

Royal Holloway, University of London
Course specification for an undergraduate award
BA Music and English (WQ33)

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 Music and English 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 course provides progressive structures in which you are able to gain ever-wider knowledge and understanding, and appropriate skills. Stage one of the course contains mandatory modules that introduce you to fundamentals of each discipline. In stages two and three you can develop your own interests through informed choice among specialist options.

For joint and combined honours courses, please refer to the course specification for your secondary department's corresponding single honours course for further information on educational aims, and learning outcomes.

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			
Date of specification update	May 2024	Location of study	Egham Campus
Course award and title	BA Music and English	Level of study	Undergraduate
Course code	2641	UCAS code	WQ33
Year of entry	2025/26		
Awarding body	Royal Holloway, University of London		
Department or school	Department of Music School of Performing and Digital Arts	Other departments or schools involved in teaching the course	Department of English
Mode(s) of attendance	Full-time	Duration of the course	3 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	N/A		
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	For queries on admissions:	https://royalholloway.ac.uk/applicationquery

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	EN1011	English: Thinking as a Critic	15	4	MC
1	EN1107	English: Re-orienting the Novel	30	4	MC
1	EN1112	English: Introduction to Poetry	15	4	MC
1	MU1110	Theory & Analysis	15	4	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 the **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 Skills (15 credits)

MU1120 Introduction to Composing with Music Technology (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 level 5 **Music** modules to the value of 60 credits from six Lists of optional modules provided by the Department, including at least one module from three different Lists.

In **English**, you choose second year modules to the value of 60 credits. Students should take at least 15 credits focussing on literature from before 1780 (excluding Shakespeare) in either their second or third year of study. Students may choose to take modules to the value of 15 credits from another department in place of 15 credits on the course with agreement of both Heads of Department.

Stage Three:

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

You choose **English** modules to the value of 60 credits drawn from the range of Stage 3 options available.

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.

(iii) Prerequisites may apply to optional 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 otherwise meet the requirements for award as stipulated in the [Academic Taught Regulations](#) but fail to pass the Moodle-based Academic Integrity module will not be awarded.

Section 5 – Educational aims of the course

The aims of this course are:

- to engage you imaginatively in the process of reading and analysing literary texts, while enabling you to develop independent critical thinking and judgement;
- to encourage a deeper understanding of music through the detailed study of its manifold aspects, while at the same time promoting the development of your intellectual, critical, practical and creative abilities;
- to promote the study of music and literature in their historical and social contexts;
- to produce graduates equipped with the knowledge and skills necessary for the undertaking of further study of music and/or literature at postgraduate level, if desired, and with personal attributes and professional skills relevant to the wider world beyond the academic study of music and literature.

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>)			
Course learning outcome	Level 4	Level 5	Level 6
ENGLISH: Subject Knowledge K1	Explore a range of literary texts, across the full range of traditions, genres, and historical periods, including pre-1500, 1500-1850, the long 19 th century, the 20 th century, and contemporary.	Discuss and compare literature from a range of literary traditions, genres, and periods, including pre-1500, 1500-1850, the long 19 th century, and the early 20 th century.	Develop specialist knowledge in focused areas of interest, such as specific periods or genres.
ENGLISH: Reading Skills S6	Read literary, critical, and creative works closely and accurately.	Analyse literary, critical, and creative works in a critical and contextually informed way.	Develop independent and imaginative interpretations of literary, critical, and creative works.
ENGLISH: Writing Skills S7	Write clearly, accurately, and effectively about literary texts.	Articulate a critical understanding of complex texts and ideas, demonstrating awareness of different registers and different genres of critical prose (e.g. Essay, blog post, review, etc).	Demonstrate a strong command of written English, expressing sophisticated ideas about literary, critical, and creative works in clear, fluent, and stylish prose appropriate to formal and a wide range of other registers.
ENGLISH: Research Skills S8	Recognise and present primary and secondary texts.	Find and evaluate previous scholarship.	Apply scholarly bibliographic skills appropriate to focused areas of interest in an independent research project.
ENGLISH: Critical Terminology and Theoretical Approaches to Literature K2	Recognise core technical, critical, and theoretical terms and ideas characteristic of literary study.	Engage with technical, critical, and theoretical terms and ideas in the discussion of literature.	Articulate specialist knowledge and a critical understanding of technical, critical, and theoretical terms and ideas in focused areas of interest.
Demonstrate knowledge and understanding of musical repertoires and the contexts for music (e.g. historical, social, economic, geographic).	Recall key information concerning musical materials and their contexts.	Contextualize information concerning musical materials and their contexts.	Explicate knowledge and critical understanding of musical materials and their contexts.

	Recognize how musical materials may relate to the contexts in which they sound(ed).	Discuss a variety of musical materials and link them to the contexts in which they sound(ed).	Propose and justify relationships between musical materials and the contexts in which they sound(ed).
Use technical and interpretive skills in a range of practical music-making contexts Analytically interrogate musical languages.	Replicate foundational technical and interpretive techniques for the creation and investigation of music. Recognize important aspects of musical languages. Imitate formal or informal processes of analysing musical materials.	Deploy key technical and interpretive skills for the creation and investigation of music appropriate to the context. Discuss a variety of aspects of musical languages. Conduct formal or informal analysis of musical materials.	Adapt key technical and interpretive skills for the investigation and creation of music to the context at hand. Scrutinize aspects of musical languages and our approaches to understanding them. Derive insight into musical materials through analytical interrogation (formal or informal).
Convey personal expression, meaning and ideas through creative work about, or involving, music.	Identify ways in which musical expression, meaning and/or ideas can be conveyed.	Make contextually appropriate choices to personalise musical expression, meaning and/or ideas.	Articulate informed, contextually appropriate individual conclusions about music, and/or individual creative approaches to musical activities.
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 using relevant sources and evidence.	Formulate conclusions and insight about the subject area through research.
Identify, analyse and evaluate critical theories and historical contexts.	Identify critical theories and historical contexts relevant to the subject area.	Analyse critical theories and historical contexts relevant to the subject area.	Evaluate critical theories and historical contexts relevant to the subject area.
Work independently and collaborate to develop, research, and complete critical and/or creative work.	Identify a range of approaches to independent and collaborative work.	Apply a range of approaches to independent and collaborative work.	Evaluate a range of approaches to independent and collaborative work.
Reflect upon your own skills and abilities and those of your peers.	Discuss reflective approaches to their own practice and that of their peers.	Apply reflective approaches to their practice and that of their peers.	Evaluate reflective approaches to their practice and that of their peers.
Reflect upon how your practice relates to debates surrounding equity, inclusion, and sustainability.	Identify contemporary debates surrounding equity, inclusion, and sustainability.	Evaluate contemporary debates surrounding equity, inclusion, and sustainability.	Intervene in debates surrounding equity, inclusion, and sustainability.
Engaged Humanities (JH) K6 Undertake multi-disciplinary [and/or interdisciplinary study <i>delete or include square bracket content as appropriate</i>] in two	Recall foundational knowledge of two or more subject areas and use core subject	Build wide-ranging subject learning and knowledge [with opportunity to consider	Select and apply specific debates/theories/conceptual frameworks within specialist areas of the subject field and critically identify the potential for new

or more subject areas and engage with developing subject conversations and their currency in cultural discourse now.	skills [with opportunity to bring the fields of study into conversation.]	interdisciplinary interrelations in theory, history or practice of the disciplines].	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.]
Applied Humanities S1 Understand the relevance of subject skills to professional and applied contexts, and how to apply that knowledge in the future.	Recognise and identify subject skills as transferable to work-based situations and competencies.	Generate outputs in a variety of formats which have application to work-based uses and/or particular audiences and/or functions.	Plan and manage an extended project/essay, using adaptive skills, initiative and self-management to ensure successful task completion.
Global Humanities S2 Understand and enact intercultural awareness and competencies.	Identify and respond to diverse cultural contexts and viewpoints.	Understand and differentiate the circumstances and contexts that give rise to diverse viewpoints and world views.	Reflect on bias including one's own: operate within, appreciate and evaluate different cultural context.
Critical S3	FOCUS in detail to FILTER, summarise and classify a range of information (issues, texts, contexts.)	Objectively evaluate information (issues, texts, contexts) demonstrating INTEGRITY and evidence-based reasoning.	Synthesise and evaluate information from disparate and potentially conflicting sources to reach INDEPENDENT JUDGEMENT with the capacity to deconstruct the conditions pertaining to the construction of knowledge.
Collaborative S4	Reflect on current experience and identify the potential to ADAPT and modify in response to that experience.	Carry out collaborative activity with RESILIENCE and provide an individual contribution to a collective goal/task.	Co-work and/or co-create in partnership with others in achievement of collective goals and recognise acknowledge the importance of collaborative practice in knowledge production.

Section 7 - Teaching, learning and assessment

Teaching and learning is mostly by means of lectures, seminars, essay consultations, oral presentations and guided independent study. Assessment of knowledge and understanding is typically by formal examinations, coursework, examined essays, oral presentations, recitals, portfolios of compositions, and the dissertation or long essay. In addition, students may be involved in workshops and may produce various forms of creative work. Full details of the assessments for individual modules can be obtained from the [Music Department](#) and [English 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.

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	
QAA Framework for Higher Education Qualifications (FHEQ) Level	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.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
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