as soon as possible to ensure they receive the support they are entitled to. BIMM University can support students in accessing a dyslexia assessment service should they require it.

Please contact your local campus Learning Support team who will be able to offer up to date information and guidance on all matters relating to Learning and Disability Support – see your campus SharePoint (accessible via [bimmstudents.com](#)) for more information.

## **Academic Support**

Academic support information, including guides to referencing and academic writing, can be found on the [Study Skills SharePoint](#).

## **Careers**

Career advice and guidance is available via the Creative Futures team. The team is made up of experienced careers specialists who are dedicated to connecting students to industry opportunities, and to acting as a compass as students navigate their pathway into the creative industries.



The support provided by Creative Futures is designed around our students' unique skills and interests. The team works closely with industry partners and the University's academic teams to equip students with the skills and experiences needed to succeed, empowering students to build a sustainable career in music and the broader creative industries.

You can find more information by navigating to [BIMMStudents](#), selecting your campus, and then selecting the Creative Futures icon.

### **Complaints & Appeals**

We hope you are satisfied with your experiences at BIMM University. However, if you have a concern, then we have procedures in place for handling Student Complaints and Appeals.

[The Student Complaints Procedure](#) outlines how to submit a formal complaint if you experience problems relating to teaching, learning, research and supervision, and to the provision of other services by the University. We always suggest trying to resolve the issue informally with your local campus teams first (see below for further information).

[The Student Appeals Procedure](#) outlines how to make an appeal against a decision made by an academic body (such as an Assessment Board) regarding results, progression or award, or a procedural outcome (such as a disciplinary panel sanction or judgement).

If you are considering making an Appeal or Complaint, you are strongly advised to talk to one of the following staff at your Campus. They can advise you on your case, help to resolve it informally and, if necessary, support you in the process of making a formal Appeal or Complaint:

- > Student Wellbeing Advisor or Manager
- > Your Course Leader or Deputy Course Leader
- > Head of School or Campus Dean
- > One of your Student Representatives

Further information on Academic Appeals and other Appeals and Complaints, as well as the relevant forms, can be found on the [Appeals and Complaints](#) pages of our website.

# Student Responsibilities

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All of BIMM University's policies and procedures can be found on the University's [website](#). Students are expected to familiarise themselves with all policies and procedures. For any guidance or support around interpreting our academic policies or procedures, please contact your Heads of School or Course Leader in the first instance.

You are expected to attend classes and submit work for assessment as well as engage in the required amount of self-directed study as quantified in the module specifications. Expectations around student engagement are outlined in our [Student Engagement Policy](#). Poor attendance with little engagement may lead to being withdrawn from your course, so it's important that you get in touch with your Course Leader or Wellbeing team if you are going to be absent or are struggling. We can provide support and guidance to students who require it, so please do reach out to your course and campus teams.

Library resources are supplied through the [BIMM University electronic library](#) and dedicated physical reading rooms, and you are expected to use these resources in your own time.

## **Prevent Duty**

[The Prevent Duty](#) is part of the UK Government's Counter-Terrorism strategy to prevent individuals being drawn into extremism. BIMM University safeguards learners from extremist ideologies, radicalisation and support individuals through early intervention.

We take a proactive and risk-based approach to the Prevent Duty, and it is embedded into many of our policies, including our dedicated Prevent Duty Policy, and our Safeguarding Policy. Anyone can make a referral – if you have a concern, you should speak to your local Student Wellbeing team in the first instance for help and support.

For further information, see the [Prevent Duty Policy](#).

## **IT Usage**

The [Fair Usage Policy](#) outlines the expectations for use of BIMM University IT systems including equipment, email, OneDrive and student WIFI. Students should adhere to the outlined expectations of this policy and avoid engaging in prohibited activities.

Prohibited activities include (but are not limited to): intentional physical damage, unauthorised administrative system changes, hacking or bypassing security measures, engaging in cyber threats or intentionally spreading malware, bullying and harassment or discriminatory behaviour, inappropriate web browsing including (but not limited to) gambling, pornography, violence or extremist material and illegal streaming.

# Graduate Attributes

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Upon graduating, BIMM University students are expected to be:

## **Employable and Entrepreneurial**

BIMM graduates will act with professionalism and integrity. They will demonstrate entrepreneurial skills to their colleagues and potential employers including:

- > exemplary communication skills;
- > efficient time management;
- > effective self-managed independent and team working;
- > respect for the opinions of others and the ability to receive criticism and use it constructively; imaginative, creative and critical thinking;
- > effective problem solving;
- > digital literacy;
- > numeracy;
- > a strong sense of personal and professional identity.

## **Resilient and Adaptable**

BIMM graduates will be confident and resilient enough to recover quickly from set-backs.

## **Creative, Collaborative and Connected**

BIMM graduates will be self-assured enough to form lifelong creative networks where they can connect and collaborate with others on activities or projects to generate value.

## **Globally Aware**

BIMM graduates will be confident to act effectively in settings where language and culture are not familiar to them and will understand international context and practices both within, and beyond, their discipline.

## **Socially Responsible**

BIMM graduates will understand how their actions can enhance the wellbeing of others and will be equipped to make a valuable contribution to society.

## **Professional**

BIMM Graduates will demonstrate an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries.

## **Intellectually Curious**

BIMM Graduates will demonstrate initiative, self-reflection, academic integrity and ethical responsibility. They will possess powers of analysis, synthesis, and evaluation. They will appreciate disciplines and forms of professional practice beyond their own and draw connections between them.

## **Self-Aware**

BIMM Graduates will be equipped to seek knowledge and to continue learning throughout their lives. They will set themselves high standards and will demonstrate qualities that enable them to be reflective and independent lifelong learners.

# Assessment

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## Higher Education Strategy

BIMM University is committed to providing high quality teaching and support for its students by addressing the differentiated needs of individual learners, and ensuring that all students have equal and fair access to learning resources. All learning and teaching approaches adopted by BIMM University are flexible, student-centred, diverse, and appropriate to the skills and needs of individual students.

To provide relevant, diverse, quality learning experiences, every course implements the BIMM University Higher Education Strategy. This strategy allows us to create inclusive, engaging learning activities that can address diverse learning and teaching styles, foster the culture of a learning community, and enable students to develop their own creative identity. The strategy also aims to help build our students' capacity to be innovative in dealing with obstacles set by the professional demands of the industry. You can read BIMM University's Higher Education Strategy in full [here](#).

## Assessment Guidance

During your studies, you'll be assessed in various ways to help you understand your progress in your learning. Each course is assessed slightly differently, so students will need to read the [Student Assessment Handbook](#) in full to make sure you understand how assessments will work for you. Both the Assessment Handbook and the [Undergraduate Academic Assessment Regulations](#) provide guidance on all elements of assessment at the University, including assessment modes, assessment rubrics, late submission policy (including detail on the no penalty 24-hour deadline extension) and what happens if you fail a module.

## How will I be assessed?

There are generally two types of assessment on BIMM University courses:

- > Coursework – assessments that are submitted online through the University's VLE, Canvas.
- > Face-to-Face – practical assessments including performances, demonstrations, presentations and other activities that are assessed in person.

Assessment can be formative or summative:

- > Formative assessment has a developmental purpose and is designed to assist students in their learning by providing them with feedback on their performance. This feedback should indicate how students' performance can be improved or maintained.
- > Summative assessment often evaluates student performance at the end of a module, and usually involves students receiving a grade that indicates their level of performance. Students will also receive feedback on summative assessment.

## How will my work be marked?

Student work is marked using the BIMM University assessment rubric. A rubric is a tool that allows us to standardise the process of grading, making it more efficient, saving time for faculty and providing you with effective feedback that promotes your learning. You can find the assessment rubric for each level of study in the [Student Assessment Handbook](#).

## When will I be assessed?

Assessment dates can be found in the Course Structure section of this handbook, as well as in the module specification.

**Academic Integrity**

BIMM University is devoted to supporting students in their learning. Therefore, a clear understanding of academic integrity is an important component of the competencies students will develop whilst studying with us. All students studying at BIMM University are responsible for the integrity of their learning and their choices, including any decision to break the rules. However, we will work with students at every study level to understand our values and expectations. Moreover, our staff will model best practices in academic integrity in their teaching and research and the material they share with you to support. More information on Academic Integrity, including academic misconduct, can be found within the [Academic Integrity Policy](#).

**Exceptional Circumstances**

We understand that sometimes students may require additional support, whether on an ongoing or temporary basis. [The Exceptional Circumstances Policy](#) covers topics such as reasonable adjustments, adjustments to teaching, and mitigation.

# Feedback

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Students will receive lots of feedback through the course of their studies, which should help you learn and develop. Getting critical comments as well as positive ones is entirely normal and isn't a sign of weakness. Everyone will get both positive and critical feedback - whatever your course, you're being prepared to enter a highly demanding profession in which you'll be expected to be able to take constructive criticism and use it to improve your approach. Responding well to constructive feedback will help you meet professional expectations of behaviour.

## **Different types of feedback**

There are three main types of feedback that are used at BIMM University:

- > Informal iterative feedback from your teacher and possibly your peers in class and during online sessions.
- > Formative assessment feedback is more formal feedback from your teachers and peers designed to help you improve a specific piece of work for assessment.
- > Summative assessment feedback is the feedback you receive on formal graded 'summative' assessments.

Sometimes, you'll get your feedback straight away. For instance, if you perform for your classmates in a class, they might be asked to give you feedback during the lesson. Comments on assessed work should always be returned to you promptly, which means within 21 days (plus any public holidays) of you submitting it.

Please see the [Student Assessment Handbook](#) for more information on feedback, including how to prepare for receiving feedback, how to understand feedback, and how to use feedback.

## **PART TWO: COURSE-SPECIFIC INFORMATION**



# Key Course Staff

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**Jennifer Mitchell**  
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**Joanne Darnell**  
**Deputy Course Leader**

# Course Summary & Aims

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## Course Summary

Performers College BA (Hons) Musical Theatre and Dance degree is designed to provide you with a balance of creative and artistic modules and with knowledge and practical skills, allowing you to explore the demanding and evolving world of the professional performing arts industry. The course aims to enrich the student experience by offering both rigorous training and a level of optionality, allowing you to shape your own creative identity. The degree course has high contact hours to enable you to fulfil your potential as a professional artist. You will have a diverse and intensive programme of training that will equip you with subject specific skills and knowledge, enabling you to graduate as an industry ready professional.

Modules in Level 4 cover fundamental skills in key areas, including dance subjects and acting and singing. In Level 5 you will continue to develop core areas from Level 4, but will also explore a range of creative and performative modules, on an individual level and as part of collaborative processes. In Level 6 there is extended focus and emphasis on performance in professional venues, in addition to solidification of key skills in dance, acting, singing and musical theatre. There is a wealth of audition preparation built in to contact hours, alongside exposure to industry experts and audition panels. The three years are underpinned with an academic curriculum spine which develops both transferable and life skills essential for longevity within your chosen career path.

On successful completion of the BA (Hons) Musical Theatre and Dance degree, graduates will be equipped with the necessary skills to access a variety of roles with optimum technique and etiquette, as well as a suitable level of autonomy to enter the world of performing arts.

## Course Aims

The course is aimed at students who show potential for a successful career in dance and/or musical theatre, and would like to explore diversity of skill sets within performing arts and the associated attributes that the training employs. We recognise that students desire a holistic training in order to access multiple prestigious employment opportunities such as teaching, choreographing, directing, casting, and acting. The course aims to equip students with a versatile and industry ready skill set, delivered via an outstanding level of teaching, structured exposure to industry experts, audition preparation and multiple creative and performance opportunities.

We pride ourselves in offering small class sizes and safe, inclusive and supporting learning environments. We embrace equality and diversity and hold it as a central value, integral to the student experience. Partnered with both the Wellbeing and Creative Futures teams, alongside awareness of current industry demand and practice, we are proud to offer the BA Musical Theatre and Dance course which has proven success in our Alumni and industry consultation.

# Course Structure

Alongside your course's subject-specific core and optional modules, all undergraduates at BIMM University will study an aligned series of core modules called the Curriculum Spine. You will study a Spine module each semester throughout the duration of your course. These modules have been designed to provide a connected learning experience across all our Schools, providing opportunities to collaborate with students from both other courses and Faculties. These Spine modules will aid you to develop graduate attributes plus personal and professional development skills essential for success in the creative industries.

Code	Year/ Semester	FHEQ Level	Module Title	Module Type	Credits	Assessment Week
<b>Year 1</b>						
COM411	1/1	4	<b>The Creative Industries</b>	Spine	15	13
MTD401	1/1	4	<b>Dance Fundamentals 1</b>	Core	30	14/15
MTD402X	1/1	4	<b>Musical Theatre Fundamentals 1</b>	Core	15	A1: 14 A2: 14
COM412	1/2	4	<b>The Creative Industries &amp; You</b>	Spine	15	13
MTD403	1/2	4	<b>Dance Fundamentals 2</b>	Core	30	14
MTD404X	1/2	4	<b>Musical Theatre Fundamentals 2</b>	Core	15	A1: 13 A2: 13/14
Total Credits					120	
<b>Year 2</b>						
COM521	2/1	5	<b>Defining Your Practice in Context</b>	Spine	15	14
MTD501	2/1	5	<b>Dance Development</b>	Core	30	14
MTD502X	2/1	5	<b>Musical Theatre Deveelopment</b>	Core	15	A1: 14 A2: 14

COM522	2/2	5	Exploring Practice Through Collaboration	Spine	15	13
COM505X	2/2	5	Practical Learning & Teaching in the Creative Arts 1	Option	15	13/14
COM506	2/2	5	Working in the Creative Industries	Option	15	14
ASD507	2/2	5	Applied Directing	Option	15	A1: 13 A2: 13
ASD509	2/2	5	Writing for Stage and Screen	Option	15	13
MTD503	2/2	5	Devised Performance	Core	15	13
MTD504X	2/2	5	Tutor Led Performance	Core	15	13/14
MTD505X	2/2	5	Applied Choreography	Option	15	13
MTD506X	2/2	5	Applied Musical Theatre	Option	15	13/14
MTD507X	2/2	5	Acting for Camera	Option	15	13
Total Credits					240	
<b>Year 3</b>						
COM601	3/1&2	6	Final Project	Spine	30	14 (S2)
MTD601	3/1	6	Advanced Dancing, Singing and Acting	Core	30	A1: 14 A2: 14
MTD612	3/1	6	Creative Professional Performance	Core	15	8/9
COM612	3/2	6	Professional Portfolio	Spine	15	13
MTD603	3/2	6	Final Showcase	Core	30	11-15
Total Credits					360	

# Course Learning Outcomes

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## BA (Hons) Musical Theatre and Dance Year 1 (Level 4)

### **Setting. Able to:**

- A1. Operate in a range of varied but predictable contexts that require the use of a specified range of techniques and information sources in the field of Musical Theatre and Dance.
- A2. Act with some autonomy, under direction or supervision, within defined guidelines, taking a degree of responsibility for the nature and quality of outputs.

### **Knowledge and Understanding. Able to:**

- B1. Apply fundamental concepts for performing arts.
- B2. Utilise essential vocabulary for contemporary acting and performance practice.
- B3. Identify key practitioners, practices and methods and their cultural and/or historical context.

### **Cognitive skills. Able to:**

- C1. Relate developments in your field of study to key cultural theories and make connections with your own practice.
- C2. Use appropriate research tools to gather and evaluate data to inform your practice. Recognise and reference ideas of others in your own work.
- C3. Propose logical and reasoned solutions to technical problems. Reflect on external feedback and personal experience.
- C4. Communicate ideas clearly in a range of modes of expression, through structured and coherent arguments.

### **Performance & Practice. Able to:**

- D1. Apply technical skills within a range of styles.
- D2. Demonstrate the ability to apply a range of interpretive skills to engage with an audience.
- D3. Demonstrate healthy, safe and appropriate practice in the context of Musical Theatre and dance.

### **Personal & enabling skills. Able to:**

- E1. Identify personal strengths and weaknesses and engage with support and reflective thinking to address areas for development.
- E2. Plan your workload effectively to be able to carry out creative projects and meet assessment deadlines.
- E3. Identify opportunities for collaborative work, and the personal skills required to succeed in these contexts.
- E4. Use appropriate technology to support your learning and development.

## **BA (Hons) Musical Theatre and Dance Year 2 (Level 5)**

### **Setting. Able to:**

- A1. Operate in performance contexts of varying complexity and predictability requiring the application of a wide range of Musical Theatre and Dance techniques and information sources.
- A2. Act with limited supervision and direction within defined guidelines, accepting responsibility for achieving personal and/or group outcomes.

### **Knowledge and Understanding. Able to:**

- B1. Demonstrate knowledge of forms, practices and techniques within the context of Musical Theatre and Dance.
- B2. Identify key practitioners who have influenced the development of Dance and Musical Theatre.
- B3. Discuss social, cultural and ideological issues in performing arts and relate these to their own work.

### **Cognitive skills. Able to:**

- C1. Contextualise and critically evaluate your own work and the work of others, relating and applying theory to practice.
- C2. Make informed and well-reasoned judgements through critical engagement with research, demonstrating an awareness of interdisciplinary approaches.
- C3. Identify and propose creative reasoned solutions to technical and conceptual problems. Invite external feedback and draw on a range of perspectives.
- C4. Communicate ideas effectively to specialist and non-specialist audiences in a range of contexts, showing critical awareness.

### **Performance & Practice. Able to:**

- D1. Draw upon a range of dance and musical theatre techniques and processes to create responses to given requirements, in line with established industry practice.
- D2. Shape the production of performances informed by established contemporary arts practice.
- D3. Apply a range of established safe physical and vocal practices.

### **Personal & enabling skills. Able to:**

- E1. Use well-informed reflective self-awareness to interpret and address factors affecting your learning and practice.
- E2. Define, review and reflect on personal and professional goals to plan and manage projects.
- E3. Demonstrate skills of collaboration and teamwork, showing sensitivity for the well-being of others and the diversity of people and ideas.
- E4. Engage appropriately with a variety of industry standard digital tools to make connections and communicate ideas.

## **BA (Hons) Musical Theatre and Dance Year 3 (Level 6)**

### **Setting. Able to:**

- A1. Conceptualise and realise performances in a range of complex and unpredictable contexts, acknowledging both recognised and emerging working processes in the field of Musical Theatre and Dance.
- A2. Take accountability for the application and impact of your craft in a range of autonomous and prescribed settings.

### **Knowledge and Understanding. Able to:**

- B1. Analyse and critically evaluate performance to inform professional practice.
- B2. Articulate a comprehensive awareness of safe sustainable and ethical practice in the creative arts.
- B3. Engage critically with key practitioners and current trends which contextualise and influence Dance and Musical Theatre.

### **Cognitive skills. Able to:**

- C1. Articulate a critical awareness of the reciprocity of theory and practice.
- C2. Use systematic critical analysis, and synthesis of complex information to support enquiry into contemporary practice.
- C3. Evaluate solutions to complex issues, drawing on appropriate research, some of which is at the forefront of the discipline.
- C4. Communicate complex concepts and arguments, acknowledging the uncertainty of knowledge.

### **Performance & Practice. Able to:**

- D1. Draw upon a range of dance and musical theatre techniques and processes to create responses to complex requirements, in line with established and emerging industry practice.
- D2. Shape the production of performances critically informed by established and emerging contemporary arts practice.
- D3. Communicate artistic identity through a range of conceptually coherent performances.

### **Personal & enabling skills. Able to:**

- E1. Self-manage projects, drawing on an awareness of personal and professional values that motivate you to direct your own learning and development.
- E2. Exercise personal and professional responsibility, make rational decisions and take initiative in complex and unpredictable contexts.
- E3. Use skills of emotional intelligence to work effectively with others in professional and creative contexts.
- E4. Research and employ appropriate technologies to enhance your creative and professional practice.



# Course Specification

<b>Full Title of the Course &amp; Award</b>	BA (Hons) Musical Theatre and Dance
<b>Mode of Attendance</b>	Full-Time
<b>Length of course</b>	This course is taught as a three-year course at Levels 4, 5 and 6.
<b>Start date</b>	September 2024
<b>Awarding Institution</b>	BIMM University
<b>Teaching Institution</b>	Performers College Essex, Performers College Birmingham
<b>UCAS Code</b>	W500
<b>Language of Study</b>	English
<b>Final Award</b>	Certificate of Higher Education (exit award only at Level 4) Diploma of Higher Education (exit award only at Level 5) Bachelor's Degree with Honours
<b>FHEQ Level</b>	120 credits at Level 4 120 credits at Level 5 120 credits at Level 6
<b>Reference Points</b>	QAA Subject Benchmark Statement in Dance, Drama and Performance (July 2015) FHEQ (2008) QAA Quality Code (2018)
<b>Minimum Period of Registration</b>	3 years
<b>Maximum Period of Registration</b>	6 years
<b>Admissions Criteria</b>	A minimum of 80 UCAS Points, which equates to three A-Levels or an equivalent Level 3 qualification, plus four GCSEs at Grade 4 or above including English.

<b>Admissions Criteria</b>	<p>Candidates will be required to demonstrate, during an audition, an ability in acting, singing and dance.</p> <p>Recognition of Prior Practice (RPP) is an alternative entry route onto Level 4 of the course for mature applicants (19+) who do not hold the minimum qualifications required to gain entry.</p>
<b>Date of Course Specification</b>	Last revised 2020