

University of the West of Scotland

Module Descriptor

Session: 2024/25

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Status: Pending

Title of Module: Applied Theatre in Practice

Code:	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Sofia Nakou		

Summary of Module

This module focuses on community engagement through the practice of Applied Theatre. Students will be able to work with a variety of community groups in partnership with agencies that are responsible for them. They will be required to work on / with the site of the community participants and lead participative theatre workshops. The students will be supported in order to create an ethical framework for their work and will be required to work independently, but under close supervision with the community groups they are assigned to.

This is a work-related module highly appropriate for Performance students whether or not they choose to work in the participatory arts sector upon graduation. For those who want to specialise in this field, there are numerous employment opportunities in different community settings. For those who do not want to specialise in this field, the transferable skills of workshop facilitation, understanding and delivering ethical collaboration and the development of the aesthetics of the craft, are all relevant to any aspect of performance or teaching you choose to follow.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓		✓		

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
	✓					
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7
		✓				
Learning Outcomes: (maximum of 5 statements)						
On successful completion of this module the student will be able to:						
L1. Demonstrate responsiveness and flexibility to the interests of a specific community group within the context of Applied Theatre.						
L2. Demonstrate rigorous ethical frameworks in the delivery of Applied Theatre practice and awareness of the positionality of the facilitator within this process.						
L3. Document the research, planning and evaluation required for developing and delivering an Applied Theatre project.						

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

Pre-requisites:

Before undertaking this module the student should have undertaken the following:

Autonomy, Accountability and Working with others

SCQF Level 9.

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). • Practise in ways that show awareness of own and others' roles and responsibilities (E3).

- Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practice (E5)

	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>Learning and teaching approaches will include lectures, seminars, practical sessions, supervisions and practical community engagement.</p> <p>Students will develop their knowledge and understanding of flexibly working with a community within the context of Applied Theatre by being fully responsible for the number of agreed sessions (LO1). Building on their existing knowledge and understanding of ethical practice within communities the students will have to, under close supervision, practically and meaningfully engage with ethical frameworks in order to develop workshop plans (LO2). The students will also be given the tools in order to be able to document and critically evaluate their applied theatre practice within a self-reflective, academic framework (LO3).</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	27
Tutorial/Synchronous Support Activity	3
Laboratory/Practical Demonstration/Workshop	10
Independent Study	160
	200 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	

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

Boal, A. (2002) Games for Actors and Non-Actors. London: Taylor & Francis Group.

Martin, R. (2009) Drama games and acting exercises: 117 games and activities. Colorado Springs, CO: Meriwether.

Nicholson, H. (2005) Applied Drama: The gift of theatre. Basingstoke: Palgrave Macmillan.

(*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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

Engagement with all in-person sessions.

Engagement with synchronous online activities (e.g., tutorials).

Engagement with asynchronous VLE activities.

Supplemental Information

Programme Board	Arts & Media
Assessment Results (Pass/Fail)	No
Subject Panel	Arts & Media
Moderator	Dr James Layton
External Examiner	Sylvan Baker
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Portfolio (100%)

Students will develop and maintain a portfolio which documents the workshop plans, the ethical framework and a concise reflection on the evolution and delivery of an Applied Theatre project. The portfolio should demonstrate a knowledge and understanding of relevant Applied Theatre practices.

This will include workshop plans, ethical framework, and a 1000 word reflective statement.

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)**Component 1**

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓	✓	100	0
Combined Total For All Components				100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)