University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Reading Performance			
Code: PERF07005	**SCQF Level: 7 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: (European Credit Transfer Scheme) 10**
School:	School of 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 performance, which may include: • Review   • Literary analysis   • Semiotics

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	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 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 Level **7** Demonstrate an understanding of approaches to analysing performance.
Practice: Applied Knowledge and Understanding	SCQF Level **7** Apply knowledge and understanding of semiotic systems in analysing performance.
Generic Cognitive skills	SCQF Level **7** Use skills in critical analysis to evaluate performance using specific frameworks.
Communication, ICT and Numeracy Skills	SCQF Level **7** Identify appropriate platforms to research, support and enhance work including the use of ICT.

Autonomy, Accountability and Working with others	SCQF Level **7**	
	Work with others to share informed critical opinions and respect the views of others.	
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)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
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

**Indicative Resources: (eg. Core text, journals, internet access)

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

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

Fortier, M. (2016) *Theory/Theatre: an introduction*. Oxon: Routledge.

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

(**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:

Consistently good attendance at classes and tutorials, regularly accessing learning materials on Aula, engaging in Aula forum (community page) activities, and submitting formative and summative assessments on time.

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
Assessment Results (Pass/Fail)	Yes ☐No ☒

School Assessment Board	BCI
Moderator	Dr Catriona Fallow
External Examiner	S. Baker
Accreditation Details	-
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1: Students will analyse a live performance via the application of one performance theory (100%) (c.1500 words).
(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
Portfolio of written work	✔	✔	✔	✔	✔	100%	

Assessment Outcome Grids (See Guidance Note)