

Programme Title: BA Hispanic Studies 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 Hispanic Studies and Drama
Name of Interim Award(s)	
Duration of Study / Period of Registration	4 years / 3 years
QM Programme Code / UCAS Code(s)	WR44 4 yr / WRDZ 3 yr
QAA Benchmark Group	
FHEQ Level of Award	Level 6
Programme Accredited by	n/a
Date Programme Specification Approved	12 Mar 2014
Responsible School / Institute	School of Languages, Linguistics & Film

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

School of English & Drama

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

n/a

Programme Outline

Studying Drama and a modern language gives you the opportunity to explore connections and interactions between cultural traditions. You divide your time equally between the two subjects, following modules designed to help you develop your linguistic skills and the key concepts and techniques required to study cultural practices and make performance.

You will engage with a variety of performance and cultural traditions that inform both contexts and investigate the parallels between the two. You normally spend your third year in a country where your chosen language is spoken. You can choose either to study or take up a work placement.

Aims of the Programme

1. To provide a coherent, innovative and intellectually challenging programme which promotes the study the history, practice and theory of drama, theatre and performance, and of Spanish language, linguistics, literature and culture, as well as exposure to Hispanic Studies in a wider context (covering both the Iberian Peninsula and Latin America and including the study of Spanish, Portuguese and Catalan), to a broad constituency of well-qualified students.
2. To impart a high level of linguistic knowledge and skills, both productive and receptive, in the Spanish language, fostering an

understanding of the language itself as a rewarding object of study, from the perspectives of linguistics and philology.

3. To give students access to a range of material in the foreign language that is worthy of study either as a product of the culture concerned or in a broader cultural and intellectual perspective, or both. This material can be found in different media (written and visual, such as cinema) and different genres (fiction, theatre, poetry, philosophy and so forth). These aims intertwine, since the broader and deeper the student's knowledge of and skills in the language, the broader and deeper the understanding of the material they can achieve.
4. To offer students 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.
5. 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.
6. 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.
7. To encourage engagement with a wide variety of critical and theoretical modes of inquiry, enabling students to develop advanced skills of literary and cultural analysis, with attention to genre, period, form and style.
8. To enable students to develop independent critical thinking and judgment and to undertake independent research tasks.
9. To develop a range of skills necessary to the effective communication of ideas and arguments.
10. To develop a range of subject-specific and transferable skills appropriate to a wide range of subsequent careers; in particular, to develop graduates' capacity for further learning; to prepare them for further study or research; to equip them to meet international, national, regional or local needs.

What Will You Be Expected to Achieve?

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas below. The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

Academic Content:

A 1	Ability to demonstrate a knowledge of the core linguistic, literary and cultural concepts in the study of Hispanic Studies. In addition, to evaluate different theoretical perspectives on these concepts.
A 2	Ability to illustrate the core analytical ideas relevant to these concepts, specify and apply these core analytical ideas.
A 3	Ability to identify the character of cultural products in Hispanic Studies (influence of genre, history and function). In addition, to critically evaluate the character of such cultural products.
A 4	Ability to reflect critically upon the different ways in which the theory and practice of performance inform one another.
A 5	Ability to develop a complex model for the relationship between performance, dramatic literature and theatrical practices and their social and historical contexts.
A 6	Ability to use performance skills for the independent practice of theatre and performance
A 7	Ability to develop a personal perspective that can be expressed in terms of performance and communicated with clarity and coherence.

Disciplinary Skills - able to:

B 1	develop advanced oral, written and comprehension skills in the Spanish language, becoming fluent and accurate users of the language in a wide range of domains and registers.
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B 2	understand the socio-historical contexts of literary and linguistic aspects of Hispanic Studies. In addition, to engage with theoretical models of such contexts.
B 3	construct cogent and sophisticated critical essays with evidence of independent study and initiative, using appropriate conventions as a consistent and integral part of written work.
B 4	formulate theoretically informed arguments and express these clearly and effectively in the form of oral presentations.
B 5	bring critical skills to bear on the analysis of texts and other cultural products. In addition, to compare the effectiveness of different critical techniques.
B 6	demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking.
B 7	make informed distinctions between different critical approaches and positions and to identify the ideologies implicit in their own position.

Attributes:	
C 1	Demonstrate effective spoken and written communication skills, using IT competently, and adapting communication appropriately according to the social, professional or cultural setting.
C 2	Critically evaluate information from a variety of sources to extend understanding of a subject or situation, and apply this knowledge confidently and constructively.
C 3	Demonstrate the independent learning ability required for continuing professional development.
C 4	Reflect critically on the issues of diversity and difference thrown up by the study of and engagement with different forms, cultures and values

How Will You Learn?

The programme is taught in accordance with the Teaching, Learning and Assessment Strategy of the Schools of English and Drama, and of Languages, Linguistics and Film. Teaching will be led by research-oriented staff. These strategies aim to:

- Foster a sense of community amongst students and staff in the pursuit of teaching and learning;
- Promote the relationship between staff research, teaching and student learning;
- Expose students to a diverse set of approaches to the study of their subject area;
- Encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;
- Inspire intellectual independence in students;
- Employ a variety of assessment methods;
- Prepare graduates for training and/or employment, or further academic study through the acquisition of transferable skills.

Teaching takes a number of forms:

- Lectures;
- Seminars, including a variety of group work;
- Small group tutorials;
- Group practical projects, often conducted by teams of two or more staff and an input from visiting practitioners;
- Practical skills workshops, including physical techniques, use of technologies and materials;
- Lab work using multi-media resources;
- Writing intensive courses;
- Field trips;
- Independent work by students, including research, presentations and peer review;
- Individual supervision of projects and dissertations;
- Individual and group feedback on written work.

How Will You Be Assessed?

Assessment is typically by a combination of examination and coursework, or of different kinds of coursework. The kind of examination or coursework will vary with the content of each module. Examinations may take the form of essay questions, analysis or exercises. Coursework may consist of essays, longer research projects, textual commentaries, critical reviews, practical exercises, diaries of your own research, poster presentations. Oral presentations, suitably monitored, or in-class quizzes may also be used. Language examinations may include oral and aural assessments. Drama assessments may include performances (in groups and as individuals).

How is the Programme Structured?

Requirements

Students must take a minimum of 180 credits in Hispanic Studies modules and a minimum of 150 credits in Drama modules, in addition to the Year Abroad module over the period of their studies. The Year Abroad is worth 120 credits and is a compulsory and integral part of the degree programme. Exceptionally the School can exempt students from the Year Abroad. These students will submit a change of programme form to change their degree to a 3-year degree. The programme requirements for the 3 year variant are exactly the same as for the 4 year programme but without the Year Abroad requirements.

Structure

Students are separated into two language streams according to ability in the Spanish language and follow the degree pathways as follows

Year 1 – Level 4

Ab initio Spanish

- 30 credits Introductory Spanish (core module)
- 30 credits Introduction to Hispanic Studies (compulsory module)
- 15 Credits compulsory module Making Theatre Work
- 15 Credits compulsory module London: Culture/Performance
- 15 Credits compulsory module Theatre And Its Others
- 15 Credits compulsory module Performance In History

Post A-Level Spanish / Heritage speakers of Spanish

- 30 credits Spanish I (core module)
- 30 credits Introduction to Hispanic Studies (compulsory module)
- 15 Credits compulsory module Making Theatre Work
- 15 Credits compulsory module London: Culture/Performance
- 15 Credits compulsory module Theatre And Its Others
- 15 Credits compulsory module Performance In History

Progression Requirements to Year 2

To successfully progress from Year 1 to Year 2 students must pass a minimum of 90 credits including any core module. Students who have passed 90 credits without the core module are not eligible for progression. Students who have taken Introductory Spanish must pass this module with a grade C or above in order to progress to the second year.

Year 2 – Level 5

Ab initio Spanish

- 30 credits Spanish II Intensive (core module)
- Minimum 30 credits / Maximum 45 credits optional modules to be chosen from HSP-, CAT- and POR- coded modules. Minimum 15 credits / Maximum 45 credits of these modules must be at level 5. Minimum 0 credits / Maximum 30 credits of these modules

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may be at level 4 or level 6 with the advisers' agreement.

30 Credits to be chosen from Drama list of practical modules at level 5 or 6

Minimum 15 / Maximum 45 Credits to be chosen from Drama list of non-practical level 5 modules

Minimum 0 credits / Maximum 15 credits optional modules from within the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the students' adviser. These credits may be at level 5, or at level 4 (from SLLF modules only) or level 6 with the agreement of the students' adviser.

Post A-Level Spanish / Heritage speakers of Spanish

30 credits Spanish II (core module)

Minimum 30 credits / Maximum 45 credits optional modules to be chosen from HSP-, CAT- and POR- coded modules. Minimum 15 credits / Maximum 45 credits of these modules must be at level 5. Minimum 0 credits / Maximum 30 credits of these modules may be at level 4 or level 6 with the advisers' agreement.

30 Credits to be chosen from Drama list of practical modules at level 5 or 6

Minimum 15 / Maximum 45 Credits to be chosen from Drama list of non-practical level 5 modules

Minimum 0 credits / Maximum 15 credits optional modules from within the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the students' adviser. These credits may be at level 5, or at level 4 (from SLLF modules only) or level 6 with the agreement of the students' adviser.

Progression Requirements to Year Abroad/Final Year

To successfully progress to the Year Abroad (or Final Year for exempted students) students must pass a minimum of 180 credits from Year 1 and Year 2 including any core modules. Exceptionally the School may progress a student to the Year Abroad if the student has passed 180 credits from Year 1 and Year 2 but not the core level 5 language module. The student must re-sit the failed core language module during the following academic year and may not progress to Final Year from the Year Abroad until this hurdle has been passed.

Year Abroad

120 credits compulsory Year Abroad Assessment.

Progression Requirements to Final Year from Year Abroad

Students must complete the year abroad to progress to the final year of the programme. Successful completion of the year abroad assessment is not a hurdle to progression but all marks will count towards degree classification, whether pass or fail.

Final Year – Level 6

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

Ab initio / Post A-Level / Heritage speakers of Spanish

30 credits Spanish III (core module)

Minimum 30 credits / Maximum 45 credits optional modules to be chosen from HSP-, CAT-, and POR- coded modules. Minimum 15 credits / Maximum 45 credits of these modules must be at level 6. Minimum 0 credits / Maximum 30 credits of these modules may be at level 5

30 Credits to be chosen from Drama list of practical modules at level 5 or 6

Minimum 15 Credits/Maximum 45 Credits to be chosen from Drama list of non-practical modules at level 6

Minimum 0 credits / maximum 15 credits optional modules to be chosen all level 5 and 6 modules offered in the School of Languages, Linguistics and Film and the Faculty of Arts subject to space available on modules with the guidance of the students' adviser. Final year students may not take level 4 modules.

Requirements for Award

Students must pass a minimum of 270 credits including any final year core module, but not including the Year Abroad Assessment (if applicable).

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 Do We Listen and Act on Your Feedback?

The Staff-Student 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, 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 Student Experience Manager in the School of Languages, Linguistics and Film, and Student and Teaching Support Manager in the School of English and Drama who work with academic staff to assist students in need of support.

Where appropriate, students will be advised to make use of relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.

The Schools recognise how closely writing is linked to thinking; and how important writing skills are both in the academic and professional worlds, and collaborate with the College's Thinking Writing team which supports students in the development of

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their writing skills. The College also offers a range of services to support you in your learning and help you develop academically and professionally. These include: Academic Study Workshops, Academic English and Study Skills Support and One-to-One Tutorials working with you on your written assignments.

Programme-specific Rules and Facts

None.

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.

Links With Employers, Placement Opportunities and Transferable Skills

As a graduate in a foreign language you have been highly trained to value both linguistic precision and cultural contexts. In addition to your excellent communication skills (written and spoken) you have the cultural flexibility that comes from having lived, and perhaps worked, abroad. Your training in the analysis and interpretation of material as well as in report-writing, group-working and presentation skills is highly valued by future employers. Our graduates are attracted to sectors as diverse as banking, multinational corporations, marketing, PR, sales, management consultancies, the diplomatic service, publishing, the media, teaching, law, computing, library management. Each year some of our students go on to study at postgraduate level.

The programme also capitalises on London's outstanding theatre and performance resources and, particularly, the Department's formal links with a variety of organisations including Artangel, Artsadmin, Barbican, Live Art Development Agency, London International Festival of Theatre, National Theatre, People's Palace Projects, Project Phakama, and Shakespeare's Globe. These links often bring artists, administrators, managers and other professionals into the programme as guest speakers, workshop leaders and performers. They also facilitate students' participation in the cultural sector, and will form the basis for the further development of work-specific learning opportunities.

Programme Specification Approval

Person completing Programme Specification

Jill Evans, Head of Administration

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Person responsible for management of programme

Prof D J Adger, Head of School

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

February 2014

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

12 Mar 2014