Module Descriptor

Title	Devising Drama		
Session	2026/27	**Status**	
Code	DRAM07003	**SCQF Level**	**SCQF 7**
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Business and Creative Industries**		
Module Co-ordinator	J. Layton		

Summary of Module

Devising Drama introduces students to forms, traditions, key companies and practitioners who hold significant influence on making original devised theatre and performance. Drawing on case studies of noteworthy devised performances, students will use this knowledge and understanding to create their own devised work. Key skills in making devised drama will be taught throughout the module, equipping students with the necessary tools to make performance work in collaborative and solo contexts. Formative assessment opportunities during the module, in which students will share their developing work, will support reflective practice. The development of practice will be documented by a written portfolio, which will be used to reflect on the application of the methods of one key practitioner and/or tradition of devised theatre making.

This module aims to:

- Develop core practical skills related to devised and ensemble-led performance.

- Introduce and study key companies and practitioners associated with devised and ensemble-led performance making.

- Practice and develop techniques associated with devising drama such as responding to stimuli, movement-based and physical theatre, play, site-specific performance, and documentation.

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)	

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 key concepts, forms, and traditions in devised drama.
L2	Apply a range of practices, crafts, and techniques to the process of devising drama, demonstrating understanding of wider social, historical, and cultural contexts.
L3	Articulate a plan for devising drama that is supported by appropriate research and evaluate its effectiveness in comunicating intentions to audiences.
L4	Work collaboratively and independently to produce devised drama.
L5	Demonstrate the potential for technology in supporting the development of devised drama.

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 7** The practice-based focus of the module is underpinned by a familiarity with case studies and other contextual knowledge and understanding, exemplified in both practical outputs and written portfolio.
Practice: Applied Knowledge and Understanding	**SCQF 7** Skills in devising drama can be applied in a range of contexts throughout the module including practical workshop activities, formative assessments and sharing of practice, and summative practical

[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

	assessments. The written portfolio is also a space for reflection on how learning has been applied.
Generic Cognitive skills	**SCQF 7** In addition to research activities contributing to the process of devising drama, the written portfolio offers opportunities for reflecting on learning, including meta skills.
Communication, ICT and Numeracy Skills	**SCQF 7** In addition to using technology as a means of research and project management, technology itself can play a key role in devised drama (e.g., intermedial performance). Communicating effectively with peers and other stakeholders is crucial to this module, as is the importance of time and resource management (including production costs).
Autonomy, Accountability and Working with Others	**SCQF 7** Devising offers many opportunities for collaborative working. Students will be able to take on specific roles in a team and take responsibility for successful production outcomes.

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	72
Tutorial / Synchronous Support Activity	24
Independent Study	304
Please select	
Please select	
Please select	
TOTAL	400

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bonczek, R. B. and Storck, D. (2013) Ensemble Theatre Making: A Practical Guide. London: Routledge.

Britton, J. (2013) Encountering ensemble. London: Bloomsbury.

Callery, D. (2001) Through the Body: A Practical Guide to Physical Theatre. London: Nick Hern Books.

Govan, E., Nicholson, H., & Normington, K. (2007) Making a performance: Devising histories and contemporary practices. London: Routledge.

Heddon & Milling (2006) Devising performance: A critical history. Basingstoke: Palgrave Macmillan.

Thorpe, J. and Gore, T. (2020) A Beginning's Guide to Devising Theatre. London: Methuen Drama.

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Taking part in in-person tutorials, workshops, and rehearsals, using preparatory materials provided on Brightspace.

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.

The subject area and teaching / delivery approach supports the principles of EDI. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.

In this module, students are empowered to draw on their own lived experiences to shape their creative practice, therefore ensuring equality of opportunity. The diversity of the student cohort is celebrated by recognising individual attributes and their benefits in collaborative working.

(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	**Arts Media**
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	CBSS
Moderator	TBC
External Examiner	S. Piasecka
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Practical (20-25mins) Students will plan and execute a devised performance. Students are expected to simultaneously develop a written portfolio (see Assessment 2), and use this to inform their creative decisions.
Assessment 2
Written Portfolio (2000 words) Students will complete a portfolio of written work in which they reflect on the application of one of the practitioners and/or techniques explored on the module to their own creative devising process and final performance outcome.
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**
PRACT - Performance	☒	☒	☐	☒	☒	70%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of Written Work	☒	☐	☒	☐	☒	30%	

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
New draft	10/2/26	James Layton
Additional clarity on assessment including amending expected practical duration; additions to summary including note on formative assessment opportunities.	2/2/26	James Layton
Final Draft	27/3/26	J Layton / C Fallow
Updated EDI statement	11/5/26	J Layton