Module Descriptor

Title	Performance: Dissertation		
Session	2026-2027	**Status**	
Code	PERF10011	**SCQF Level**	**SCQF 10**
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Business and Creative Industries**		
Module Co-ordinator	Dr Catriona Fallow		

Summary of Module

The Performance: Dissertation module provides students with the opportunity to conduct a piece of independent, student-led, enquiry-based research. That means that on this module, students will work independently to plan, research, and write their own individual dissertation projects. This is students' opportunity as final year BA Hons Performance students to spend time thinking deeply, critically, and creatively about ideas, topics, practices, and artworks that are important to them, to express their thoughts independently and rigorously, and to share their findings as they relate to wider critical, academic and practical contexts.

Students will work closely with an allocated Supervisor who will help support the development of their project via 1-to-1 supervisions. Additional writing and research Support Sessions will take place across the year to help guide students and provide a space to undertake and share work collectively.

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ Online / Distance Learning	

[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

			☐ Paisley		☐ 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 and apply a critical understanding of a range of specific theories, concepts and methodological processes.
L2	Demonstrate and apply a wide range of professional skills, techniques and practices, a few of which should be specialised or advanced.
L3	Critically identify, define, conceptualise, analyse and or synthesise complex problems.
L4	Present and disseminate information, formally and informally, to informed audiences, utilising appropriate academic and creative conventions.
L5	Exercise autonomy, ethical accountability and reflexivity.

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 10** Demonstrate and apply a critical understanding of a range of specific theories, concepts and methodological processes (Applied Knowledge & Understanding).
Practice: Applied Knowledge and Understanding	**SCQF 10** Demonstrate and apply a wide range of professional skills, techniques and practices, a few of which should be specialised or advanced (Applied Knowledge & Understanding).
Generic Cognitive skills	**SCQF 10** Critically identify, define, conceptualise, analyse and or synthesise complex problems (Cognitive).
Communication, ICT and Numeracy Skills	**SCQF 10** Present and disseminate information, formally and informally, to informed audiences, utilising appropriate academic and creative conventions (Communication).
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy, ethical accountability and reflexivity (Autonomy).

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	6
Tutorial / Synchronous Support Activity	24
Practice-based Learning	45
Independent Study	325
Please select	
Please select	
TOTAL	400

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Alleque, L. et al. (eds.) (2009) Practice as Research in Performance and Screen, Basingstoke, Palgrave Macmillan.

Barrett, E & Bolt, B (eds.) (2010) Practice as Research Approaches to Creative Arts Enquiry, London, L.B. Tauris & Co Ltd.

Bial, H. (2016) The Performance Studies Reader, (3rd ed.) London, Routledge.

Marshall, C. & Rossman, G.B. (2016) Designing qualitative research. (6th ed.) United Kingdom: Sage Publications.

Nelson, R. (ed.) (2013) Practice as research in the arts: Principles, protocols, pedagogies, resistances. Basingstoke, Palgrave Macmillan.

Pears, R. and Shields, G. (2019) Cite them right: the essential referencing guide. 11th edn. London: Red Globe Press / Macmillan International Higher Education.

(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 Aula, engaging in Aula forum (community page) 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	**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	Business and Creative Industries
Moderator	Dr Stephen Collins
External Examiner	(S. Piasecka
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
8000-word written dissertation on a topic of students' choosing (with appropriate accompanying examples of practice as required for the project's focus).
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**
Diussertation	☒	☒	☒	☒	☒	100	75

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%	75 hours

Change Control

What	**When**	**Who**