

University of the West of Scotland

Module Descriptor

Session: 24-25

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| Title of Module: Practice: Creative Festival | | | |
| Code: PERF09013 | SCQF Level: 9 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| School: | School of Business and Creative Industries | | |
| Module Co-ordinator: | Dr Ann-Christine Simke | | |
| Summary of Module | | | |
| <p>This module is an opportunity for students to share their creative practice, to identify and enhance their strengths and interests as artists, and to become aware of some of the wider practicalities – such as creating a company, funding structures, festival ecologies, and production skills – involved in creating work in professional contexts.</p> <p>With the support of the teaching team, students will form self-directed ‘companies’, negotiating and consolidating their own practice to deliver a professional performance outcome as part of a festival of performance for a public audience at Ayr Campus.</p> <p>This module serves as a culmination of the learning in Performance Practice 1 (Text Based) & 2 (Devising) and allows all students the opportunity to create their own work in response to a festival commission brief, using a variety of styles and modes of performance, and exploring various creative, technical, and production roles involved in creating performance.</p> | | | |

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| 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. | | | | | |

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| 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: |

| | | | | | | |
|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
| <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).

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|--------|-------------------------------------|--------|--------------------------|--------|--------------------------|
| Term 1 | <input checked="" type="checkbox"/> | Term 2 | <input type="checkbox"/> | Term 3 | <input type="checkbox"/> |
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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:

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| L1 | Using advanced knowledge demonstrate the ability to interpret, analyse, and critically evaluate ideas through performance and related media, from appropriate sources, using selection, editing and reflection on the creative process. |
| L2 | Originate work that demonstrates advanced understanding of a range of processes, materials, and technologies, apply effective and appropriate use of these to personal creative work, situated in the context of contemporary practice. |
| L3 | Produce effective and innovative artefacts in response to set briefs and develop and present these to a professional standard in a context appropriate to the Creative Industries they relate to. |
| L4 | Identify appropriate platforms for the delivery of complex information to convey ideas, arguments and advanced knowledge at a professional level to peers and industry specialists. |
| L5 | Click or tap here to enter text. |

Employability Skills and Personal Development Planning (PDP) Skills

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| SCQF Headings | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | <p>SCQF Level 9</p> <p>Demonstrate integrated and critical knowledge and understanding of contemporary debates in society and culture related to performance.</p> <p>Demonstrate critical knowledge and understanding of the material, cultural and policy conditions in which specific performance works were consumed and interpreted.</p> |

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| | <p>Demonstrate discerning knowledge and understanding of individual and collaborative research/ practice as research methodologies.</p> <p>Demonstrate specialist advanced knowledge and understanding of the interrelationships within and between a range of performance practices.</p> <p>Demonstrate advanced knowledge and understanding of the key ethical and professional issues pertinent to study and practice of contemporary performance.</p> |
| Practice: Applied Knowledge and Understanding | <p>SCQF Level 9</p> <p>Apply integrated and critical knowledge and understanding of the influence of legacy and tradition in contemporary debates in society and culture related to performance.</p> <p>Apply critical knowledge and understanding of the material, cultural and policy conditions in which applications of performance were consumed and interpreted within a diverse range of contexts.</p> <p>Apply appropriate research and inquiry methodologies to issues in performance.</p> <p>Deploy specialist advanced knowledge of performance making practices to facilitate audience engagement and or participation.</p> <p>Apply advanced knowledge and understanding of the key ethical and professional issues pertinent to the practice of contemporary performance</p> |
| Generic Cognitive skills | <p>SCQF Level 9</p> <p>Identify appropriate platforms through which to present complex ideas and arguments using a range of ICT applications to support and enhance work.</p> <p>Produce a range of outputs that demonstrate advanced knowledge.</p> <p>Synthesise data via a range of specialist ICT applications.</p> <p>Contribute effectively to professional dialogue with learners and professionals.</p> |
| Communication, ICT and Numeracy Skills | <p>SCQF Level 9</p> <p>Research and examine information, materials and experience.</p> <p>Draw on a range of methodological frameworks in order to devise, conceptualise and define an original research problem.</p> |

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| | <p>Lead, facilitate, participate and problem solve within team working contexts, considering and acknowledging diverse opinions and social, cultural and ideological positions from which they arise.</p> <p>Identify and analyse routine professional problems and issues.</p> | | | | |
| Autonomy, Accountability and Working with others | <p>SCQF Level 9</p> <p>Exercise discretion in the acquisition of advanced theory.</p> <p>Exercise managerial responsibility for the work of others and for a range of resources.</p> <p>Take responsibility for own and others' contributions to collaborative learning activities.</p> <p>Reflect on and take responsibility for identifying and practicing in line with relevant ethical, legal and regulatory standards.</p> | | | | |
| Pre-requisites: | Before undertaking this module the student should have undertaken the following: | | | | |
| | <table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> <tr> <td>Other:</td> <td></td> </tr> </table> | Module Code: | Module Title: | Other: | |
| | Module Code: | Module Title: | | | |
| Other: | | | | | |
| | | | | | |
| Co-requisites | <table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> </table> | Module Code: | Module Title: | | |
| 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. | |
| <p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p> | <p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p> |
| Tutorial/Synchronous Support Activity | 16 |
| Laboratory/Practical Demonstration/Workshop | 16 |
| Independent Study | 168 |
| | 200 Hours Total |

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

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

Alfreds, M (2007) *Different Every Night: Freeing the Actor*. London, Nick Hern Books.

Govan, E., Nicholson, H. and Normington, K. (2007) *Making a Performance: Devising Histories and Contemporary Practice*, Oxon, New York and Canada, Routledge.

Luckhurst, Mary (2006) *Dramaturgy: A Revolution in Theatre*. Cambridge: Cambridge University Press.

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

Mitter, S. (1992), *Systems of Rehearsal: Stanislavski, Brecht, Grotowski and Brook*. London, Routledge.

Romanska, Magda, ed. (2015), *The Routledge Companion to Dramaturgy*. New York: Routledge.

Seabright, J. (2010) *So You Want to Be a Theatre Producer?*, London, Nick Hearn Books.

Trencsenyi, K. (2015) *Dramaturgy in the Making. A User's Guide for Theatre Practitioners*, London, Bloomsbury.

Turner, Cathy, and Synne K. Behrnd (2008) *Dramaturgy and Performance*. Basingstoke: Palgrave Macmillan, 2008.

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

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| Divisional Programme Board | Arts & Media |
| Assessment Results (Pass/Fail) | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| School Assessment Board | Arts & Media |
| Moderator | Dr Catriona Fallow |
| External Examiner | S Baker |
| Accreditation Details | e.g. ACCA Click or tap here to enter text . |
| Changes/Version Number | 3 |

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 and participate in a performance as part of a festival of works (weighting 100%)

Assessment 2 – Free Text

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 |
| | X | X | X | X | n/a | 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 |

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)