

**Royal Holloway, University of London**  
**Course specification for an undergraduate award**  
**BA Comparative Literature and Culture and Drama (Q2W4)**

**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 Comparative Literature and Culture 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. The courses provide progressive structures in which you are able to gain ever-wider knowledge and understanding, and appropriate skills. The courses contain a combination of mandatory modules and optional modules. The mandatory modules introduce you to the principal literary genres, the core techniques and methodologies of comparatism, and contemporary critical and theoretical approaches, through a range of media and modes of cultural production taken from a variety of historical and geographical contexts. The optional modules, taken from those on offer to other students in the Department of Languages, Literatures and Cultures, will complement the core teaching by providing a more detailed knowledge of specific literary and cultural figures, themes and movements. The structure encourages you, in stages two and three, to develop your own interests through informed choice among specialist options on offer in the Department.

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>	April 2024	<b>Location of study</b>	Egham Campus
<b>Course award and title</b>	BA Comparative Literature and Culture and Drama	<b>Level of study</b>	Undergraduate
<b>Course code</b>	2635	<b>UCAS code</b>	Q2W4
<b>Year of entry</b>	2025/26		
<b>Awarding body</b>	Royal Holloway, University of London		
<b>Department or school</b>	Department of Languages, Literatures and Cultures	<b>Other departments or schools involved in teaching the course</b>	N/A
<b>Mode(s) of attendance</b>	Full-time	<b>Duration of the course</b>	Three 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	ML1203	CLC: Reading Texts: criticism for Comparative Literature	30	4	MC
1	DT1100	Theatre and Performance-Making	30	4	MC
1	DT1200	Theatre and Text	30	4	MC
2	ML2206	CLC: Histories of Representation	15	5	MC
2	ML2207	CLC: Critical and Comparative Approaches	15	5	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 stage one, you must take an option to the value of 15 credits from a range of stage one modules as listed on the Department website and course handbook plus specified modules in the other subject.

In stage two, you must also take modules to the value of 30 credits from a range of Stage Two modern languages comparative modules plus specified modules in the other subject. Additionally, you must choose between studying DT2100 or DT2200 and DT2300 or DT2400

In stage three, you must take modules to the value of 30 credits from Stage Three modules offered by the Department and specified modules in the other subject.

#### 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 provide students with a knowledge of transnational literatures and cultures, through materials ranging from the literary to the cinematic, visual, theoretical and philosophical, without requiring specialist knowledge of any language other than English;
- to equip students with a solid grasp of the analytical tools and methods required to understand and interpret texts from a range of cultures, genres, media and periods;
- to engage students imaginatively in the process of reading and analysing literary texts and other cultural products, while enabling them to develop independent critical thinking and judgement;
- to develop students' understanding of the issues involved in comparative and interdisciplinary analysis;
- to develop students' understanding of the issues involved in comparative and interdisciplinary analysis; to develop and consolidate key transferable skills of critical analysis, written and oral expression, and the ability to understand, critically engage with and compare a range of materials from different cultures, periods, media and genres;

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 of	To apply skills and creative vocabularies to the development of	To apply skills and creative vocabularies to work collaboratively to develop and perform a successfully

	understanding of appropriate creative vocabularies, skills, structures, and working methods.	models from theatre practice and deconstruct/ reconstruct them. (TPM 1; SL)	specialist knowledge in focused area of theatre practice (TPM 2)	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)
<b>Knowledge-based disciplinary LO 2</b>  <b>Knowledge and understanding of theoretical and critical approaches to comparative literary and cultural analysis, and key critical issues surrounding comparative practice.</b>  <b>Understand major debates about theories and practices of comparative literature in a transnational context.</b>		Recall key information about theoretical and critical approaches to comparative literary and cultural analysis. Recognise some of the major debates about theories and practices of comparative literature in a transnational context.	Identify theoretical and critical approaches to comparative literary and cultural analysis. Discuss some of the major debates about theories and practices of comparative literature in a transnational context.	Critically and comparatively evaluate theoretical and critical approaches to comparative literary and cultural analysis. Assess and analyse major debates about theories and practices of comparative literature in a transnational context with sophistication.

<p><b>Knowledge-based disciplinary LO 3</b></p> <p><b>Knowledge and understanding of the cultural and socio-historical, linguistic, intellectual, and institutional contexts in which literature and cultural products are produced and the relations between these contexts and others.</b></p> <p><b>Understanding of the role of literature and other cultural products as carriers of meaning and value with specific cultural and ideological functions.</b></p>	<p>Recall key information about the socio-historical, intellectual, cultural, and institutional contexts in which literature and cultural products are produced and consumed. Recognise some of the roles that literature and culture play in societies in different periods and geographical areas.</p>	<p>Identify the cultural and socio-historical, intellectual, cultural, and institutional contexts in which literature and cultural products are produced and consumed. Discuss some of the cultural and ideological functions played by literature and culture in different periods and geographical areas.</p>	<p>Critically evaluate the relationships between literature and cultural products and the contexts in which they are produced and consumed. Analyse and assess how literature and culture function as carriers of meaning, value and ideology in different periods and geographical areas.</p>
<p><b>Skills-based disciplinary LO 1</b></p> <p><b>Command of the techniques of comparative analysis; and appropriate critical and theoretical techniques and terminology.</b></p> <p><b>Produce close textual and visual analyses and critical interpretations of literature and cultural products informed by knowledge of genres, styles, forms, materials, techniques of production, and contexts.</b></p>	<p>Recognise key critical and theoretical techniques and terminology used in the analysis of literature and culture.</p> <p>Observe and describe some of the genres, styles, forms, materials, and techniques used in the production of literature and cultural products.</p>	<p>Examine and compare some of the genres, styles, forms, materials, and techniques used in the production of literature and cultural products with appropriate critical and theoretical techniques and terminology.</p>	<p>Closely examine and critically interpret a range of genres, styles, forms, materials, and techniques used in the production of literature and cultural products with sophisticated application of critical and theoretical techniques and terminology.</p>
<p><b>Engaged Humanities (JH) K6</b></p> <p>undertake multi-disciplinary [and/or interdisciplinary study <i>delete or include square bracket content as appropriate</i>] in two or more subject areas and engage with developing subject conversations and their currency in cultural discourse now.</p>	<p>recall foundational knowledge of two or more subject areas and use core subject skills [with opportunity to bring the fields of study into conversation].</p>	<p>build wide-ranging subject learning and knowledge [with opportunity to consider interdisciplinary interrelations in theory, history, or practice of the disciplines].</p>	<p>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 [with an ability to critically understand and interrogate the intersections of interdisciplinary or multidisciplinary practice and engage with its capacity for generating unique meaning, knowledge, value.]</p>

<p><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.</p>	<p>recognise and identify subject skills as transferable to work-based situations and competencies.</p>	<p>generate outputs in a variety of formats which have application to work-based uses and/or particular audiences and/or functions.</p>	<p>plan and manage an extended project/essay, using ADAPTIVE skills, INITIATIVE and SELF-MANAGEMENT to ensure successful task completion.</p>
<p><b>Global Humanities S2</b> understand and enact intercultural awareness and competencies.</p>	<p>identify and respond to diverse cultural contexts and viewpoints</p>	<p>understand and differentiate the circumstances and contexts that give rise to diverse viewpoints and world views.</p>	<p>reflect on bias including one's own: operate within, appreciate, and evaluate different cultural context.</p>
<p><b>Critical S3</b></p>	<p>FOCUS in detail to FILTER, summarise and classify a range of information (issues, texts, contexts.)</p>	<p>objectively evaluate information (issues, texts, contexts) demonstrating INTEGRITY and evidence-based reasoning.</p>	<p>synthesise and evaluate information from disparate sources to reach INDEPENDENT JUDGEMENT with the capacity to deconstruct the conditions pertaining to the construction of knowledge.</p>
<p><b>Collaborative S4</b></p>	<p>reflect on current experience and identify the potential to ADAPT and modify in response to that experience.</p>	<p>carry out collaborative activity with RESILIENCE and provide an individual contribution to a collective goal/task.</p>	<p>co-work and/or co-create in partnership with others in achievement of collective goals and recognise the importance of collaborative practice in knowledge production.</p>
<p><b>Communicative S5</b></p>	<p>recall basic subject vocabulary and present information with FOCUS and ACCURACY.</p>	<p>structure and organise the presentation of information in a variety of communicative modes with RELEVANCE, LOGIC, and COHERENCE.</p>	<p>design a presentation of information that can argue, influence, or persuade, and/or can deploy a specialised vocabulary or creative/compositional technique.</p>



### Section 7 - Teaching, learning and assessment

Teaching and learning is mostly by means of lectures, structured seminars, and guided independent study. Assessment of knowledge and understanding is typically by formal examinations, coursework, oral presentations, exercises on Moodle, and by dissertations or long essays. Full details of the assessments for individual modules can be obtained from the Department's [website](#).

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.

### 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.**

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