

Programme Specification

Awarding body/Institution	University of London
Teaching Institution (if different from above)	Queen Mary, University of London
If accredited by a professional/statutory body, please give the name, date of last accreditation visit and approximate date of next visit	n/a
Name of final award	BA (Hons)
Programme title	English and Drama
UCAS code	QW34
QAA Benchmark Group	Drama, Dance and Performance English
Academic Department/s involved in Programme Delivery	English and Drama

Criteria for admission to the programme

The school considers each candidate individually and conducts admissions interviews and practical drama workshops and seminars (to give an indication of the types of teaching/learning experience offered in Drama). We typically require between 300 and 320 points from between 18 and 21 AS/A2 units, with at least a B in English and a B in either Drama or Theatre Studies Advanced GCE. We welcome well-motivated candidates with non-standard qualifications and mature students who demonstrate an aptitude for literary, cultural, dramatic and/or performance analysis.

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);
- 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

- 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 approaches to the analysis of literary texts;
 - Recent research in the field of English Studies.

Drama Aims

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

Learning Outcomes for the programme

Joint Outcomes	
To understand the historical contexts for the	In addition, to develop a complex model for

development of a range of forms of writing, performance and theatrical practices.	the relationship between such forms and their social and historical contexts.
To show evidence of effective communication skills, both orally and through the presentation of clearly composed and well-organised written work.	In addition, to develop a mature and confident critical writing style and a clear and coherent style of oral presentation.
To present written work clearly, drawing on information technology as appropriate.	In addition, to handle word-processing and information-retrieval software confidently and effectively.
To participate effectively in group discussion, assessments and other collaborative situations and activities.	In addition, to respond creatively to varieties of opinion and approach within a group, and to be able to lead and/or facilitate collaborative work.
English Modules	
To demonstrate a familiarity with the nature and the history of a range of literary genres.	In addition, to develop a complex model of the relations between literary form and social and historical contexts.
Accurately to deploy established techniques of analysis in relation to a literary texts.	In addition, to compare the effectiveness of different techniques of analysis of literary texts.
To have studied a range of authors, texts and genres from different historical periods and cultures.	In addition, to demonstrate an ability to make connections and comparisons across the range of their reading.
To show awareness of the range and variety of approaches to literary study, and also of a range or theoretical writings relevant to English studies.	In addition, to understand the critical and theoretical significance of such different approaches and to understand their limited or partial nature.
Drama Modules	
To demonstrate understanding of a diversity of performance forms and cultures and critical understanding of the diverse points of view and values they may embody.	In addition, to be able to reflect critically on the issues of diversity and difference thrown up by the study of and engagement with different forms, cultures and values.
To understand the theory and practice of performance as inter-related and mutually supportive.	In addition, to be able to reflect critically upon the different ways in which theory and practice inform one another.
To have acquired a range of key skills in the practice of theatre and performance.	In addition, to be able to use these skills for the independent practice of theatre and performance.
To have acquired practical skills in thinking through performance and to be able to present critical ideas through the medium of performance.	In addition, to be able to develop a personal perspective that can be expressed in terms of performance and communicated with clarity and coherence.
To show awareness of different critical approaches to the study of performance.	In addition, to be able to make informed distinctions between different critical approaches to the study of performance and to identify the ideologies implicit in their own position.

Teaching, Learning and Assessment Strategies

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, often conducted by teams of two or more staff and an input from visiting practitioners;
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- (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 Faculty viewing room 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 two 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 the use of learning journals and portfolios that require the

students to address particular questions about the process of performance;

- (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.

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);
- 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 essays;
- (in Drama) Performances (in groups and individuals).

Programme structure(s) and requirements, levels and modules

Year 1

In the first year of study all 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 the 30 credit module (level four) in 'Reading, Theory and Interpretation' as well as the 30 credit module (level four) in 'Shakespeare'. They also take (in Semester 1) 'Making Theatre Work' and 'London/Culture/Performance', and (in Semester 2) 'Theatre and Its Others' and 'Performance in History' (all at level four and worth 15 credits each).

Years 2 and 3

In the second and third year students develop a pattern of study in consultation with their adviser. Each year they will normally take modules to the value of 60 credits from each discipline. English modules are selected from some of the following subject areas: Classical and Medieval; Renaissance; Eighteenth Century, Romantic and Nineteenth Century; Twentieth Century and Contemporary Writing; Interdisciplinary and Theoretical Studies. Drama modules are available as two 15 credit seminar modules and one 30 credit practical option module in each academic year. In the second year students take modules to the value

of 90 credits at level 5 and may take the remaining 30 credits at level 6. In their final year students take modules to the value of 90 credits at level 6, and may take the remaining 30 credits at level 5.

Date of completion of programme specification April 2008

Date of approval by Faculty Board/EB June 2008

Date of update/amendment