Module Descriptor

Title	Practice: Devising		
Session	2026-2027	**Status**	
Code	PERF08003	**SCQF Level**	**SCQF 8**
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Business and Creative Industries**		
Module Co-ordinator	Dr Catriona Fallow		

Summary of Module

On this module, students will develop the necessary skills to create original theatre, giving them the opportunity to make their own work and explore subjects without the restrictions of a pre-exisiting script.

This module is designed to introduce students to different principles and pedagogies of devising such as different modes of 'play', games, storytelling, and physical performance as an ensemble to create work. This will include experiencing a variety of devising practices ranging from director-led to non-hierarchical collaboration and ensemble-led performance. Alongside exploring and developing their performances, students will critically reflect on the diverse approaches to devising via independent research and their own practice throughout.

This module encourages students to expand their physical and emotional range, working imaginatively from within contexts and positions of their own choosing that are led by their own emerging tastes, interests, skills, and politics as performers and theatre-makers.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[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

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 detailed knowledge and understanding of key principles and practices of devising.
L2	Demonstrate the ability to research, develop and present concepts.
L3	Reflect on individual and group practice.
L4	Work, under guidance, with others in a participatory performance context.
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 8** Demonstrate discerning understanding of the principles of collaborative and interdisciplinary practice. Demonstrate detailed knowledge and understanding of the processes by which performance is created, realised, managed and documented.
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply a discerning understanding of the key theories of performance. Apply detailed knowledge and understanding of the material, cultural and policy conditions in performance contexts. Apply a range of collaborative performance processes in the creation of work including: working collectively, ensemble, co -creation and hierarchical and non-hierarchical structures. Re-appropriate a detailed knowledge and understanding of the processes and practices of an external organisation/ individual.
Generic Cognitive skills	**SCQF 8** Identify appropriate platforms through which to present complex ideas and arguments. Tailor outputs effectively to a range of audiences and purposes. Use a range of standard ICT applications to process and obtain data. Explain and defend creative, technical and/ or conceptual choices.
Communication, ICT and Numeracy Skills	**SCQF 8** Synthesise and explain the evolution of key concepts.

	Operate and think reflexively, creatively, critically and technically to develop ideas and construct arguments. Understand group dynamic to operate collaboratively with collective, creative and professional contexts to pursue shared goals. Analyse and synthesise contemporary practice.
Autonomy, Accountability and Working with Others	**SCQF 8** Work, under guidance, with others to acquire understanding of relevant theories. Demonstrate receptiveness to specialist guidance and critique. Demonstrate sensitivity to the roles and contributions of self and others in collaborative activities to with others with the aim of developing performance practice. Work in a planned and improvisatory way to accommodate ambiguity, creative risk taking, uncertainty and unfamiliarity. Reflect on own academic and practitioner identity in the wider professional context.

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)
Laboratory / Practical Demonstration / Workshop	36
Tutorial / Synchronous Support Activity	36
Independent Study	328
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:

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

Govan,E. (2007) Making a Performance: Devising Histories and Contemporary Practice, Oxon, New York and Canada. Routledge

Heddon, D. and Milling, J. (2006) Devising Performance: a critical history, Basingstoke, Palgrave MacMillan

Radosavljevic', D. (2013) Theatre-Making: Interplay Between Text and Performance in the 21st Century, Basingstoke, Palgrave Macmillan.

Thorpe, J. and Gore, T. (2020) A Beginner'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:** Consistently good attendance at classes and tutorials, regularly accessing learning materials on Aula, engaging in Aula forum (community page) activities, and submitting formative and summative assessments on time.

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	Dr Henry Bell
External Examiner	Shelley Piasecka
Accreditation Details	

Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	6

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students will participate in a devised performance (practical, end of T1; weighting 35%)
Assessment 2
Students will write a 2000-word essay (start of T2; weighting 30%)
Assessment 3
Students will participate in a devised performance (practical, end of T2; weighting 35%)
(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**
Performance/ Studio work	☒	☒	☒	☐	☐	35	

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

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance/Studio work	☒	☒	☒	☐	☐	35	
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
EE Updated	19/3/26	C Fallow
Compensation updated to correct error	19/3/26	C Fallow
