



## **Module Specification**

### **Performing the Self**

Version: 2027-28, v1.0, Approved

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## Part 1: Information

**Module title:** Performing the Self

**Module code:** UARB8Y-30-3

**Level:** Level 6

**For implementation from:** 2027-28

**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 enables students to experiment with different theories and modes of performance that reflect their own identity and bear witness to the experiences of others.

**Features:** Not applicable

**Educational aims:** This module uses performance to explore questions such as “What’s it like being me?” and “What’s it like being you?”. It looks at how

performance can give voice to individual identity through the lenses of age, gender, sexuality, race and ethnicity, faith, class, mental health, disability, and versions of the body.

The module utilises radical scholarship, as well as examples of influential practitioners in the field. This encourages students' awareness of the vital role of performance in contemporary society.

**Outline syllabus:** The work on this module is supported by scholarship in the areas of: postcolonialism, queer theory, feminist theory, intersectionality, the male/female gaze (spectatorship), psychoanalysis and the philosophy of mind, religion, and performance studies.

The different modes of performance explored include: performance art, drag, gamification, stand-up comedy, ritual, mask work, puppetry, verbatim and tribunal theatre, music, performance poetry, post-dramatic theatre, site-specific, and promenade performance. One of the key concerns of this module is to consider the ethical limits of performance, in areas such as the relationship between performer and spectator.

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

**Teaching and learning methods:** Teaching and learning takes place in interactive workshops to encourage students' exploration of their identity in a safe and inclusive space.

Students engage with individual and group practical work, screenings of appropriate material, discussions about theories and contexts.

Tutors will facilitate students' works-in-progress and peer review will form a vital part of the learning process.

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

**MO1** Design and execute an independent research project, demonstrating knowledge of research methods and producing novel insights and conclusions.

**MO2** Demonstrate a sophisticated understanding of historical, cultural, and social contexts, analysing their influence and impacts.

**MO3** Apply knowledge of established and emerging landscapes of performance and analyse how they intersect with contemporary, social, cultural, and/or political climates.

**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/F0AE643E-4050-4AE9-7FBA-5095C2708F48.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/F0AE643E-4050-4AE9-7FBA-5095C2708F48.html?lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** The performance enables students to demonstrate their individual understanding of the radical thinkers and practitioners studied on the module; and it encourages them to communicate these ideas creatively in a performance form. Emphasis will be placed on research ethics in preparing for this task.

The assessment allows students to expand their understanding of performed identity in a mode of their choice. This will be accompanied by an annotated bibliography, which notes the inspirations and rationale behind the decisions taken.

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

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

The resit will match the first sit.

**Assessment tasks:**

**Portfolio (First Sit)**

Description: 15 min performance

annotated bibliography

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Portfolio (Resit)**

Description: 15 min performance

annotated bibliography

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

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