Module Descriptor

Title	Drama And Theatre Pedagogies In The 21st Century		
Session	2025/26	**Status**	
Code	PERF09XXX	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Dr James Layton		

Summary of Module

This module aims to offer a range of perspectives on contemporary pedagogical approaches for the 21st Century educator in Drama, Theatre, and Performance. Beginning with an overview of historical perspectives in Drama education, the module uses this knowledge as a foundation for considering the contemporary learning context and how teachers might innovate and advocate for new approaches to teaching Drama in UK education settings.

Indicative content includes:

- Historical context of Drama in schools

- The purpose of Drama in schools

- Education policy and practice (e.g., Drama in Scotland's curriculum as part of the Curriculum Improvement Cycle (CIC))

- Key thinkers in Drama and creative education (e.g., Gavin Bolton, Dorothy Heathcote, Jonothan Neelands, Cecily O'Neill, Ken Robinson)

- Drama education and new media / digital technologies (e.g., the impact of introducing Film & Screen into the Curriculum for Excellence)

The module is intended for Drama educators in any setting and any level of experience, although it is particularly relevant to those working in primary and secondary schools, and Further Education colleges. It is delivered in hybrid form, with a series of webinars and two full-day on campus practical sessions.

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 a knowledge and understanding of key theories in Drama education.
L2	Identify and justify relevant techniques and approaches in Drama education, applying them in practice.
L3	Evaluate the effectiveness of using Drama pedagogies in practice and reflect on future action.
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 understanding of the theoretical underpinning of Drama pedagogies through synthesis and evaluation of existing and new knowledge.
Practice: Applied Knowledge and Understanding	**SCQF 9** Implement practical strategies in the studio or classroom that demonstrate principles of planning underpinned by relevant theories.
Generic Cognitive skills	**SCQF 9** Planning teaching activities and evaluating their effectiveness, with a view to enhancing future practice.

[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

Communication, ICT and Numeracy Skills	**SCQF 9** Communicating with students effectively and concisely; allocation of time to specific activities; Use of technology in planning and delivering practical studio / classroom activities.
Autonomy, Accountability and Working with Others	**SCQF 9** Individual research and planning; demonstrating leadership in delivering activities and taking responsibility for participants; collaborating with colleagues and student to design and deliver Drama activities.

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	12
Laboratory / Practical Demonstration / Workshop	12
Tutorial / Synchronous Support Activity	12
Independent Study	144
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Baldwin, P. & Neelands, J. (2012) With drama in mind: Real learning in imagined worlds. Continuum.

Dawson, K. & Kiger Lee, B. (2018) Drama-based pedagogy: Activating learning across the curriculum. Intellect.

O'Neill, C. (ed.) (2014) Dorothy Heathcote on education and drama: Essential writings. Routledge.

Wall, T., Österlind, E., & Hallgren, E. (Eds.) (2025) Sustainability teaching for impact: How to inspire and engage studnets using drama. London: Taylor & Francis.

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

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Design and deliver a practical Drama lesson or workshop underpinned by relevant pedagogical theories and approaches. (Practical, 20-30 minutes, 60%).
Assessment 2
Evaluate the effectiveness of the lesson / workshop and reflect on future practice. (Essay, 1500 words, 40%).

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**
Practical workshop	☒	☒	☐	☐	☐	60%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☐	☒	☐	☐	40%	

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**