

Programme Title: BA English and Drama



## Programme Specification

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
Name of Interim Award(s)	
Duration of Study / Period of Registration	3 years
QM Programme Code / UCAS Code(s)	QW34
QAA Benchmark Group	Drama, Dance and Performance, English
FHEQ Level of Award	Level 6
Programme Accredited by	
Date Programme Specification Approved	17 Feb 2014
Responsible School / Institute	School of English & Drama

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

Institution(s) other than Queen Mary that will provide some teaching for the programme

### Programme Outline

This joint degree programme will engage students in the study and practice of 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 students 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, students will be encouraged to locate texts and performances in their political, cultural, and historical contexts.

### Aims of the Programme

The programme aims to:

Joint Aims

- o 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);
- o provide a programme of study that encourages students to relate dramatic texts and occasions of performance to other forms

of literary and cultural production;  
o offer students knowledge and understanding of how the approaches of each discipline might complement one another;  
o 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;  
o 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;  
o encourage engagement with a wide variety of critical and theoretical modes of inquiry;  
o enable students to develop independent critical thinking and judgement and to undertake independent research tasks;  
o develop a range of skills necessary to the effective communication of ideas and arguments;  
o provide a basis for further study in English, Drama or related disciplines.

#### English Aims

o provide a programme which offers knowledge and understanding of:  
•The history of English as a literary language;  
•The specific properties of key literary genres;  
•The wider historical contexts of literary texts;  
•Different practical and theoretical approaches to the analysis of literary texts;  
•Recent research in the field of English Studies.

#### Drama Aims

o provide a programme which offers 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.  
o make a distinctive contribution to provision internationally, nationally and in London through the programme's emphases, arising out of staff research interests, on:  
•cultural politics and history;  
•international performance;  
•contemporary performance practices;  
•applied performance;  
•methodologies and embodied theories of acting  
•London/space/place/city;  
o provide a curriculum at undergraduate level which integrates performance practice with the study of performance theory, criticism and history.  
o encourage students to participate in a culture of laboratory research, enabling them to use performance as a means for articulating ideas, and to undertake independent research tasks, including practice-based research.  
o enhance literacy and creativity and develop skills in theatrical, dramatic and performance analysis, as well as oral and physical expression for the communication of ideas and argument. This is to enable students to develop independent critical thinking and judgement, and provide them with the basis for further study or employment in performance or related fields.

### What Will You Be Expected to Achieve?

#### Academic Content:

A 1	Reflect critically on the different ways in which 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.

A5	make connections and comparisons between authors, texts, and genres from different historical periods and cultures.
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Disciplinary Skills - able to:	
B1	use appropriate conventions as a consistent and integral part of written work.
B2	carry through to completion a research project that demonstrates coherence in conception and execution.
B3	develop mature and confident styles for writing and other forms of presentation, appropriate to the communication of ideas, arguments and critical thought.
B4	make informed distinctions between different critical approaches and positions and identify the ideologies implicit in their own position.
B5	demonstrate familiarity with bibliographic skills relevant to English studies and Drama, including accurate citation of sources and use of scholarly conventions.

Attributes:	
C1	reflect critically on the issues of diversity and difference thrown up by the study of and engagement with different forms, cultures and values.
C2	engage critically with knowledge; acquiring and applying it rigorously; making connections across the field of study
C3	communicate effectively with a range of audience, in a variety of spoken and written modes, and using appropriate communications technologies effectively
C4	develop sound judgement, openness to change and new ideas, the capacity to reflect upon personal development
C5	develop skills in influencing, negotiating with and leading others in collaborative projects
C6	acquire the skills necessary to the further development of knowledge and understanding either in academic or employment settings

## How Will You Learn?

Teaching takes a number of forms:  
 Seminars, involving a variety of forms of group work;  
 Small-group tutorials;  
 Lectures;  
 Screenings;  
 Field trips, performance and gallery visits;  
 Presentations by and discussions with visiting artists and writers;  
 Individual guidance and feedback on written work;  
 Group discussion of written work;  
 Collaborative and creative writing projects;  
 (in Drama) Group practical projects and individual practice-based research projects, often conducted by teams of two or more staff, sometimes with an input from visiting practitioners;  
 (in Drama) Practical skills workshops, including physical techniques, use of technologies and materials.

Learning is supported by:  
 coherently designed and effectively delivered modules, including suggested and recommended pathways;

the provision of detailed guidance about reading for each module;  
the provision of key reading and visual materials, either in libraries, in the bookshop, in the viewing rooms or as module-packs;  
the design of an appropriate range of assessment exercises and projects within each module;  
encouraging active participation by all students in seminar discussions and other group work;  
regular review of individual student progress by advisers, and detailed guidance in relation to this;  
the input of working artists and writers from outside the academy;  
the work of the Royal Literary Fund Fellows supporting students with writing skills;  
(for Drama) The availability of studio and other rehearsal spaces and appropriate sound and lighting facilities;  
(for Drama) Encouraging you to document the process of performance in order to address particular questions.  
(for Drama) The inclusion in the timetable of scheduled sessions for unsupervised group and independent learning and the further availability of bookable spaces for students wishing to work outside timetabled sessions.

## 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 include:  
written critical essays (from 1,500 words to 6,000 words);  
dissertations and research projects;  
close-reading exercises and critical commentaries;  
bibliographical exercises;  
log books and journals;  
portfolios of essays and related written work;  
seminar presentations;  
critique and feedback sessions;  
reviewing exercises, including book reviews, playscript reports and performance critiques;  
(in Drama) Translation and dramaturgical exercises;  
(in Drama) Performance proposals and funding applications;  
(in Drama) Group practical projects;  
(in Drama) Practice-based research projects;  
(in Drama) Performances (in groups and individuals).

## How is the Programme Structured?

### Year 1

In the first year of study students are provided with 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. All students take: ESH102 Reading, Theory and Interpretation; ESH101 Shakespeare; DRA110 Making Theatre Work; DRA109 London/Culture/Performance; DRA108 Theatre and Its Others and DRA106 Performance in History.

### Progression requirements to Year 2

To progress from Year 1 to Year 2 students must pass a minimum of 90 credits.

### Year 2

Students take the equivalent of 120 credits (minimum 90 credits at level 5, maximum 30 credits at level 6), normally 60 credits in each semester.

In English, students choose modules from 4 Lists. Lists 1-3 correspond to the following subject areas: Medieval and early Modern: Eighteenth century, Romanticism, and Nineteenth century; Modern, Post-colonial, and Contemporary. List 1 includes ESH250 Chaucer; ESH267 Renaissance Literary Culture; and ESH280 Renaissance Drama:

List 2: includes ESH219 Representing London: the Eighteenth Century; ESH201 Imagination and Knowledge ; and ESH279 Victorian Fictions:

List 3: includes ESH243 Architexts; ESH213 Modernism; and ESH218 Post-colonial Literatures in English.

List 4 includes special options offered across the three subject areas.

Students choose 1 x 30 credit module from List 1 or List 2, and 30 credits from either List 3 or List 4.

In Drama modules students choose two 15 credit seminar modules and one 30 credit practical option module from a range of modules.

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### Progression requirements to Final year

To progress to the final year students must pass a minimum of 180 credits from their first and second years.

### Year 3

Students take the equivalent of 120 credits (minimum of 90 credits at level 6, maximum 30 credits at level 5), 60 credits in each semester, and 60 credits from each discipline.

Students must choose either ESH365 English Dissertation (30 credits) or, in Drama, DRA329 Written Research Project (30 credits) or DRA344 Practice-based Research Project.

If students choose to take ESH365 they must choose a further 30 credits from ESH-coded modules, plus one practice-based Drama module (30 credits) and two 15 credit seminar-based modules.

If students choose to take DRA329 they must choose one practice-based Drama module (30 credits), plus 60 credits from ESH-coded modules.

If students choose to take DRA344 they must choose two 15 credit seminar-based modules, plus 60 credits from ESH-coded modules.

### Requirements for Award

Students must pass a minimum of 270 credits.

## Academic Year of Study

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

## What Are the Entry Requirements?

We typically require 320-340 UCAS points from three A2 Levels, with an A in English Literature / English Language and Literature. In addition, we welcome well-motivated candidates with non-standard qualifications who demonstrate achievement in literary study.

## How Do We Listen and Act on Your Feedback?

The Student Staff Liaison Committee provides a formal means of communication and discussion between schools/institutes and its 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. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring 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 an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which 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.

## Academic Support

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, with whom regular meetings are scheduled. Advisers are 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 office hours in which students are actively encouraged to discuss their work and their progress.

There is a dedicated Teaching and Student Support Manager in the School of English and Drama, who works with academic staff to assist students in need of support.

Both the Teaching and Student Support Manager and all advisers are able to refer students, where appropriate to relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.

A dedicated post of E-Strategy Manager supports students in their use of the online learning environments used on all modules.

The School collaborates with the College's Thinking Writing team and Language Centre to support students in the development of their writing skills. Additional support is provided by the Royal Literary Fund Fellows.

## Programme-specific Rules and Facts

## Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties 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 difficulty 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.

In addition, both departments have a dedicated Disability Officer.

### Links With Employers, Placement Opportunities and Transferable Skills

English and Drama graduates find opportunities for employment in many different careers, especially those calling for excellent communication and analytical skills. Students will have developed their research skills and understanding of the modern world, all of which are valued by employers. Graduates of the English and Drama degree might find employment in areas such as business, journalism and the media, education, museums and archives, government or public relations.

Graduates of the programme can expect to have developed:

communication skills, as students are challenged to express themselves clearly and persuasively in both speech and writing.  
presentation skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions.

reading skills, using a range of approaches to tackle different kinds of texts.

analytical abilities, as students respond to and assess the underlying agendas and meanings of texts and performances.

writing abilities, through preparing a range of assignments (including reports, learning journals, and research essays).

research skills, locating, sifting, and interpreting a range of sources (from printed books to electronic journals).

time-management skills and the ability to work under pressure, as students organise and fulfill extensive reading commitments and written assessments.

team-working skills, as students participate with peers in seminars and group research presentations.

Students are regularly notified of placement opportunities via our link with QProjects (part of QM Careers Service).

Every year the Schools see a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

## Programme Specification Approval

**Person completing Programme Specification**

Dr Christopher Reid

**Person responsible for management of programme**

Dr Christopher Reid and Dr Bridget Escolme

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

7 Feb 2014

**Date Programme Specification approved by  
Taught Programmes Board**

17 Feb 2014