

Royal Holloway, University of London

Course specification for an undergraduate award

BA English and Drama (QW34)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found [here](#). Further information on the University's Admissions Policy can be found [here](#).

Your degree course in English and Drama is delivered in three stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits (which is equivalent to 60 ECTS credits¹). The courses provide progressive structures in which you are able to gain ever-wider knowledge and understanding, and appropriate skills. The courses contain a combination of compulsory core modules to introduce you to historical periods, to the principle literary genres, and to contemporary critical and theoretical approaches, with a range of stage two and three specialist options. In each case the structure encourages you, in stage two and three, to develop your own interests through informed choice among specialist options. In stage three all students are required to write a dissertation and/or long essays. The courses aim to produce graduates with a range of personal attributes relevant to the world beyond HE, who are able to engage in lifelong learning, to consider ethics and values, and to contribute to the wider community.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.

Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

¹ The European Credit Transfer and Accumulation System (ECTS) is a learner-centred system for credit accumulation and transfer. ECTS credits reflect the total workload required to achieve defined learning outcomes and their associated workload, including teaching hours and guided independent study. 15 UK credits is equivalent to 7.5 ECTS. 30 UK credits is equivalent to 15 ECTS. Further details on ECTS can be found within the [ECTS User Guide 2015](#).

Section 2 – Course details			
Date of specification update	March 2026	Location of study	Egham campus
Course award and title	BA English and Drama	Level of study	Undergraduate
Course code	1108	UCAS code	QW34
Year of entry	2027/28	Language(s) of Tuition	English
Awarding body	Royal Holloway, University of London		
Department	English and Modern Languages	Other departments involved in teaching the course	Music, Drama and Media Arts
Mode(s) of attendance	Full-time	Duration of the course	3 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	N/A		
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	For queries on admissions:	https://royalholloway.ac.uk/applicationquery

Section 3 – Degree course structure					
3.1 Mandatory module information					
The following table summarises the mandatory modules which students must take in each year of study					
Year	Module code	Module title	Credits	FHEQ level	Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC)
1	EN1011	English: Thinking as a Critic	15	4	MC
1	EN1107	English: Re-Orienting the Novel	30	4	MC
1	EN1112	English: Introduction to Poetry	15	4	MC
1	DT1100	Performance Making	30	4	MC
1	DT1200	Storytelling and Dramaturgy	30	4	MC
2	EN2500	Shakespeare Page to Stage	30	5	MC
This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'. In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.					
3.2 Optional modules					
In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example, where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.					

Year 2:

45 credits of modules from English

45 credits of modules from Drama:

15 credits from Ideas Lab basket OR 15 credits from Creative Producing basket

30 credits from Performance Practices basket

Year 3

60 credits of modules from English

60 credits of modules from Drama:

30 credits from Research Seminar basket

OR

15 credits from Professional Workshop 1 basket AND 15 credits from Professional Workshop 2 basket

AND

30 credits from DT3331 Research Dissertation or DT3332 Creative Dissertation or DT3330 Final Year Performance*

*You may take a dissertation in either department. Only one dissertation is permitted. You may choose to over-balance on one side or the other by up to 15 credits. You may choose to take modules to the value of 15 credits from another department with agreement of both Heads of Department.

You may choose to take modules to the value of 15 credits from another department in place of 15 credits on the course with agreement of both Heads of Department.

In your **third year** you should choose modules to the value of 60 credits in English, and modules to the value of 60 credits in Drama. These options may include the Dissertation (30 credits) in either department. Only one Dissertation is permitted. You may choose to over-balance on one side or the other by up to 15 credits. You may choose to take modules to the value of 15 credits from another department with agreement of both Heads of Department.

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year students on single, joint or combined honours courses are required to pass a non credit bearing Moodle-based writing skills quiz (SS1000) in order to progress into the second year of study. The pass mark for the test is 60%. Students may attempt the quiz as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the [Academic Taught Regulations](#) but fail to pass the SS1000 module will not be permitted to progress into their second year of academic study.

Section 5 – Educational aims of the course

The aims of this course are:

- to enable you to develop independent critical thinking and judgement;
- to engage you imaginatively in the process of reading and analysing literary texts;
- to encourage you to appreciate the expressive resources of language;
- to encourage you to reflect critically upon the act of reading;
- to promote an understanding of formal, generic and aesthetic aspects of literary texts;
- to promote the reading of Old English, Middle English and Renaissance texts in the original;
- to encourage an awareness of literature's historical dimension;
- to foster an awareness of contextual aspects of the production and determination of meaning;
- to develop a range of subject-specific and transferable skills;
- to provide a basis for further study in English or related disciplines, and a foundation of knowledge for teachers of English at all levels;
- to provide an intellectually stimulating and satisfying experience of studying;
- to encourage in you a sense of enthusiasm for the subject, and an appreciation of its continuing social and cultural importance;
- to encourage you to take progressive responsibility for your own study through negotiating subject areas of specialism with other students in seminars and study groups, through the informed choice of options, and through an extended piece of writing in the final year.

Section 6 - Course learning outcomes				
In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (<i>Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)</i>)				
Theme	Course Learning Outcome	Level 4	Level 5	Level 6
	ENGLISH/DRAMA: Subject Knowledge K1	Explore a range of literary and dramatic texts, across the full range of traditions, genres, and historical periods, 1500 to contemporary.	Discuss and compare literature from a range of literary traditions, genres, and periods, including pre-1500, 1500-contemporary	Develop specialist knowledge in focused areas of interest, such as specific periods or genres.
	ENGLISH/DRAMA: Reading Skills S6	Read literary, critical, and creative works closely and accurately.	Analyse literary, critical, and creative works in a critical and contextually informed way.	Develop independent and imaginative interpretations of literary, critical, and creative works.
	ENGLISH/DRAMA: Writing Skills S7	Write clearly, accurately, and effectively about literary texts.	Articulate a critical understanding of complex texts and ideas, demonstrating awareness of different registers and different genres of critical prose (e.g. Essay, blog post, review, etc).	Demonstrate a strong command of written english, expressing sophisticated ideas about literary, critical, and creative works in clear, fluent, and stylish prose appropriate to formal and a wide range of other registers.
	ENGLISH/DRAMA: Research Skills S8	Recognise and present primary and secondary texts	Find and evaluate previous scholarship.	Apply scholarly bibliographic skills appropriate to focused areas of interest in an independent research project.
	ENGLISH/DRAMA: Critical Terminology and Theoretical Approaches to Literature K2	Recognise core technical, critical, and theoretical terms and ideas characteristic of literary and dramatic study.	Engage with technical, critical, and theoretical terms and ideas in the discussion of literature and drama.	Articulate specialist knowledge and a critical understanding of technical, critical, and theoretical terms and ideas in focused areas of interest.
	ENGLISH/DRAMA Individual and collaborative working	Work independently and collaborate to develop, research, and complete critical and/or creative work.	Identify a range of approaches to independent and collaborative work.	Apply a range of approaches to independent and collaborative work.
	ENGLISH/DRAMA Reflective Practice and Social Context	Reflect upon your own skills and abilities and those of your peers.	Discuss reflective approaches to their own practice and that of their peers.	Apply reflective approaches to their practice and that of their peers.

		Reflect upon how your practice relates to debates surrounding equity, inclusion, and sustainability.	Identify contemporary debates surrounding equity, inclusion, and sustainability.	Evaluate contemporary debates surrounding equity, inclusion, and sustainability.
	Engaged Humanities (SH) K6 display a breadth and depth of subject knowledge, and engage with developing subject conversations and their currency in cultural discourse now.	Recall foundational knowledge of the subject areas, and use core subject skills.	Recognise and classify focussed sub-fields within the subject areas, and identify and respond to relevant critical materials and contexts.	Select and apply specific debates/theories/conceptual frameworks within specialist areas of the subject field and critically identify the potential for new ideas and subject directions.
	Applied Humanities S1 understand the relevance of subject skills to professional and applied contexts, and how to apply that knowledge in the future.	Recognise and identify subject skills as transferable to work-based situations and competencies.	Generate outputs in a variety of formats which have application to work-based uses and/or particular audiences and/or functions.	Plan and manage an extended project/essay, using adaptive skills, initiative and self-management to ensure successful task completion.
	Global Humanities S2 understand and enact intercultural awareness and competencies.	Identify and respond to diverse cultural contexts and viewpoints	Understand and differentiate the circumstances and contexts that give rise to diverse viewpoints and world views.	Reflect on bias including one's own: operate within, appreciate and evaluate different cultural context.

Section 7 - Teaching, learning and assessment

Teaching and learning on your course is closely informed by the active research of staff, particularly in the areas of English and Drama. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching and learning is mostly by means of lectures; seminars; study groups; essay consultations; oral presentations and guided independent study. Assessment of knowledge and understanding is typically by formal examinations, coursework, examined essays, translation exercises, online tests and exercises, oral presentations and the dissertation or long essay. In addition, students may be involved in workshops and may produce various forms of creative or editorial work.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary. Assessments designated as 'summative' will receive a mark which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed.

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Royal Holloway Curriculum Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies.

Section 8 – Additional costs

There are no single associated costs greater than £50 per item on this course.

These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	4-6
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
Award	Criteria	Awarding body
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College
Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College