

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: Approaching Performance Research</b>			
<b>Code: PERF09016</b>	<b>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 40</b>	<b>ECTS: (European Credit Transfer Scheme) 20</b>
<b>School:</b>	School of Business and Creative Industries		
<b>Module Co-ordinator:</b>	Dr James Layton		
<b>Summary of Module</b>			
<p>Approaching Performance Research introduces students to a range of examples in performance research. Utilising selected outputs (written and practice), students are encouraged to consider researchers' motivations and rationale for choices made in designing and executing specific research processes. Exposure to a range of research outputs will enable students to identify and evaluate appropriate methodologies and consider a design for their own proposal.</p> <p>Indicative topics include:</p> <ul style="list-style-type: none"> <li>• Ontology</li> <li>• Epistemology</li> <li>• Qualitative and Quantitative approaches</li> <li>• Designing and using questionnaires / surveys</li> <li>• Using interviews and focus groups</li> <li>• Ethnography / Autoethnography</li> </ul> <p>The module also introduces students to key critical frameworks that may underpin their research areas. Indicative examples may include (but are not limited to) Semiotics, Feminism, Phenomenology, and Postcolonialism.</p> <p>The final stage of the module facilitates an autonomous approach in which students investigate, design and write a research proposal. This process also draws substantially on one-to-one tutor support, designed to simulate the L10 supervision experience. Students will also have opportunities for peer-to-peer learning in the form of research specific seminars and sharing of practice (if applicable).</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>
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The module will <b>normally</b> 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).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

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	Investigate and apply appropriate knowledge of critical frameworks for use in performance research.
L2	Demonstrate an understanding and knowledge of appropriate methodologies and ethical practices in performance research.
L3	Demonstrate an ability to think critically in the design, review and refining of a research project proposal.
L4	Convey complex ideas and reasoned arguments using appropriate academic conventions.

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 <b>9</b> Demonstrate an understanding of the defining features and a critical understanding of research methodologies in creative practice, drawing on current debates where appropriate.
Practice: Applied Knowledge and Understanding	SCQF Level <b>9</b> Apply appropriate research and inquiry methodologies to issues in Performance and/or interdisciplinary creative outputs.
Generic Cognitive skills	SCQF Level <b>9</b> Undertake critical analysis and evaluate a range of methodological frameworks in order to devise, conceptualise and define an original research problem.

Communication, ICT and Numeracy Skills	SCQF Level 9 Identify appropriate platforms to research, support and enhance work including the use of ICT and numerical data.	
Autonomy, Accountability and Working with others	SCQF Level 9 Reflect on and take responsibility for identifying and practising in line with relevant ethical, legal and regulatory standards.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	48
Tutorial/Synchronous Support Activity	16
Asynchronous Class Activity	8
Independent Study	328
	Hours Total 400
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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

Denscombe, M. (2012). *Research proposals: A practical guide*. Berkshire: Open University Press [available online]

Nelson, N. (2013) *Practice as research in the arts: Principles, protocols, pedagogies and resistances*. Basingstoke: Palgrave Macmillan.

O'Leary, Z. (2017) *The essential guide to doing your research project*. London: Sage.

(\*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

<b>Divisional Programme Board</b>	Arts & Media
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Arts & Media

<b>Moderator</b>	Dr Catriona Fallow
<b>External Examiner</b>	S. Baker
<b>Accreditation Details</b>	-
<b>Changes/Version Number</b>	1

**Assessment: (also refer to Assessment Outcomes Grids below)**

**Assessment 1** For assessment A, students will select 3 research outputs (written and/or practice) and prepare a recorded presentation (approx. 10 minutes). Students should demonstrate an ability to convey complex ideas and reasoned arguments using appropriate academic conventions such as in-text and summative citations. (25%) (ILO4).

**Assessment 2** Students will submit a circa. 2500 word written proposal for the design of a research project (written or practice), with justification for chosen research methodology. Students should demonstrate how their engagement with relevant literature has informed the design and proposed execution of the research as well as reflecting on ethical considerations. It is anticipated that this will prepare students for completing a substantial research project at Level 10. (ILO1,2,3,4)

(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)**

<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Presentation				✓	25%	

<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Written portfolio	✓	✓	✓	✓	75%	

Changes 2024/25 session – J Layton 19/03/24

Change of ILO for Assessment A. Now meets ILO4 rather than ILO2.

Slight wording change to Assessment A, reflecting the change of criterion addressed.