University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Performance Contexts: Creative Processes			
Code: PERF08002	**SCQF Level: 8 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business and Creative Industries		
Module Co-ordinator:	Sofia Nakou		

Summary of Module
Throughout this module, students will embark on a comprehensive exploration of directing. Each class session will be structured into one-hour lecture/tutorials and 1.5-hour practical workshops, ensuring a balanced blend of theoretical insights and hands-on application.
Central to the module is the cultivation of creative processes, wherein students will actively develop their skills by engaging in the creation of performance pieces inspired by influential twentieth or twenty-first century theatre directors or performance-makers. Through this practical endeavour, students will critically analyse the aesthetics and contextual nuances associated with the identified processes.
Furthermore, students will delve into the theoretical underpinnings of modernism, postmodernism, and post-dramatic forms, alongside relevant aesthetic considerations. This theoretical framework will inform students' investigations into the creative methodologies of their chosen artists, fostering a deeper understanding of directing within contemporary artistic paradigms.

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 detailed knowledge and understanding of the processes of contemporary performance.
L2	Apply a detailed knowledge and understanding of the processes and practices of contemporary performance.
L3	Analyse and interpret contemporary performance practice.
L4	Explain and develop conceptual choices within the context of performance practice.
L5	Click or tap here to enter text.

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 **8** Demonstrate and/or work with: - A knowledge of the scope, defining features, and main areas of the subject/discipline/sector. - Specialist knowledge in some areas. - A discerning understanding of a defined range of core theories, concepts, principles and terminology.

	- Awareness and understanding of some major current issues and specialisms. - Awareness and understanding of research and equivalent scholarly/academic processes.
Practice: Applied Knowledge and Understanding	SCQF Level **8** Apply knowledge, skills and understanding: - In using a range of professional skills, techniques, practices and/or materials associated with the subject/discipline/sector, a few of which are advanced and/or complex. - In carrying out routine lines of enquiry, development or investigation into professional level problems and issues. - To adapt routine practices within accepted standards.
Generic Cognitive skills	SCQF Level 8 - Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings in a subject/discipline/sector. - Use a range of approaches to formulate and critically evaluate evidence-based solutions/responses to defined and/or routine problems and issues. -
Communication, ICT and Numeracy Skills	SCQF Level **8** Use a wide range of routine skills and some advanced and specialised skills associated with a subject/discipline/sector, for example: - Convey complex information to a range of audiences and for a range of purposes. - Use a range of standard ICT applications to process and obtain data. - Use and evaluate numerical and graphical data to measure progress and achieve goals/targets.
Autonomy, Accountability and Working with others	SCQF Level **8** - Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector. - Exercise managerial responsibility for the work of others within a defined structure. - Manage resources within defined areas of work. - Take the lead on planning in familiar or defined contexts. - Practise in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks. - Work, under guidance, with others to acquire an understanding of current professional practice. - Manage, under guidance, ethical and professional issues in accordance with current professional and/or ethical codes or practices.
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	18
Laboratory/Practical Demonstration/Workshop	18
Independent Study	164
Choose an item.	
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:

Hodge, A. (1999) Twentieth century actor training. London: Routledge

Lecoq, J. (2009) The Moving Body: Teaching Creative Theatre. London, Methuen Drama.

Mangan, M. (2013) The drama, theatre and performance companion. Basingstoke: Palgrave Macmillan.

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

Click or tap here to enter text.

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:

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.]()

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 and Media
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Arts and Media
Moderator	Dr Henry Bell
External Examiner	Sylvan Baker
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

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 – Students will create a Performance, showcasing an understanding of at least one of the performance genres they were introduced to during the semester (Practical, weighting 60%)
Assessment 2 – Essay; 1500 words (weighting 40%)
Assessment 3 – Free Text
(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	X	X	X	X		60%	

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**
Essay	X	X	X	X		40%	

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**
Combined Total for All Components						**100%**	**XX 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)