

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: Applied Theatre</b>			
<b>Code: PERF09004</b>	<b>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business and Creative industries		
<b>Module Co-ordinator:</b>	Sofia Nakou		
<b>Summary of Module</b>			
<p>In this module you will be given the tools you need in order to explore ethics, ideas and practices of Applied Theatre while focusing on specific case studies and work that take place within communities in Scotland but also around the world.</p> <p>During the term you will investigate important notions in relation to Applied Theatre (such as ethical issues within Applied Theatre, the politics of Applied Theatre, Community Theatre, Forum Theatre, Drama-in-education, Theatre-in-Education, etc) as well as learning, through practical workshops, focusing on different techniques of participatory art. Most classes will be divided into an hour of lecture/seminar style of teaching and two hours of workshops.</p> <p>Towards the end of term, you will be divided in groups and work independently, with lecturers' support, inspired by the philosophies and working methods that the module introduced within the first half in order to produce/facilitate a piece of Applied Theatre workshop/performance.</p>			

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

<b>Campus(es) for Module Delivery</b>
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The module will <b>normally</b> 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
<b>Term(s) for Module Delivery</b>						
(Provided viable student numbers permit).						
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>	

<b>Learning Outcomes: (maximum of 5 statements)</b> 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 knowledge and understanding of the notion of community and the
L2	Work productively in a team to undertake the research, planning and evaluation required for developing and delivering an applied performance project, demonstrating ongoing analysis of professional problems and issues that arise from practice.
L3	Use a range of professional techniques and apply pedagogies of participatory performance in facilitating workshops ethically for the selected community.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:

<p>Knowledge and Understanding (K and U)</p>	<p>SCQF Level <b>9</b>            Demonstrate and/or work with:</p> <ul style="list-style-type: none"> <li>• An understanding of the scope and defining features of community and participatory performance (A1).</li> <li>• A critical understanding of drama in education, theatre in education and applied performance in developing and delivering a community performance project (A2).</li> <li>• Knowledge of good practice in theatre, intermedia production or dance informed by innovations in participatory performance in these fields (A3).</li> </ul>
<p>Practice: Applied Knowledge and Understanding</p>	<p>SCQF Level <b>9</b>            Apply knowledge, skills and understanding:</p> <ul style="list-style-type: none"> <li>• In using a range of participatory performance skills, techniques, practices and materials associated with community performance (B1).</li> <li>• In using a few skills, techniques, practices and/or materials that are specialised for participatory performance (B2).</li> <li>• In practising routine methods of enquiry in facilitating participation in performance-making (B3)</li> <li>• To practise on the site of the 4 chosen community group at a professional level, able to accommodate the unpredictability of real life situations (B4).</li> </ul>
<p>Generic Cognitive skills</p>	<p>SCQF Level <b>9</b></p> <ul style="list-style-type: none"> <li>• Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in participatory community performance (C1).</li> <li>• Identify and analyse routine professional problems and issues particularly resistance to participation and working in partnership with agencies (C2)</li> <li>• Draw on a range of sources in making judgements (C3).</li> </ul>

Communication, ICT and Numeracy Skills	<p>SCQF Level <b>9</b></p> <ul style="list-style-type: none"> <li>• Articulate and present ideas individually and as part of a team whilst facilitating workshops to community participants using appropriate visual, written and performance techniques (D1)</li> <li>• Use a range of ICT applications to support and enhance inter-medial participatory performance opportunities and employ information technology skills such as word-processing and accessing electronic data in researching and writing the essay and developing the portfolio (D2).</li> </ul>	
Autonomy, Accountability and Working with others	<p>SCQF Level <b>9</b></p> <ul style="list-style-type: none"> <li>• Exercise autonomy and initiative in leading on some aspects of the facilitation and take responsibility for specific areas within the portfolio ensuring practice in these respects are at a professional level (E1).</li> <li>• Practise in ways that show awareness of own and others' roles and responsibilities (E3).</li> <li>• Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practice (E5)</li> </ul>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*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.

<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	33
Independent Study	167
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200hrs
<p><b>**Indicative Resources: (eg. Core text, journals, internet access)</b></p>	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Baim, C., Brookes, S., & Mountford, A. (2009) *The Geese Theatre Handbook: Drama with*

*Offenders and People at Risk*. Winchester: Waterside Press.

Kuppers, P. (2007) *Community performance: An introduction*. London: Routledge.

Nicholson, H. (2005) *Applied Drama: the gift of Theatre*. Basingstoke : Palgrave Macmillan

Prentki, T. & Preston, S. (eds.) (2009) *The Applied Theatre Reader*. London: Routledge

Thompson, J. (2011) *Performance affects : applied theatre and the end of effect*. Basingstoke:

Palgrave MacMillan.

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or tap here to enter text.

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 Coordinators 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

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

### 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 - Portfolio (40%): Students will develop and maintain a portfolio which documents the research, planning and evaluation required for developing and delivering participative performance practice forming the basis of a community project. The portfolio should demonstrate a knowledge and understanding of relevant community practices,

practitioners, and pedagogical perspectives (ILO1, ILO2).

Assessment 2 - Performance (60%): Students will facilitate performance practice which utilises techniques and practices they learned during the semester and encourages participation in creative tasks in the participants (ILO3).

(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)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Portfolio	X	X				40	

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Workshop			X			60	

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>