

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: Performance Contexts: Production Aesthetics</b>			
<b>Code: PERF 07002</b>	<b>SCQF Level: 7 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: (European Credit Transfer Scheme 10</b>
<b>School:</b>	School of BCI		
<b>Module Co-ordinator:</b>	Dr Stephen Collins		

**Summary of Module**

**Performance Context: Production Aesthetics (PC:PA)** is the first of three modules which students on the Performance programme undertake in order to be able to develop original or derived contexts necessary for the explorations of concepts in performance-making. This module focusses on production aesthetics; the follow-on modules focus on processes of production and testing ideas respectively.

On this module, students will watch a range of different examples of theatre and performance, assessing the aesthetics of finished performance products and the contexts in which they are produced. They will learn about contemporary practice in theatre and be supported in their selection of the performances they choose to watch, think, and write about. During the course of the module students will gain competencies and confidence in the critical review of contemporary theatre and film productions, expressing their ideas via group presentations and individual written reviews. By the end of the module, students will be familiar with and have a deeper understanding key terms and ideas like:

- Aesthetics
- Contemporary
- Experimental
- Spectatorship
- To encourage students to consume a wide range of theatre
- To develop critical consumers of theatre
- To nurture articulate consumers of theatre
- To signpost the relationship between concept and context
- To promote the enjoyment of theatre
- To cultivate professional etiquette
- To support students in beginning the journey of reflective practice

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2		Term 3	
	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate an awareness of practices in performance
L2	Apply understanding of the social and cultural context of performance.
L3	Produce work with appropriate scholarly and professional registers/conventions.
L4	Consume and interpret performance practice.
L5	Articulate ideas and communicate information in accordance with UWS academic standards.
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 Level 7 Demonstrate an awareness of the range of contemporary practice in theatre and film.	
Practice: Applied Knowledge and Understanding	SCQF Level 7 Critically assess contemporary performance practice.	
Generic Cognitive skills	SCQF Level 7 Produce theatre/film reviews in accordance with the conventions and register of broadsheet reviews; interpret and analyse a range of theatre and film productions.	
Communication, ICT and Numeracy Skills	SCQF Level 7 Communicate information, ideas and assessments through critical review.	
Autonomy, Accountability and Working with others	SCQF Level 7 Work autonomously and collaboratively to develop critical reviews and presentation responses.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	6

Tutorial/Synchronous Support Activity	30
Asynchronous Class Activity	12
Independent Study	152
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Drama Online <a href="http://dramaonlinelibrary.com/">http://dramaonlinelibrary.com/</a> (accessible through your UWS library account)</p> <p>Digital Theatre + (Accessible through your UWS library account)</p> <p>Findlay, B. (1998) A History of Scottish Theatre. Edinburgh: Polygon.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
<p>(**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)</p>	
<b>Attendance and Engagement Requirements</b>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p>	

<b>Equality and Diversity</b>
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</p> <p>Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..</p>
(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

<b>Divisional Programme Board</b>	Arts & Media
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Arts & Media
<b>Moderator</b>	Dr James Layton
<b>External Examiner</b>	S. Baker
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	2

### Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc ) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 – Team Debate (weighting 50%). Working in groups, students will deliver a group presentation on a set topic related to the module content, making reference to one or more of the performances studied on the module.

Assessment 2 – Written Portfolio (weighting 50%). The portfolio will consist of a case study of a 1 word case study of a theatre company of the student’s choice.

(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.)

## Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Group Presentation	x	x	x		x	50%	18

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	x	x	x	x	x	50	18

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
<b>Combined Total for All Components</b>						<b>100%</b>	<b>36 hours</b>

**Change Control:**

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**