



Module Descriptor

Title	Reading Performance		
Session	2025/26	Status	
Code	PERF07005	SCQF Level	7 (Scottish Credit and Qualifications Framework)
Credit Points	20	ECTS (European Credit Transfer Scheme)	10 (European Credit Transfer Scheme)
School	Business and Creative Industries		
Module Co-ordinator	Dr Eve Katsouraki		
Summary of Module			
Reading Performance is designed to familiarise students with introductory theories of performance and reception. The module introduces students to a range of theoretical perspectives that enable an interrogation of a performance event. By engaging with live and archived performance throughout, the module facilitates a student-led analysis of the reception of performance. Through lectures, tutorials and VLE activity, students will engage with various approaches to reading and analysing performance. As part of the module, students will use various approaches to analysis of art and performance, which may include: Review Literary analysis Semiotics Performance theory application			

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	☒	☐	☐	☐

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

Campuses for Module Delivery	☒ Ayr		☐ Lanarkshire		☐ Online / Distance Learning	
	☐ Dumfries		☐ London		☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate an understanding of foundational performance contexts in terms of production and reception.
L2	Apply foundational cultural and theoretical concepts to the critical analysis, documentation and interpretation of performance.
L3	Describe, theorise, interpret and evaluate artefacts, texts and events using appropriate academic conventions including UWS Harvard referencing.
L4	Create and present in forms appropriate to content.
L5	Identify and apply critical theory to the analysis of performance.

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
Practice: Applied Knowledge and Understanding	SCQF 7
Generic Cognitive skills	SCQF 7
Communication, ICT and Numeracy Skills	SCQF 7
Autonomy, Accountability and Working with Others	SCQF 7

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.

The teaching and learning processes on Performance Theories are designed to introduce students to the theory and lexicon of performance analysis and their application to the performance event. Through developing students' appreciation of different modes of reception and analysis, this module provides progression to the SCQF level 8 Theory and Performance.

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	12
Tutorial / Synchronous Support Activity	24
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200 hours

Indicative Resources

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

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Carlson, M. (2004) Performance: a critical introduction. New York: Routledge.

Counsell, C. & Wolf, L. (eds.). 2001. Performance Analysis: An Introductory Coursebook. London: Routledge

Fortier, Mark. Theory/Theatre: an introduction. Oxon: Routledge, 2016

Pavis, P. (2003) Analyzing performance: theatre, dance, and film. Ann Arbor: University of Michigan Press.

Pitches, J. and Popat, S. (2011) Performance perspectives: a critical introduction (Basingstoke: Palgrave Macmillan)

(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:

Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

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 and Media
Moderator	Ann-Christine Simke
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

ESSAY: Students will analyse a live performance via the application of one performance theory (100%)(c.2000 words)

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%	0

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