



Module Descriptor

Title	Culture And Society		
Session	2025/26	Status	
Code	PERF08001	SCQF Level	8 (Scottish Credit and Qualifications Framework)
Credit Points	20	ECTS (European Credit Transfer Scheme)	10 (European Credit Transfer Scheme)
School	Business and Creative Industries		
Module Co-ordinator	Dr Eve Katsouraki		
Summary of Module			
Culture and Society introduces students to cultural movements that have inspired and influenced the works of performance makers and artists. Through an investigation of art and performance practices and cultural products, this module facilitates student-led investigation into the political, social and material dynamics of cultural movements and the manner in which artists and performance makers responded to these factors. Through short interactive lectures, subject specific tutorials and VLE activity, students will explore and respond to key cultural movements and their legacy on practice.			

Module Delivery Method	On-Campus¹ ☒		Hybrid² ☐		Online³ ☐		Work -Based Learning⁴ ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☐ Paisley		☐ Online / Distance Learning ☐ Other (specify)		
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐	

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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐
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Learning Outcomes	
L1	Demonstrate understanding of cultural and political situations in which cultural artefacts are produced.
L2	Apply contextual analysis methodology to the exploration of cultural artefacts.
L3	Synthesise key historical and methodological concepts.
L4	Tailor outputs appropriately to present ideas and arguments.
L5	Work under guidance to acquire knowledge of and respond to relevant historical movements.

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
Practice: Applied Knowledge and Understanding	SCQF 8
Generic Cognitive skills	SCQF 8
Communication, ICT and Numeracy Skills	SCQF 8
Autonomy, Accountability and Working with Others	SCQF 8

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 Culture and Society 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 key cultural movements, this module provides progression to the SCQF level 9 Contemporary Arts in Context.

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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 hours

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Core: Blau J & Besel, R (2013) Performance on behalf of the Environment Lexington Books. Gallagher, K & Neelands, J (2013) Drama & Theatre in Urban Contexts. Routledge, London Harvie, J (2013) Fair Play – Performance and Neoliberalism. Palgrave Press Hopkins, Orr, Solga (2011) Performance and the City. London, Routledge. Recommended: Arshad, R, Wrigley, T, Pratt, L (2012) Social Justice Re-examined – dilemmas and solutions for the classroom teacher. Trentham press. Archer, Louise, Hollingworth, Sumi, Medick, Heather (2010) Urban Youth and Schooling. Berkshire, Open University Press. Cohen Cruz, J (1998) Radical Street Performance – an international anthology, Routledge. Bayer, Mark (2011) Theatre, Community and Civic Engagement in Jacobean England. University of Iowa press. O’Brien, A., and K. Donelan, eds., (2008). The arts and youth at risk. Newcastle upon Tyne: Cambridge Scholars Publishing. Haedicke S, Nellhaus (2001) Performing Democracy: International Perspectives on Urban Community-based performance. University of Michigan press. Haedick, S (2012) Contemporary Street Arts in Europe: Aesthetics and Politics. (studies in International Performance) Palgrave press Hopkins, DJ & Solga K (2013) Performance and the Global City. Palgrave press Jefferym, G (2005) The Creative College – building a successful culture in the arts. Trentham press. Putman, R (2000) Bowling Alone: the collapse and revival of American Community. New York: Simon & Schuster,

(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:

Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

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	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 undertake a 2500 word (or equivalent) contextual analysis of a selected cultural artefact. (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
	☒	☒	☒	☒	☒	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%	hours

Change Control

What	When	Who