Module Descriptor

Title	Applied Theatre		
Session	2026/27	**Status**	
Code	PERF09004	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Dr Sofia Nakou		

Summary of Module

In this module you will be given the tools you need in order to explore ethics, ideas and practices of Applied Theatre while focusing on specific case studies and work that take place within communities in Scotland but also around the world. During the term you will investigate important notions in relation to Applied Theatre (such as ethical issues within Applied Theatre, the politics of Applied Theatre, Community Theatre, Forum Theatre, Drama-in-education, Theatre-inEducation, etc) as well as learning, through practical workshops, focusing on different techniques of participatory art. Most classes will be divided into an hour of lecture/seminar style of teaching and two hours of workshops. Towards the end of term, you will be divided in groups and work independently, with lecturers' support, inspired by the philosophies and working methods that the module introduced within the first half in order to produce/facilitate a piece of Applied Theatre workshop/performance.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate knowledge and understanding of the notion of community and the
L2	Work productively in a team to undertake the research, planning and evaluation required for developing and delivering an applied performance project, demonstrating ongoing analysis of professional problems and issues that arise from practice.
L3	Use a range of professional techniques and apply pedagogies of participatory performance in facilitating workshops ethically for the selected community.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** Demonstrate and/or work with: • An understanding of the scope and defining features of community and participatory performance (A1). • A critical understanding of drama in education, theatre in education and applied performance in developing and delivering a community performance project (A2). • Knowledge of good practice in theatre, intermedia production or dance informed by innovations in participatory performance in these fields (A3).
Practice: Applied Knowledge and Understanding	**SCQF 9** Apply knowledge, skills and understanding: • In using a range of participatory performance skills, techniques, practices and materials associated with community performance (B1). • In using a few skills, techniques, practices and/or materials that are specialised for participatory performance (B2). • In practising routine methods of enquiry in facilitating participation in performance-making (B3) • To practise on the site of the 4 chosen community group at a professional level, able to accommodate the unpredictability of real life situations (B4).
Generic Cognitive skills	**SCQF 9** •Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in participatory community performance (C1).

	• Identify and analyse routine professional problems and issues particularly resistance to participation and working in partnership with agencies (C2) • Draw on a range of sources in making judgements (C3).
Communication, ICT and Numeracy Skills	**SCQF 9** • Articulate and present ideas individually and as part of a team whilst facilitating workshops to community participants using appropriate visual, written and performance techniques (D1) • Use a range of ICT applications to support and enhance inter-medial participatory performance opportunities and employ information technology skills such as word-processing and accessing electronic data in researching and writing the essay and developing the portfolio (D2).
Autonomy, Accountability and Working with Others	**SCQF 9** • Exercise autonomy and initiative in leading on some aspects of the facilitation and take responsibility for specific areas within the portfolio ensuring practice in these respects are at a professional level (E1). • Practise in ways that show awareness of own and others' roles and responsibilities (E3). • Seeking guidance where appropriate, manage ethical and professional issues in accordancewith current professional and/or ethical codes or practice (E5)

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	33
Independent Study	167
Please select	
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Baim, C., Brookes, S., & Mountford, A. (2009) The Geese Theatre Handbook: Drama with Offenders and People at Risk. Winchester: Waterside Press. Kuppers, P. (2007) Community performance: An introduction. London: Routledge. Nicholson, H. (2005) Applied Drama: the gift of Theatre. Basingstoke : Palgrave Macmillan Prentki, T. & Preston, S. (eds.) (2009) The Applied Theatre Reader. London: Routledge Thompson, J. (2011) Performance affects : applied theatre and the end of effect. Basingstoke: Palgrave MacMillan.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:**

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Please select**
Overall Assessment Results	☒ **Pass / Fail** ☐ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Arts & Media
Moderator	Dr Henry Bell
External Examiner	Shelley Piasecka
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**

Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio (40%): Students will develop and maintain a portfolio which documents the research, planning and evaluation required for developing and delivering participative performance practice forming the basis of a community project. The portfolio should demonstrate a knowledge and understanding of relevant community practices, practitioners, and pedagogical perspectives (ILO1, ILO2).
Assessment 2
Performance (60%): Students will facilitate performance practice which utilises techniques and practices they learned during the semester and encourages participation in creative tasks in the participants (ILO3).
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio	☒	☒	☐	☐	☐	40%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Workshop	☐	☐	☒	☐	☐	60%	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
