University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Theory & Performance			
Code: PERF08004	**SCQF Level: 8 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: (European Credit Transfer Scheme)**
School:	School of BCI		
Module Co-ordinator:	Dr Stephen Collins		

Summary of Module
Building on the work of SCQF 7 Reading Performance, Theory and Performance introduces students to more advanced and specialised theories of performance and reception. Specifically, this module is designed to enable students to consider different frameworks of performance making and reception and to engage in a deeper analysis of the performance event, the context of its creation, dissemination, and reception. Through lectures, tutorials and VLE activity, students will engage with a range of critical theories and apply them to the analysis of performance.

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	Understand, synthesise and apply key theories of performance.
L2	Operate and think reflexively, creatively, critically.
L3	Tailor outputs appropriately in order to present complex ideas.
L4	Articulate ideas coherently using appropriate academic conventions including Harvard referencing.
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 a discerning understanding of the relevant theories of performance.
Practice: Applied Knowledge and Understanding	SCQF Level **8** Apply a discerning understanding of the key theories of performance.
Generic Cognitive skills	SCQF Level **8** Operate and think reflexively, creatively, critically and technically to develop ideas and construct arguments.
Communication, ICT and Numeracy Skills	SCQF Level **8** Tailor outputs effectively to a range of audiences and purposes
Autonomy, Accountability and Working with others	SCQF Level **8** Work, under guidance, with others to acquire understanding of relevant theories.
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
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:

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

Barthes, R. (1993) Mythologies. London: Vintage.

Aston, E, and Savona, G. (1991) 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:

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	A&M
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	BCI

Moderator	Dr James Layton
External Examiner	S. 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 – Concept document of 2 pages detailing an idea for an original performance piece (100%)
(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 (concept document)	Understand, synthesise and apply key theories of art/performance	Operate and think reflexively, creatively, critically	Tailor outputs appropriately in order to present complex ideas	Articulate ideas coherently using appropriate academic conventions including UWS Harvard referencing.		100%	36

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**

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%**	**36 hours**