Module Descriptor

Title	Plays In Context		
Session	2026/27	**Status**	
Code	DRAM07002	**SCQF Level**	**SCQF 7**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	E. Katsouraki		

Summary of Module

Plays in Context introduces students to the process of reading plays from a critical perspective. A selection of play texts will be explored through individual and group table readings to foster a knowledge and appreciation of dramatic writing. Through lectures, tutorials and VLE activity, students will engage with various approaches to reading and analysing play texts from a range of genres, forms, and traditions.

This module aims to:

- Introduce methods of critically appraising play texts.

- Develop and apply understandings of play texts in their social, cultural, and historical contexts.

- Develop an appreciation of dramatic structure from an informed perspective.

- Introduce key academic writing and presentational skills.

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

[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

			☐ Paisley		☐ 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 an appreciation of key play texts from a range of genres, forms, and traditions.
L2	Apply skills in textual analysis to a selection of classical and contemporary play texts.
L3	Critically analyse play texts with an awareness of social, cultural, and historical contexts.
L4	Describe, theorise, and interpret using appropriate academic conventions.
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 7** Students will demonstrate their knowledge and understanding of classical and contemporary play texts. Whilst the attention requires students to analyse two texts, the module will explore a wider selection of plays.
Practice: Applied Knowledge and Understanding	**SCQF 7** Students will apply skills in textual analysis and critical thinking in the process of analysing play texts.
Generic Cognitive skills	**SCQF 7** The module provides opportunities for students to develop skills in critical thinking and analysis.
Communication, ICT and Numeracy Skills	**SCQF 7** In class discussion provides opportunities for verbal communication skills development which supports the individual written tasks.
Autonomy, Accountability and Working with Others	**SCQF 7** Table reads in class will support team work and responsibility for assuming a specific role.

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
Tutorial / Synchronous Support Activity	24
Independent Study	164
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:

Aston, E. & Savona, G. (2013) Theatre as sign system: A semiotics of text and performance. London: Routledge.

Cody, G. and Cheng, M., eds. (2016) Reading Contemporary Performance: Theatricality Across Genres. London: Routledge.

Leach, R. (2008) Theatre studies: The basics. London: Routledge.

Pavis, P. (2003) Analysing performance. ann Arbour MI: University of Michigan Press.

(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 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. This module provides opportunities for students to engage with a range of play texts, representative of a diverse society. Through interacting with this content, relevant issues and debates can be explored which challenge perceptions about individuals and groups, whilst also celebrating identities and beliefs.
(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
Written Portfolio (2000 words) Students will produce a portfolio of written work to include an analysis of two contrasting play texts (classical and contemporary) with reference to specific scenes from the perspective of the performer.
Assessment 2
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	☒	☒	☒	☒	☐	100	

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

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	16/2/26	J Layton
Final Draft	27/3/26	J Layton / C Fallow
Updated EDI statement	11/5/26	J Layton