Module Descriptor

Title	Approaching Performance Research		
Session	2026/27	**Status**	
Code	PERF09016	**SCQF Level**	SCQF 9
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Business & Creative Industries**		
Module Co-ordinator	Dr James Layton		

Summary of Module

Approaching Performance Research introduces students to a range of examples in performance research. Utilising selected outputs (written and practice), students are encouraged to consider researchers' motivations and rationale for choices made in designing and executing specific research processes. Exposure to a range of research outputs will enable students to identify and evaluate appropriate methodologies and consider a design for their own proposal.

Indicative topics include:

Ontology

Epistemology

Qualitative and Quantitative approaches

Designing and using questionnaires / surveys

Using interviews and focus groups

Ethnography / Autoethnography

The module also introduces students to key critical frameworks that may underpin their research areas. Indicative examples may include (but are not limited to) Semiotics, Feminism, Phenomenology, and Postcolonialism.

The final stage of the module facilitates an autonomous approach in which students investigate, design and write a research proposal. This process also draws substantially on one-to-one tutor support, designed to simulate the L10 supervision experience. Students will also have opportunities for peer-to-peer learning in the form of research specific seminars and sharing of practice (if applicable).

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
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	Investigate and apply appropriate knowledge of critical frameworks for use in performance research.
L2	Demonstrate an understanding and knowledge of appropriate methodologies and ethical practices in performance research.
L3	Demonstrate an ability to think critically in the design, review and refining of a research project proposal.
L4	Convey complex ideas and reasoned arguments using appropriate academic conventions.
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 9 Demonstrate an understanding of the defining features and a critical understanding of research methodologies in creative practice, drawing on current debates where appropriate.
Practice: Applied Knowledge and Understanding	SCQF 9 Apply appropriate research and inquiry methodologies to issues in Performance and/or interdisciplinary creative outputs.

[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

Generic Cognitive skills	SCQF 9 Undertake critical analysis and evaluate a range of methodological frameworks in order to devise, conceptualise and define an original research problem.
Communication, ICT and Numeracy Skills	SCQF 9 Identify appropriate platforms to research, support and enhance work including the use of ICT and numerical data.
Autonomy, Accountability and Working with Others	SCQF 9 Reflect on and take responsibility for identifying and practising in line with relevant ethical, legal and regulatory standards.

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	48
Tutorial / Synchronous Support Activity	16
Asynchronous Class Activity	8
Independent Study	328
Choose an item.	
Choose an item.	
TOTAL	400

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Denscombe, M. (2012). Research proposals: A practical guide. Berkshire: Open University Press [available online] Nelson, N. (2013) Practice as research in the arts: Principles, protocols, pedagogies and resistances. Basingstoke: Palgrave Macmillan. O'Leary, Z. (2017) The essential guide to doing your research project. London: Sage.

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Consistently good attendance at classes and tutorials, regularly accessing learning materials on Brightspace, engaging in Brightspace forum activities, and submitting formative and summative assessments on time.

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	Choose an item.
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 & Media
Moderator	Dr Catriona Fallow
External Examiner	S. Piasecka
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
For assessment 1, students will select 3 research outputs (written and/or practice) and prepare a recorded presentation (approx. 10 minutes). Students should demonstrate an ability to convey complex ideas and reasoned arguments using appropriate academic conventions such as in-text and summative citations. (25%) (ILO4).

Assessment 2
Students will submit a circa. 2500 word written proposal for the design of a research project (written or practice), with justification for chosen research methodology. Students should demonstrate how their engagement with relevant literature has informed the design and proposed execution of the research as well as reflecting on ethical considerations. It is anticipated that this will prepare students for completing a substantial research project at Level 10. (ILO1,2,3, 4). (75%)
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**
Presentation	☐	☐	☐	☒	☐	25%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of Written Work	☒	☒	☒	☒	☐	75%	

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**