Module Descriptor

Title	Contemporary Performance In Context		
Session	2026-2027	**Status**	
Code	PERF09011	**SCQF Level**	**SCQF 9**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Dr Eve Katsouraki		

Summary of Module

Contemporary Performance in Context builds on students' knowledge of 20th century cultural movements and

progresses their understanding to include movements from the late 20th Century and early 21st Century. The module facilitates student-led investigation into the polictical, social and material dynamics that produced cultural movements and the performance that emerged from them. These may include:

Live Art

Postmodernism

Postdramatic performance

Through short interactive lectures, subject specific tutorials and VLE activity in which students are introduced to practitioners and cultural outputs, students will analyse the contexts in which the works were created and consumed and consider their legacy.

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	Demonstrate critical knowledge and understanding of the interplay between performances and the conditions in which they were created.
L2	Apply discerning knowledge of material, cultural and policy conditions to the interpretation and consumption of performance.
L3	Research and examine information, materials and experience to inform analysis
L4	Convey complex ideas and 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**
Practice: Applied Knowledge and Understanding	**SCQF 9**
Generic Cognitive skills	**SCQF 9**
Communication, ICT and Numeracy Skills	**SCQF 9**
Autonomy, Accountability and Working with Others	**SCQF 9**

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.

The teaching and learning processes on Contemporary Arts in Context are designed to enhance students' understanding and appreciation of major cultural movements, how artists operated within the constraints of their time and the legacy of these movements on contemporary arts practice. Through developing students' appreciation of advanced cultural movements, this module provides progression to the SCQF level 10 Performance Research Project.

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	12
Tutorial / Synchronous Support Activity	24
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:

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Carlson, M. (2017) Performance: A critical introduction. London: Routledge.

Goldberg, R. (2011) Performance Art: From Futurism to the present. London: Thames & Hudson.

Heathfield, A. (2003) Live: Art and performance. London: Tate Publishing.

Lehmann, H. (2006) Postdramatic theatre. Abingdon: Routledge.

Machon, J. (2013) Immersive theatres: Intimacy and immediacy in contemporary performance. Basingstoke: Palgrave Macmillan.

White, G. (2013) Audience participation in theatre: Aesthetics of the invitation. Basingstoke: Palgrave Macmillan.

(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:**

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	**Please select**
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	James Layton
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
Students will undertake a 3000 word (or equivalent) analysis of a selected cultural artefact and/or practitioner (100%)
Assessment 2
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
Portfolio of Written work	☒	☒	☒	☒	☐	100%	0

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

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who