

Royal Holloway, University of London  
Course specification for an undergraduate award  
BA Drama and Theatre (W440)

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 and Theatre 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.

At **stage one**, you will develop fundamental skills in Drama and Theatre. On Performance Making you will learn essential skills for rehearsing and developing creative work. In Storytelling and Dramaturgy you will analyse performance texts in theory and practice before developing your own stories to tell. One Performing Place you will investigate how spaces and sites are sources for performance in both theory and practice. In Thinking Theatre you will broaden your understanding of big topics in the Arts and Humanities as it relates to drama and theatre. performance. You will also study a skills-based module, where you will develop your academic and theatre skills. At **stage two**, students extend their exploration at a higher level, taking specialist modules grouped under these themes. These include focusing in on special topics by making a performance on Theatre Production, honing your craft on Performance Practices, and developing a deeper social purpose for your creative work on Staging Society. You will also develop your critical skills by specialising on a topic in Ideas Lab and understand how to develop work in the industry on Creative Producing. At **stage three**, you have greater choice and responsibility, drawing on your work at stages one and two to choose follow a research-intensive seminar module and engage directly with industry practices by choosing two of our Professional Workshops. Your final term is very independent. You choose a specialist research topic to investigate and develop on either Research Dissertation or Creative Dissertation. You contribute to a substantial **Finalists Festival** towards the end of stage three, in which work you developed with your peers is publicly performed, presented and discussed on Final Year Performance.

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.

Section 2 – Course details			
Date of specification update	March 2026	Location of study	Egham Campus
Course award and title	BA Drama and Theatre	Level of study	Undergraduate
Course code	1081	UCAS code	W440
Year of entry	2026/27		
Awarding body	Royal Holloway, University of London		
Department	Drama, Theatre and Dance	Other departments or schools involved in teaching the course	N/A
Mode(s) of attendance	Full-time or part-time	Duration of the course	Three years or six years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	N/A		
Link to Coursefinder for further information:	<a href="https://www.royalholloway.ac.uk/studying-here/">https://www.royalholloway.ac.uk/studying-here/</a>	For queries on admissions:	<a href="https://royalholloway.ac.uk/applicationquery">https://royalholloway.ac.uk/applicationquery</a>

**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	DT1100	Performance Making	30	4	MC
1	DT1200	Storytelling and Dramaturgy	30	4	MC
1	DT1300	Performance Place	30	4	MC
1	DT1400	Thinking Theatre	15	4	MC
1	DT1600	Skills Lab	15	4	MC
3	DT3330	Final Year Performance	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.

**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.

**In Year 2 you must select 120 credits:**

30 credits from the Theatre Production basket

15 credits from the Ideas Lab Basket

30 credits from the Staging Society basket

15 credits from the Creative Producing basket

30 credits from Performance Practices basket

**In Year 3 you must select 90 credits:**

30 credits from Research Seminar basket

15 credits from Professional Workshop 1 basket

15 credits from Professional Workshop 2 basket

30 credit Dissertation: DT3331 Research Dissertation or DT3332 Creative Dissertation

#### 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:

- To engage you critically and creatively in the process of making and experiencing drama, theatre and performance.
- To enable you to develop independent critical thinking and judgement;
- To develop and enhance your expression of your ideas in a variety of modes and contexts;
- To foster the appreciation of diverse theatre and performance practices from a range of historical and geographical contexts;
- To encourage an awareness of theatre's relationship with a wide range of different intellectual and cultural practices;
- To foster understanding of the complementary value of critical and creative exploration;
- To encourage you to take progressive responsibility for your own study through negotiating subject areas of specialism with other students in seminars, through the informed choice of options and an extended piece of independent work 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
<b>Research and Communication Skills</b>	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.
<b>Theoretical and Contextual Understanding</b>	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.
<b>Reflective Practice and Social Context</b>	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.
<b>Work creatively</b>	To work creatively in a variety of theatre and performance modes and genres through the acquisition and	To develop core skills and creative vocabularies; to encounter a range	To apply skills and creative vocabularies to the development of	To apply skills and creative vocabularies to work collaboratively to develop and perform a

	understanding of appropriate creative vocabularies, skills, structures, and working methods.	of models from theatre practice and deconstruct/ reconstruct them (TPM 1; SL)	specialist knowledge in focused area of theatre practice (TPM 2)	successfully realised, complex and original piece of theatre (GP; AOW)
<b>Collaborative performance practice</b>	To work collaboratively in performance practice and critical and creative group presentation tasks, recognising and respecting the views of others while sharing responsibility, delegating, and where appropriate, leading teams and managing projects.	To participate effectively, constructively and collaboratively in group work in class, and in preparing short group outcomes for assessment; to effectively negotiate shared projects and to delegate and/ or demonstrate leadership as appropriate to the task (SL; TT1; TPM1)	To generate nuanced and critically reflexive group presentations through projects responsive to specialist materials studied and engaged with in research-led modules. (TT2; T12; TPM2)	To produce a 'capstone' collaborative group performance based in original research demonstrating originality, and situating this in relation to professional work in the relevant field. (GP)
<b>Describe, Theorise, Evaluate</b>	To <b>describe, interpret, theorise, and evaluate</b> performance texts and events from a range of critical, theoretical, historical, intercultural and cross-disciplinary perspectives; [K]	To encounter and interpret dramatic texts, and describe and understand how texts originate, are constructed and circulate; develop research skills (Skills Lab; TT1)	To apply knowledge of the ways in which texts originate, are constructed and circulate to specialist areas of the field (TT2)	To apply knowledge of how texts originate, are constructed and circulate at an advanced level in independent and collaborative work (AOS; GP)
<b>Independent Working</b>	4. To <b>work independently and autonomously</b> , showing initiative and personal motivation in developing a strong critical voice and performance style (S)*	4:4:1 To develop skills in independent learning; prepare materials for use in class; work towards individual assignments (Skills Lab; TT1, T1; TMP1)	4:5:2 To demonstrate a developing creative and critical voice in response to materials studied; to manage time, projects and learning trajectory to the successful delivery of outcomes (T12; TT2; TPM2)	To produce a 'capstone' independent outcome based in original research and/ or creative practice, demonstrating originality, and situate this in relation to professional work in the relevant field (Diss/ CD)

## Section 7 - Teaching, learning and assessment

Teaching and learning is mostly by means of workshops, seminars, lectures, tutorials, performance, essay supervision, guided independent study and research, electronic communications and written and oral feedback. Assessment of knowledge and understanding is typically by essays, class presentations, performances, and other creative projects. Full details of the assessments for individual modules can be obtained from the Drama [Department](#).

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

Drama and Theatre - There are no single associated costs with studying Drama and Theatre 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	
<b>QAA Framework for Higher Education Qualifications (FHEQ) Level</b>	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.	
<b>QAA Subject benchmark statement(s)</b>	<a href="http://www.qaa.ac.uk/quality-code/subject-benchmark-statements">http://www.qaa.ac.uk/quality-code/subject-benchmark-statements</a>
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