

Programme Title: BA (Hons) English and Drama



Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BA (Hons) English and Drama; BA (Hons) English and Drama with Year Abroad
Name of interim award(s):	
Duration of study / period of registration:	3 years; 4 years
QMUL programme code / UCAS code(s):	QW34; QW4Y
QAA Benchmark Group:	English; Dance, Drama and Performance
FHEQ Level of Award :	Level 6
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of the Arts

Schools / Institutes which will also be involved in teaching part of the programme:

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Collaborative institution(s) / organisation(s) involved in delivering the programme:

International Exchange Partners where delivering a semester abroad.

Programme outline

Our BA joint honours programme in English and Drama is an exciting opportunity to study the practice of theatre and performance, and the reading of texts from a broad spectrum of genres and periods. It combines practical and theoretical study in a wide range of interconnected areas, providing you with a variety of approaches to drama and literary studies as active and dynamic subjects. Along with an understanding of how approaches to Drama and English complement one another, you will be encouraged to locate texts and performances in their political, cultural, and historical contexts. You'll also develop your communication and research skills, and skills in working collaboratively. Our staff – leading academics and artists – will work with you to make learning challenging and engaging, and help you to develop as an informed critic, reader and performance maker.

Aims of the programme

The programme aims to:

Joint Aims

1. Provide a coherent, wide-ranging and intellectually stimulating programme of study with a focus on both literary texts and

- performance (broadly defined to include drama, theatre, performance and live art, as well as the para-theatrical);
2. Provide a programme of study that encourages you to relate dramatic texts and performance to other forms of literary and cultural production;
 3. Foster critical reflection on issues of diversity and difference that emerge from the study of and engagement with a range of forms, cultures and values.
 4. Offer knowledge and understanding of how the approaches of each discipline might complement one another;
 5. Combine critical and historical approaches to the study of dramatic literature with practical approaches to such literature, and by the same token, to take critical and historical approaches to the study of performances;
 6. Develop common methodological and theoretical approaches to the study of literature and performance as forms of cultural production, with a particular emphasis on the study of the conditions in which texts are produced;
 7. Encourage engagement with a wide variety of critical and theoretical modes of inquiry;
 8. Enable the development of independent critical thinking and judgment and to undertake independent research tasks;
 9. Develop a range of skills necessary to the effective communication of ideas and arguments;
 10. Provide a basis for further study in English, Drama or related disciplines.

English Aims

The programme aims to:

1. Offer an understanding of the history of English as a literary language, and the different purposes to which it has been put over time;
2. Provide an understanding of the history and the specific properties of key literary genres;
3. Offer knowledge and understanding of the wider historical contexts of literary texts, their production and circulation;
4. Provide a range of practical and theoretical approaches to the analysis of literary texts, including at the intersections of English with other disciplines;
5. Provide a curriculum which reflects current research in the field of English Studies, as reflected in the active current research of staff across the Department.

Drama Aims

The programme aims to:

1. Offer knowledge and understanding of the history, practice and theory of drama, of theatre as an institution and a cultural practice and of performance as a form of communication, expression, and socio-political intervention;
2. Make a distinctive contribution to provision internationally, nationally and in London through the programme's emphases, arising out of staff research interests and professional practice;
3. Provide a curriculum that integrates performance practice with the study of performance theory, criticism and history;
4. Encourage participation in a culture of laboratory research, enabling the use performance as a means for articulating ideas, and to undertake independent research tasks, including practice-based research;
5. Enhance literacy and creativity and the development of skills in theatrical, dramatic and performance analysis, as well as oral and physical expression for the communication of ideas and argument.
6. Enable the development of independent critical thinking and judgment, and provide the basis for further study or employment in performance or related fields.

What will you be expected to achieve?

On completion of this programme you should be able to (see list of Learning Outcomes below):

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:	
A 1	Reflect critically on how the theory and practice of literature and performance inform one another;
A 2	Develop a complex model for the relationships between performance, literature, theatrical practices and their social and historical contexts;
A 3	Use performance skills for the independent practice of theatre and performance;
A 4	Develop personal perspectives on a range of cultural questions and performance practices that can be expressed in terms of performance and communicated with clarity and coherence;
A 5	Make connections and comparisons between authors, texts, and genres from different historical periods and cultures.

Disciplinary Skills - able to:	
B 1	Use appropriate conventions as a consistent and integral part of written work;
B 2	Carry through to completion a research project that demonstrates coherence in conception and execution;
B 3	Develop mature and confident styles for writing and other forms of presentation, appropriate to the communication of ideas, arguments and critical thought;
B 4	Make informed distinctions between different critical approaches and positions and identify the ideologies implicit in your own position;
B 5	Demonstrate familiarity with bibliographic skills relevant to English studies and Drama, including accurate citation of sources and use of academic conventions;
B 6	Utilise technology appropriate to performance making and digital communications.

Attributes:	
C 1	Reflect critically on the issues of diversity and difference that emerge from the study of and engagement with different forms, cultures and values;
C 2	Engage critically with knowledge; acquiring and applying it rigorously; making connections across the field of study;
C 3	Communicate effectively with a range of audience, in a variety of spoken and written modes, and using appropriate communications technologies effectively;
C 4	Exercise sound judgment, openness to change and new ideas and the capacity to reflect upon personal development;
C 5	Work collaboratively, influencing, negotiating and leading others as appropriate;
C 6	Understand skills necessary to the further development of knowledge and understanding either in academic or employment settings;
C 7	Utilise effective time-management abilities in order to work to deadlines and pursue several different assignments or tasks simultaneously;
C 8	Demonstrate respect for the opinions of others and a willingness to act inclusively.

How will you learn?

Teaching takes a number of forms, including:

- (in Drama) workshops, including physical techniques, use of technologies and materials;
- seminars, involving a variety of forms of group work;
- small-group tutorials;
- lectures, including team-delivered lectures;
- screenings;
- writing retreats;
- field trips, performance and gallery visits;
- presentations by and discussions with visiting artists and writers;
- individual guidance and feedback on work;
- individual supervision of dissertations and practice-based projects;
- group discussion of written and, in Drama, practical work.

Learning is supported by

- coherently designed and effectively delivered modules, including guidance on module selection;
- the provision of detailed guidance about reading, viewing and preparation for each module;
- (for Drama) the availability of studio and other rehearsal spaces and appropriate sound and lighting facilities;
- the provision of key reading and visual materials, either in libraries, on the online learning environment, in the bookshop, or as module packs;
- the design of an appropriate range of learning activities and assessment tasks within each module;
- encouraging active participation by all students in seminar discussions and other group work;
- encouraging the use of journals, logs and sketchbooks to develop projects;
- (for Drama) the inclusion in the timetable of scheduled sessions for student-led group and independent learning and the further availability of bookable spaces for students wishing to work outside timetabled sessions;
- opportunities to discuss work and progress with tutors and advisers;
- the input of artists from outside the academy;
- the work of the Royal Literary Fund Fellows supporting students with writing skills.

How will you be assessed?

Assessment takes a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module.

Forms of assessment in English include:

- Critical and research essays;
- Close-reading exercises and critical commentaries;
- Written exercises (e.g. blog posts, blurbs, walking journals, creative non-fiction, reviews, imitations, bibliographical exercises);
- Unseen examinations (open and closed book);
- Translation exercises;
- Presentations (group and individual), posters;
- Portfolios (written and e-portfolios), log books and learning journals;
- Multi-media (e.g. podcasts, annotated videos, websites);
- Short film production
- Dissertation

Forms of assessment in Drama include:

essays;

- written exercises (e.g. reviews, programme notes, feature articles, keyword definitions, site analyses, design analyses, pilot pieces, encyclopedia entries, blog posts, director's notes, funding applications);
- presentations (group and individual);
- portfolios (written and e-portfolios);
- performance projects (group and individual);
- proposals (for essays and performance projects);
- multi-media (e.g. podcasts, annotated videos, websites);
- dissertation

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Students take 120 credits in each year.

Year 1 / Level 4

Year 1 provides a critical and historical framework for the study of English and an introduction to the study of drama and performance which combines practical, critical, theoretical and historical approaches.

Students take 60 credits ESH modules (all compulsory):

- ESH126 London Global (30credits)
- ESH129 Literatures in Time: Epic and Romance in the Middle Ages 15 credits;
- ESH124 Poetry (15 credit)

And

Students take 60 credits in Drama.

- DRA114 London/Culture/Performance (15 credits);
- DRA123 Power Plays (15 credits);
- DRA125 Performance, Acting, Text (30 credits).

During your first year you will meet with your advisor to discuss your second year module selection.

Progression requirements to Year 2

To progress successfully from Year 1 to Year 2 you must meet the overall credit requirements for progression under the Academic Regulations which apply to you.

Year 2 / Level 5

Students take a total of 120 credits. Minimum 90 credits at level 5, maximum 30 credits at level 6, normally 60 credits in each semester. Minimum 45 credits/Maximum 75 credits of ESH-prefixed modules; Minimum 45 credits/Maximum 75 credits of DRA-prefixed modules.

In English, students choose modules from four Lists.

- List 1: a list of modules in the Medieval and Early Modern Subject Area;
- List 2: a list of modules in the Eighteenth Century, Romantic, and Nineteenth Century Subject Area;
- List 3: a list of modules in the Modern, Contemporary and Postcolonial Studies Subject

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• List 4 Special Options: this list includes all level 5 modules not already included in Lists 1 to 3 above. List 4 provision is amended and expanded as modules are proposed, amended, withdrawn and approved through the Queen Mary Quality Assurance processes.

In English students choose 60 credits from at least two different lists, and including at least 30 credits from List 1 or List 2.

In Drama, students select 30 credits from DRA-prefixed 30-credit modules at level 5 and a minimum of 15 credits/maximum 45 credits from DRA-prefixed 15-credit modules at level 5 to include at least one of:

DRA273 Culture, Power and Performance (15 credits) or DRA242 Group Practical Project (30 credits).

'Key words' are indicated on Module Directory documentation to facilitate module selection, supported by opportunities for discussion with advisors.

Your selection of Drama credits may include 30 credits of ESH-coded modules where these have been designated as elective(s) for your programme.

Normally (see condition above for exception) minimum 0 credits/ maximum 30 credits optional modules to be chosen from all modules offered in the Faculty of Humanities and Social Sciences (subject to space available on modules and with the guidance of the student's advisor).

Up to 30 credits may be taken at level 6 with the advisor's agreement.

Normally Year 2 students may not take any modules at level 4 with the exception of level 4 language modules in the School of Languages, Linguistics and Film (30 credits maximum) and level 4 BSc/LMM modules (15 credits maximum).

You may not take more than 30 credits outside DRA- and ESH-prefixed modules.

Progression requirements to Final year

To progress successfully to the Final Year you must meet the overall credit requirements for progression under the Academic Regulations which apply to you.

Final Year / Level 6

120 credits (minimum of 90 credits at level 6, maximum 30 credits at level 5) and normally 60 credits in each semester; Final Year students may not take credits at level 4.

Students must select at least one of:

- DRA329 Written Research Project (30 credits);
- DRA344 Practice-based Research Project (30 credits);
- ESH6000 English Research Dissertation (30 credits).

You may take ESH6000 and DRA344 but NOT ESH6000 and DRA329.

In English, minimum 45 credits/maximum 75 credits to be chosen from English modules at level 6 (ESH6000 [30 credits] contributes toward the English requirement), including at least one 30-credit module.

In Drama, take minimum 45/maximum 75 credits. Students select 30 credits from DRA-prefixed 30-credit modules (including DRA344 Practice-based Research Project; excluding DRA329 Written Research Project) and a minimum of 15 credits/maximum 45 credits from DRA-prefixed 15-credit modules (DRA329 Written Research project is equivalent to 2x 15-credit modules).

'Key words' are indicated on Module Directory documentation to facilitate module selection, supported by opportunities for discussion with advisors.

Your selection of Drama credits may include 30 credits of ESH-coded modules where these have been designated as elective(s) for your programme.

Normally (see condition above for exception) minimum 0 credits/ maximum 30 credits optional modules to be chosen from all modules offered in the Faculty of Humanities and Social Sciences (subject to space available on modules and with the guidance of the student's advisor).

Up to 30 credits may be taken at level 5 with the advisor's agreement.

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With Year Abroad variant

You will follow the structure of the three year variant with the following additional structure.

Students in their second year failing to apply for a placement for the third year will be transferred on to the 3 year programme at the end of Year 2.

Progression from Year 2 to Year 3 of 'with a year abroad' programmes is subject to the following criteria: 240 credits passed with an average mark of no less than 60.0% . Students who fail to meet the criteria will be transferred to the 3 year programme and be considered for progression under the rules that apply for that programme.

Progression from Year 3 to Year 4 of 'with a year abroad' programmes is subject to the following criteria: Passing year abroad in third year. Students who fail to meet the criteria will be transferred to the 3 year programme and be considered for progression under the rules that apply for that programme.

Prior to your departure you will meet and liaise with the International Study Tutor (or nominee) to identify the most suitable modules to take during your year abroad. These must then be approved and signed by the School's International Study Tutor (or nominee).

While you're abroad, you'll take a full diet of modules like the 'local' students at the overseas institution. You will need to take the Queen Mary equivalent of 120 credits and pass a minimum 90 credits (following the pass/fail standards of the host institution) in order to pass the year abroad. Your year abroad will be graded pass/fail and zero-weighted in the final calculation of your award classification

During your year abroad, you will be contacted by the School of the Arts inviting you to select your final year modules prior to your return. You will return to Queen Mary in your final (fourth year) and follow the structure of the degree on which you're enrolled.

If students fail the Year Abroad, then the award title they receive will have the "with Year Abroad" element removed.

Students must ensure that they take an overall minimum of 90 credits at level 6 in their final year.

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

What are the entry requirements?

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website <http://www.qmul.ac.uk/undergraduate/coursefinder/index.html>

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Each school/institute operates an Education Committee, or equivalent, which advises the School/Institute Director of Education on all matters relating to the delivery of taught programmes at school level including the monitoring of the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate regular Programme Review of their taught undergraduate and postgraduate provision. Programme Review is a continuous process of reflection and action planning that is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP), which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

The Student Voice Committee provides a formal means of communication and discussion between schools/institutes and students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Student Voice Committees meet regularly throughout the year.

Students are given the opportunity to provide feedback also through the Module Experience Survey system, and through Queen Mary and national surveys.

What academic support is available?

All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme, and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an adviser, the designated members of staff with whom students can raise issues and problems, and from whom they can seek advice and guidance.

All teaching staff hold regular Advice and Feedback Hours in which students are actively encouraged to discuss their work and progress.

There is a dedicated Student Support Officer in the School of the Arts, who works with academic staff to assist students in need of support.

Where appropriate, students will be advised to make use of relevant professional service departments at QMUL, including Disability and Dyslexia, Welfare, and Counselling Services.

The School of the Arts recognises how closely writing is linked to thinking, and how important writing skills are both in the academic and professional world, and collaborates with QMUL's Thinking Writing Team to support students in the development of their writing skills. QMUL also offers a range of services to support students in their learning and help develop them academically and professionally. These include: Academic Study Workshops, Academic English, Study Skills Support, and Peer Assisted Student Support.

How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning differences and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate,

postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difference like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Programme-specific rules and facts

N/A

Links with employers, placement opportunities and transferable skills

A BA in English and Drama encourages students to develop a life-long love for learning and equips you with a set of rigorous analytical, communication and performance skills, research skills and understanding of the modern world, negotiating and leadership skills that come with the experience of working in groups, and respect for the opinions of others and a willingness to act inclusively. This gives graduates some particularly sought-after qualities in the workplace. Graduates of the English and Drama degree might find employment in areas such as theatre and performance, cultural industries, business, journalism and the media, education, museums and archives, government or public relations.

Students are notified of placement opportunities via our link with QProjects (part of QMUL's Careers and Enterprise Service).

Every year the School see a number of students progress to take higher degrees, both at QMUL and elsewhere.

Programme Specification Approval

Person completing Programme Specification:

Lara Fothergill

Person responsible for management of programme:

Dr Sam McBean (English) and Dr Martin O'Brien (Drama)

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

21.02.25

Date Programme Specification approved by Taught Programmes Board: