

Royal Holloway, University of London

Course specification for an undergraduate award

BA Drama with Acting (W4W7)

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 Drama with Acting 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.

In your **first year**, you will take the 30-credit module The Expressive Actor, which provides an experiential foundation in practical voice, speech and body skills primarily targeted at the actor and the application of these to the oral interpretation of a range of written texts. You will also take foundational modules in Drama and Theatre, including Performance Making, Storytelling and Dramaturgy, Thinking Theatre and Skills Lab. These modules introduce you to fundamental practical and theoretical aspects of Drama and Theatre studies and will introduce you to forms of performance from around the world.

In the **second year** you will take the specialist module, Approaches to Acting, where you will develop an appreciation of stage acting techniques that will enable you to perform play texts from the 16th-21st centuries. You will have the opportunity to work as actors for the MA Directing students in the Department. You may choose to study other topics to specialise in within our other modules: Theatre Production, Ideas Lab, and Staging Society, along with developing industry skills in Creative Producing.

In your **third year**, you will deepen your practical skills and experience by working with emerging theatre directors, as well advance your knowledge of specialisms at the cutting edge of our discipline. The final year contains one mandatory module, Advanced Acting (30 credits), where you will be offered an experiential deepening of the practical vocal and bodily skills developed during years one and two of your degree. As part of this module, you will collaborate with one of the Drama Department's MA Directors over Spring and Summer terms, through which process you will work as a performer on an MA final performance work in the Summer Term. You will also take a range of professionalisation modules to prepare you for entering the creative industries: Research Seminar, Professional Workshop 1, and Professional Workshop 2—all of which offer a variety of areas of expertise to develop based on your interests. You will take a collaborative, group project (Final Year Performance), where you will work as a theatre company to develop a performance as part of festival of student work.

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:

| Section 2 – Course details | | | |
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| Date of specification update | March 2026 | Location of study | Egham Campus |
| Course award and title | BA Drama with Acting | Level of study | Undergraduate |
| Course code | 3622 | UCAS code | W4W7 |
| Year of entry | 2026/27 | | |
| 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: | https://royalholloway.ac.uk/applicationquery |

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 3 – Degree course structure | | | | | |
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| 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 | DT1100 | Performance Making | 30 | 4 | MC |
| 1 | DT1200 | Storytelling and Dramaturgy | 30 | 4 | MC |
| 1 | DT1400 | Thinking Theatre | 15 | 4 | MC |
| 1 | DT1500 | The Expressive Actor | 30 | 4 | MC |
| 1 | DT1600 | Skills Lab | 15 | 4 | MC |
| 2 | DT2108 | Approaches to Acting | 30 | 5 | MC |
| 3 | DT3205 | Advanced Acting | 30 | 6 | MC |
| 3 | DT3330 | Final Year Performance | 30 | 6 | MC |
| <p>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'.</p> <p>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.</p> | | | | | |
| 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 two:

You must choose 90 credits:

30 credits from the Theatre Production basket

30 credits from the Staging Society basket

15 credits from Ideas Lab basket

15 credits from the Creative Producing basket

Year three:

You must choose 60 credits:

30 credits from Research Seminar basket

15 credits from Professional Workshop 1 basket

15 credits from Professional Workshop 2 basket

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 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%. 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 Moodle-based Academic Integrity 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:

1. To take sensitive, imaginative, and creative approaches to the vocal and physical interpretation of a range of performance texts or scores and to reflect effectively on your own and others' performance
2. To exercise independence in the development of 'embodied knowledge' and 'practice as research' through performance and training
3. To develop a synthesised and contextualised understanding of the elements of performance training and practice for a range of performance contexts which may include site specific, immersive, digital immersive and verbal theatres, in addition to theatrical stage performance
4. To develop an informed awareness of vocal anatomy and vocal production
5. To design and implement activities and outcomes for the development of acting skills relevant to a practice selected and researched by you.
6. To engage as an actor in a performance process with an MA Director, demonstrating professionalism, ability to research independently, to work flexibly and to reflect on your process.
7. To develop an awareness of a range of performance training pedagogies, with particular focus on how critical acting methods can bring greater awareness of histories of institutional inequality which are present within theatre and performance.
8. To take personal responsibility for development of training and expressive performance practice

| Section 6 - Course learning outcomes | | | | |
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| 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 |
| Research and Communication Skills | Research, apply, and evaluate evidence and ideas relevant to the subject area. | Compile relevant information about a topic in response to a brief. | Justify a position or rationale relevant to the subject area using suitable sources and evidence. | Formulate conclusions and insight about the subject area through research. |
| | Apply methodologies for understanding the subject area. | Learn and apply methodologies for understanding the subject area. | Select and apply methodologies for understanding the subject area, appropriate to the sources and aims. | Critically apply research methodologies to provide insight into the subject area. |
| | Present information and ideas about the subject area effectively. | Identify and present key information about the subject area. | Summarize, distil, and accurately present information and ideas about the subject area. | Tailor the content and form of communication about the subject area appropriately for a specific objective. |
| Theoretical and Contextual Understanding | Identify, analyse and evaluate critical theories and historical, societal, and artistic contexts. | Identify critical theories and historical, societal, and artistic contexts relevant to the subject area. | Analyse critical theories and historical, societal, and artistic contexts relevant to the subject area. | Evaluate multiple critical theories and historical, societal, and artistic contexts relevant to the subject area. |
| Reflective Practice and Social Context | Productively reflect upon their own skills and practice and those of their group or peers. | Understand and discuss their own critical and creative practice and that of their group or peers. | Reflect on their own critical and creative practice, and that of their group or peers. | Apply reflective skills to develop their own critical and creative practice, and that of their group or peers. |
| | Reflect upon how your practice relates to debates surrounding equity, inclusion, and sustainability. | Identify contemporary debates surrounding equity, inclusion, and sustainability through the context of the subject area. | Evaluate contemporary debates surrounding equity, inclusion, and sustainability through the context of the subject area. | Participate in debates surrounding equity, inclusion, and sustainability through the context of the subject area. |
| | Demonstrate skills relevant to professional careers cognate to the subject area. | Understand the range of specialist skills used by those with careers cognate to the subject area. | Cultivate skills used by those with careers cognate to the subject area. | Implement skills employed in careers cognate to the subject area. |
| Acting Skills and Techniques | Develop and apply embodied and vocal understandings of acting techniques that can be applied to a wide range of performance texts | Develop a foundational embodied understanding of introductory acting techniques. | Encounter and apply embodied understandings of acting techniques to a wide range of performance texts | Generate and refine advanced embodied understandings of acting techniques that can be applied to a wide range of performance texts |

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| | from various genres, time periods, and regions of the world. | Develop core vocal and body skills for the actor, learned via diverse and inclusive performer training methodologies. | from various genres, time periods, and regions of the world. Demonstrate practical vocal and body skills for the actor, learned via diverse and inclusive performer training methodologies. | from various genres, time periods, and regions of the world. Apply advanced practical, vocal and body skills for the actor, learned via diverse and inclusive performer training methodologies. |
| Knowledge and Understanding | Demonstrate knowledge and understanding of how ideas and practices of acting originate, are constructed, circulated, and received. | Describe how ideas and practices of acting originate, are constructed, circulated, and received. | Identify and evaluate how ideas and practices of acting originate, are constructed, circulated, and received. | Recognise, synthesise, and demonstrate critical insights into how ideas and practices of acting originate, are constructed, circulated, and received. |

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 vocal training, stage techniques, Asian acting traditions, site-specific performance, screen studies. 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 workshops; performances; lectures; seminars; study groups; essay consultations; oral presentations and guided independent study. Assessment of knowledge and understanding is typically by performances, portfolios, essays, and oral presentations. A breakdown of assessment types for individual modules is shown in section 3.

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.

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| Section 8 – Additional costs |
| There are no single associated costs greater than £50 per item on this degree 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. |

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| 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. | |

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| 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 |

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| 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 |
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