



## **Module Specification**

### **Performance Texts**

Version: 2025-26, v1.0, Approved

#### **Contents**

|  |          |
|--|----------|
| <b>Module Specification .....</b>                  | <b>1</b> |
| <b>Part 1: Information .....</b>                   | <b>2</b> |
| <b>Part 2: Description .....</b>                   | <b>2</b> |
| <b>Part 3: Teaching and learning methods .....</b> | <b>3</b> |
| <b>Part 4: Assessment.....</b>                     | <b>4</b> |
| <b>Part 5: Contributes towards .....</b>           | <b>5</b> |

## Part 1: Information

**Module title:** Performance Texts

**Module code:** UARB8T-30-1

**Level:** Level 4

**For implementation from:** 2025-26

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Arts, Technology and Environment

**School:** CATE School of Arts

**Partner institutions:** None

**Field:** Drama

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module introduces students to influential scripts for stage, screen and radio, facilitating their critical engagement with texts to inspire their own creative writing and situate their work within a broader performance history.

**Features:** Not applicable

**Educational aims:** The module allows students to build a critical toolkit for analysis, working towards an understanding of how and why creative decisions are made in a

text or performance. The module guides students in putting their ideas about structure and style into practice as they complete creative writing tasks.

The overall aim of the module is to foster a curiosity in students, encouraging them to engage deeply with a script's themes and contexts, as well as inspiring their own creative writing.

**Outline syllabus:** Students will explore critical topics such as: contexts, genre, style, theme, performance history, staging, semiotics, language, and close reading (analysis).

Students will engage with creative writing features such as: characterisation, structure, plot, dialogue, time and place, conflict, subtext, exposition and metaphor.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Teaching and learning will take place in interactive, non-hierarchical workshops. In these sessions, students will be introduced to primary texts, supportive contextual detail, research skills and creative techniques.

Students will complete exercises in class and at home which develop their critical and creative approaches, informed by research and personal experience.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Refine communication skills, adapting style and tone to effectively communicate ideas and research findings.

**MO2** Employ effective research methods to explore and gather information related to specific areas of study.

**MO3** Evaluate information from various sources, identifying key ideas, and understanding different perspectives.

**MO4** Apply creative writing techniques to the making of original work.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/0D35E002-7BB9-4D08-403A-E55D147A74A7.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/0D35E002-7BB9-4D08-403A-E55D147A74A7.html?lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** This module is Pass/Fail. The Pass/Fail Assessment Strategy for this module has been designed to place greater emphasis on developmental learning, which is in line with the nature of creative practice.

Establishing a less marks driven approach to assessment offers an opportunity to build confidence and encourage creative risk-taking.

By making explicit the role of feedback as key to learning and progression, students gain an understanding of their progress outside of the pressure of final numerical grades.

The assessment will enable students to achieve the Module Learning Outcomes by introducing them to primary texts, contexts, and critical methods.

Students will develop their own judgement by responding to texts with individual insights, supported by research.

They will apply their understanding of scripts and the contexts of production to their own creative writing. This will help students to build confidence in using their personal creative voice.

The written submission will include students critical or creative response to chosen texts. There is some flexibility in how the material is presented, with an equality of opportunity through diverse formats (e.g., written, audio, or video). Students submit 1500 written words or equivalent in audio or video format.

The assessment type has been selected to enable flexibility of submission format due to individual student interest and accessibility.

The assessment is intended to enhance students' employability through the application of analytical writing and creative thinking skills.

Formative feedback will be given throughout the process with tutors identifying how to improve work-in-progress at points of intervention.

The resit assessment will match the first-sit.

**Assessment tasks:****Written Assignment (First Sit)**

Description: 1500 written words or equivalent in audio or video format to enable accessibility for all.

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Written Assignment (Resit)**

Description: 1500 written words or equivalent in audio or video format to enable accessibility for all.

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Drama, Acting and Performance [Bower] BA (Hons) 2025-26