Programme Specification Validated by Northern School of Contemporary Dance	
Programme Title:	BA (Hons) Musical Theatre Performance
Teaching Institution:	Hope Mill Theatre Arts
Final Award:	BA (Hons) Musical Theatre Performance
Alternative Exit Awards:	DipHE Musical Theatre Performance CertHE Musical Theatre Performance
Credit Level:	Level 6
Credits/ECTS value:	BA Hons 360 credits (180 ECTS) BA 300 Credits (150 ECTS) Dip HE 240 credits (120 ECTS) CertHE 120 credits (60 ECTS)
Modes of Delivery:	3 years Full Time
QAA Benchmarks:	Dance, Drama and Performance (Apr 2024) Master's Degree Characteristics Statement (Feb 2020) The Frameworks for Higher Education (Feb 2024) – section 4.17 Descriptor for Level 4, 5, 6 (FHEQ)
Validation Date:	September 2025
Programme start date:	September 2026
Review Date:	September 2030

Programme Aims & Overview:

The BA (Hons) Musical Theatre Performance programme is designed to develop versatile and industry-ready performers with strong skills in singing, acting, and dance. Combining rigorous technical training with creative exploration, this course prepares students for a dynamic career in musical theatre and the wider performing arts industry.

Students engage in specialist training through modules such as Dance Techniques, Singing Techniques, and Acting and Voice Techniques, building a strong industry driven foundation in each discipline. Performance projects – including Song and Dance Performance Project, Acting Production (Play with Performance), and Musical Theatre Performance Project –

provide opportunities to apply these skills in practical settings. The Swing/Understudy Project enhances adaptability and industry awareness by exploring cover roles, while Devising a New Musical Project fosters creativity and innovation, mentored by the award-winning Hope Mill Theatre organisation and staff.

With a focus on professional development, the Careers and Professional Practice module equips students with essential industry knowledge, and the Industry Showcase provides a platform to perform for agents, casting directors, and industry professionals.

This programme is ideal for aspiring musical theatre performers seeking to refine their craft, develop their artistic voice, and transition confidently into the professional world.

Programme Learning Outcomes	
Level 4 - Stage 1	
PLO1-1	Students will demonstrate embodied understanding of a range of practitioners and Musical theatre practices (**SB 4.2.i)**
PLO1-2	Students will apply critical perspectives on relevant theories and debates in relation to Musical theatre through performance (**SB 4.3.iv)**
PLO1-3	Students will create Musical theatre performance and apply appropriate techniques (**SB 4.2.iii)**
PLO1-4	Students will apply and reference histories, forms and traditions of Musical theatre performance (**SB 4.2.iv)**
PLO1-5	Students will develop skills of observation and visual, aural and spatial awareness in performance practice (**SB 5.3.ii)**
PLO1-6	Students will investigate different Musical theatre performance environments to determine how place, site and character and relationships shape the events they accommodate (**SB 5.3.v)**
Level 5 - Stage 2	
PLO2-1	Students will apply critical awareness of research methods used to investigate the fields of study in Musical theatre and measure value and impact of their work on audiences and society (**SB 4.2.ix)**
PLO2-2	Students will apply technical skills in creative and critical modes of expression through Musical theatre practices (**SB 4.3.v)**
PLO2-3	Students will engage in performance and production, based on acquisition and understanding of appropriate vocabularies, skills, structures, working methods in Musical theatre paradigms (**SB 5.2.i)**
PLO2-4	Students will develop a repertoire of interpretative skills, practices and making techniques (physical/aural/character and situation) and apply them effectively to engage with an audience/performance (**SB 5.2.ii)**

PLO2-5	Students will contribute to the production of performance, for example through direction, choreography, dramaturgy, stage management, scenography, sound and lighting production, media, promotion. (**SB 5.2.iii)**
PLO2-6	Students will analyse the role which Musical theatre, in all its forms, may play in contributing to cultural debate and active citizenship (**SB 5.4.i)**
PLO2-7	Students will describe, theorise, interpret and evaluate events from a range of critical and technical perspectives and use appropriate subject specific vocabularies (**SB 5.3.i)**

Level 6 - Stage 3	
PLO3-1	Students will integrate applications of performance from a variety of perspectives as appropriate to current practices in Musical theatre (**SB 4.2.x)**
PLO3-2	Students will apply the use of group processes in the creation of work including, for example, working collectively, ensemble work, co-creation and hierarchical and non-hierarchical structures (**SB 4.3.vii)**
PLO3-3	Students will realise the performance possibilities of a script, score and other textual and documentary sources and/or create new work using the skills and crafts of performance making. (**SB 5.2.iv)**
PLO3-4	Students will deliver and evaluate projects in socially engaged settings, understanding how to manage risk, health, safety and employ ethical working practices to ensure safe working contexts **(SB 5.4.ii) (SB 5.6.iii)**
PLO3-5	Students will synthesise a deeply embodied understanding of Musical theatre practice and apply technical and performance skills appropriately to communicate vocal /physical / expressive ideas **(SB 4.2.iii)**
PLO3-6	Students will operate and think reflexively, creatively, critically and technically to develop themselves and their professional competences ahead of entering the profession. **(SB 5.7.i)**
PLO3-7	Students will articulate ideas and communicate information comprehensibly in visual, physical, oral and textual forms **(SB 5.9.i)**

Programme Structure

The **BA (Hons) Musical Theatre Performance** programme is structured to provide a balanced and progressive training in the core disciplines of singing, acting, and dance, alongside performance projects and professional development opportunities. The programme is delivered across three years, with each level designed to build upon the previous one, fostering technical proficiency, artistic expression, and industry readiness.

In Level 4, students develop fundamental technical and performance skills in singing, acting, and dance. They engage in integrated training that supports their versatility and confidence as performers. The focus is on building a strong technical foundation while exploring musical theatre repertoire.

In Level 5, students refine their technical abilities while engaging in more complex performance projects. They gain practical experience in understudy and swing roles and explore the creative process of developing new work.

Level 6 focuses on preparing students for a professional career or for progression into postgraduate programmes of study. Through performance showcases, industry-facing projects, and career preparation, students refine their artistry and gain exposure to industry professionals.

Module Structure				
Stage 1 (level 4)				
Module Code	**Module Title**	**Credits**	**Core or Option**	**Pass Compulsory**
HM4_SDPa	Song and Dance Performance	30	Core	No
HM4_AVT1a	Acting and Voice Techniques 1	30	Core	No
HM4_DT1a	Dance Techniques 1	30	Core	No
HM4_ST1a	Singing Techniques 1	30	Core	No
Progression In order to progress onto stage 2, students need to complete 120 credits from stage 1, made up of 120 credits of core modules.				
Stage 2 (Level 5)				
Module Code	**Module Title**	**Credits**	**Core or Option**	**Pass Compulsory**
HM5_MP1a	Musical Theatre Performance 1	15	Core	No
HM5_DT2a	Dance Techniques 2	30	Core	No
HM5_ST2a	Singing Techniques 2	30	Core	No
HM5_AVT2a	Acting and Voice Techniques 2	30	Core	No
HM5_SUPa	Swing and Understudy Project	15	Core	No
Progression In order to progress onto stage 3, students need to complete 120 credits from stage 1 & 120 credits from stage 2; comprising 240 credits of core modules.				

Stage 3 (level 6)				
Module Code	**Module Title**	**Credits**	**Core or Option**	**Pass Compulsory**
HM6_MP2a	Musical Theatre Performance 2	30	Core	No
HM6_CPPa	Careers and Professional Practice	30	Core	No
HM6_IS1a	Industry Showcase	30	Core	No
HM6_DP1a	Devising a new Musical Project	30	Core	No

Awards

BA (Hons) Musical Theatre Performance

Stage 2 – 40%, Stage 3 – 60%

Alternative Exit Awards

An Alternative Exit Award is an intermediate qualification, for which the student may not have registered at the outset, but which may be awarded on completion of specific modules (credit) if the student leaves the course.

Award of Credit for completed modules will be awarded to students who withdraw from the programme before completing stage 1, or do not successfully complete stage 1.

Certificate of Higher Education in Musical Theatre Performance will be awarded to students who successfully complete at least 120 credits but who do not normally successfully complete Stage 2.

Diploma of Higher Education in Musical Theatre Performance will be awarded to students who successfully complete at least 240 credits, but who do not normally successfully complete Stage 3.

BA in Musical Theatre Performance will be awarded to students who achieve 300 credits, but who do not normally successfully complete Stage 3.

Programme Aims Module Mapping – Stage 1 (Level 4)							
	PLO1-1	PLO1-2	PLO1-3	PLO1-4	PLO1-5	PLO1-6	
HM4_SDPa	x		x		x		
HM4_AVT1a	x	x	x	x		x	
HM4_DT1a	x	x	x	x	x	x	
HM4_ST1a	x	x	x	x		x	
Programme Aims Module Mapping – Stage 2 (Level 5)							
	PLO2-1	PLO2-2	PLO2-3	PLO2-4	PLO2-5	PLO2-6	PLO2-7
HM5_MP1a		x		x		x	
HM5_DT2a	x	x	x	x	x		x
HM5_ST2a	x	x		x		x	x
HM5_AVT2a	x	x	x	x	x		x
HM5_SUPa			x	x			
Programme Aims Module Mapping – Stage 3 (Level 6)							
	PLO3-1	PLO3-2	PLO3-3	PLO3-4	PLO3-5	PLO3-6	PLO3-7
HM6_MP2a	x	x		x	x	x	
HM6_CPPa		x			x	x	x
HM6_IS1a		x	x		x	x	
HM6_DP1a	x	x	x	x	x	x	x

Approach to Teaching

Hope Mill Theatre Arts (HMTA) pursues student-centred learning design that supports the educational needs of a diverse student community.

Teaching at HMTA is tailored to the nature of the modules being taken, often combining practical and theoretical learning to best prepare the student for the demands of the industry. Teaching methods include practical classes and workshops, rehearsal and performance, lectures and tutorials. All teaching takes place within industry-standard facilities.

Students engage in a **blend of practical training, rehearsals, workshops, and performances**, with a focus on **experiential learning**.
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Assessment Strategy
The **assessment strategy** for the BA (Hons) Musical Theatre Performance programme is designed to reflect the professional standards and expectations of the musical theatre industry. Assessments are predominantly **practical and performance-based**, allowing students to demonstrate their technical, creative, and interpretative skills in live and recorded formats.

Throughout the programme, students are assessed through **live performances, filmed submissions, practical demonstrations, and rehearsal processes**, as well as reflective journals and written evaluations that encourage critical thinking and self-awareness. Industry-style **auditions, ensemble work, and project-based assessments** ensure students develop the adaptability and resilience required for professional practice.

Assessments are both **formative and summative**, providing continuous feedback to support growth while maintaining clear performance benchmarks. By the final year, students engage in **industry-facing assessments**, including the *Industry Showcase*, equipping them with the skills and experience needed to transition confidently into professional careers.

Work-Based Learning and Placements:
There is no placement activity on this programme.

Student Support
Hope Mill Theatre Arts is committed to **comprehensive student support**, ensuring every student thrives both personally and academically. Our approach mirrors NSCD's model, covering **health and wellbeing, academic and learner support, English-language support, financial assistance, and bodywork provision** (including injury prevention and rehabilitation).

Students will have access to **pastoral care, study support, and tailored English-language assistance**, alongside guidance on financial aid and budgeting. **Bodywork provision** ensures students maintain physical health through injury prevention and rehabilitation support. Progress is monitored and learning enhanced through a **Virtual Learning Environment (VLE)**.

To prepare students for professional careers, we offer **careers guidance, industry mentorship, and audition support**. Hope Mill Theatre will adopt NSCD's **safeguarding policies** to ensure a safe and inclusive environment, empowering students to reach their full potential.

Specific Entry Requirements

In order to qualify for admission to the programme of study students must satisfy both a **General Requirement** and a **Course Requirement**.

General Requirement

Normally candidates should have attained:

- Two A Level passes and five GCSE passes at grade C / grade 4 or above (including English language) or
- Other qualifications and/or experience equivalent to the above which suggests that the candidate has an equal opportunity of succeeding on the course.

Other qualifications may include one of the following:

- Pass in a BTEC National Diploma
- 4 Scottish Higher passes
- Pass in a GNVQ, or a combination of Academic and/or Vocational Qualifications equivalent to 2 Advanced Level GCE passes
- Successfully complete the School's matriculation procedure. The School's Matriculation procedures require candidates to submit two pieces of work normally comprising of written assignments encompassing analytical and reflective writing.

The minimum age to study a degree course at Hope Mill Theatre is normally at least 17 years old at enrolment. There is no upper age limit.

Candidates for whom English is not their native language will need to demonstrate a proficiency in written and spoken English relevant to the demands of the programme of study. This would normally be at least one of the following:

- IELTS for UKVI with an overall band of 5.5 with no less than 5.0 in each component skill.
- Language Cert International ESOL SELT with 33 – 38 score per skill.

Course Requirement

In order to qualify for admission to the programme of study candidates are required to pass an audition process.

Audition Procedure

Audition is available as in-person activity and consists of the following activities:

- Dance practical
- Individual singing and acting practical
- Group workshop/creative task

There is procedure in place for candidates to ask for feedback in relation to the audition process and a complaints policy surrounding admissions. This information is available on the admissions page of the HMT website.

Personal Profile

On entry the student will be able to demonstrate:

- physical ability, experience and/or potential
- performance ability
- creativity
- critical thinking
- reflective engagement

All of which will be assessed during the admissions process of being of a standard suitable for entry at undergraduate degree level.

Additional Costs Associated with the Course

The following course-related costs are not included in the fees:

- HMTA requires students to wear dance clothing for dance classes. Students should also have appropriate dance shoes. HMTA has access to Manchester libraries which has extensive books/resources and IT equipment for student use and loan. Students might wish to purchase their own but there is no requirement from the school to do so.
- Health insurance - whilst this is not mandatory, we encourage students to consider taking out private health insurance to support with any medical treatment that may be required.
- Accommodation and living costs not included in the fees. This information can be obtained from our admissions team