

## University of the West of Scotland

## Module Descriptor

Session: 23/24

<b>Title of Module:</b> Performance Dissertation			
<b>Code:</b> PER10011	<b>SCQF Level: 10</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points:</b> 40	<b>ECTS:</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business and Creative Industries		
<b>Module Co-ordinator:</b>	Dr Catriona Fallow		
<b>Summary of Module</b>			
<p>The Performance: Dissertation module provides students with the opportunity to conduct a piece of independent, student-led, enquiry-based research. That means that in this module, students will work independently to plan, research, and write their own individual dissertation projects. This is students' opportunity as final year BA Hons Performance students to spend time thinking deeply, critically, and creatively about ideas, topics, practices, and artworks that are important to them, to express their thoughts independently and rigorously, and to share their findings as they relate to wider critical, academic and practical contexts.</p> <p>Students will work closely with an allocated Supervisor from the Performance team who will help support the development of their project via 1-1o-1 supervisions. Additional writing and research Support Sessions will take place across the year to help guide students and provide a space to undertake and share work collectively at strategic points in the writing process.</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>
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"/>
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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:

L1	Demonstrate and apply a critical understanding of a range of specific theories, concepts and methodological processes.
L2	Demonstrate and apply a wide range of professional skills, techniques and practices, a few of which should be specialised or advanced.
L3	Critically identify, define, conceptualise, analyse and or synthesise complex problems.
L4	Present and disseminate information, formally and informally, to informed audiences, utilising appropriate academic and creative conventions.
L5	Exercise autonomy, ethical accountability and reflexivity.

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<b>SCQF Level 10</b> Demonstrate and apply a critical understanding of a range of specific theories, concepts and methodological processes (Applied Knowledge & Understanding).
Practice: Applied Knowledge and Understanding	<b>SCQF Level 10</b> Demonstrate and apply a wide range of professional skills, techniques and practices, a few of which should be specialised or advanced (Applied Knowledge & Understanding).

Generic Cognitive skills	SCQF Level <b>10</b> Critically identify, define, conceptualise, analyse and or synthesise complex problems (Cognitive).	
Communication, ICT and Numeracy Skills	SCQF Level <b>10</b>	
	Present and disseminate information, formally and informally, to informed audiences, utilising appropriate academic and creative conventions (Communication).	
Autonomy, Accountability and Working with others	SCQF Level <b>10</b> Exercise autonomy, ethical accountability and reflexivity (Autonomy).	
<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>	
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>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	6
Tutorial/Synchronous Support Activity	24

Practice Based Learning	45
Independent Study	325
	Hours Total 400
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Alleque, L. et al. (eds.) (2009) <i>Practice as Research in Performance and Screen</i>, Basingstoke, Palgrave Macmillan.</p> <p>Barrett, E &amp; Bolt, B (eds.) (2010) <i>Practice as Research Approaches to Creative Arts Enquiry</i>, London, L.B. Tauris &amp; Co Ltd.</p> <p>Bial, H. (2016) <i>The Performance Studies Reader</i>, (3rd ed.) London, Routledge.</p> <p>Marshall, C. &amp; Rossman, G.B. (2016) <i>Designing qualitative research</i>. (6th ed.) United Kingdom: Sage Publications.</p> <p>Nelson, R. (ed.) (2013) <i>Practice as research in the arts: Principles, protocols, pedagogies, resistances</i>. Basingstoke, Palgrave Macmillan.</p> <p>Pears, R. and Shields, G. (2019) <i>Cite them right: the essential referencing guide</i>. 11th edn. London: Red Globe Press / Macmillan International Higher Education.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**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)	
<b>Attendance and Engagement Requirements</b>	

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 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

<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 Eve Katsouraki
<b>External Examiner</b>	S Baker
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	1

**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: 8000-word written dissertation on a topic of students’ choosing (with appropriate accompanying examples of practice as required for the project’s focus). Weighting 100%.

Assessment 2

Assessment 3

(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>Component 1</b>							
<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>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
	X	X	X	X	X	100	75

<b>Component 2</b>							
<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>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>

<b>Component 3</b>							
<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>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>75 hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)**