

Programme Title: BA (Hons) Drama and History



## 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 and History
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; History
FHEQ Level of Award :	Level 6
Programme accredited by:	N/A
Date Programme Specification approved:	
Responsible School / Institute:	School of English & Drama

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

School of History

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

### Programme outline

The BA (Hons) Drama and History programme gives students the opportunity to explore theatre and the times and places in which it has happened. Students will investigate the fascinating relationship between performance and history, through lectures, seminars, making performance, field work and more. They will study core History and Drama modules, while gaining increasing freedom to study the topics and historical periods that interest them most over the course of the degree—whether that's discovering what it was like to go to the theatre in nineteenth-century London, delving into the relationship between empire and performance, and more. Students will be taught by some of the world's leading academics and artists, who will help them develop into informed critics, historians, performance makers and writers. Queen Mary's work in both Drama and History is internationally renowned, with some of the world's leading academics and artists in both subjects, who will help students develop into informed critics, historians, performance makers and writers.

### Aims of the programme

The programme aims to:

- provide a coherent and intellectually stimulating programme with a focus on theatre and performance in different historical cultures, periods and places;

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- provide a coherent and intellectually stimulating programme designed to develop critical and analytical skills as well as a broad knowledge and understanding of historical methods and techniques based on the study of past societies and cultures;
- use the programme's interdisciplinary approach to develop not only skills which are appropriate to the two specific disciplines, but also skills which are common to both. In this way, students will come to appreciate that the study of each discipline complements and enriches the study of the other;
- develop skills of theatrical, historical and cultural analysis, with attention to form and period;
- explore historical cultures through performance
- encourage engagement with a wide variety of critical and theoretical modes of enquiry;
- introduce students to, and encourage them to employ, a range of methodological approaches;
- enable students to develop independent critical thinking and judgement and to undertake related research tasks;
- develop a range of skills necessary for effective communication of ideas and arguments including an ability to gather, organise and deploy evidence, data and information; structure, coherence, clarity and fluency of both oral, written and creative expression; intellectual integrity;
- provide a basis for further study in History, Drama or related disciplines.

**What will you be expected to achieve?**

Students completing this programme of study will be able to: [see current list of Learning Outcomes]

**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	To demonstrate understanding of major political, cultural and social systems and different historical periods as well as an understanding of the social and historical contexts for the emergence and the development of a range of performance practices
A 2	To show awareness of historiographic argument and awareness of the range and variety of approaches to the study of theatre and performance
A 3	To demonstrate familiarity with bibliographic skills relevant to Drama and Historical studies, including accurate citation of sources and consistent use of scholarly conventions
A 4	To demonstrate research skills including the gathering together of relevant research materials
A 5	To reflect critically on how the theory and practice of performance inform one another
A 6	Develop a complex model for the relationship between theatre and performance and their social and historical contexts
A 7	Use performance skills as a mode of critical and historical inquiry

Disciplinary Skills - able to:	
B 1	To show evidence of effective communication skills, in oral, written and performance-based assignments
B 2	To demonstrate an ability to work collaboratively, whether in class or on group projects
B 3	To demonstrate an ability to work independently and to manage time effectively
B 4	To acquire a robust and detailed knowledge of at least one other historical period and its primary sources and developed a complex model of the relations between theatre and performance and their social and historical contexts.
B 5	To reflect critically on the nature and history of a range of different performance practices
B 6	To understand the significance of different historiographical and theatrical approaches and understand their limits and partial nature
B 7	Demonstrate mature and confident styles for writing, performance and other forms of presentation, appropriate to the communication of ideas, arguments and critical thought
B 8	Make informed distinctions between different critical approaches and positions to identify the ideologies implicit in your own position.

Attributes:	
C 1	Identify and critically evaluate appropriate information in specific contexts in a self-directed way, and reflect on how this might be used and adapted to different contexts
C 2	Work independently, demonstrating clarity, initiative, self organisation and time management
C 3	Develop a reasoned argument and synthesise information, and communicate this clearly and effectively

C 4	Select and use information, including from IT sources
C 5	Exercise critical judgement and self-reflection on their own learning, and to use this to adapt to new situations in professional settings
C 6	Demonstrate respect for the opinions of others and a willingness to act inclusively.
C 7	Collaborate effectively with others, in team or group work, for example through group projects, workshops and seminars

### How will you learn?

The programme is taught in accordance with both Schools' Teaching and Learning Strategies. As home school the School of English and Drama 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;
- Close-reading exercises and critical commentaries;
- Written exercises (e.g. blog posts, blurbs, walking journals, creative non-fiction, reviews, imitations, bibliographical exercises);
- Unseen examinations (open and closed book);
- Translation exercises;

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- Presentations (group and individual), posters;
- Portfolios (written and e-portfolios), log books and learning journals;
- Performance projects (group and individual)
- Multi-media (e.g. podcasts, annotated videos, websites);
- Dissertation (written or practice-based)

**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 120 credits in each year.

**Year 1 / Level 4**

Students take 60 credits DRA modules (all compulsory):

DRA114 London/Culture/Performance (15 credits)

DRA125 Performance, Acting, Text (30 credits)

DRA123 Power Plays (15 credits)

And 60 credits HST modules, including:

Compulsory modules:

HST4430 History in Practice (10 credits)

HST4011 History Essay 1 (10 credits)

HST4012 History Essay 2 (10 credits)

Plus, EITHER HST4330 Unravelling Britain: British History since 1801 (10 credits) OR HST4431 Global Encounters: Conquest and Culture in World History (10 credits)

And 20 credits from other HST4\*\*\* modules (10 credits each)

**Year 2 / Level 5**

Students take a total of 120 credits. Minimum 90 credits at level 5, maximum 30 credits at level 6, normally 60 credits in each semester.

For Drama:

In Drama, select 30 credits from DRA-prefixed 30-credit modules at level 5 and minimum 15 credits/maximum 45 credits from DRA-prefixed 15-credit modules at level 5. Selection must include at least one of DRA273 Culture, Power and Performance (15 credits) or DRA242 Group Practical Project (30 credits).

For History:

Compulsory modules:

HST5010 History Research Project (10 credits)

HST5011 History Essay 1 (10 credits)

HST5012 History Essay 2 (10 credits)

And 30 credits from other HST5\*\*\* modules (10 credits each)

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).

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

**Year 3/Level 6/Final Year**

Students take a total of 120 credits. Minimum 90 credits at level 6, maximum 30 credits at level 5, normally 60 credits in each semester.

Students must take either:

1. 60 credits from a History Special Subject (comprising either a 30 credit QMUL School of History Special Subject with linked 30 credit HST6000 History Research Dissertation, or as a 30 credit Special Subject with a 30 credit dissertation, offered by another college within the University of London). In addition, 60 credits of DRA-prefixed modules (excluding DRA329).

Or

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2. 60 credits of DRA-prefixed modules including DRA329 Written Research Project (30 credits) and/or DRA344 Practice Based Research Project (30 credits) with remaining of those credits to be chosen from DRA-prefixed Level 6 modules. In addition, 60 credits of HST-prefixed modules, which must include HST6001 History Essay 1 (10 credits), HST6002 History Essay 2 (10 credits), and 40 credits of HST6\*\*\*\* elective modules.

Minimum 0/Maximum 30 credits of optional modules may 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- or HST-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 an Education 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.

The School undertakes Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the Annual 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.

**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

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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



### Links with employers, placement opportunities and transferable skills

A BA in Drama and History 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 and History degree might find employment in areas such as theatre and performance, cultural industries, the third sector, business, journalism and the media, education, museums and archives, government or public relations.

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

The programme aims to provide a range of career prospects for its graduates, and includes specific career-focused activities, designed to maximise the employability of its graduates.

Students are notified of placement opportunities via our link with QProjects (part of QMUL's Careers Service).

Every year the Schools see a number of students progress to take higher degrees, both at QMUL and elsewhere.

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## Programme Specification Approval

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**Person completing Programme Specification:**

Professor Michael McKinnie, Director of Education

**Person responsible for management of programme:**

Professor Martin Welton, Head of Drama

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

11 December 2023

**Date Programme Specification approved by Taught Programmes Board:**