University of the West of Scotland

Module Descriptor

Session: 2425

Title of Module: Practice Text Based			
Code: PERF07004	**SCQF Level: 7 (Scottish Credit and Qualifications Framework)**	**Credit Points:40**	**ECTS: 20 (European Credit Transfer Scheme)**
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr Henry Bell		

Summary of Module
Students will take part in series of workshops and a rehearsal process exploring a range of published texts, from classical to contemporary work, as well as the production of new text.   This module will provide a space for development acting craft and textual analysis, with a focus on professional conduct, good practice, communication, and project management within a supportive performance environment.   Development of transferable PDP skills, in accordance with SCQF Level 7 and Subject Benchmark statements.   This module will introduce students to acting skills and provide students with the opportunity to: • Develop core practical skills related to acting.   • Demonstrate core practical skills in acting through a practical assessment.   • Study key practitioners.   • Practice and develop techniques associated with key practitioners though voice and movement.   • Explore a range of published material and create new writing.   • Evaluate and analyse their own performance and that of others.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☐	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** 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:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☒	Term 3	☐

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	Identify, and demonstrate knowledge and understanding of the production of a performance.
L2	Apply a range of basic and routine practices and methodologies in the production of performance.
L3	Use a range of critical and creative approaches reflecting contemporary practice to addressing solutions in response to briefs
L4	Apply knowledge and understanding to deliver short performances in appropriate formats.
L5	Plan goals and manage resources in structured and flexible format to defined deadlines.

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** Understand and explain foundational performance contexts in terms of production and reception. Demonstrate knowledge and understanding of a range of routine practitioners, practices, crafts and techniques. Demonstrate an awareness of the educational, pedagogical, community, social and cultural context the contemporary performance landscape.

Practice: Applied Knowledge and Understanding	SCQF Level **7**
	Apply basic historical and social concepts to performance.
	Apply foundational cultural and theoretical concepts to the critical analysis, documentation and interpretation of performance.
	Deploy a range of basic and routine performance making technical skills in creative and critical modes of expression.
	Apply understanding of the social and cultural context of contemporary performance landscape.
Generic Cognitive skills	SCQF Level **7**
	Articulate ideas and communicate information comprehensively, in oral or textual forms.
	Create and present in forms appropriate to content and in a range of contexts.
	Articulate ideas and concepts via a range of communication technologies.
	Articulate ideas and communicate information comprehensively, in visual or physical forms.
Communication, ICT and Numeracy Skills	SCQF Level **7**
	Develop techniques informed by or derived from cultural forms/ histories/ contexts and or practitioners.
	Describe theorise, interpret and evaluate texts and events.
	Produce written work with appropriate scholarly and professional registers/ conventions.
	Recognise situational and interpersonal factors and how these can accommodate to facilitate productive working relationships.
Autonomy, Accountability and Working with others	SCQF Level **7**
	Work under pressure and to deadlines.
	Accept supervision in less familiar areas of work.
	Work independently, set goals and manage limited resources within defined areas of work.
	Work in a planned and improvisatory way to anticipate and accommodate change.

	Work, under guidance, with others to acquire an understanding of current professional practice.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	36
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Asynchronous Class Activity	
Independent Study	328
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 400
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Stanislavski, K. (2008) *An Actor's Work: A Student's Diary*. Translated by Jean Benedetti. London: Routledge.

Moseley, N. (2016) *Actioning and How to Do It*. London: Nich Hern Books.

Barton, J. (2013) *Playing Shakespeare*. London: Methuen Drama.

Merlin, B. (2014) *The Complete Stanislavski Toolkit*. London: Nick Hern Books.

Shakespeare Association of Southern Africa. (2021) *#lockdownshakespeare* Available at: https://shakespeare.org.za/lockdown-shakespeare (Accessed 13 February 2024)

Rebellato, D. (2023) *Playwriting: A Backstage Guide*. London: Bloomsbury Methuen.

Goldfinger, J. (2022) *Playwriting with Purpose: a Guide and Workbook for New Playwrights*. London: Routledge.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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:

Engagement with class workshops and rehearsal processes.

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.

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..

(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
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Arts & Media
Moderator	Sofia Nakou
External Examiner	S. Baker
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1.03

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 Performance Trimester 1 (30%)
Assessment 2 Performance Trimester 2 (35%)
Assessment 3 Performance Trimester 2 (35%)
(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
Performance/ Studio work/ Placement/ WBL/ WRL assessment	✓	✓	✓	✓	✓	30	3

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
Performance/ Studio work/ Placement/ WBL/ WRL assessment	✓	✓	✓	✓	✓	35	3

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
Performance/ Studio work/ Placement/ WBL/ WRL assessment	✓	✓	✓	✓	✓	35	3
Combined Total for All Components						**100%**	**6 hours**

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)