Module Descriptor

Title	Performance: Networks And Promotion		
Session	2026/27	**Status**	
Code	PERF10010	**SCQF Level**	
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Sofia Nakou		

Summary of Module

The module introduces students to a range of networking and professional development strategies and facilitates reflective discussion of the challenges and opportunities related to their chosen career path.

The Performance Networks and Promotion module provides students with opportunities to:

Engage with appropriate industry professionals, networks and organisations, processes, materials, and platforms relevant to their career choice. Create relevant documentation in support of their professional development and graduate pathways.

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	☐

[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	☐

Learning Outcomes	
L1	Demonstrate knowledge and understanding of the processes involved in the next stage of your professional development.
L2	Demonstrate and evaluate decision-making and relevant specialist knowledge relevant to your chosen graduate pathway
L3	Demonstrate and articulate a strategy for future graduate opportunities
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 10** Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of performance networking and promotion. A critical understanding of the principal theories, concepts and principles of the performance industry through a strategic promotional plan. Knowledge and understanding of the ways in which the discipline of the performance industry is developed through a strategic promotional plan.
Practice: Applied Knowledge and Understanding	**SCQF 10** A range of the principal skills, practices and/or materials associated with the deployment of a strategic promotional plan for the performance industry. Use skills, practices and/or materials associated with the performance industry, which are specialised, advanced or at the forefront of self-promotion. Practice in a range of professional level contexts, which include a degree of unpredictability and/or specialisms within the performance industry with an awareness of the individual's current skill levels.
Generic Cognitive skills	**SCQF 10** Critically identify, define, conceptualise and analyse complex/professional-level problems and issues of self-promotion. Offer professional-level interpretations and solutions to problems and issues of self-promotion. Demonstrate originality and creativity in self-promotion. Make professional judgements about the validity of self-promotional material.

Communication, ICT and Numeracy Skills	**SCQF 10** Use a wide range of routine skills and some advanced and specialised skills in support of established practices within the performance industry - for example: Communicate with professional level peers, senior colleagues, and performance specialists. Demonstrate a professional strategic networking and promotional process relating to a current professional practice/educational project.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy and initiative in the creation of detailed personal information and promotional material. Take significant responsibility for the work of others and for a range of resources in relation to career development. Work effectively under guidance in a student-supervisor relationship with qualified practitioners. Deal with professional issues in accordance with current professional and/or ethical codes of practice in the cultural industries.

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. This module is delivered in trimester one of level ten to allow students to prepare and develop materials relevant to their own personal skills and future career ambitions. It will be delivered in person via lecture-style and tutorial based sessions. These meetings examine principal areas, features, and conventions relevant to an individual's needs, whilst the lectures encompass examples of good practice, processes, and networking/promotional strategies within the performance industry. The focus of the learning and teaching on the Module is on independent learning relevant to students' future career pathways. As such, the module involves significant autonomous and asynchronous learning and VLE modes. The module supports the acquisition and development of graduate attributes, employability, and key competencies by exposing students to critical and constructive feedback and project iteration, led by the learner, and supported by dedicated subject specialists, demonstrating employability relationships crucial to the creation of critically aware graduates entering their chosen field	
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	14
Tutorial / Synchronous Support Activity	1

Laboratory / Practical Demonstration / Workshop	12
Practice-based Learning	9
Independent Study	164
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Annett, M. (2004) Actor's guide to auditions & interviews. 3rd edn. United Kingdom: Methuen Drama. Bright, J. and Earl, J. (2008) Brilliant CV: What Employers Want To See and How to Say It. Harlow: Prentice Hall Business. Cottrell, S. (2010) Skills for Success: The Personal Development Planning Handbook. Basingstoke: Palgrave MacMillan. Carnegie.J (1998) How to Win Friends and Influence People: London, Gallery Books Grady, C. (2014) Your Life in Theatre: a self help guide for all stages of your career - including theatre jobs, drama schools and how to plan your journey through your creative career to work in theatre: ChrisGrady.org, London
(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:**

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	☐ **Graded**
Module Eligible for Compensation	☐ **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	Stephen Collins
External Examiner	Shelley Piasecka
Accreditation Details	
Module Appears in CPD catalogue	☒ **No**
Changes / Version Number	Vers 4

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Drawing on their experience through the module each student will design a professional portfolio to demonstrate and showcase their research and professional development journey, and strategies relevant to their future career pathway.
Assessment 2
N.A
Assessment 3
N.A
(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 Practical work	☒	☒	☒	☐	☐	100	200

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
External Examiner	6th March 2025	TBA