



Module Descriptor

Title	Performance & Art Heritage		
Session	2025/26	Status	
Code		SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Business and Creative Industries		
Module Co-ordinator	Dr Eve Katsouraki		
Summary of Module			
Performing & Art Heritage will explore heritage representation and performance, investigating the use of archival research to document and inform performance practices working with museum, theatres and cultural institutions on their archives and artifacts. This archival exploration will generate historical analysis to examine the affect of archiving upon performance practice and reception, investigating heritage performance and its value for cultural regeneration. The module includes a ‘mapping’ of cultural and theatre institutions, conducting field visits to explore and work on their archives. Questions to be addressed include: How can archival materials be used to deepen heritage cultural perspectives, particularly in the Scottish context of performance and culture? What materials have been archived? What materials have been left out? What narratives are being curated, and how will students create their own heritage accounts and performances based on archival study?			

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

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

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	Apply advanced practical/conceptual/theoretical research methods in creating group performances from working on archives and artifacts.
L2	Demonstrate substantial critical understanding of current debates in documentation, performance heritage, ethics of heritage/archival representation and practices in developing your portfolios.
L3	Exercise substantial autonomy as well as collaboration in conducting archival research, analysing concepts and engaging critically with the archives applying ethical and rigorous approaches of representation.
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 11 Critical understanding of archives and archival research for the use of developing original work of art and performance. Advanced understanding of the ethics in working with archives and for archives as a source of story-telling in art and performance. Critical engagement with current debates in archive-led performances, ethics of representation and story telling while using archives, ethics of heritage performance, and heritage performance art practices. A critical understanding of the principal theories, concepts and principles underpinning creative media practice and production. Use a range of advanced and specialised skills relevant to performance-making, documentation and presentation, for example: Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise Communicate with peers, more senior colleagues and specialists Use a wide range of software to support and enhance work at this level A critical understanding of a range of specialized theories, principles and Concepts. Demonstrate extensive, detailed and critical knowledge and understanding informed by developments at the forefront. Apply a critical awareness of current issues in relevant creative practices that work with heritage, archives and artifacts using performance and other associated art disciplines.

Practice: Applied Knowledge and Understanding	SCQF 11 Significant understanding and application of a range of creative practice-as-research skills. Development of advanced and specialised research and documentation skills for performance. Significant original practice and novel approaches in performance-making and story-telling. Use a significant range of the principal skills, techniques, practices and/or materials which are associated with performance practice and archives. Use a range of specialised skills, techniques, practices and/or materials which are at the forefront or informed by forefront developments associated with performance practice and archives. Demonstrate originality or creativity in the application of knowledge, understanding and/or practices associated with the production of performance outputs from working on archives. Practice in a wide and often unpredictable variety of professional level contexts.
Generic Cognitive skills	SCQF 11 Advanced thinking skills in research archives and documentation. Application of advanced critical and analytical skills in working with archives and artifacts, interpreting and presenting them in artforms of performance. Identify, conceptualise and define new and abstract problems and issues in the context of a collaborative performance-based creative project. Develop original and creative responses to problems and issues. Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information. Offer professional level insights, interpretations and solutions to problems and issues.
Communication, ICT and Numeracy Skills	SCQF 11 Use a range of advanced and specialised skills relevant to creative performance, for example: Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise Communicate with peers, more senior colleagues and specialists Use a wide range of software to support and enhance work at this level
Autonomy, Accountability and Working with Others	SCQF 11 Use a range of advanced and specialised skills relevant to creative media practice and screen and broadcast production – for example: Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise Communicate with peers, more senior colleagues and specialists Use a wide range of software to support and enhance work at this level

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	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	10
Tutorial / Synchronous Support Activity	30
Laboratory / Practical Demonstration / Workshop	30
Asynchronous Class Activity	30
Independent Study	100
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Taylor, D. ([2003]2005) The Archive and the Repertoire: Performing Cultural Memory in the Americas. Duke University Press. Auslander, P. (2006) 'The Performativity of Performance Documentation' PAJ 84 pp. 1-10. Derrida, J (1996) Archive Fever trans. Eric Prenowitz, Chicago: University of Chicago Press.
(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: 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.

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](#).

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Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics.

(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	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

PERFORMANCE 60%

Creation of an original performance based on applied methodologies and critical engagement with archives/artifacts and module materials. (15-20 minute group performance)

Assessment 2

PORTFOLIO 40%

An individual Portfolio to document and critically reflection on the research conducted on archives, the rehearsal process, and from module readings, workshops, seminars, interviews, and site visits.

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	3

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio	☐	☒	☒	☐	☐	40	

Component 3

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

Change Control

What	When	Who