University of the West of Scotland

Undergraduate Programme Specification

Session: 2023/24

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Status: Pending

Named Award Title:	BA (Hons) Performance Single

Award Title for Each Award:	BA (Hons) Performance BA Performance Dip HE Performance Cert HE Performance

Date of Validation:	March 2018
Details of Cohorts Applies to:	Performance Intake 2022, Level 7,8,9,10

Awarding Institution/Body:	University of the West of Scotland
Teaching Institution:	University of the West of Scotland
Language of Instruction & Examination:	English
Award Accredited By:	
Maximum Period of Registration:	
Mode of Study:	Full Time Part Time
Campus:	Ayr

School:	School of Business & Creative Industries
Programme Board	Arts & Media
Programme Leader:	James Layton

Admission Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements: **SQA National Qualifications** Year 1 SQA Highers: BBBC Inc. English (at B grade or above) or relevant alternative Year 2 SQA Advanced Highers: BBC + HG English <hr> **or GCE** Year 1 GCE A-Levels: CCC inc English or relevant alternative Year 2 GCE A-Levels: BBC

or SQA National Qualifications/Edexcel Foundation

Year 2
HNC in Performance, Musical Theatre, Dance, Music or relevant discipline and English Higher (B grade or above) or relevant alternative.

Year 3
HND in Performance, Musical Theatre, Dance, Music or relevant discipline and English Higher (B grade or above) or relevant alternative.

Other Required Qualifications/Experience

Further desirable skills pre-application

For Level 7 entry - All applicants will be expected to submit a personal statement and reference from an appropriate referee. The appropriate referee for Performance will be able to make comments on their ability, and previous experience in one of the following:

1: Demonstrate an interest in contemporary performance
2: Ability to work with others
3: Demonstrate an enthusiasm for performance

General Overview

The BA (Hons) Performance course at UWS is designed to equip the student to become a creative maker, a critical thinker and work ready. Drawing on the expertise of the teaching team and visiting lectures, you will gain insights into the contemporary performance industries and develop a robust understanding of how performance is made, the cultural and social significance of performance and performance theory.

Our focus on practice, history, theory and industry allows you to explore performance critically and practically and gain a deeper understanding of diverse creative and research practices. You will be encouraged to develop your existing skills and passions whilst engaging with a series of new skills. Core and optional modules will provide a grounding in performance and performance making whilst supporting you to develop your own path and enabling you to position yourself within a variety of performance-related disciplines.

The course is for emerging performers, performance makers and those interested in developing their practical skills, researching their discipline and thinking critically about performance and culture.

Programme philosophy

Students are enabled to learn in discovery mode as co-producers of the curriculum. We also recognise that a graduate career is important to our students, so we design our programmes such that the first day in the academy for our students is also their first day in industry. In the context of the current development, our Performance provision is distinguished in terms of its cross- and interdisciplinary design, which provides students with a rich and stimulating range of opportunities to learn and produce collaboratively, mirroring the dynamics of real world professional settings. The programme is also underpinned by an epistemological commitment to integrated practice as praxis, rather than an artificial and creatively unsustainable separation of practical and theoretical activity.

The programme provides students with space to develop their practice holistically and in a context of expressive collaboration across and between disciplines. It will also equip graduates with the interpersonal and interdisciplinary capacity to deploy their creativity in pluralistic professional settings. The programmes should therefore appeal to the growing number of creative practitioners who want to define their practice in a research-infused context.

Articulation of academic themes

The development team agree that contemporary and effective Performance programmes should cover the following five academic themes:

- Theory
- History, culture and policy
- Research
- Practice skills
- Industry

The programme learning outcomes have been mapped against each of these five themes to ensure that students can objectively demonstrate their achievement in each area . At the same time, however, the programme philosophy rests on an appreciation of practice as a research-infused deployment of technique as

a creative and contextual response. As such, the programme learning outcomes are designed to enable students to bring these academic themes together in their practice.

The above caveats notwithstanding, the programme learning outcomes architecture is presented such that the first learning outcome for each characteristic relates to history, culture and policy; the second relates to theory; the third to research; the fourth to practice skills; and the fifth to industry.

Realisation of graduate attributes

Graduates from contemporary Performance programmes need to be equipped for freelance careers, able to think critically, and be confident and effective in their practice. As such, the team identified the following three themes as likely to resonate more meaningfully to students in the creative and creative industries:

- Critical thinkers
- Freelance Ready
- Creative Makers

Student Journey

Full-time students will undertake the modules in the order they appear in the relevant programme schema. UWS encourages reassessment at the earliest opportunity, so flexibility will be utilised around reassessment to optimise student progression.

Part-time students will agree their learning journey with the programme team, particularly through guidance from their Personal Tutor and, as required, the School's Education Guidance Adviser. Care will be taken to limit the student workload to 60 credits per academic year, so all other things being equal, the normal part-time journey will be as follows:

Students will undertake long 40-credit Performance Production modules at levels 7 and 8, through which they will develop and showcase their practice. These modules are spread over both trimesters so that students' practice will be informed by the full range of learning they participate in across the year. At levels 9 and 10 their performance production becomes specialised and allows the student to focus on areas of speciality through the Creative Festival, a series of options and finally a large scale performance project incestigating new performance realisation.

They also undertake 20-credit Performance Contexts modules at Levels 7, 8 and 9, through which they will expand their preparedness for success in the creative and cultural industries. And they undertake theoretically-based modules at these levels, via the Performance Theory 1 and 2, and Contemporary Debates in Art & Performance.

The historical theme is addressed directly via Performance History , Culture & Society, and the research strand begins at Level 9 through Art & Performance Research Methods.

These modules therefore develop student adeptness across the five academic themes of the programme, which students integrate through their maturing practice. The students then bring these skills, experiences and attributes together at Level 10 through the long 60-credit Creative Research Project module, the 40-credit New Performance Realisationt module focused on the contemporary creative landscape, and the Performance: Networks andPromotion module focused on work-readiness.

Students who enrol at level 9 will be given the opportunity to join additional level 8 modules in Culture and Society and Performance Theory where a gap in their knowledge is identified.

Postgraduate progression routes

UWS has a corporate commitment to encouraging our students to progress to postgraduate study within the institution. So, in addition to the varied specialist Masters degrees offered elsewhere, students who graduate from BA (Hons) Performance will be encouraged to progress onto our MA Creative Media Practice programme. This is an interdisciplinary programme that provides space for practitioners to explore and consolidate their creative identity across digital content, media, moving and still image, audio, writing and performance. Delivered by expert practitioners, the programme expands on undergraduate experience to further equip students for a career in the creative industries, offering network contacts, the chance to build a portfolio, and essential practical skills.

Employment routes

The programme design enables students to achieve both the I AM UWS Graduate Attributes, and at the same time recognise their achievement as Freelance Ready, Critical Thinkers, and Creative Makers. Students will graduate with a portfolio of leading-edge creative outputs, a deep appreciation of the industry context of their practice, and a clear understanding of the requirements of a freelance career.

Graduate Attributes, Employability & Personal Development Planning

Students will follow a course of study that will develop their skills via the UWS Graduate Attributes - Universal, Work-Ready and Successful. This programme additionally developed their performance skills to allow them to become critical thinkers, creative makers and work ready. By analysing, inquiring and critically reflecting within the performance industry the students will become academically universal, academically work ready and academically successful. The programme encourages and directs the students to utilise emotional intelligence, ethics, cultural awareness, communication, influence, motivation, creative skills, Imagination and resilience to become personally universal, work ready and successful. The performance programme empowers the student to be ready for employment through work related skills in collaboration, research, social responsibility, leadership, enterprise, ambition, driven, daring and transformation to become professionally universal, work ready and successful.

Employability:

Our students are employed in all aspects of the perform industry including acting; musical theatre, dance, directing; producing/writing for stage and screen; designing and delivering community performance projects; developing new creative organisations; or training to become a primary school teacher or secondary school drama teacher. Many of our students also progress to postgraduate study in a range of related subjects.

Personal Development Planning:

The programme is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. The mapping of programme and module learning outcomes and employability-integrated assessment ensures the visibility of graduate attributes, employability and citizenship competencies. Personal development is embedded and explicitly signposted in the curriculum, with students provided with regular opportunities to capture and evaluate progression and development, stimulating reflection, self-regulation and a more constructive engagement with employability. It is recognised that personal development planning is an essential component of lifelong learning and continuing and professional development. To support this activity, all students are provided with access to personal development planning tools and enabled to develop a personal e- portfolio across the programme. The performance programme has been designed with PDP at its core from level 7 to 10. Students will develop professionally, their academic writing skills and critical reflection whilst applying and developing their performance related skills. Students will negotiate with tutors their own learning journey via the programme learning outcomes.

Ethical Conduct

Generating an awareness of ethical practice in professional conduct is embedded as a key component of the teaching and learning environment for both the BA (Hons) Performance and BA (Hons) Digital Art & Design programmes. Organised around the three core principles of Responsibility, Care and Consent, students and staff (including associate lecturers) attend annual workshops on professional conduct, exploring what constitutes good professional conduct, how to acknowledge poor professional conduct when it happens, and how to challenge questionable attitudes and patterns of behaviour immediately and sensitively in a clear and transparent fashion. The shared learning from these sessions flows through into module activity at all SCQF levels (7-10), where students engage in a practical learning journey that facilitates their ongoing development as autonomous, self-directed, ethical practitioners.

Work Based Learning/Placement Details

Professional based skills are developed throughout the student journey and realised in the modules Performance Practice 1,2 and 3. Concurrently the student will be introduced to relevant professionals, protocols and employers which will prepare them for the two level ten exit modules New Performance Realisation and Performance: Networks and Promotion

New Performance Realisation offers students the opportunity to gain credit for a specific contemporary practice based specialism within the arts and performance industry. The module is designed to assist students to enhance their skills in such a way that it facilitates career and practice development in a professional manner/environment. Students will be required to demonstrate ability to apply evidence based methods in a practical setting, demonstrating their skills with performance or art based related issues as a 'reflective practitioner' in a relevant genre. Students will be expected to demonstrate their awareness and relevancy of their choices leading them to deploy a range of professional creative skills to realise a contemporary practice based specialism.

The Performance: Networks and Promotion module aims to develop students' critical thinking about career choice and work ethics in combination with their practical projects. The outcome of all student work should demonstrate a critical knowledge and understanding of the ways in which their career plans are developed and conceptualised. The students will utilise a number of processes specific to their cultural study in relation to the wider cultural industries chosen career path such as show reels, exhibitions, installations, audio examples, CV's, covering letters and promotional portfolios to demonstrate their own personal skills, The module will

allow students to consider career routes and opportunities and supply them with presentation, communication and generic cognitive skills to move towards employment in the cultural sector.

Engagement

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time.

Equality and Diversity

Further information on the institutional approach to Equality, Diversity and Inclusion can be accessed at the following link: https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/

Equality and Diversity
In line with the Equality Act 2010, the curriculum and delivery of Media, Culture & Society programmes are designed to promote the general equality duty, namely to:

• Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
• Advance equality of opportunity between people who share a protected characteristic and those who do not; and
• Foster good relations between people who share a protected characteristic and those who do not.

The programme supports equality of opportunity for students from different backgrounds and with different learning needs. Using appropriate platforms, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The programme complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The School of Media, Culture & Society is committed to enabling all learners, respecting diversity, promoting equality and embedding inclusivity in all aspects of its work. It is fully cognisant of and compliant with relevant external and institutional policy in this area. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

A. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

	Knowledge and Understanding
A1	Demonstrate an appreciation of the histories, forms and traditions of performance.
A2	Understand and explain foundational performance contexts in terms of production and reception.
A3	Demonstrate knowledge and understanding of the foundational principles of research and inquiry.
A4	Demonstrate knowledge and understanding of a range of routine practitioners, practices, crafts and techniques.
A5	Demonstrate an awareness of the educational, pedagogical, community, social and cultural context the contemporary performance landscape.
	Practice - Applied Knowledge and Understanding
B1	Apply basic historical and social concepts to performance.
B2	Apply foundational cultural and theoretical concepts to the critical analysis, documentation and interpretation of performance.
B3	Apply foundational research techniques in exercises of inquiry.
B4	Deploy a range of basic and routine performance making technical skills in creative and critical modes of expression.

B5	Apply understanding of the social and cultural context of contemporary performance landscape.

Communication, ICT and Numeracy Skills

C1	Articulate ideas and communicate information comprehensively, in oral or textual forms.
C2	Create and present in forms appropriate to content and in a range of contexts.
C3	Articulate ideas and concepts via a range of communication technologies.
C4	Articulate ideas and communicate information comprehensively, in visual or physical forms.

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation

D1	Develop techniques informed by or derived from cultural forms/ histories/ contexts and or practitioners
D2	Describe theorise, interpret and evaluate texts and events
D3	Produce written work with appropriate scholarly and professional registers/ conventions
D4	Recognise situational and interpersonal factors and how these can accommodate to facilitate productive working relationships
D5	Consume and interpret contemporary practice

Autonomy, Accountability and Working With Others

E1	Work under pressure and to deadlines.
E2	Accept supervision in less familiar areas of work
E3	Work independently, set goals and manage limited resources within defined areas of work.
E4	Work in a planned and improvisatory way to anticipate and accommodate change
E5	Work under guidance, with others to acquire an understanding of current professional practice

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
7	APPD07001	ASPIRE	20				
7	PERF07002	Performance Contexts: Production Aesthetics	20	✓	✓		
7	PERF07005	Reading Performance	20	✓			
7	PERF07004	Practice Text Based	40	✓	✓		
7	PERF07003	Performance Histories	20		✓		

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

To progress to L8, students must meet the criteria outlined in University Regulation, Chapter 3 (3.13).

For information on progression with credit deficit please refer to University Regulation, Chapter 3 (3.13).

Those students entering the programme at SCQF level 7, and who successfully achieve 120 credits at SCQF level 7 (including all cores) can exit with Cert HE in Performance should they choose not to progress to the next level of the programme.

For information on the award of distinction please refer to University Regulation, Chapter 3 (3.25).

B. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

	Knowledge and Understanding
A1	Demonstrate a discerning understanding of the relevant theories of performance.
A2	Demonstrate detailed knowledge and understanding of the material, cultural and policy conditions in which specific performance works were produced.
A3	Demonstrate a discerning understanding of research philosophy.
A4	Demonstrate discerning understanding of the principles of collaborative and interdisciplinary practice.
A5	Demonstrate detailed knowledge and understanding of the processes by which performance is created, realised, managed and documented.

	Practice - Applied Knowledge and Understanding
B1	Apply a discerning understanding of the key theories of performance.
B2	Apply detailed knowledge and understanding of the material, cultural and policy conditions in performance contexts.
B3	Apply a discerning understanding of research philosophy to performance related issues.
B4	Apply a range of collaborative performance processes in the creation of work including: working collective, ensemble, co -creation and hierarchical and non-hierarchical structures.
B5	Re-appropriate a detailed knowledge and understanding of the processes and practices of an external organisation/ individual.

	Communication, ICT and Numeracy Skills
C1	Identify appropriate platforms through which to present complex ideas and arguments.
C2	Tailor outputs effectively to a range of audiences and purposes.
C3	Use a range of standard ICT applications to process and obtain data.
C4	Explain and defend creative, technical and/ or conceptual choices.

	Generic Cognitive Skills - Problem Solving, Analysis, Evaluation
D1	Synthesise and explain the evolution of key concepts.
D2	Operate and think reflexively, creatively, critically and technically to develop ideas and construct arguments.
D3	Engage with and understand different theories or paradigms of knowledge.
D4	Understand group dynamic to operate collaboratively with collective, creative and professional contexts to pursue shared goals.
D5	Analyse and synthesise contemporary practice.

	Autonomy, Accountability and Working With Others
E1	Work, under guidance, with others to acquire understanding of relevant theories.
E2	Demonstrate receptiveness to specialist guidance and critique.
E3	Demonstrate sensitivity to the roles and contributions of self and others in collaborative activities to with others with the aim of developing performance practice.
E4	Work in a planned and improvisatory way to accommodate ambiguity, creative risk taking,

	uncertainty and unfamiliarity.
E5	Reflect on own academic and practitioner identity in the wider professional context.

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
8	PERF08002	Performance Contexts: Creative Processes	20	✓			
8	PERF08004	Theory & Performance	20	✓			
8	PERF08003	Practice: Devising	40	✓	✓		
8	PERF08001	Culture & Society	20		✓		
8	DAAD08011	Crossmedia Collaboration *	20		✓		

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

To progress to L9, students must meet the criteria outlined in University Regulation, Chapter 3 (3.13).

For information on progression with credit deficit please refer to University Regulation, Chapter 3 (3.13).

Those students entering at SCQF level 7 or SCQF level 8, and who achieve at least 240 SCQF credits of which a minimum of 90 are at least SCQF level 8, including all cores, can exit with DipHE Performance, should they chose not to progress to the next level of the programme.

For information on the award of distinction please refer to University Regulation, Chapter 3 (3.25).

C. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

Knowledge and Understanding	
A1	Demonstrate integrated and critical knowledge and understanding of contemporary debates in society and culture related to performance.
A2	Demonstrate critical knowledge and understanding of the material, cultural and policy conditions in which specific performance works were consumed and interpreted.
A3	Demonstrate discerning knowledge and understanding of individual and collaborative research/ practice as research methodologies.
A4	Demonstrate specialist advanced knowledge and understanding of the interrelationships within and between a range of performance practices.
A5	Demonstrate advanced knowledge and understanding of the key ethical and professional issues pertinent to study and practice of contemporary performance.
Practice - Applied Knowledge and Understanding	
B1	Apply integrated and critical knowledge and understanding of the influence of legacy and tradition in

	contemporary debates in society and culture related to performance
B2	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.
B3	Apply appropriate research and inquiry methodologies to issues in performance.
B4	Deploy specialist advanced knowledge of performance making practices to facilitate audience engagement and or participation.
B5	Apply advanced knowledge and understanding of the key ethical and professional issues pertinent to the practice of contemporary performance.

Communication, ICT and Numeracy Skills

C1	Identify appropriate platforms through which to present complex ideas and arguments using a range of ICT applications to support and enhance work.
C2	Produce a range of outputs that demonstrate advanced knowledge.
C3	Synthesise data via a range of specialist ICT applications.
C4	Contribute effectively to professional dialogue with learners and professionals.

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation

D1	Research and examine information, materials and experience.
D2	Formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation.
D3	Draw on a range of methodological frameworks in order to devise, conceptualise and define an original research problem.
D4	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.
D5	Identify and analyse routine professional problems and issues.

Autonomy, Accountability and Working With Others

E1	Exercise discretion in the acquisition of advanced theory.
E2	Develop research plans in response to experts and colleagues.
E3	Exercise managerial responsibility for the work of others and for a range of resources.
E4	Take responsibility for own and others' contributions to collaborative learning activities.
E5	Reflect on and take responsibility for identifying and practising in line with relevant ethical, legal and regulatory standards.

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
9	PERF09016	Approaching Performance Research	40	✓	✓		
9	PERF09004	Community Performance Project	20	✓			
9	PERF09013	Practice: Creative Festival	20	✓			
9	PERF09011	Contemporary Performance in Context	20		✓		

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes

9		Applied Theatre in Practice *	20	✓	
9	PERF09015	Digital Performance	20	✓	
9	PERF09012	Performance Contexts: Testing Ideas	20	✓	

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

To progress to L10, students must meet the criteria outlined in University Regulations, Chapter 3 (3.13).

For information on progression with credit deficit please refer to University Regulations, Chapter 3 (3.14).

Those students who initially enter the programme at SCQF levels 7, 8 or 9 and who achieve at least 360 credits with 200 in the subject area of which a minimum of 90 are at least SCQF level 9, including all cores, can exit with the BA Performance, should they decide not to progress to the next level of the programme.

For information on the award of distinction please refer to University Regulations, Chapter 3 (3.25).

D. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

	Knowledge and Understanding
A1	Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of performance.
A2	A critical understanding of the principal theories, concepts and principles of the performance subject area.
A3	Detailed knowledge and understanding in one or more specialisms in performance, some of which is informed by, or at the forefront of, relevant theory of performativity.
A4	Knowledge and understanding of the ways in which performance is developed, including a range of established techniques of enquiry or research methodologies.
	Practice - Applied Knowledge and Understanding
B1	In using a wide range of the principal professional skills, techniques, practices and/or materials associated with the performance.
B2	In using a few skills, techniques, practices and/or materials that are specialised, advanced and/or at the forefront of performance.
B3	In executing a defined project of research, development or investigation and in identifying and implementing relevant outcomes.
B4	To practise in a range of professional level performance contexts that include a degree of unpredictability and/or specialism.
	Communication, ICT and Numeracy Skills
C1	Critically identify, define, conceptualise and analyse complex/professional performance problems and issues.
C2	Offer professional insights, interpretations and solutions to problems and issues relating to performance.
C3	Demonstrate some originality and creativity in dealing with professional performance issues.
C4	Critically review and consolidate knowledge, skills, practices and thinking in the performance subject area.
C5	Make judgements where data/information is limited or comes from a range of sources.
	Generic Cognitive Skills - Problem Solving, Analysis, Evaluation
D1	Present or convey, formally and informally, information about specialised topics to informed audiences.

D2	Communicate with peers, senior colleagues and specialists on a professional level.
D3	Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.
D4	Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.

Autonomy, Accountability and Working With Others

E1	Exercise autonomy and initiative in professional performance/equivalent activities.
E2	Exercise significant managerial responsibility for the work of others and for a range of resources.
E3	Practise in ways that show awareness of own and others' roles and responsibilities in performance.
E4	Work, under guidance, in a peer relationship with specialist performance practitioners.
E5	Work with others to bring about change, development and/or new thinking in performance and manage complex ethical and professional issues in accordance with current professional performance and/or ethical codes or practices..

Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
10	JOUR10004	Creative Research Project	60	✓	✓		
10		Performance: Dissertation *	40	✓	✓		
10	PERF10010	Performance: Networks and Promotion	20	✓			

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes

* Indicates that module descriptor is not published.

Footnotes

Criteria for Award

The award of BA (Hons) Performance is awarded to students who have at least 480 credits of which a minimum of 200 Point are at SCQF Levels 9 and 10, and of which a minimum of 90 are at SCQF Level 10.

Honours Classification will be awarded in line with the University Regulations, Chapter 3 (3.20 – 3.24).

Regulations of Assessment
Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework. An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework. To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for an exit award of CertHE / DipHE or BA / BSc in Combined Studies.

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Changes

Changes made to the programme since it was last published:

Update L7, 9 & 10 modules 2020
Level 7 structure change to 5 core modules and one 20 credit option
Level 7 Optional Module added - Creative writing.
Level 7 Collaboration Module removed from core and added as option
Level 9 Creative festival reduced to 20 credits and moved to Trimester 2
Level 9 Writing for stage and screen added in trimester 1 as core 20 credit module
Level 9 CAIC changed to tri 1
Level 9 Testing ideas changed to tri 2
Level 10 Practice in context changed to tri 2

Changes made to level 9 and level 10. New modules added and some name ammendments

Update L7, 9 & 10 modules 2021
Level 7 structure returns to as validated prior to Covid - No options. Collaboration module now back as core.
Level 9 option modules added due to increase in numbers and relevance to digital technology and student focus in the community. New Digital Performance module added as option. Performance Community Project added as an option.
Level 9 Approaching Performance research replaces RCP - change due to differences in module between art and performance delivery. New module focusses on performance with no deviance away from original programme outcomes.
Level 9 - writing for stage and screen removed as core to make way for new optional modules influenced by larger numbers and digital deliveries.
Level 10 - CIEPP changed to long thin module over tri 1 and 2 - Requested by the students through the SSLG. Module coordinator and PL agree in the change.
Level 10 - Performance research project replaces original Art and Performance research project change due to differences in module between art and performance delivery. New module focusses on performance with no deviance away from original programme outcomes.

Version Number: 1.08