

**Royal Holloway, University of London**  
**Course specification for an undergraduate award**  
**BA Classical Studies and Drama (QW84)**

**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 Classical Studies and Drama is delivered in three stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits made up of an equivalent number of 15 or 30 credit modules. The courses provide progressive structures in which you are able to gain ever-wider knowledge and understanding, and appropriate skills.

Your course contains a combination of mandatory modules to introduce you to historical periods, to the principle literary genres, and to contemporary critical and theoretical approaches, with a range of stage two and three specialist options. In stage two and three, you are encouraged to develop your own interests through informed choice among specialist options. In stage three, are also required to write a dissertation and/or long essays. Your course aims to equip you with a range of personal attributes relevant to the world beyond higher education (HE), allowing you to engage in lifelong learning, to consider ethics and values, and to contribute to the wider community.

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

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

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

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

Section 2 – Course details			
<b>Date of specification update</b>	March 2024	<b>Location of study</b>	Egham Campus
<b>Course award and title</b>	BA Classical Studies and Drama	<b>Level of study</b>	Undergraduate
<b>Course code</b>	1051	<b>UCAS code</b>	QW84
<b>Year of entry</b>	2025/26		
<b>Awarding body</b>	Royal Holloway, University of London		
<b>Department or school</b>	Department of Classics School of Humanities	<b>Other departments or schools involved in teaching the course</b>	Department of Drama, Theatre and Dance
<b>Mode(s) of attendance</b>	Full-time	<b>Duration of the course</b>	3 years
<b>Accrediting Professional, Statutory or Regulatory Body requirement(s)</b>	N/A		
<b>Link to Coursefinder for further information:</b>	<a href="https://www.royalholloway.ac.uk/studying-here/">https://www.royalholloway.ac.uk/studying-here/</a>	<b>For queries on admissions:</b>	<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	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> <p><b>Year 1</b> Classics: 1 Latin or Classical Greek language module (30 credits) and 2 Introductory Modules (15 credits) OR 4 Introductory Modules (15 credits)</p> <p><b>Year 2</b> Classics: stage 2 modules to the value of 60 credits In addition, you must choose from the following Drama and Theatre modules:</p>					

DT2100: Theatre and Performance-Making 2 **OR** DT2200: Theatre and Text 2

**AND**

DT2300: Theatre and Culture 2 **OR** DT2450: Theatre and Ideas 2

### Year 3

Classics: stage 3 modules to the value of 60 credits (including an optional dissertation)

Drama: stage 3 modules to the value of 60 credits (including an optional 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 enable you to explore the diverse range of ancient world studies and to specialise in relevant disciplinary areas;
- to deliver a syllabus informed by the research expertise of staff and suited to your the needs;
- to develop knowledge and understanding of the chosen field of study and of the research associated with them and to prepare you to undertake your own research under appropriate levels of supervision;
- to promote personal and academic development and provide a sound basis for further study, post-graduate research or employment;
- to develop the skills that will enable you to study in other Classical disciplines and support your developing interests and objectives;
- to support the development of a range of transferable skills suitable both for further academic study and for a range of future careers.



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
K	the acquisition of knowledge of scholarship in the chosen areas of the discipline to a level appropriate for a BA degree.	<b>1a</b> Assemble and summarise scholarship relevant to the discipline.	<b>1b</b> Appropriately use and critique scholarship relevant to the discipline.	<b>1c</b> Critically synthesise and integrate scholarship relevant to the discipline.
K	Acquire a detailed understanding of the methodological questions and issues involved in studying the ancient Mediterranean and neighbouring cultures.	Demonstrate knowledge of different methodological approaches to studying the subject.	Apply different methodological approaches to a range of sources and contexts.	Critically reflect on scholarly theories and issues in the fields of classical studies, broadly defined.
S	the ability to conduct research in the field of classical studies independently.	Demonstrate and exercise knowledge and awareness of research skills.	Apply research skills to a range of tasks and objectives.	Generate research-led material that demonstrates the ability to collect and synthesize material gathered independently.
S	time management and organisational skills including working to deadlines, prioritising tasks, organising work-time.	Classify and prioritise relevant tasks with appropriate guidance.	Identify tasks and plan time independently to meet set goals.	Identify own academic objectives and organise priorities independently and efficiently to meet deadlines.
<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 (TPM 1; SL)	To apply skills and creative vocabularies to the development of specialist knowledge in focused area of theatre practice (TPM 2)	To apply skills and creative vocabularies to work collaboratively to develop and perform a 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	To participate effectively, constructively and collaboratively in group work in class, and in preparing short group outcomes for assessment;	To generate nuanced and critically reflexive group presentations through projects responsive to specialist	To produce a 'capstone' collaborative group performance based in original research demonstrating originality and

	while sharing responsibility, delegating, and where appropriate, leading teams and managing projects.	to effectively negotiate shared projects and to delegate and/ or demonstrate leadership as appropriate to the task (SL; TT1; TPM1)	materials studied and engaged with in research-led modules. (TT2; TI2; TPM2)	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, 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)
K	<b>Engaged Humanities K6</b> 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.
S	<b>Applied Humanities S1</b> 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.
S	<b>Global Humanities S2</b> 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.

S	<b>Critical S<sub>3</sub></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.
S	<b>Collaborative S<sub>4</sub></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.
S	<b>Communicative S<sub>5</sub></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.
<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.

### 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 Classical Studies and Drama. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching is by means of lectures, large and small seminar groups, and one-to-one tutorials and through formative assessment. Lectures are used primarily to provide a conceptual map of an area, to expand your knowledge base, to model relevant approaches to presentation skills and scholarly thinking. Language and oral presentation skills are developed in small to medium sized groups and you have opportunities to study authors in translation or the original. Research skills are developed through private study and specific projects culminating in a dissertation, while writing skills are developed through set assignments and feedback from tutors. Other learning activities include museum trips where appropriate and opportunities to handle source material. The range of modules offered means that you are required to study societies in transition and societies over long periods, giving opportunities for comparison of institutions and societies. Interdisciplinary modules especially lead to the achievement of outcomes and all modules are assessed formatively and summatively.

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 [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.

<b>Section 8 – Additional costs</b>	
None (Classics) There are no single associated costs with studying Drama and Theatre Studies 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 cost 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.	

<b>Section 9 – Indicators of quality and standards</b>	
<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.	

<b>Section 10– Intermediate exit awards (where available)</b>		
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.		
<b>Award</b>	<b>Criteria</b>	<b>Awarding body</b>

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