

Title of Module: Performance: Networks and Promotion

Code: PERF10010	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Stephen Langston		

Summary of Module

The module will focus on researching and evaluating known successful strategies within the performance industry appropriate to the distribution and promotion of an individual's creative/educational work. The outcome of all student work should demonstrate a researched strategy in which their creative/educational material is promoted. Students will utilise several processes specific to performance including (but not exhaustive) show reels, website and related online platforms, scripts, scores, audio examples, CVs, presentations, recorded seminars, covering letters and promotional portfolios to demonstrate their own personal skills and associated projects. The module encourages students to consider opportunities and networking events as a critical part of the industry in terms of self-promotion which is crucial towards employment whilst generating and maintaining professional networks in performance.

The module encourages students to develop a range of networking and promotional strategies related to their chosen career path and facilitate reflective discussion of the challenges and opportunities undertaken through the process of self-promotion.

The Performance Networks and Promotion module provides students with opportunities to:

- Introduce students to appropriate industry networks and organisations, processes, materials, and platforms relevant to their career choice
- Create relevant documentation supporting promotion of their creative output or other employment pathways
- Design and implement a network and promotional strategy
- Evaluate strategies for future distribution

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
✓		

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Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Demonstrate knowledge and understanding of the processes of networking and self-promotion in the performance industry.
- L2. Demonstrate and evaluate decision-making within a personal strategic promotional plan
- L3. Demonstrate a network and promotional strategy appropriate to specialist professional audiences
- L4. Evaluate personal strategies of the networking and promotional with regards to impact within the performance arena

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 Level 10. Demonstrate and/or work with: Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of performance networking and promotion. A critical understanding of the principal theories, concepts and principles of the performance industry through a strategic promotional plan. Knowledge and understanding of the ways in which the discipline of the performance industry is developed through a strategic promotional plan.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Demonstrate and/or work with: - A range of the principal skills, practices and/or materials associated with the deployment of a strategic promotional plan for the performance industry. - Use skills, practices and/or materials associated with the performance industry, which are specialised, advanced or at the forefront of self-promotion. - Practice in a range of professional level contexts, which include a degree of unpredictability and/or specialisms within the performance industry with an awareness of the individual's current skill levels.
Generic Cognitive skills	SCQF Level 10. Demonstrate and/or work with: - Critically identify, define, conceptualise and analyse complex/professional-level problems and issues of self-promotion. - Offer professional-level interpretations and solutions to problems and issues of self-promotion. - Demonstrate originality and creativity in self-promotion. - Make professional judgements about the validity of self-promotional material.
Communication, ICT and Numeracy Skills	SCQF Level 10. Use a wide range of routine skills and some advanced and specialised skills in support of established practices within the performance industry - for example: Communicate with professional level peers, senior colleagues, and performance specialists. Demonstrate a professional strategic networking and promotional process relating to a current professional practice/educational project.
Autonomy, Accountability and Working with others	SCQF Level 10. Exercise autonomy and initiative in the creation of detailed personal information and promotional material. Take significant responsibility for the work of others and for a range of resources in relation to career development. Work effectively under guidance in a student-supervisor relationship with qualified practitioners. Deal with professional issues in accordance with current professional and/or ethical codes of practice in the cultural industries.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

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Learning and Teaching	
This module is delivered in trimester one of level ten to allow students to prepare and develop materials that will promote a current project and their own personal skills. It will include face-to-face contact, which will take place through supervision/tutorial meetings as well as core introductory online lectures. These meetings examine principal areas, features, and conventions relevant to an individual's needs, whilst the lectures encompass examples of good practice, processes, and networking/promotional strategies within the performance industry. The supervision meetings are learner led, with students working in collaboration with supervisors to conceive, develop, draft and revise a strategic career plan detailing interpretations and solutions for the chosen project. The focus of the learning and teaching on the Module is on independent learning and performance industry promotion strategies, guided by tutor supervision. The class will meet on several occasions as a full cohort to receive general lectures on networking, promotional strategies, and assessment guidelines. The module involves significant autonomous and asynchronous learning and VLE modes. This module utilises the VLE as a vehicle for the facilitation of supervisor-supervisee collaboration, as well as providing a repository for support materials. The module supports the acquisition and development of graduate attributes and employability, key competencies by: • Exposing students to critical and constructive feedback and project iteration, led by the learner, and supported by dedicated subject specialists, demonstrating employability relationships crucial to the creation of critically aware performance industry practitioners. • Enabling learners to work under the supervision of industry professionals in order to develop networking and promotional strategies, while demonstrating an awareness of performance diversities, protocol and collegiate sensitivity.	
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)
Lecture/Core Content Delivery	14
Tutorial/Synchronous Support Activity	1
Laboratory/Practical Demonstration/Workshop	12
Practice Based Learning	9
Independent Study	164

	200 Hours Total
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**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Annett, M. (2004) Actor’s guide to auditions & interviews. 3rd edn. United Kingdom: Methuen Drama. Bright, J. and Earl, J. (2008) Brilliant CV: What Employers Want To See and How to Say It. Harlow: Prentice Hall Business. Cottrell, S. (2010) Skills for Success: The Personal Development Planning Handbook. Basingstoke: Palgrave MacMillan. Carnegie.J (1998) How to Win Friends and Influence People: London, Gallery Books Grady, C. (2014) Your Life in Theatre: a self help guide for all stages of your career - including theatre jobs, drama schools and how to plan your journey through your creative career to work in theatre: ChrisGrady.org, London
(**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

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Supplemental Information

Programme Board	Arts & Media
Assessment Results (Pass/Fail)	No
Subject Panel	Arts and Media
Moderator	Stephen Collins
External Examiner	Sylvan Baker
Accreditation Details	
Version Number	2

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Assessment: (also refer to Assessment Outcomes Grids below)
Drawing on their experience through the module each student will design a professional portfolio to demonstrate and showcase their research journey and strategy, a strategic network and promotional plan, evidence of implementing their plan and an evaluation of the effectiveness of their process of development.. All outcomes must be passed to achieve a successful award within this module.
(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)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work	✓	✓	✓	✓	100	36
Combined Total For All Components					100%	36 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

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Note(s): - More than one assessment method can be used to assess individual learning outcomes. - 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
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)