

Royal Holloway, University of London
Course specification for an undergraduate award
BA Drama with Dance (W4W5)

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 College prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the College's academic regulations and policies can be found [here](#). Further information on the College's Admissions Policy can be found [here](#).

Your degree course in Drama with Dance is delivered in three stages, each of which normally comprises one year of full-time study, during which you must follow modules to the value of 120 credits. Thirty credits will be specific to dance studies, and ninety credits will be drawn from the broader Drama curriculum (from the Theatre and Performance Making and Theatre and Text pathways).

At **stage one** in the Dance pathway, a dance history class (which includes practice and theory) introduces you to a broad based grounding in the subject so that you can interrogate the historical development in stages two and three. The goal of stage one is to introduce you to the ways that drama and dance work alongside each other as disciplines and depend on one another for performance practices. As a first year student you will also receive tutorials especially designed to prepare you for the academic demands of the next stages of the course.

Stage two allows you to extend your exploration of the three pathways (theatre and text, theatre and performance making, theatre and ideas) at a higher level, taking specialist modules grouped under these themes. A further module offers a cultural studies approach to dance, contextualising embodied practice with scholarly opportunities to describe, interpret, theorise, reflect, engage and evaluate current debates in dance studies. At **stage three**, you will work on a practice-as research model in order to gain first-hand experience in investigating technique, performance, devising and composition. You choose your own final project, receive tutelage in research methodologies, and have the option to follow a research intensive seminar module or a curatorial module that exposes you to the types of performances programmed in and around London. You can choose to have your final projects performed, presented and discussed at a Finalist Festival. By the third year, you will have a complex understanding of how drama and dance function as integrated art forms. This final year will also prepare you to emerge as multi-trained individuals with curating, technical, project management and other employability skills for careers in arts management, facilitation, performance or further academic and/or vocational study.

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 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.

Section 2 – Course details			
Date of specification update	December 2019	Location of study	Egham Campus
Course award and title	BA Drama with Dance	Level of study	Undergraduate
Course code	3439	UCAS code	W4W5
Year of entry	2020/21		
Awarding body	Royal Holloway, University of London		
Department or school	Drama, Theatre and Dance	Other departments or schools involved in teaching the course	N/A
Mode(s) of attendance	Full-time	Duration of the course	Three 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:	study@royalholloway.ac.uk

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	Contact hours*	Self-study hours	Written exams**	Practical assessment**	Coursework**	Credits	FHEQ level	Module status (see below)
1	DT1100	Theatre and Performance-Making	71	229	0	50%	50%	30	4	MC
1	DT1200	Theatre and Text	71	229	0	50%	50%	30	4	MC
1	DT1920	World Dance Histories	69	231	0	50%	50%	30	4	MC
3	DT3203	Group Project	30	270	0	0	100%	30	6	MC
3	DT3980	Practice as Research	72	228	0	50%	50%	30	6	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.

*Contact hours come in various different 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, however, the assessments listed above are all 'summative', which means you will receive a mark for it 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. 'Coursework' might typically include a written assignment, like an essay. Coursework might also include a report, dissertation or portfolio. 'Practical assessments' might include an oral assessment or presentation, or a demonstration of practical skills required for the particular module.

3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. The following table lists a selection of optional modules that are likely to be available. However, not all may be available every year. 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, so it is important that this specification is read alongside your department's Student Handbook, which you can access via their [webpage](#).

Year 1	Year 2	Year 3
DT1300 Theatre & Culture 1	None	DT3202: Final Year Project: Group Performance
DT1400 Theatre & Ideas 1		DT3203: Final Year Project: Special Study
		Research Seminar: Black and British
		Birth of Experimental Theatre
		DT3980: Practice as Research
		DT3315: Spectacle and Politics in International Performance

3.3 Optional module requirements

In your **second year** you will need to select modules as follows:

- A) One module (30 credits) from Theatre and Text 2:
 - DT2201 Theatre & Text: Staging the Real
 - DT2202 Theatre & Text: Greek Tragedy
 - DT2203 Theatre & Text 2: Decoding Debbie Tucker Green
 - DT2204 Theatre & Text: Dramaturgy
 - DT2206 Paranoia Film in the long 1970s
 - DT2215 Shakespeare, Ecology and Performance

- B) One module (30 credits) from Theatre and Performance- Making 2:
 - DT2102 Theatre & Performance Making: Devising
 - DT2103 Theatre & Performance Making: Theatre Directing
 - DT2104 Theatre & Performance Making: Acting for Camera
 - DT2105 Theatre & Performance Making: Dance and Theatre

DT2106 Design for Performance
DT2107 Theatre and Performance-Making: Site-based Performance
DT2108 Theatre & Performance Making 2: Stage Acting
DT2109 Theatre & Performance-Making 2: Puppetry and Object Theatre

C) One module (30 credits) from Theatre and Culture 2:

DT2301 Theatre & Culture: Southeast Asian Theatre and Performance
DT2302 Theatre & Culture: Theatre for Young Audiences
DT2303 Theatre & Culture: Aesthetics of Anxiety
DT2304 Theatre & Culture: Cultures of Memory
DT2306 Theatre & Culture: Dancing Bodies, Global Culture
DT2307 Archive Workshop
DT2308 Theatre and Culture 2: Performing Feminisms

D) Two modules (one 15 credit Autumn and one 15 credit Spring) from Theatre and Ideas 2:

DT2401 Theatre & Ideas: The Idea of Live Art
DT2402 Theatre & Ideas: The Idea of Acting
DT2403 Theatre & Ideas: Ideas of Race and Indigeneity
DT2404 Theatre & Ideas: Arts Entrepreneurship
DT2405 Theatre & Ideas: Arts Entrepreneurship
DT2406 Theatre & Ideas: Ideas of Gender and Sexuality
DT2407 Theatre & Ideas: The Idea of Time
DT2408 Theatre & Ideas: The Idea of Knowledge and the Body
DT2409 Theatre & Ideas: The Idea of Tragedy
DT2411 Theatre & Ideas: The Idea of Casting
DT2412 Theatre & Ideas: The Idea of Adaptation
DT2413 The Idea of the Musical
DT2414 Aesthetic Philosophy
DT2415 Cultural Heritage

In your **final year**, in addition to the mandatory modules, you must take:

DT3201/DT3202/DT32XX Research Dissertation/Special Project/Taught Dissertation (30 credits)

You must also choose one module from the following:

DT3XXX Advanced Options Workshops (30 credits each)

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](#).

All first year students on single, joint or combined honours courses offered all or in part by the School of Humanities, School of Performing and Digital Arts, or department of Politics, International Relations and Philosophy are required to pass a Moodle-based writing skills quiz in order to progress into the second year of study. The pass mark for the test is 60%. Certificates of Distinction are awarded to students who achieve at least 80% in the quiz. 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 [College's Undergraduate Regulations](#) (Section: Conditions for progression to the next stage) but fail to pass the Moodle-based quiz will not be permitted to progress into their second year of academic study at the College.

Section 5 – Educational aims of the course

The aims of this course are:

- To engage you critically and creatively in the process of making, experiencing and working within and across the disciplines of drama, theatre, dance, physical theatre, dance theatre and choreography.
- To enable you to develop independent critical thinking and judgement;
- To develop and enhance your development, embodiment and expression of their ideas in a variety of modes and contexts;
- To foster the appreciation of diverse drama and dance practices from a range of historical and geographical contexts;
- To encourage an awareness of drama and dance's interrelationship and their interconnected intellectual and cultural practices;
- To foster understanding of a variety of embodied practices in drama and dance through critical, creative and embodied exploration;
- To encourage you to take progressive responsibility for your own academic progress through self-reflection performance portfolios, embodied practice and self-directed learning;
- To develop multi-trained individuals who can work and move between drama, dance and contemporary performance practices.

Section 6 - Course learning outcomes

In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (*Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)*)

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| <ol style="list-style-type: none"> 1. To examine embodied histories/practices embedded in an international approach to drama and dance studies (K); 2. To acquire embodied and conceptual understanding of drama and dance as both a discipline and a practice (K); 3. To recognize relevant concepts, issues, theories and debates centred around drama and dance study and practice (K); 4. To interpret how global bodies make and shape history, culture and politics through embodied drama and dance forms (K); 5. To develop and integrate critical and analytical skills in reading, writing and verbal discussion (K); 6. To develop a range of skills associated to search, retrieval, synthesis and management of bibliographical information in order to complete a choreographic, performance or text based project (K); 7. To develop (and reflect upon) creative techniques for exploring, representing, and critiquing through reconstruction and/or performance (K); 8. To develop competent level of dance composition and devising skills (K); 9. To evaluate in creative and critical written form various performance texts (K); 10. To develop embodied knowledge through the principles of alignment, flexibility, strength and stamina, co-ordination, core awareness, dynamics, spatial awareness, musicality and rhythm (K); 11. To effectively lead a creative process from inception to performance context (K); 12. Ability to describe, interpret, theorise and evaluate dance performances and moving bodies on and off stage (K); 13. Knowledge of a range of contemporary critical, practical and theoretical approaches to drama and dance (K); 14. To identify a range of relevant practical, cultural and socio-historical contexts that shape bodies in drama and dance practices globally (K); 15. Identify key issues and aspects of the performing arts industry from relevant and wide-ranging sources (K); 16. Recognise the roles and interconnections of institutions and professionals involved in the management of the arts (K); | <ol style="list-style-type: none"> 18. Integrate drama and dance as modes of practice in performance contexts (K); 19. Critical skills in close reading, the analysis and critical interpretation of texts, performances, and data (S); 20. Somatic and embodied awareness and sensitivity to a variety of global drama and dance practices (S); 21. Intellectual and embodied curiosity of the world around them (S); 22. The ability to conduct embodied and textual research independently using traditional and electronic resources, and develop habits of reflection on study, reading, learning and research (S*); 23. Command of a wider performance studies vocabulary and appropriate critical and theoretical terminology (S); 24. Planning and execution of essays, choreographic work and other embodied performance work, bibliographical skills, developing a reasoned argument (S*); 25. Advanced written and oral communication skills, including the ability to present logical and coherent written and oral arguments of varying lengths (S*); 26. The ability to organise and interpret complex information in a structured, embodied and systematic way, and to comprehend and develop sophisticated concepts (S*); 27. The capacity for independent thought and judgement, along with skills in critical reasoning and critical performance evaluation (S*); 28. Information technology skills (including basic website building, e-portfolio, blog and wiki creation, word processing, email, WWW, information handling and retrieval), and the ability to engage with the textual use of new media, video, TV, DVD and electronic (S*); 29. Interpersonal skills, involving recognising and respecting the viewpoints of others (S*); 30. Time management and organisational skills including working to deadlines, prioritising tasks, organising work-time (S*); 31. In addition, this course fosters the development of a range of personal attributes that are important in the world of work, and that strengthen the graduates' abilities to engage in lifelong learning and contribute to the wider community. These include personal motivation; the ability to work autonomously and with others; self-awareness and self-management; empathy and insight; intellectual integrity; awareness of responsibility as a |
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<p>17. Develop credible arts projects/curated projects that show awareness of key debate and issues in the industry (K);</p>	<p>local, national and international citizen; interest in lifelong learning; flexibility and adaptability; creativity (S).</p>
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Section 7 - Teaching, learning and assessment

Teaching and learning is mostly by means of studio classes, lectures, seminars, essay consultations, oral presentations and guided independent study. Assessment of knowledge and understanding is typically by workshop facilitation, self-reflection portfolios, movement exercises, oral presentations and the dissertation or long research essay. In addition, you may be involved in workshops and may produce various forms of creative work. Full details of the assessments for individual modules can be obtained from the [Department](#).

Section 8 – Additional costs

There are no single associated costs with studying Drama with Dance greater than £50 per item. It is a requirement to purchase a pair of safety boots in the first year, for which a range of cost options are available. Ticket costs for mandatory theatre trips are capped at £10.

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 – Further information

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate when taking full advantage of the learning opportunities that are available. More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module 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, such as the Quality Assurance Agency (QAA).

Your course will be reviewed regularly, both by the university as part of its cyclical quality enhancement processes, and/or by your department or school, who may wish to make improvements to the curriculum, or in response to resource planning. As such, your course may be revised during the course of your study at Royal Holloway. However, your department or school will take reasonable steps to consult with students via appropriate channels when considering changes. All continuing students will be routinely informed of any significant changes.

Section 11 – 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

Section 12 - Associated award(s)

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