1. **Title of the module**
   Research Lab (LCDSPG20)

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 7

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 and 2 or 3

6. **Prerequisite and co-requisite modules**
   This is a co-requisite module for the Dissertation Modules

7. **The programmes of study to which the module contributes**
   Postgraduate Diploma/ Masters in Contemporary Dance

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will be able to demonstrate:

   8.1 a serious, critical engagement with the aspect of dance being investigated
   8.2 the ability to sustain and coherently develop an argument or central idea
   8.3 fluent writing skills, revealing a well-organised and methodical research process
   8.4 a confident and mature approach to relevant literature and some independent, creative thought.

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to demonstrate:

   9.1 critical, analytical and practical skills
   9.2 applied creative and imaginative skills
   9.3 the capacity to analyse and critically examine diverse forms of discourse
   9.4 reflexive and independent thinking
   9.5 sustained concentration and focus for extended periods
   9.6 awareness of interdisciplinary approaches to study and the capacity to engage with different theories or paradigms of knowledge
9.7 development of ideas and constructing arguments and the capacity to present them in appropriate ways
9.8 production of written work with appropriate scholarly conventions
9.9 management of personal workloads and meeting deadlines.

10. A synopsis of the curriculum
This is a compulsory module for all students who want to complete the MA, designed to encourage a spirit of enquiry and reflection, consistent with the School’s mission to develop self-reflective practitioners who are able to analyse, reflect upon and contextualise their art.

The module is designed to develop the critical, analytical and creative skills which students will require in order to undertake further independent, postgraduate research and to successfully complete the MA degree. It is also intended to strengthen students’ sense of community, and enable them to identify their role and their place within and contribution to the performing arts community of students, staff and practicing professionals.

The curriculum comprises a series of lectures and seminars, alongside sessions in Study Skills and a lecture series which develops students’ understanding of both academic and practice-based research.

Debates during seminars focus on the following general issues: the relationship and interaction between related dance disciplines; dance and the other performing arts; current research issues in the creative and performing arts; and the contemporary artistic and cultural context.

The component content will to some extent derive from and reflect the individual concerns and interest of staff and students. The major areas of investigation will be key issues which are fundamental to all students, and which will underpin their personal reflections on their experiences of the art-form.

Distance learners, for example Apprentices or part-time students working within the profession, who are not able to attend the sessions in person, can access resources on-line. Additionally, Apprentice students benefit from the rich diversity of experience that they encounter through the professional companies with which they work. These students typically have the opportunity to work with a range of different choreographers, teachers, designers and educational leaders, and are encouraged to reflect on these experiences throughout their course of study.

The Study Skills component supports students’ analytical, academic, study and writing skills. The skills learned during this component are designed to further develop students’ confidence in independent research, whether this is presented in a formal academic writing style, a portfolio submission, or in the form of a viva voce. Further, study skills sessions are specifically designed to support those students who are not experienced in academic writing and/or who do not have English as a first language. Sessions will focus on different aspects of essay writing, including the structuring of ideas, use of appropriate language for different contexts, adherence to the LCDS guidelines for referencing and so on.

This module is assessed through the submission of an academic essay or a substantial project proposal. The essay/proposal, completed at the end of the Module, will demonstrate an analytical and critical perspective and must comply with the LCDS academic conventions.

Project Proposals will need to include the following:
• A written introduction to the proposal, outlining the subject for research and the relevant contextual framework.
• A literature review, with reference to at least three major sources and a demonstrated understanding of key arguments/propositions.
• A detailed description of any research methods that may be employed
• An annotated bibliography

The assignment is supported by tutorial advice and guidance from tutors.

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

A specific reading list relevant to the work being discussed is given at the start of the Module; in addition students are encouraged to follow their individual lines of enquiry, alongside those discussed by the group.


12. Learning and teaching methods

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>55 hours</td>
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<tr>
<td>Study skills</td>
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</tr>
<tr>
<td>Tutorials</td>
<td>5 hours</td>
</tr>
<tr>
<td>Independent research</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 Learning hours</strong></td>
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</table>
13. **Assessment methods**

4,000 word academic essay or project proposal (submissions 10% above or below are acceptable).

100%

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) 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>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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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**
As detailed in the Programme Specification

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

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

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**FACULTIES SUPPORT OFFICE USE ONLY**

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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<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
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<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
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