

**Royal Holloway, University of London**  
**Course specification for an undergraduate award**  
**BA Drama and Music (WW43)**

**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](#).

At **stage one**, you are introduced to four key themes through four **pathways**, denoting areas of theatrical activity and ways that theatre and performance engage with the world: theatre and performance making, theatre and text, theatre and culture and theatre's relationship to other disciplines. Stage one offers a broad-based grounding in the subject, suitable for those of you with different levels of experience and understanding, giving everyone a shared basis of critical and creative skills that will prepare you for stages two and three. All modules are compulsory. At **stage two**, students extend their exploration of the **pathways** at a higher level, taking specialist modules grouped under these themes. At **stage three**, you have greater choice and responsibility, drawing on your work at stages one and two to choose your own final projects, follow a research-intensive seminar module, and engage directly with debates and practices in the contemporary creative industries. You contribute to a substantial **Finalists Festival** towards the end of stage three, in which work is publicly performed, presented and discussed.

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 Drama and Music	<b>Level of study</b>	Undergraduate
<b>Course code</b>	1080	<b>UCAS code</b>	WW43
<b>Year of entry</b>	2025/26		
<b>Awarding body</b>	Royal Holloway, University of London		
<b>Department or school</b>	Drama, Theatre and Dance	<b>Other departments or schools involved in teaching the course</b>	Music
<b>Mode(s) of attendance</b>	Full-time or part-time	<b>Duration of the course</b>	Three years or six 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
1	MU1110	Theory & Analysis	15	4	MC
2	DT2150	Making Musical Theatre	30	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.

**Stage One:**  
 The curriculum in **Music** is as follows:

Students on Required Intensive Theory entry must take **Mandatory Condonable MU1111 Fundamentals of Music Theory**, then choose 30 credits of additional modules, including no more than 15 credits from List D; while all other students choose 45 credits of additional modules, including at least 15 credits from Lists B or C; and no more than 15 credits from List D.

List A:

MU1112 Creative Composition Techniques (15 credits)

MU1113 Practical Composition Skills (15 credits)

List B:

MU1114 A Very Short History of Music (15 credits)

MU1115 Introduction to Historical Musicology (15 credits)

List C:

MU1116 Introduction to World Music (15 credits)

MU1117 Contemporary Debates in Music (15 credits)

List D:

MU1118 Solo Performance (15 credits)

MU1119 Creative Ensemble Performance (15 credits)

**Stage Two:**

Students choose **Music** modules to the value of 45 credits, to include at least 30 credits from the following list:

MU2000 Studies in Music Analysis (15 credits)

MU2001 Studies in Composition (15 credits)

MU2002 Studies in Music History (15 credits)

MU2003 Studies in Ethnomusicology (15 credits)

MU2004 Studies in Music, Media & Technology (15 credits)

MU2205 Practical Performance (15 credits)

**and** options drawn from level 5 modules.

Students choose **Drama** modules to the value of 45 credits from the following list:

**Either** DT2100: Theatre and Performance-Making 2 (30 credits) **OR** DT2200 Theatre and Text 2 (30 credits),

**plus** DT2400 Theatre and Ideas 2 (15 credits).

**Stage Three:**

Students choose **Music** modules to the value of 60 credits drawn from level 6 modules.

In your **final year**, you must choose two modules in any combination from the following:

DT3XXX Advanced Option Seminar

DT3XXX Advanced Option Workshop

DT3201 Final Year Project - Dissertation OR DT3204 Taught Dissertation OR DT320 DT3203 Final Year Project - Special Project (30 Credits)

DT3202 Group Performance

**Note:**

(i) The curriculum above reflects the equal division of the 360 credits of a Joint Honours course into 180 credits of each component. Over stages two and three the Music curriculum may be decreased or increased by up to 30 credits to give the permitted minimum of 150 and maximum of 210 credits in Music.

(ii) Within stages two and three, and subject to the approval of the Departments concerned, up to 30 'elective' credits of level 5 or level 6 modules in other Departments may be substituted for Music modules.

#### 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 Pathway for Joint Honours:**

- Year 1 (a): Theatre and Performance Making 1
- Year 1 (b): Theatre and Text 1
- Year 2 (a): Theatre and Performance Making 2 or Theatre and Text 2
- Year 2 (b): Making Musical Theatre
- Year 3 (a): Advanced Option
- Year 3 (b): Group Project or Dissertation/Special Project

##### **Courses including an International Year**

Students must take modules at an overseas university nominated through the Erasmus or Student Exchange Courses. The equivalent of a full academic load at the overseas university must be taken. The modules to be taken overseas are to be agreed with the Tutor for International Studies in the Department. The marks achieved are converted into equivalent University marks and count as a thirteenth unit, DT3600. This will contribute 20% to the final stage three marks.

## 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 each other 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
Research and Communication Skills	Research, apply, and evaluate evidence and ideas relevant to the subject area.	Compile relevant information about a topic in response to a brief.	Justify a position or rationale relevant to the subject area using suitable sources and evidence.	Formulate conclusions and insight about the subject area through research.
	Apply methodologies for understanding the subject area.	Learn and apply methodologies for understanding the subject area.	Select and apply methodologies for understanding the subject area, appropriate to the sources and aims.	Critically apply research methodologies to provide insight into the subject area.
	Present information and ideas about the subject area effectively.	Identify and present key information about the subject area.	Summarize, distil, and accurately present information and ideas about the subject area.	Tailor the content and form of communication about the subject area appropriately for a specific objective.
Theoretical and Contextual Understanding	Identify, analyse, and evaluate critical theories and historical, societal, and artistic contexts.	Identify critical theories and historical, societal, and artistic contexts relevant to the subject area.	Analyse critical theories and historical, societal, and artistic contexts relevant to the subject area.	Evaluate multiple critical theories and historical, societal, and artistic contexts relevant to the subject area.
Reflective Practice and Social Context	Productively reflect upon their own skills and practice and those of their group or peers.	Understand and discuss their own critical and creative practice and that of their group or peers.	Reflect on their own critical and creative practice, and that of their group or peers.	Apply reflective skills to develop their own critical and creative practice, and that of their group or peers.
	Reflect upon how your practice relates to debates surrounding equity, inclusion, and sustainability.	Identify contemporary debates surrounding equity, inclusion, and sustainability through the context of the subject area.	Evaluate contemporary debates surrounding equity, inclusion, and sustainability through the context of the subject area.	Participate in debates surrounding equity, inclusion, and sustainability through the context of the subject area.
	Demonstrate skills relevant to professional careers cognate to the subject area.	Understand the range of specialist skills used by those with careers cognate to the subject area.	Cultivate skills used by those with careers cognate to the subject area.	Implement skills employed in careers cognate to the subject area.
1. To <b>describe, interpret, theorise, and evaluate</b> music,	1:4:1 To encounter and understand musical and theatrical texts, scores, and performances, describe and	1:5:1 To apply and extend knowledge of the ways in which musical and theatrical texts, scores,	1:6:1 To debate and combine knowledge of how musical and theatrical texts, scores, and	1. To <b>describe, interpret, theorise, and evaluate</b> music, performance texts and events from a range of



<p>performance texts and events from a range of critical, theoretical, historical, intercultural and cross-disciplinary perspectives; [K] [Both]</p>	<p>understand their contexts, how they originate, are constructed and circulate; develop research skills (Skills Lab; TT1) [Both]</p> <p>1:4:2 Restate key critical ideas concerning theatre and music [Both]</p> <p>1:4:3 Recognize multiple divergent perspectives about theatre and music [Both]</p> <p>1:4:4 Describe key information concerning theatrical and musical repertoires and their contexts [Both]</p>	<p>and performances, originate, are constructed and circulate in specialist areas of the field (TT2) [Both]</p> <p>1:5:2 Discuss a variety of critical ideas about theatre and music [Both]</p> <p>1:5:3 Differentiate multiple divergent perspectives about theatre and music [Both]</p> <p>1:5:4 Contextualize information concerning theatrical and musical repertoires and their contexts [Both]</p>	<p>performances originate, are constructed and circulate at an advanced level in independent and collaborative work (AOS; GP) [Both]</p> <p>1:6:2 Apply a variety of critical ideas about theatre and music in multiple contexts [Both]</p> <p>1:6:3 Evaluate theories and/or divergent perspectives about theatre and music [Both]</p> <p>1:6:4 Explicate knowledge and critical understanding of theatrical and musical repertoires and their contexts [Both]</p>	<p>critical, theoretical, historical, intercultural and cross-disciplinary perspectives; [K] [Both]</p>
<p>2. To <b>work creatively</b> in a variety of musical, theatre and performance modes and genres through the acquisition and understanding of appropriate creative vocabularies, skills, structures, and working methods; [S] [Both]</p>	<p>2:4:1 To understand a range of creative techniques and reproduce them in individual or collaborative processes; to recognise different performance techniques and select from them in creating your own work. (Skills Lab; TPM1) [Both]</p> <p>2:4:2 Understand and become familiar with ways in which musical and theatrical expression, meaning and/or ideas can be conveyed [Both]</p> <p>2:4:3 To describe and discuss these techniques and defend your choices with clarity and precision (TPM1; TT1). [Both]</p>	<p>2:5:1 To apply, modify and extend techniques experienced in new performance-making situations; to break down these techniques, question them, adapt them to make new discoveries with and about them. (TPM2) [Both]</p> <p>2:5:2 Make contextually appropriate choices to express musical or theatrical meaning, ideas and/or style. [Both]</p> <p>2:5:3 To make distinctions between ideas or approaches and make connections with other ideas and practices; to conduct independent research, analysing and assessing your discoveries. [Both]</p>	<p>2:6:1 To combine creative techniques in original and productive ways, demonstrating control of complex materials and generating effective performance outcomes; to demonstrate ability to offer well-justified appraisals and interpretations of performance work – one’s own and others’. (GP) [Both]</p> <p>2:6:2 Articulate informed, contextually appropriate conclusions about theatre and music, and/or individual creative approaches to theatrical and musical activities [Both]</p> <p>2:6:3 To show a broad awareness of different techniques and compare and contrast them; to evaluate and critique the performance ideas</p>	<p>2. To <b>work creatively</b> in a variety of musical, theatre and performance modes and genres through the acquisition and understanding of appropriate creative vocabularies, skills, structures, and working methods; [S] [Both]</p>

			encountered through original research. [Both]	
3. To <b>communicate</b> via various forms including, but not limited to theatre practice, composition, musical performance, essays, creative writing, presentations, meetings, digital and social media and to present coherent written and oral arguments of various lengths (S) [Both]	3:4:1 To understand a wide range of ideas, concepts, techniques, and examples and be able to recognise and describe them, using appropriate vocabularies; to select, discuss and review these ideas and defend choices with clarity and precision; to gather, organise, and present independent research in assessed work so as to effectively express ideas. [Both]	3:5:1 to apply, modify and extend the ideas, concepts and techniques to new examples of theatre, performance, and culture; to break down these ideas, question them, adapt them to make new discoveries with and about them; to make fine distinctions between ideas or approaches and make connections with other ideas and practices; to conduct independent research, analysing and assessing discoveries. [Both]	3:6:1 to combine ideas in original and productive ways, demonstrating control of complex materials and generating persuasive analytical writing; to demonstrate an ability to offer well-justified appraisals and interpretations of one's own and others' ideas; to show a broad awareness of current ideas in the discipline and be able to compare and contrast them; to evaluate and appraise the ideas encountered through original research. [Both]	3. To <b>communicate</b> via various forms including, but not limited to theatre practice, composition, musical performance, essays, creative writing, presentations, meetings, digital and social media and to present coherent written and oral arguments of various lengths (S) [Both]

### 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 [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 [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>
There are no single associated costs greater than £50 per item on this degree course.
<b>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>

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