University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Digital Performance			
Code: PERF 09015	**SCQF Level: 9 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: (European Credit Transfer Scheme) 10**
School:	School of BCI		
Module Co-ordinator:	Dr Stephen Collins		

Summary of Module
This module will allow students to explore the developing area of digital performance from a theoretical and practical perspective. Drawing on digital performance practices from the 1960s to the present day, students will investigate and develop new collaborative performances in the context of remote and digital working. Driven by the move to online performance at industry level, this module will investigate questions of performance in a digital environment from creation to collaborative practice to reception.

Further, the module will invite students to interrogate their own creative and collaborative practice by creating original performance work at distance for remote audiences.

Indicative content includes:

- An analysis of digital and telematic performance
- Digital and remote creative practices
- Digital and remote reception |

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 and apply detailed knowledge of key principles of digital performance
L2	Apply principles of practice to the development of an original performance piece
L3	Use a wide range of routine skills, along with some advanced and specialised skills, in the development of an original digital performance
L4	Identify and negotiate routine problems and issues associated with collaborative performance practice
L5	Exercise autonomy and initiative in the development of an original thematic 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 **9** Demonstrate an understanding of the key theoretical and practical elements of telematic performance.

Practice: Applied Knowledge and Understanding	SCQF Level **9** Apply appropriate and emerging knowledge and skills to the development of a telematic performance piece.
Generic Cognitive skills	SCQF Level **9** Identify and analyse routine professional problems and issues in the processes and practices of collaborative practice .
Communication, ICT and Numeracy Skills	SCQF Level **9** Use digital and image capture technologies to develop a telematic performance. Using software and specialised platforms for online learning, collaboration, performance making and reception
Autonomy, Accountability and Working with others	SCQF Level **9** Work autonomously and collaboratively to create a performance at distance for a non-copresent audience

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	6
Tutorial/Synchronous Support Activity	24
Practice Based Learning	12
Asynchronous Class Activity	26
Independent Study	132
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: Auslander, P. 2008. Liveness: performance in a mediated culture. London: Routledge. Causey, M. (2007) Theatre and Performance in Digital Culture: from simulation to embeddedness. London: Routledge. . Phelan, P. 1993. UNmarked: the politics of performance. 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 Coordinators 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	2

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 work individually or in groups to produce an original digital performance of c 10 mins. (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
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	x	x	x	x	x	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

							7

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**