

University of the West of Scotland

Module Descriptor

Session: 23-24

Title of Module: Practice: Devising			
Code: PERF08003	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Dr Catriona Fallow		
Summary of Module			
<p>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 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.</p> <p>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 your performances, students will critically reflect on the diverse approaches to devising via independent research and their own practice throughout.</p> <p>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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
--------	-------------------------------------	--------	-------------------------------------	--------	--------------------------

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

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	Click or tap here to enter text.

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)	<p>SCQF Level 8</p> <p>Demonstrate discerning understanding of the principles of collaborative and interdisciplinary practice.</p> <p>Demonstrate detailed knowledge and understanding of the processes by which performance is created, realised, managed and documented.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8</p> <p>Apply a discerning understanding of the key theories of performance.</p> <p>Apply detailed knowledge and understanding of the material, cultural and policy conditions in performance contexts.</p>

	<p>Apply a range of collaborative performance processes in the creation of work including: working collectively, ensemble, co - creation and hierarchical and non-hierarchical structures.</p> <p>Re-appropriate a detailed knowledge and understanding of the processes and practices of an external organisation/ individual.</p>	
Generic Cognitive skills	<p>SCQF Level 8</p> <p>Identify appropriate platforms through which to present complex ideas and arguments.</p> <p>Tailor outputs effectively to a range of audiences and purposes.</p> <p>Use a range of standard ICT applications to process and obtain data.</p> <p>Explain and defend creative, technical and/ or conceptual choices.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p>Synthesise and explain the evolution of key concepts.</p> <p>Operate and think reflexively, creatively, critically and technically to develop ideas and construct arguments.</p> <p>Understand group dynamic to operate collaboratively with collective, creative and professional contexts to pursue shared goals.</p> <p>Analyse and synthesise contemporary practice.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 8</p> <p>Work, under guidance, with others to acquire understanding of relevant theories.</p> <p>Demonstrate receptiveness to specialist guidance and critique.</p> <p>Demonstrate sensitivity to the roles and contributions of self and others in collaborative activities to with others with the aim of developing performance practice.</p> <p>Work in a planned and improvisatory way to accommodate ambiguity, creative risk taking, uncertainty and unfamiliarity.</p> <p>Reflect on own academic and practitioner identity in the wider professional context.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> </table>	Module Code:
Module Code:	Module Title:	

	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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 (Normally totalling 200 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
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	400 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*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:

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Arts & Media
Moderator	Dr Henry Bell
External Examiner	S Baker
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	3

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1: Students will participate in a devised performance (practical, end of T1; weighting 35%)

Assessment 2: Students will participate in a devised performance (practical, end of T2; weighting 35%)

Assessment 3: Students will write a 2000-word essay (start of T2; weighting 30%)

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessment	X	X	X		n/a	35	83

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Performance/ Studio work/ Placement/ WBL/ WRL assessment	X	X	X		n/a	35	3

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	X	X	X	X	n/a	30	0
Combined Total for All Components						100%	6 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter

Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)