

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
Name of interim award(s):	
Duration of study / period of registration:	3 year
QMUL programme code / UCAS code(s):	QW34
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 English & Drama

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

Institution(s) other than QMUL that will provide some teaching for the programme:

International Exchange Partners in cases where students spend a semester abroad.

### Programme outline

This joint degree programme will engage students in the study and 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 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

- 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);

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

English Aims

To 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

To 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.

To 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;

To provide a curriculum at undergraduate level which integrates performance practice with the study of performance theory, criticism and history.

To 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.

To 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?**

Students completing this programme of study will be able to:

## QMUL Model

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field. The Model is organised around the key themes of:

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

Students are required to study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study. Model modules may be 5, 10 or 15 credits. Model modules are indicated within this programme specification.

In your first year of study, the Model module will be core or compulsory and will be situated within your home School or Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School / Institute or area of QMUL or undertaken as a module outside of QMUL.

If Model module information is not provided on this programme specification for all subsequent years of study, this will be identified as your studies continue.

Where a Model module elective can be selected from an approved group of Model modules, no guarantee can be provided that your first choice of Model module will be available.

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.
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.

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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 their own position.
B 5	demonstrate familiarity with bibliographic skills relevant to English studies and Drama, including accurate citation of sources and use of scholarly conventions.

Attributes:	
C 1	reflect critically on the issues of diversity and difference thrown up by 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	develop sound judgement, openness to change and new ideas, the capacity to reflect upon personal development
C 5	develop skills in influencing, negotiating with and leading others in collaborative projects
C 6	acquire the skills necessary to the further development of knowledge and understanding either in academic or employment settings

QMUL Model Learning Outcomes - Level 4:	
D 1	Demonstrate connections between different theoretical perspectives within your discipline
D 2	Discuss socio-cultural values and practices with others
D 3	Consider the role of their discipline in diverse cultural and global contexts

QMUL Model Learning Outcomes - Level 5:	
E 1	Evaluate perspectives from different disciplines
E 2	Demonstrate how discipline specific problem solving techniques or approaches may be generalised or applied in a br
E 3	Analyse the impact of diverse cultural and global contexts upon aspects of their discipline
E 4	Reflect on socio-cultural values and skills within diverse cultural and global contexts
E 5	Evaluate and demonstrate evidence of their skills to support networking and how these have influenced their practice

QMUL Model Learning Outcomes - Level 6:	
E 1	Apply a critically reflective approach to how they have developed their subject, work-based and generic skills to support
E 2	Apply a critically analytical approach to how they can help to shape and influence their future career and life-long learning
E 3	Demonstrate evidence of a personal ethic which is informed by a critical awareness of diverse cultural and global contexts
E 4	Justify approaches they have taken when participating in module based enterprise projects and/or situations

QMUL Model Learning Outcomes - Level 7:	
G 1	
G 2	
G 3	

### 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, sometimes 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 guidance on module choice;  
 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;  
 opportunities to discuss work and progress with tutors and advisers;  
 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;  
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?

Please specify the full time and part time programme diets (if applicable). Please also outline the QMUL Model arrangements for each year of study. The description should be sufficiently detailed to fully define the structure of the diet.

Students take 120 credits in each year.

Year 1 (all compulsory):

In Year 1, 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. Students take:

DRA114 London/Culture/Performance (15 credits) - QMUL Model module;

DRA115 Cultural Histories of Theatre (15 credits);

DRA117 Practices (0 credits);

DRA118 Performance Texts in Practice (30 credits).

ESH102 Reading, Theory and Interpretation (30 credits) - QMUL Model module;

ESH101 Shakespeare (30 credits);

During their first year students will meet with their Personal Adviser and will discuss their choice of second year modules, including QMUL Model modules.

Progression requirements to Year 2

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

Year 2

Students take 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 four Lists. Lists 1-3 correspond to the following subject areas: Medieval and Early Modern; Eighteenth Century, Romanticism, and Nineteenth Century; Modern, Postcolonial, and Contemporary. List 4 contains options from all subject areas.

Students choose 1 x 30 credit module from List 1 or List 2, and minimum 15 credits from either List 3 or List 4, which may include ESH-prefixed QMUL Model modules.

List 1: a list of up to three modules in the Medieval and Early Modern Subject Area;

List 2: a list of up to three modules in the Eighteenth Century, Romantic, and Nineteenth Century Subject Area;

List 3: a list of up to three modules in the Modern, Contemporary and Postcolonial Studies Subject Area;

List 4: this list includes level 5 English 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 Drama, students choose 30 credits from DRA-prefixed 30-credit modules at level 5 and

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minimum 15 credits/maximum 45 credits from DRA-prefixed 15-credit modules at level 5 to include at least one of DRA259 Cultural Politics and Performance (15 credits) or DRA242 Group Practical Project (30 credits), and which may include DRA-prefixed QMUL Model modules.

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 adviser, which may include QMUL Model modules.

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

Selection must include a minimum of 15 credits of QMUL Model modules, which may include DRA- and ESH-prefixed modules (up to 120 credits), BA/LLM/BSc modules in the Faculty of Humanities and Social Sciences (maximum 30 credits); Medicine and Dentistry/ Science and Engineering QMUL Model modules (maximum 15 credits).

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), where these fulfil the QMUL Model module requirement.

Students 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 students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

### Final Year

Students take 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).

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

Students must select either DRA346 Livelihoods (0 credits) or ESH6044 Livelihoods in English (0 credits).

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), which may include ESH-prefixed QMUL Model modules

In Drama, students take minimum 45/maximum 75 credits, which may include DRA-prefixed QMUL Model modules.

Students choose:

30 credits from DRA-prefixed 30-credit modules (including DRA344 Practice-based Research Project; excluding DRA329 Written Research Project) and

minimum 15 credits/maximum 45 credits from DRA-prefixed 15-credit modules (DRA329 Written Research project is equivalent to 2x 15-credit modules).

Minimum 0 credits/ Maximum 30 credits optional modules to be chosen from all modules at level 5 or 6 offered in the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the student's adviser, which may include QMUL Model modules.

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

Selection must include a minimum of 15 credits of QMUL Model modules, which may include DRA- and ESH-prefixed modules (up to 120 credits), BA/LLM/BSc modules in the Faculty of Humanities and Social Sciences (maximum 30 credits); Medicine and Dentistry/ Science and Engineering QMUL Model modules (maximum 15 credits).

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

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
							<input type="checkbox"/>

### 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?

The School operates a Learning and Teaching Committee, which considers and advises 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 this Committee's work in a number of ways, such as through consideration of student surveys.

Each department operates a programme review of its taught undergraduate and postgraduate provision. This review feeds into the School's Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the Annual Programme Review pro-forma. Students' views are considered in this process through analysis of National Student Survey results and module evaluations, and consideration of Staff-Student Liaison Committee minutes. Student representatives (selected across all the School's taught programmes) are also invited to attend the Annual Programme Review meeting.

### How do we listen to and act on your feedback?

The Student-Staff Liaison Committee provides a formal means of communication and discussion between Schools and its students. The Committee consists of student representatives from each year in the School together with appropriate representation from staff within the School. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Student-Staff Liaison Committees meet regularly throughout the year.

Students are given the opportunity to provide feedback through the Module Evaluation 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.

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Each student's academic progress and personal welfare is monitored by an adviser. 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 drop-in 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, the Department has 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 theatre and performance, cultural industries, 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.

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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 notified of placement opportunities via our link with QProjects (part of QMUL's Careers 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:**

Catherine Silverstone and Matthew Rubery, Directors of Teaching

**Person responsible for management of programme:**

Caoimhe McAvinchey and David Colclough, Heads of Department

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

2 Feb 2018

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