1. **Title of the module**
   Collaborations: Interpreters (UGCD601)

2. **School or partner institution which will be responsible for management of the module**
   London Contemporary Dance School

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
   Level 6

4. **The number of credits and the ECTS value which the module represents**
   20 (10 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Term 1

6. **Prerequisite and co-requisite modules**
   NA

7. **The programmes of study to which the module contributes**
   BA (Hons) Contemporary Dance

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will be able to:
   
   8.1 demonstrate work within the constraints of the media with sensitivity to the contextual nature of performance
   8.2 negotiate and work confidently with different performance elements
   8.3 collaborate with the choreographer and their other creative partners as the interpreter of the work
   8.4 demonstrate a professional approach to working
   8.5 confidently embrace and embody the requirements of the performance
   8.6 confidently discern and adapt to the shifting needs of a range of performance environments

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to:
   
   9.1 demonstrate engagement with creative problem solving and to make appropriate decisions within complex and/or unpredictable situations
   9.2 demonstrate the ability to maintain curiosity, motivation and concentration throughout the learning process
   9.3 demonstrate applied creative and imaginative skills
   9.4 demonstrate reflexive and independent thinking
   9.5 sustained concentration and focus for extended periods
   9.6 understanding of group dynamics and an ability to implement it in practical context handling creative, personal and interpersonal issues
9.7 negotiation skills and the ability to pursue goals with others

10. A synopsis of the curriculum

Student dancers in the Collaborations: Interpreters module are assigned to a student choreographer from the Collaborations: Choreographers module and are fully involved with their process from the start as active partners upon whom the choreographers, in collaboration with their designers/ musicians/ moving image makers, create the work. There are regular work in progress sessions with tutors where the dancers are asked to share their developing work. The dancers are required to perform work that is not yet honed so that the potential of the work can be seen. The students are supported by a performance tutor and are encouraged to make time with the tutor to discuss issues around performance, they are encouraged to take a proactive approach to interpreting and presenting an artist’s work. The course culminates in an assessed performance (music or design) or screening (moving image). Students’ continuance of their technical training is an integral component of the module.

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)


12. Learning and teaching methods

Technical training outcomes 75 hours
Intensives 20 hours
Sharings and tutorials 10 hours
Independent working 82 hours
Mentored production and performance 13 hours

Total Hours: 200

13. Assessment methods

Continuous assessment: Contemporary Technique 30%
Continuous assessment: Rehearsal Process 30%
Live (between 5 – 10 minutes) or recorded (between 3 – 5 minutes) dance performance
Note on Continuous Assessment: This is designed to assure and evaluate the student's ongoing engagement with the course and aptitude for embodied knowledge/cognition. Students will receive clear criteria for this assessment at the beginning of the modules concerned.

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
<th>8.4</th>
<th>8.5</th>
<th>8.6</th>
<th>9.1</th>
<th>9.2</th>
<th>9.3</th>
<th>9.4</th>
<th>9.5</th>
<th>9.6</th>
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<tbody>
<tr>
<td>Learning/teaching method Hours allocated</td>
<td>Independent Working</td>
<td>82</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td></td>
<td>Technical Training</td>
<td>75</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td></td>
<td>Intensives</td>
<td>20</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>Sharing’s and tutorials</td>
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<td>X</td>
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<td></td>
<td>Mentored production and performance</td>
<td>13</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Assessment method</td>
<td>Continuous Assessment: Contemporary technique</td>
<td>30%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td>Continuous assessment: Rehearsal Process</td>
<td>30%</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
<td>Live Performance</td>
<td>40%</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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15. Inclusive module design

London Contemporary Dance School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum
b) Learning, teaching and assessment methods
16. **Campus(es) or centre(s) where module will be delivered**
   London Contemporary Dance School

17. **Internationalisation**
The student body at LCDS is an international community; through celebrating the diversity this brings to the undergraduate department and sharing experiences from all over the globe, we aim to harness the benefits of cultural understanding and empathy.

Graduates from LCDS work in a wide range of situations internationally. To retain our focus on employability we recognise the need develop the skills and attributes which will enable students to compete for employment world-wide. Therefore we ensure that the undergraduate curriculum content reflects relevant international or global concerns and we celebrate the positive aspects of learning through international perspectives.

Curriculum content is informed by theoretical and philosophical concerns from around the world. Dance educators represent global techniques, principles and philosophies.

All students benefit from seeing the work of visiting artists in a variety of settings across London and at The Place Theatre, where the programming is known and respected for its international focus. Further, these artists are invited to give workshops and talks to undergraduate students, thereby increasing their understanding and critical thinking in relation to different cultural perspectives.

The benefits of online Library resources now available to students cannot be underestimated; further, students at LCDS enjoy the additional benefit of studying opposite the British Library which gives them unparalleled access to reading material.

In these ways, internationalisation is embedded in the undergraduate programme and all students benefit from developing an individual voice which is informed by listening to others from all around the world.

18. **Partner College/Validated Institution**
   London Contemporary Dance School

19. **University School responsible for the programme**
   School of Arts

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.
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<th>Section revised</th>
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