

**Royal Holloway, University of London**  
**Course specification for an undergraduate award**  
**BA Drama and Creative Writing (WW48)**

**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 Creative Writing is delivered at three levels, certificate, intermediate, and honours, each of which comprises a year of full-time study during which you will follow modules to the value of 120 credits across your two departments (only 60 credits of those being in Creative Writing). The first year of Creative Writing is fixed, while the second and third year involve a high level of student choice. The general structure is pyramidal: in the first year you will take a broadly focused module, intended to introduce you to a wide range of creative forms, not only fiction, poetry and performance writing, but also song writing, television and screenwriting, stand-up comedy, and others. In the second year you choose two from a range of creative forms, and one of those forms is taken on to an advanced level in the third year. Year three also includes a module designed to engage you more directly with the creative industries in which many writers have to 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:

*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  | April 2024  | Location of study  | Egham Campus  |
| Course award and title  | BA Drama and Creative Writing   | Level of study   | Undergraduate   |
| Course code   | 1079  | UCAS code  | WW48  |
| 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 | English   |
| 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<br>(Mandatory Condonable MC or<br>Mandatory Non-Condonable MNC) |
| 1  | CW1010      | Introduction to Creative Writing | 30      | 4          | MNC   |
| 1  | CW1020      | Why Write?                       | 30      | 4          | MNC   |
| 1  | DT1100      | Theatre and Performance-Making   | 30      | 4          | MC  |
| 1  | DT1200      | Theatre and Text                 | 30      | 4          | 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   |             |                                  |         |            |   |
| <p>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.</p>   |             |                                  |         |            |   |

### Stage two:

For **Drama** you must take 60 credits from the following baskets of options:

30 credits from **either** Theatre & Performance Making **or** Theatre & Text

30 credits from **either** Theatre & Culture **or** Theatre & Ideas

For **Creative Writing** you must take 60 credits from:

CW2010 Playwriting (30 credits)

CW2020 Fiction (30 credits)

CW2030 Poetry (30 credits)

### Stage three:

In **Creative Writing** you must take 30 credits from the following:

CW3010 Playwriting 2 (30 credits)

CW3020 Fiction 2 (30 credits)

CW3030 Poetry 2 (30 credits)

(Each has a corresponding prerequisite in the second year, so if, say, you are taking Fiction 2, you must have studied Fiction in Year 2.)

**Plus** 30 credits from the following:

CW3108 Creative Writing Special Focus: Writing about Music (15 credits)

CW3107 Creative Writing Special Focus: Vernacular Literature (15 credits)

CW3110 Creative Writing Special Focus: Writing Queerness (15 credits)

CW3105 Creative Writing Special Focus: Short Story (15 credits)

CW3106 Creative Writing Special Focus: Screenwriting (15 credits)

CW3109 Creative Writing Special Focus: Writing Men (15 credits)

**Plus** 60 credits from the following modules in **Drama**:

DT3500 English/Drama Research Seminar (Performance) (30 credits)

DT3501 English/Drama Research Seminar (Longer Essay) (30 credits)

Advanced Options (30 credits each)

DT3201 Final Year Project – Dissertation (30 credits)

DT3204 Taught Dissertation (30 credits)

DT3203 Final Year Project - Special Study (30 credits)

#### 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.

**Part time students must take:**

***Stage one (a) and Stage one (b):***

60 credits each year

***Stage two (a) and Stage two (b):***

60 credits each year

***Stage three (a) and Stage three (b):***

60 credits each year

## Section 5 – Educational aims of the course

The aims of this course are:

- to provide a rigorous academic environment in which you can develop your critical and creative engagement with literary and performance writing;
- to complement and support theoretical discussion and textual analysis with practical exploration;
- to engage you with a historically broad range of different creative forms and familiarise you with significant debates that you have generated;
- to foster an appreciation of a wide range of creative writing forms from the perspectives of critic and practitioner;
- to encourage the development of critical and creative vocabularies with which to handle new creative work, including your own;
- to further your ability to engage in a range of cultural and theoretical debates about the processes of cultural production, the nature and value of artistic achievement, the appropriate forms and levels of support;
- to equip you with a practical level of critical awareness about the 'real-world' industrial conditions for the contemporary creative writer.

## 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 (\*)*)

| 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.   |
| <b>Work creatively</b>                          | To work creatively in a variety of theatre and performance modes and genres through the acquisition and understanding of appropriate creative vocabularies, skills, structures, and working methods. | To develop core skills and creative vocabularies; to encounter a range of models from theatre practice and deconstruct/ reconstruct them.<br>(TPM 1; SL) | To apply skills and creative vocabularies to the development of specialist knowledge in focused area of theatre practice<br>(TPM 2) | To apply skills and creative vocabularies to work collaboratively to develop and perform a successfully realised, complex and original piece of theatre.<br>(GP; AOW) |

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| <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.<br>(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.<br>(TT2; TI2; 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.<br>(GP)  |
| <b>Describe, theorise, evaluate</b>  | To describe, interpret, theorise, and evaluate 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 work independently and autonomously, 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, TI; 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 (TI2; 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)  |
| <b>Independent and substantial production of work in a particular form</b> |  | Encounter different genres across poetry, playwriting and fiction. Write portfolios in each genre, exploring different forms and styles.  | Focus on Two genres through seminar led modules. Produce of substantial pieces of work in chosen Genre, often with overarching coherence and a clearly emergent style.                                   | Independently develop Work in one Genre, Produce a substantial piece of Writing Towards future publication. This Piece is cohesive and coherent, with a specific style and creative aims.<br><br>Extend genre knowledge into new fields, exploring particular themes and approaches in depth. |



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| <b>Understanding of contemporary and historical contexts</b> | Encounter a range of literary texts, across a range of historical periods and genres, with a particular emphasis on contemporary writing. Engage with the philosophy of creative writing and how writers articulate the significance of their own practice. | Address and analyse historical and contemporary texts in relation to creative writing. Embed the philosophy of writing in creative practices and processes.      | Demonstrate specialist knowledge that situates work confidently and clearly within the contemporary literary context, whilst demonstrating an understanding of and engagement with historical forms and ways of writing.<br><br>Develop their own philosophy of writing, suited to their methods and practice. |
| <b>Collaboration and responding to feedback</b>              | Engage with workshops and giving small group feedback. Recognise and Identify strengths and weaknesses in peers' writing.   | Participate in whole class workshops with incisive and directed feedback. Respond to feedback through synthesising comments and implementing changes in writing. | Establish Clear collaborative relationship with peers and the organise around these collaborations. Offer and Implement in-depth feedback to peers, informed by subject knowledge and developed understanding of genre.  |
| <b>Use of language</b>                                       | Consider and explore the relationship between language choice and style. Make use of specific vocabularies across critical and creative writing to facilitate clear communication.  | Develop Individual writing styles across two different genres. Use are appropriate and informed Language, with an ability to write cogently and clearly.         | Display a distinctive personal style, handled with confidence and control. Use language in ways that are precise, sophisticated and imaginatively rich.<br><br>Display a strong command of written English, and an ability to express ideas clearly and stylishly.   |
| <b>Originality, Creativity and Experiment</b>                | Explore original ideas within the constraints of three genres.  | Experiment with the possibilities of form and genre, developing original ideas and concepts through writing.   | Innovate within chosen genre, using both form and content to move beyond received ideas and familiar representations. Challenge conventions where it has been identified as necessary within the scope of the work. Demonstrate a  |

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|   |  |   | richness of ideas and creative ambition for the work   |
| <b>Engaged Humanities (SH) K6</b><br>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 area, and use core subject skills.                              | recognise and classify focussed sub-fields within the subject area, 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.                          |
| <b>Applied Humanities S1</b><br>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.   |
| <b>Global Humanities S2</b><br>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.   |
| <b>Critical S3</b>  | FOCUS in detail to FILTER, summarise and classify a range of information (issues, texts, contexts.)          | objectively evaluate information (issues, texts, contexts) demonstrating INTEGRITY and evidence-based reasoning.                          | synthesise and evaluate information from disparate and potentially conflicting sources to reach INDEPENDENT JUDGEMENT with the capacity to deconstruct the conditions pertaining to the construction of knowledge. |
| <b>Collaborative S4</b>   | reflect on current experience and identify the potential to ADAPT and modify in response to that experience. | carry out collaborative activity with RESILIENCE and provide an individual contribution to a collective goal/task.                        | co-work and/or co-create in partnership with others in achievement of collective goals and recognise acknowledge the importance of collaborative practice in knowledge production.                                 |

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| <b>Communicative S5</b> | recall basic subject vocabulary and present information with FOCUS and ACCURACY. | structure and organise the presentation of information in a variety of communicative modes with RELEVANCE, LOGIC and COHERENCE. | design a presentation of information that can argue, influence or persuade, and/or can deploy a specialised vocabulary or creative/compositional technique. |
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## Section 7 - Teaching, learning and assessment

Teaching is mostly by means of seminars and writing workshops, in which ideas, theoretical readings, set texts, and creative work can be discussed and explored practically. Practical workshops may take a variety of forms, depending on the creative process that we're exploring. You will learn through a variety of means; first, you will learn through participation in seminars and workshops, and through private study to prepare for these classes and for the written assignments demanded by them. In the third year, you will be encouraged to do a moderate amount of field work to research the industries in which you have specialised. Most crucially, though, you will learn experientially, through the process of writing, receiving feedback, learning from others, rewriting, and seeing your work performed, installed or published. Student assessment will be principally through the production of creative work of increasing length and complexity across the three years of the degree; each creative submission will be accompanied by an assessment document in which you will be encouraged to reflect on and critically engage with your work and process, placing it within a theoretical and cultural context. There will also be essays and a research project. There are no formal exams in the Creative Writing half of the degree.

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  |
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| 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. |

| 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)   | <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)   |  |  |
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| 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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