

Programme Title: BA (Hons) Drama with Creative Writing



Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BA (Hons) Drama with Creative Writing
Name of interim award(s):	
Duration of study / period of registration:	3 years
QMUL programme code / UCAS code(s):	TBC
QAA Benchmark Group:	Dance, Drama and Performance; Creative Writing
FHEQ Level of Award :	Level 6
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of English and Drama

Schools / Institutes which will also be involved in teaching part of the programme:

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Collaborative institution(s) / organisation(s) involved in delivering the programme:

International Exchange partners where delivering a semester/Year abroad.

Programme outline

The Drama with Creative Writing programme provides students with a sound knowledge base in Drama along with the skills and tools needed to develop into a writer.

In the Drama part of the course, students gain a deeper understanding of theatre and performance in a variety of cultures and historical periods, and across a wide range of forms - from plays to experimental performance to applied theatre, and more.

The creative writing section of the course is designed to develop practical writing skills and techniques, and to give students an insight into the process of writing. Students have the opportunity to grow and flourish as a writer, whether in prose fiction, poetry, drama, film or creative non-fiction. Students will be taught by some of the world's leading academics and artists, who will help students develop into informed critics, performance makers and writers.

Aims of the programme

The aims of this programme overlap with the aims of W400 BA (Hons) Drama. The aims stated here relate to the additional provision in creative writing, and to the specific combination of existing Drama provision with Creative Writing.

The programme aims to:

- Provide a distinctive combination of existing Drama provision with creative writing modules across all levels of study
- Support students in the development of their own writing, and develop their confidence through a critical, technical and creative understanding of the subject/craft/art and of their own creative process
- Support students in developing strategies for creative expression
- Enable students to develop a wide range of reading practices, applied to their own work and the work of others
- Develop students' ability to contextualize their own work within the writing traditions that precede and surround them
- Encourage students to recognise the skills and insights they develop through the programme, and help them identify career opportunities to use them
- Provide an opportunity for students to reflect critically on their own practice in the form of critical self-commentary.

What will you be expected to achieve?

On completion of this programme you should be able to (see list of Learning Outcomes below):

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:	
A 1	Reflect critically on how the theory and practice of performance and creative writing inform one another
A 2	Communicate orally and through the written word concrete ideas and abstract concepts, displaying an ability to articulate a critical understanding of complex performance practices, texts and ideas, negotiating critical, contextual, historical, conceptual and ethical dimensions of their work and the work of others
A 3	Use performance skills for the independent practice of theatre and performance
A 4	Develop personal perspectives on a range of cultural questions and performance practices that can be expressed in terms of performance and communicated with clarity and coherence
A 5	Edit with a high level of rigour and scrutiny, at the various levels of clause, line, sentence, stanza, paragraph but also at the structural level of overall scene, chapter, collection, book, script

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A6	Read as a writer with an ability to analyse texts, performances and broadcasts, and respond to the affective power of language, using appropriate approaches, terminology and creative strategies
A7	Develop a complex model for the relationship between performance, writing and theatrical practices, and their social and historical contexts

Disciplinary Skills - able to:	
B1	Produce clear, accurate, artistically coherent and technically sophisticated written work, which articulates a combination of research and creative ideas
B2	Employ an imaginative and divergent mode of thinking which is integral to identifying and solving problems, to the making of critical and reflective judgements, to the generation of alternatives and new ideas, and to engaging with broader issues of value
B3	Use reflective strategies to help capture and synthesize personal experiences and other research in an imaginative form
B4	Demonstrate mature and confident styles for writing and other forms of presentation, appropriate to the communication of ideas, arguments and critical thought
B5	Make informed distinctions between different critical approaches and positions to identify the ideologies implicit in your own position
B6	Carry through to completion a research project that demonstrates coherence in conception and execution
B7	Demonstrate familiarity with bibliographic skills relevant to Drama and Creative Writing, including accurate citation of sources and use of academic conventions
B8	Utilise technology appropriate to performance making and digital communications

Attributes:	
C1	Reflect critically on the issues of diversity and difference that emerge from the study of and engagement with different forms, cultures and values
C2	Engage critically with knowledge; acquiring it and applying it rigorously; making connections across the field of study
C3	Communicate effectively with a range of audiences, in a variety of spoken and written modes, and using appropriate communications technologies effectively
C4	Exercise sound judgment, openness to change and new ideas and the capacity to reflect upon personal development
C5	Work collaboratively, influencing, negotiating and leading others as appropriate
C6	Understand skills necessary to the further development of knowledge and understanding either in academic or employment settings
C7	Utilise effective time-management abilities in order to work to deadlines and pursue several different assignments or tasks simultaneously
C8	Demonstrate respect for the views of others and a willingness to act inclusively
C9	Use high level information retrieval and analytical skills, including the ability to interpret, evaluate, synthesise and organise material, to formulate independent and critical judgements, creative solutions and articulate reasoned arguments

How will you learn?

The programme is taught in accordance with the School's Teaching and Learning Strategy. The School is committed to developing, maintaining and supporting good and innovative teaching practice, and to fostering independent learning and critical thinking in our students. Our strategy is informed by the overall framework set out in the Queen Mary Teaching and Learning Strategy, and within this we consider the following areas to be of central strategic importance:

Teaching takes a number of forms:

- Lectures, including team-delivered lectures
- Seminars, involving a variety of forms of group work
- Creative writing workshops
- Screenings
- Drama workshops, including physical techniques, use of technologies and materials
- Small-group tutorials (normally with advisor)
- Presentations by and discussions with visiting artists and writers
- Field trips, performance and gallery visits;
- Individual guidance and feedback on written work (where requested)
- Group discussion of written and practical work
- Individual supervision of dissertations/Practice-based Research Projects;
- Writing retreats, workshops and student-led review sessions.

Learning is supported by:

- Coherently designed and effectively delivered modules;
- The provision of detailed guidance about reading for each module;
- The provision of key materials, either in libraries, in the bookshop, through on-line resources including the Virtual Learning Environment, or as module-packs;
- Widespread availability of lecture recordings;
- The inclusion in the timetable of scheduled sessions for student-led group and independent learning and the further availability of bookable spaces for students wishing to work outside timetabled sessions;
- The design of an appropriate range of learning activities and assessment tasks within each module;
- Encouraging active participation by all students in seminar discussions and other group work;
- Encouraging the use of learning journals, and portfolios;
- Regular review of individual student progress by advisors, and detailed guidance in relation to this;
- the SED Writing and Reference Guide (an online learning resource);
- the work of the Royal Literary Fund Fellows.

How will you be assessed?

Assessment takes a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module. Forms of assessment include:

- Critical and research essays;
- Creative portfolios (written and e-portfolios), log books and learning journals;
- Close-reading exercises and critical commentaries;
- Written exercises (e.g. blog posts, blurbs, walking journals, creative non-fiction, reviews, imitations, bibliographical exercises);
- Translation exercises;
- Presentations (group and individual);
- Performance projects (group and individual)
- Multi-media (e.g. podcasts, annotated videos, websites);
- Dissertation/Practice-based Research Project.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Students take a total of 120 credits in each year.

Year 1/Level 4

Year 1 provides an introduction to the study of drama, performance and creative writing, which combines both practical and theoretical approaches.

Modules in Year 1 have a strong emphasis on the acquisition of practical (including writing) and research skills that you will use throughout your programme. You will also have the opportunity in Year 1 to explore key practical and theoretical issues around the making of performance.

Students take the following modules (all compulsory)

DRA123 Power Plays (15 credits)

DRA124 Making Theatre and Performance (30 credits)

ESH4101 Introduction to Creative Writing (30 credits)

DRA121 Beyond Acting (30 credits)

DRA122 Spectatorship: Time, Place, Performance (15 credits)

Progression requirements to Year 2

To successfully progress from Year 1 to Year 2 students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Year 2/Level 5

Students take 120 credits (minimum 90 credits at level 5, maximum 30 credits at level 6), normally 60 credits in each semester and normally a maximum of three modules per semester.

Students take:

DRA242 Group Practical Project (30 credits)

ESH5103 Creative Writing Prose (15 credits)

DRA5100 Creative Writing Playwriting (15 credits)

2x15 credit DRA-prefixed level 5 option module (30 credits)

1x30 credit DRA-prefixed level 5 option module (30 credits)

Minimum 0 credits/maximum 30 credits elective modules to be chosen from all modules offered in the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the student's advisor.

Normally Year 2 students may not take any modules at level 4 with the exception of level 4 language modules in the School of Languages, Linguistics and Film (30 credits maximum) and level 4 BSc/LMM modules (15 credits maximum).

Progression requirements to Final year

To successfully progress to the final year students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Second and Final Year: 'key words' are indicated on Module Directory documentation to facilitate module selection, supported by opportunities for discussion with advisors.

Year 3/Final Year/Level 6

Students take 120 credits (minimum of 90 credits at level 6, maximum 30 credits at level 5) and normally 60 credits in each semester. Final Year students may not take credits at level 4.

Students take either DRA329 Written Research Project (30 credits) or ESH6199 Creative Writing Dissertation (30 credits) and a further 30 credits from DRA or ESH prefixed Creative Writing optional modules (normally 2 x 15 credit modules, one in each semester).

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In addition, students then take:

1x 30 credit DRA-prefixed Level 6 option module (30 credits)

2 x 15 credit DRA prefixed Level 6 option module (2 x 15 credits)

Second and Final Year: 'key words' are indicated on Module Directory documentation to facilitate module selection, supported by opportunities for discussion with advisors.

Minimum 0 credits/ maximum 30 credits elective modules to be chosen from modules at level 5 or 6 offered in the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the student's advisor.

Students may not take more than 30 credits outside DRA-prefixed modules.

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

What are the entry requirements?

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website <http://www.qmul.ac.uk/undergraduate/coursefinder/index.html>

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The School operates a Teaching and Learning Committee, which considers and advises on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through consideration of student surveys.

Drama operates a programme review of its taught undergraduate and postgraduate provision. This review feeds into the School's Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the Annual

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Programme Review pro-forma. Students' views are considered in this process through analysis of the National Student Survey results and module evaluations, and consideration of Student-Staff Liaison Committee minutes. The APR document is shared with the SSLC.

How do we listen to and act on your feedback?

The Student-Staff Liaison Committee provides a formal means of communication and discussion between Schools and its students. The Committee consists of student representatives from each year in the School together with appropriate representation from staff within the School. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Student-Staff Liaison Committees meet regularly throughout the year.

Students are given the opportunity to provide feedback through the Module Evaluation system, formative module feedback, the SSLC, and through national surveys.

The School hosts a dedicated 'Your Voice' page on its online learning environment, designed to highlight the profiles of student representatives, bring together information about student representations and feedback on surveys etc., and forums for updates and consultations.

What academic support is available?

All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme, specific inductions in the use of the online learning environment and the library. These events also include opportunities for social interaction, and scheduled small group and individual meetings with advisors.

Each student's academic progress and personal welfare is monitored by an advisor.

All teaching staff hold regular drop-in hours in which students are actively encouraged to discuss their work and progress.

Both the Director of Student Support and all advisors are able to refer students, where appropriate, to relevant professional service departments in Queen Mary, including Disability and Dyslexia, Welfare, Counselling.

There are dedicated posts in the School of English and Drama Administrative team to support students: 1) The Teaching and Learning Manager and Student Support Officer work with academic staff to assist students in need of support; 2) The E-Strategy Manager supports students in the use of the online learning environments used on all modules.

The School collaborates with Queen Mary's Thinking Writing team and Language Centre to support students in the development of writing skills. Additional support is provided by the Royal Literary Fund Fellows.

The School hosts a dedicated site on its online learning environment with referencing and writing advice and support.

How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Programme-specific rules and facts

N/A

Links with employers, placement opportunities and transferable skills

A BA in Drama with Creative Writing encourages students to develop a life-long love for learning and equips you with a set of rigorous analytical, communication and performance skills, research skills and understanding of the modern world, negotiating and leadership skills that come with the experience of working in groups, and respect for the opinions of others and a willingness to act inclusively. This gives graduates some particularly sought-after qualities in the workplace. Graduates of the Drama with Creative Writing degree might find employment in areas such as theatre and performance, cultural industries, publishing, business, journalism and the media, education, museums and archives, government or public relations. The BA Drama with Creative Writing programme provides training for those who wish to publish their writing in fictional and non-fictional contexts. The School has developed links with the cultural industries and offers students opportunities to engage with industry professionals and practices through individual modules and careers workshops. Staff teaching on the programme are performance makers and published authors; the establishment and management of links with potential employers, key arts organisations and agents will be an integrated part of the academic content they deliver, particularly in the final year of the degree.

The programme capitalises on London's outstanding theatre and performance resources and, particularly, Drama's links with a variety of theatre and other cultural organisations including Artangel, Barbican, Live Art Development Agency, National Theatre, People's Palace Projects, Project Phakama, Shakespeare's Globe, and more. It also draws on London's rich writing, publishing and media cultures. These links often bring artists, writers, administrators, managers and other professionals into the programme as guest speakers, workshop leaders and performers. They also facilitate students' participation in the wider cultural sector, and will form the basis for the further development of work-specific learning opportunities.

Students are regularly notified of placement opportunities through the QM Careers and Enterprise Service. Theatre and related arts organisations, publishing, digital media, communications, print journalism, and the broadcast media are all popular choices for Drama and Creative Writing students who want to use their communication skills. Others use their ability to think and write critically and persuasively to go into public relations, marketing, and advertising, including in the charity sector. Our graduates are highly experienced in working collaboratively, which makes them especially suited to diverse work environments that depend on collaboration and project delivery. In addition, many of our graduates embark upon professional careers in education, the third sector, law and teaching, whilst every year the Department sees a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

Programme Specification Approval

Person completing Programme Specification:

Professor Michael McKinnie, Director of Education

Person responsible for management of programme:

Professor Dominic Johnson, Head of Drama

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

24.11.21

Date Programme Specification approved by Taught Programmes Board:

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