Module Descriptor

Title	Practice : Creative Festival		
Session	2026-2027	**Status**	
Code	PERF09013	**SCQF Level**	**SCQF 9**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Dr Ann-Christine Simke		

Summary of Module

This module is an opportunity for students to share their creative practice, to identify and enhance their strengths and interests as artists, and to become aware of some of the wider practicalities – such as creating a company, funding structures, festival ecologies, and production skills – involved in creating work in professional contexts.

With the support of the teaching team, students will form self-directed 'companies', negotiating and consolidating their own practice to deliver a professional performance outcome as part of a festival of performance for a public audience at Ayr Campus.

This module serves as a culmination of the learning in Performance Practice 1 (Text Based) & 2 (Devising) and allows all students the opportunity to create their own work in response to a festival commission brief, using a variety of styles and modes of performance, and exploring various creative, technical, and production roles involved in creating performance.

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	Using advanced knowledge demonstrate the ability to interpret, analyse, and critically evaluate ideas through performance and related media, from appropriate sources, using selection, editing and reflection on the creative process.
L2	Originate work that demonstrates advanced understanding of a range of processes, materials, and technologies, apply effective and appropriate use of these to personal creative work, situated in the context of contemporary practice.
L3	Produce effective and innovative artefacts in response to set briefs and develop and present these to a professional standard in a context appropriate to the Creative Industries they relate to.
L4	Identify appropriate platforms for the delivery of complex information to convey ideas, arguments and advanced knowledge at a professional level to peers and industry specialists.
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 9** Demonstrate integrated and critical knowledge and understanding of contemporary debates in society and culture related to performance. Demonstrate critical knowledge and understanding of the material, cultural and policy conditions in which specific performance works were consumed and interpreted. Demonstrate discerning knowledge and understanding of individual and collaborative research/ practice as research methodologies. Demonstrate specialist advanced knowledge and understanding of the interrelationships within and between a range of performance practices. Demonstrate advanced knowledge and understanding of the key ethical and professional issues pertinent to study and practice of contemporary performance.
Practice: Applied Knowledge and Understanding	**SCQF 9** Apply integrated and critical knowledge and understanding of the influence of legacy and tradition in contemporary debates in society and culture related to performance. Apply critical knowledge and understanding of the material, cultural and policy conditions in which applications of performance were consumed and interpreted within a diverse range of contexts.

	Apply appropriate research and inquiry methodologies to issues in performance. Deploy specialist advanced knowledge of performance making practices to facilitate audience engagement and or participation. Apply advanced knowledge and understanding of the key ethical and professional issues pertinent to the practice of contemporary performance
Generic Cognitive skills	**SCQF 9** Identify appropriate platforms through which to present complex ideas and arguments using a range of ICT applications to support and enhance work. Produce a range of outputs that demonstrate advanced knowledge. Synthesise data via a range of specialist ICT applications. Contribute effectively to professional dialogue with learners and professionals.
Communication, ICT and Numeracy Skills	**SCQF 9** Research and examine information, materials and experience. Draw on a range of methodological frameworks in order to devise, conceptualise and define an original research problem. Lead, facilitate, participate and problem solve within team working contexts, considering and acknowledging diverse opinions and social, cultural and ideological positions from which they arise. Identify and analyse routine professional problems and issues.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercise discretion in the acquisition of advanced theory. Exercise managerial responsibility for the work of others and for a range of resources. Take responsibility for own and others' contributions to collaborative learning activities. Reflect on and take responsibility for identifying and practicing in line with relevant ethical, legal and regulatory standards.

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)
Tutorial / Synchronous Support Activity	16
Laboratory / Practical Demonstration / Workshop	16
Independent Study	168
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:

Alfreds, M (2007) Different Every Night: Freeing the Actor. London, Nick Hern Books.

Govan, E., Nicholson, H. and Normington, K. (2007) Making a Performance: Devising Histories and Contemporary Practice, Oxon, New York and Canada, Routledge.

Luckhurst, Mary (2006) Dramaturgy: A Revolution in Theatre. Cambridge: Cambridge University Press.

Mitchell, K. (2008) The Director's Craft: a Handbook for The Theatre. Hoboken, Taylor and Francis.

Mitter, S. (1992), Systems of Rehearsal: Stanislavski, Brecht, Grotowski and Brook. London, Routledge.

Romanska, Magda, ed. (2015), The Routledge Companion to Dramaturgy. New York: Routledge.

Seabright, J. (2010) So You Want to Be a Theatre Producer?, London, Nick Hearn Books.

Trencsenyi, K. (2015) Dramaturgy in the Making. A User's Guide for Theatre Practitioners, London, Bloomsbury.

Turner, Cathy, and Synne K. Behrnd (2008) Dramaturgy and Performance. Basingstoke: Palgrave Macmillan, 2008.

(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:

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 & Media
Moderator	Dr James Layton
External Examiner	Shelley Piasecka
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
students will create and participate in a performance as part of a festival of works (weighting 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**

Practical - Performance	☒	☒	☒	☒	☐		

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**
Guidance Note 23-24 provided General housekeeping to text across sections.	12/12/23	D Taylor
EE updated , General housekeeping to text across sections	26/02/26	A Simke