Module Descriptor

Title	Performance Contexts: Creative Processes		
Session	2025/26	**Status**	
Code	PERF08002	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Sofia Nakou		

Summary of Module

Throughout this module, students will embark on a comprehensive exploration of directing. Each class session will be structured into one-hour lecture/tutorials and 1.5hour practical workshops, ensuring a balanced blend of theoretical insights and handson application.

Central to the module is the cultivation of creative processes, wherein students will actively develop their skills by engaging in the creation of performance pieces inspired by influential twentieth or twenty-first century theatre directors or performance-makers. Through this practical endeavour, students will critically analyse the aesthetics and contextual nuances associated with the identified processes.

Furthermore, students will delve into the theoretical underpinnings of modernism, postmodernism, and post-dramatic forms, alongside relevant aesthetic considerations. This theoretical framework will inform students' investigations into the creative methodologies of their chosen artists, fostering a deeper understanding of directing within contemporary artistic paradigms.

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ Online / Distance Learning	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

			☐ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate detailed knowledge and understanding of the processes of contemporary performance.
L2	Apply a detailed knowledge and understanding of the processes and practices of contemporary performance
L3	Explain and develop conceptual choices within the context of performance practice.
L4	
L5	

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 8** Demonstrate and/or work with: - A knowledge of the scope, defining features, and main areas of the subject/discipline/sector. - Specialist knowledge in some areas. - A discerning understanding of a defined range of core theories, concepts, principles and terminology. - Awareness and understanding of some major current issues and specialisms. - Awareness and understanding of research and equivalent scholarly/academic processes.
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply knowledge, skills and understanding: - In using a range of professional skills, techniques, practices and/or materials associated with the subject/discipline/sector, a few of which are advanced and/or complex. - In carrying out routine lines of enquiry, development or investigation into professional level problems and issues. - To adapt routine practices within accepted standards.
Generic Cognitive skills	**SCQF 8** - Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings in a subject/discipline/sector.

	- Use a range of approaches to formulate and critically evaluate evidence -based solutions/responses to defined and/or routine problems and issues.
Communication, ICT and Numeracy Skills	**SCQF 8** Use a wide range of routine skills and some advanced and specialised skills associated with a subject/discipline/sector, for example: - Convey complex information to a range of audiences and for a range of purposes. - Use a range of standard ICT applications to process and obtain data. - Use and evaluate numerical and graphical data to measure progress and achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 8** - Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector. - Exercise managerial responsibility for the work of others within a defined structure. - Manage resources within defined areas of work. - Take the lead on planning in familiar or defined contexts. - Practise in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks. - Work, under guidance, with others to acquire an understanding of current professional practice. - Manage, under guidance, ethical and professional issues in accordance with current professional and/or ethical codes or practices.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Laboratory / Practical Demonstration / Workshop	18

Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Brecht, B. (2018), Brecht on Theatre, Bloomsbury Academic Esslin, M. (2001), Theatre of the Absurd, London: Methuem Saunders, G. (2015), British Theatre Companies 1980–1994: Joint Stock Theatre Company, Gay Sweatshop, Théâtre de Complicité, Forced Entertainment, Women's Theatre Group, and Talawa, London: Bloomsbury
(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:**

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.
(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Arts and Media
Moderator	Dr Henry Bell

External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students will create a Performance, showcasing an understanding of at least one of the performance genres they were introduced to during the semester (Practical, weighting 60%)
Assessment 2
Essay; 1500 words (weighting 40%)
Assessment 3
(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance	☒	☒	☒	☒	☐	60%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☐	40%	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Change of indicative sources	2025-2026	Module Co-ordinator
