Module Descriptor

Title	Practice: Text Based		
Session	2025/26	**Status**	
Code	PERF 07004	**SCQF Level**	7
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Business and Creative Industries**		
Module Co-ordinator	Dr Henry Bell		

Summary of Module

Students will take part in series of workshops and a rehearsal process exploring a range of published texts, from classical to contemporary work, as well as the production of new text.

This module will provide a space for development acting craft and textual analysis, with a focus on professional conduct, good practice, communication, and project management within a supportive performance environment.

Development of transferable PDP skills, in accordance with SCQF Level 7 and Subject Benchmark statements.

This module will introduce students to acting skills and provide students with the opportunity to:

- Develop core practical skills related to acting.
- Demonstrate core practical skills in acting through a practical assessment.
- Study key practitioners.
- Practice and develop techniques associated with key practitioners though voice and movement.
- Explore a range of published material and create new writing.
- Evaluate and analyse their own performance and that of others.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**

[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

	☒	☐	☐	☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ 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	Identify, and demonstrate knowledge and understanding of the production of a performance.
L2	Apply a range of basic and routine practices and methodologies in the production of performance.
L3	Use a range of critical and creative approaches reflecting contemporary practice to addressing solutions in response to briefs
L4	Apply knowledge and understanding to deliver short performances in appropriate formats.
L5	Plan goals and manage resources in structured and flexible format to defined deadlines.

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 7** Understand and explain foundational performance contexts in terms of production and reception. Demonstrate knowledge and understanding of a range of routine practitioners, practices, crafts and techniques. Demonstrate an awareness of the educational, pedagogical, community, social and cultural context the contemporary performance landscape.
Practice: Applied Knowledge and Understanding	**SCQF 7** Apply basic historical and social concepts to performance. Apply foundational cultural and theoretical concepts to the critical analysis, documentation and interpretation of performance. Deploy a range of basic and routine performance making technical skills in creative and critical modes of expression. Apply understanding of the social and cultural context of contemporary performance landscape.
Generic Cognitive skills	**SCQF 7**

	Articulate ideas and communicate information comprehensively, in oral or textual forms. Create and present in forms appropriate to content and in a range of contexts. Articulate ideas and concepts via a range of communication technologies. Articulate ideas and communicate information comprehensively, in visual or physical forms.
Communication, ICT and Numeracy Skills	**SCQF 7** Develop techniques informed by or derived from cultural forms/ histories/ contexts and or practitioners. Describe theorise, interpret and evaluate texts and events. Recognise situational and interpersonal factors and how these can accommodate to facilitate productive working relationships.
Autonomy, Accountability and Working with Others	**SCQF 7** Work under pressure and to deadlines. Accept supervision in less familiar areas of work. Work independently, set goals and manage limited resources within defined areas of work. Work in a planned and improvisatory way to anticipate and accommodate change. Work, under guidance, with others to acquire an understanding of current professional practice.

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. This is a 40 credit module and so these numbers have been doubled.	
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)
Laboratory / Practical Demonstration / Workshop	72
Independent Study	328
Please select	
Please select	

Please select	
Please select	
TOTAL	400

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Stanislavski, K. (2008) An Actor's Work: A Student's Diary. Translated by Jean Benedetti. London: Routledge. Moseley, N. (2016) Actioning and How to Do It. London: Nich Hern Books. Barton, J. (2013) Playing Shakespeare. London: Methuen Drama. Merlin, B. (2014) The Complete Stanislavski Toolkit. London: Nick Hern Books. Shakespeare Association of Southern Africa. (2021) #lockdownshakespeare Available at: https://shakespeare.org.za/lockdown-shakespeare (Accessed 13 February 2024) Rebellato, D. (2023) Playwriting: A Backstage Guide. London: Bloomsbury Methuen. Goldfinger, J. (2022) Playwriting with Purpose: a Guide and Workbook for New Playwrights. London: Routledge.
(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	Stephen Collins
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 Performance Trimester 1 (30%)
Assessment 2
Assessment 2 Performance Trimester 2 (35%)
Assessment 3
Assessment 3 Performance Trimester 2 (35%)
(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 1	☒	☒	☒	☒	☒	30	3

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance 2	☒	☒	☒	☒	☒	35	3

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance 3	☒	☒	☒	☒	☒	35	3
Combined total for all components						100%	9 hours

Change Control

What	When	Who