Module Descriptor

Title	From Page To Stage		
Session	2026-2027	**Status**	
Code	PERF07006	**SCQF Level**	**SCQF 7**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Dr James Layton		

Summary of Module

From Page to Stage is designed to equip students with a knowledge and understanding of a range of theatrical movements, practitioners, genres, styles, and structures. Module activities will be based on exploring play texts in a range of contexts, such as contemporary adaptation of classic texts and productions.

Throughout the module, students are encouraged to consider their emerging knowledge in terms of applying it in a rehearsal studio, workshop, or classroom setting.

The content is explored from the perspectives of actor, director, and designer. For example, in taking a text from page to stage, students will explore rehearsal techniques for actors, directorial concepts and approaches, and how design also 'performs'.

Other indicative content:

The evolution of texts and contemporary dramaturgy.

Approaches to developing character.

Foundational concepts in drama and theatre: plot, narrative, character, tension, exposition, denouement.

Playwrights: Sophocles, Shakespeare, Ibsen, Strindberg, Buchner, Samuel Beckett, Arthur Miller, Caryl Churchill, Zinnie Harris, Simon Stephens, Bryony Lavery, Richard Bean, Laura Wade, and Winsome Pinnock.

Contemporary companies / artists: Kneehigh, Frantic Assembly, Complicité, Out of Joint, Gecko, Steven Berkoff, Paper Birds, and Tim Crouch.

Practitioners: Stanislavski, Chekhov, Strasberg, Meyerhold, Grotowski, Brecht, Artaud, Edward Gordon Craig, Le Coq, Keith Johnstone, Robert Wilson, Anne Bogart, Uta Hagen, Boal, Laban, and Littlewood.

Movements: Naturalism, Realism, Expressionism, Absurdism, Epic Theatre, and Forum Theatre.

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 drama and theatre in terms of form, style, genre, and structure.
L2	Think critically in terms of presenting and analysing drama and theatre.
L3	Demonstrate competency in using texts, practitioners, and histories to realise a live staged performance.
L4	Demonstrate knowledge and understanding of social, cultural, economic, and political contexts of major theatre movements.
L5	Demonstrate and apply a knowledge and understanding of how contemporary theatre is influenced by historical theatrical movements.

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** Understand and explain the relationship between practitioners, playwrights, and histories and the ways in which they have informed contemporary drama, theatre, and performance.
Practice: Applied Knowledge and Understanding	**SCQF 7** Apply understanding and knowledge in practical contexts that can be used as a way of disseminating to others.
Generic Cognitive skills	**SCQF 7** Making connections between social, cultural, and historical contexts of

[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

	performance and use these to problem solve when staging texts for an audience.
Communication, ICT and Numeracy Skills	**SCQF 7** Project planning when using text as a template for staged performance including communicating ideas clearly to a range of participants as actors, director, designers, and audiences.
Autonomy, Accountability and Working with Others	**SCQF 7** Collaborating with others to stage and receive performance, in roles as directors /coordinators / teachers and audiences.

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 and teaching activities are designed to foreground experiential learning with an emphasis on applying concepts and theories in ways appropriate to an actor developing a role, a director working with actors, or a designer collaborating with other creative and production roles. In particular, the practical activities will support students in considering how they might share specific approaches with others, such as in workshop or classroom settings. Activities also focus on making connections between key movements, genres, styles, practitioner, and playwrights and their influence on contemporary theatre and performance. The module delivery will use a hybrid approach, utilising opportunities for asynchronous VLE activities alongside synchronous seminars, and practical sessions where knowledge and understanding in put into practice.	
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
Tutorial / Synchronous Support Activity	8
Laboratory / Practical Demonstration / Workshop	12
Asynchronous Class Activity	4
Independent Study	164
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Benedetti, J. (2005) The art of the actor. London: Methuen. Digital Theatre Plus (available online). Hodge, A. (1999) Twentieth century actor training. London: Routledge. Mangan, M. (2013) The drama, theatre and performance companion. Basingstoke: Palgrave Macmillan. Shepherd, S. & Wallis, M. (2004) Drama / Theatre / Performance. London: Routledge.
(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:**

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 Sofia Nakou
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
For assessment A, students will present a concept document (approx. 1000 words) which outlines plans for a staged scene from a play text explored during the module. The concept document should include details such as directorial approaches, planned rehearsal techniques for actors, and incorporation of design elements. The document should include annotated texts, details of specific exercises, sketches, and any other materialrelevant to the chosen text. (40%) (ILO1, ILO2, ILO4)
Assessment 2
For assessment B, students will use their concept document (assessment A) to stage their chosen scene for performance. Working with their peers, students will be assessed on their application of the techniques outlined in the concept document, demonstrating the role of director responsible for realising artistic intentions. As students will take roles as actors for each other, they will also gain valuable experience in exploring practical techniques relating to a director's artistic vision. The scene should last approximately 10 minutes. (60%) (ILO 1, ILO3, ILO5)
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 of Written work	☒	☒	☐	☒	☐	40%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of Practical	☒	☐	☒	☐	☒	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
Minor wording changes to module summary.		
EE name updated.		
Moderator name updated.		