Module Descriptor

Title	Theatre Acting		
Session	2026-2027	**Status**	
Code	DRAM07001	**SCQF Level**	**SCQF 7**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Dr Catriona Fallow		

Summary of Module

This module will provide a space for development acting craft and textual analysis, with a focus on professional conduct, good practice, communication, and project management within a supportive performance environment.

Students will take part in series of workshops and a rehearsal process exploring a range of classical texts and introducing students to core practical skill related to classical theatre acting.

This module aims to:

- Develop core practical skills related to classical theatre acting using texts from the early twentith-century and Early Modern canon.

- Introduce and study key acting practitioners such as Stanislavski, Bella Merlin, and John Barton.

- Practice and develop techniques associated with key practitioners though voice and movement.

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	Identify, and demonstrate knowledge and understanding of acting in a production of a classical theatre performance.
L2	Apply a range of basic and routine practices and methodologies in the production of a classical theatre performance.
L3	Use a range of critical and creative approaches reflecting contemporary practice to addressing solutions in response to a brief.
L4	Apply knowledge and understanding to deliver a short performance in an appropriate format.
L5	Plan goals and manage resources in structured and flexible format to defined deadlines.

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 foundational performance contexts in terms of production and reception. Demonstrate knowledge and understanding of a range of routine practitioners, practices, crafts and techniques. Demonstrate an awareness of the educational, pedagogical, community, social and cultural context the contemporary classical performance landscape.
Practice: Applied Knowledge and Understanding	**SCQF 7** Apply basic historical and social concepts to performance. Apply foundational cultural and theoretical concepts to the critical analysis, documentation and interpretation of performance. Deploy a range of basic and routine performance making technical skills in creative and critical modes of expression. Apply understanding of the social and cultural context of contemporary classical performance landscape.
Generic Cognitive skills	**SCQF 7** Articulate ideas and communicate information comprehensively, in oral or textual forms.

	Create and present in forms appropriate to content and in a range of contexts. Articulate ideas and concepts via a range of communication technologies. Articulate ideas and communicate information comprehensively, in visual or physical forms.
Communication, ICT and Numeracy Skills	**SCQF 7** Develop techniques informed by or derived from cultural forms/ histories/ contexts and or practitioners. Describe theorise, interpret and evaluate texts and events. Recognise situational and interpersonal factors and how these can accommodate to facilitate productive working relationships.
Autonomy, Accountability and Working with Others	**SCQF 7** Work under pressure and to deadlines. Accept supervision in less familiar areas of work. Work independently, set goals and manage limited resources within defined areas of work. Work in a planned and improvisatory way to anticipate and accommodate change. Work, under guidance, with others to acquire an understanding of current professional practice.

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	12
Independent Study	152
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:

Stanislavski, K. (2008) An Actor's Work: A Student's Diary. Translated by Jean Benedetti. London: Routledge.

Moseley, N. (2016) Actioning and How to Do It. London: Nich Hern Books.

Barton, J. (2013) Playing Shakespeare. London: Methuen Drama.

Merlin, B. (2014) The Complete Stanislavski Toolkit. London: Nick Hern Books.

Shakespeare, W. (2022) The RSC Shakespeare Complete Works. Edited by Jonathan Bate and Eric Rasmussen with Ian De Jong and Molly G. Yarn. London: Bloomsbury Academic.

Joubin, A. (2024) Contemporary readings in global performances of Shakespeare. London: Bloomsbury

(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.

This module encourages students to engage with performance materials such as play texts which recognise and celebrate the diversity of contemporary society. In doing so, students can contribute to ensuring the equal representation of a range of identities and beliefs in the creative industries and beyond.

(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	Faculty of Creative Arts, Buisness & Social Sciences
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 (15-20mins) Students will rehearse and perform a scene or scenes from a classical theatre text that applies key actor training methodologies to interpret the script.
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**
Perfformance	☒	☒	☒	☒	☒	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	13/2/26	H Bell
Final Draft	27/3/26	J Layton / C Fallow
Updated EDI statement	11/5/26	J Layton