1. **Title of the module**  
Work-Based Learning – LCDSPG64

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 credits (10 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**  
2 or 3

6. **Prerequisite and co-requisite modules**  
N.A

7. **The programmes of study to which the module contributes**  
MA in Screendance

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

8.1) apply comprehensive understanding of advance professional practices and conduct in the workplace

8.2) make use of technical and creative knowledge acquired during the programme in the context of a work experience

8.3) demonstrate the ability to expand and cultivate professional networks

8.4) manage their individual learning experience and produce a learning agreement in negotiation with a partner mentor or partner organisation

8.5) employ proactive and flexible approaches to complex problems and situations including professional communication, collaboration, team-working and ethical decision-making

8.6) apply advance practice in independently led projects, reflect on their experience and performance, and evaluate to what extent they met expectations, their own and others'  

9. **The intended generic learning outcomes.**  
On successfully completing the module students will be able to:
9.1) demonstrate negotiation skills and the ability to agree and pursue goals with others
9.2) exercise initiative and take responsibility for their learning in a professional context, while delivering high quality outcomes
9.3) apply critical, analytical and practical skills
9.4) manage their personal workloads successfully, negotiate and meet deadlines

10. **A synopsis of the curriculum**

This module gives students the opportunity to advance and apply their knowledge of professional practice, through academic reflection embedded in practical work experience. It supports students in forging and strengthening professional connections and encourages life-long professional development.

Students that intend to undertake this module are required to write a short proposal (max. 200 words) outlining the rationale for their particular choice of work-based learning partner mentor or organisation. Students attend tutorials before, during and after the work-based learning period, to receive support, feedback and guidance from the School.

The School ensures that ‘two-way’ mechanisms for feedback about the experience are established and undertakes a review of the work-based learning activity (including reviewing student and provider feedback) yearly.

Two different documents provide guidance during this work-based learning:

- **Memorandum of Agreement (produced by the School):**
  Prior to agreement of any student taking this optional module, the School ensures that the professional context provides appropriate learning opportunities for the student. The responsibilities on each side of the agreement will be clearly defined in a Memorandum of Agreement. This agreement includes clear details of how the student will be assessed, relevant academic regulations that will apply to the student and the work-based learning provider, procedures for complaints and concerns, attendance policy, a point of faculty contact, early termination guidelines, intellectual property, and confidentiality issues. This document also set expectations regarding the student, the School, and the partner mentor or partner organisation.

- **Placement Agreement (written by the student with guidance from the tutor):**
  At the start of the Work-Based Learning module, the students produce a Placement Agreement in negotiation with the partner, detailing the work that will be undertaken, the learning outcomes intended and their learning expectations. This document is part of the module assessment. After the period, students share their experience with tutors and peers in the form of a 20-30 minutes presentation.

The information and support for students on work-based learning will be in line with Annex Q of the Code of Practice for Taught Programmes of the University of Kent, Chapter B10 of the UK Quality Code, and the Conservatoire for Dance and Drama ‘Working with Others’ Handbook.
11. **Reading list** (Indicative list, current at time of publication. Reading lists will be published annually)

The reading list will be determined by the specific context of the different work-based learning experiences.

12. **Learning and teaching methods**

This module is delivered through individual tutorials and work-based learning experience.

- **Work-based experience**: approximately 160 hours to be agreed with the partner (including preparatory work and reflection)
- **Individual tutorials**: 4 hours
- **Independent learning**: 36 hours

13. **Assessment methods**

13.1 **Main assessment methods**

The assessment consists of:

100% - Reflective Presentation (20-30 minutes):

This should be a reflective evaluation of the work-based learning, drawing on the original Placement Agreement and critically reflecting on the learning experience as a whole. It should indicate how the intended learning outcomes have been met, discussing challenges and opportunities encountered, as well as resources utilised. The presentation should also outline how the experience has impacted on the student's practice, and their personal and professional development plans for their future career.

and accompanying evidence:

The presentation should be accompanied by the Placement Agreement submitted at the start of the Work-Based Learning Module (outlining the learning activities that will take place, the learning outcomes intended, as well as what the partner and student expect from the experience) and other evidence of the activities undertaken during the experience (presented in a format that is appropriate to each different partnership; it could be in the form of documentation of process, a short reflective essay, a video diary, a Screendance piece, a portfolio of digital content produced, a portfolio of documents, such as emails, funding applications, treatments, and others.

After the assessment, students will have the opportunity to feedback on their work-based learning partner mentor or institution.
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>
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<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Work-based experience</td>
<td>approx. 160</td>
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<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>Individual tutorials</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Independent learning</td>
<td>36</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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<td>X</td>
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<tr>
<td>TOTAL</td>
<td>200</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 and postgraduate 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 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, artists are invited to give workshops and talks to postgraduate 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 programme and all students benefit from developing an individual voice which is informed by listening to others from all around the world.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

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

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

<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
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