Module Descriptor

Title	Performer In Context		
Session	2026/27	**Status**	
Code	DRAM07004	**SCQF Level**	**SCQF 7**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	A. Simke		

Summary of Module

This module will enable students to conceptualise the position of the performer within drama and performance work. In a responsive relationship with the practice module Devising Drama, students will explore a variety of performance traditions and performer positionalities within a range of performance genres and forms. By engaging with and analysing historical and contemporary case studies and key performance theories, this module will enable students to reflect critically on the role of the performer in performance work.

Indicative content includes:

autobiography and performance; performance of the self; authenticity in performance; notions of ensemble; acting vs. performing; collaborative work; positionality of performer (e.g. in relation to gender, race, sexuality); performer as researcher.

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 an appreciation of the histories, forms and traditions of performance and key performance theories.
L2	Apply foundational cultural and theoretical concepts to the critical analysis, documentation and interpretation of performance.
L3	Articulate ideas and communicate information comprehensively in textual forms.
L4	Produce written work with appropriate scholarly and professional registers/ 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 7** The module enables students to demonstrate knowledge in foundational performance theory about performer positionality within and towards performance works in class discussions and through written portfolio.
Practice: Applied Knowledge and Understanding	**SCQF 7** Theoretical concepts of performing will be critically applied and discussed by analysing live and recorded performance examples as well as referring to students' own practice.
Generic Cognitive skills	**SCQF 7** Students' scholarly research and writing techniques will be developed in class discussions and formative tasks as well as through the written portfolio.
Communication, ICT and Numeracy Skills	**SCQF 7** Students' ability to understand, analyse and synthesize information will be assessed in the written portfolio.
Autonomy, Accountability and Working with Others	**SCQF 7** The assessment will be an opportunity to develop students' skills to work collaboratively and to deadlines.

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	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: Heddon, D. (Ed.). (2007). Autobiography and Performance: Performing Selves. Methuen Drama. Marton, C. (2013) Theatre of the Real. Palgrave Macmillan. Radosavljevic, D. (2013) The Contemporary Ensemble. Routledge. Greer, S. (2019). Queer exceptions: Solo performance in neoliberal times. Manchester University Press. Zarrilli, P. B. (Ed.) (1994). Acting (re)considered : theories and practices. Routledge.
(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:**

Taking part in in-person tutorials, workshops, and using preparatory materials provided on Brightspace.

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. The subject area and teaching / delivery approach supports the principles of EDI. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential. In this module, students have opportunities to interact with various concepts of the performer and, in doing so, to recognise the diverse nature of what it means to enact this role from both a personal perspective based on lived experience, and from others' perspectives. Students are encouraged to share personal perspectives whilst listening to and respecting the views of others.
(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	CBSS
Moderator	TBC
External Examiner	S. Piasecka
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Portfolio (1500 words) Students will submit a portfolio of writing in the form of an annotated bibliography that engages with several key theoretical texts from across the module curriculum.
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%	

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**
New Draft	13/02/2026	Ann-Christine Simke
Final Draft	27/3/26	J Layton / C Fallow
Updated EDI statement	11/6/26	J Layton