University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Applied Theatre					
Module Code	UARAP5-30-3		Level 3		Version	1
Owning Faculty	ACE		Field	Drama		
Contributes towards	BA (Hons) Drama; BA (Hons) Drama with Creative Writing; BA (Hons) Drama and Acting; BA (Hons) Drama and English; BA (Hons) Drama and Film.					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project	
Pre-requisites	UARPDB-30-1 Introduction to Theatre Studies or UARPDE-30-1 Introduction to Theatre Practice or UARPDA-30-1 Introduction to Performance Studies or UARANY-30-1 Introduction to Actor Training		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	September 2013		Valid to			

CAP Approval Date	

Part 2: Learning and Teaching	
Learning Outcomes	At the end of the module students will be able to demonstrate: • an awareness of the practical and ethical issues of creating theatre for children and wider communities (assessed through all components and elements of assessment); • the ability to design appropriate, specifically tailored workshops to suit different ages and ability (assessed through all components and elements of assessment); • an understanding of the critical literature supporting Applied and Community theatre (assessed through all components and elements of assessment); • the ability to confidently lead workshops and present clear, informed ideas to specific audiences (assessed through all components and elements of assessment); • the ability to apply the methods learnt on the module to projects and placements (assessed through all components and elements of assessment); • writing and referencing skills (assessed through all components and

<table>
<tr><td></td><td>elements of assessment).</td></tr>
<tr><td>Syllabus Outline</td><td>This module engages in a range of methods and exercises that provide students with the skills to become innovative workshop leaders and researchers. The first semester will cover aspects of working with and for children, including writing, producing and acting for children of different ages. Students will read and analyse play texts for children, engage with methods of engaging young audiences such puppetry, storytelling, and expressive acting. They will also learn a series of workshop techniques that can be used with young people and beyond. Students will be actively encouraged to participate in Bristol's thriving children's theatre and visit spaces such as The Egg in Bath which has been designed specifically for children.

In semester 2 students will be encouraged to explore different types of community theatre which will analyse methods used in a range of spaces and contexts such as prison and youth offender institutions, refugee centres, elderly care homes, mental health centres and community centres.</td></tr>
<tr><td>Contact Hours/Scheduled Hours</td><td>The module will be delivered through three contact hours per week. The module will operate through a combination of seminars, lectures, workshop/practical exercises and self-directed groups according to the nature of the material being studied.</td></tr>
<tr><td>Teaching and Learning Methods</td><td>Students will be expected to complete prepared reading and/or tasks and apply their ideas in the workshops. In a typical session a student might expect to take part in a discussion, lead his/her own presentation, read or engage with primary texts, take part in a range of workshop tasks such as warm ups, physical theatre, drama games, and workshop leadership. The module will make extensive use of Blackboard and students will be expected to use electronic equipment for communication and to enable their presentation skills. Students will be actively encouraged to participate in community projects both through the module and through their own volition.</td></tr>
<tr><td>Key Information Sets Information</td><td>
<u>Key Information Set - Module data</u>

Number of credits for this module 30

<table>
<tr><th>Hours to be allocated</th><th>Scheduled learning and teaching study hours</th><th>Independent study hours</th><th>Placement study hours</th><th>Allocated Hours</th></tr>
<tr><td>300</td><td>72</td><td>228</td><td>0</td><td>300</td></tr>
</table>

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:
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</table>

	Total assessment of the module:
	Written exam assessment percentage: 0%
	Coursework assessment percentage: 45%
	Practical exam assessment percentage: 55%
	100%
Reading Strategy	Students will be supplied with a module reader and relevant articles that support respective sessions. This reader will also be digitised on Blackboard and all texts will be available in the library, and placed on short term loan if necessary. Students will be supplied with a wider reading list and encouraged to undertake their own research using the library and other sources. Students will be strongly encouraged to engage in web and electronic research, access online journals and read local and national press.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. • Balfour, M. (ed.) (2012) *Refugee Performance: Practical Encounters.* Bristol: Intellect. • Boal, A. (2008) *Theatre of the Oppressed*. New York: Pluto Press. • Crouch, T. (2011) *I Shakespeare: Four of Shakespeare's better known plays retold for young audiences.* London: Oberon. • McAvinchey, C. (2011) *Theatre and Prison*. London: Palgrave Macmillan. • Nicholson, H. (2005) *Applied Drama: The Gift of Theatre*. London: Palgrave. • Pearson, M. (2009) *Site-specific performance*. London: Palgrave. • Thompson, J. (ed.) (2010) *Performance in Place of War*. London: Seagull Press. • Thompson, J (ed.) (1998) *Prison Theatre* London: Jessica Kingsley. • Wood, D. (1997) *Theatre for Children.* London: Faber and Faber. • Wooster, R. (2007) *Contemporary Theatre in Education.* Bristol: Intellect.

Part 3: Assessment	
Assessment Strategy	This is a project Module and therefore has only one component of assessment. It is made up of three assessed elements: Critical engagement with practice in classes. Critical Engagement is a student's preparedness for and participation in class-related learning activities. The preparations include rehearsal, primary and critical reading of a variety of texts (printed, online, screen media etc.), ongoing project work, writing exercises, and the generation of works-in-progress (10%). A 7 minute presentation including workshop plan (45%) A research project (3000 words) (45%). All assessments are given individual marks. The assessment criteria for each element are available to students in electronic handbooks and via Blackboard at the beginning of the academic year. The criteria are module specific and aligned with the learning outcomes for the module.

	Feedback is given in written form according to these criteria.

Identify final assessment component and element	**A3**	
% weighting between components A and B (Standard modules only)	**A:**	**B**:
	100	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Critical Engagement with Practice	10
2. Presentation (7 mins) including workshop plan	45
3. Research Project (3000 words)	45
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Presentation (7 mins) including workshop plan	50
2. Research Project (3000 words)	50
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.	

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.