1. **Title of the module**
   Dissertation – LCDSPG65

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**
   60 credits (30 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   4

6. **Prerequisite and co-requisite modules**
   Students are required to have passed Stage 1

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) undertake sustained and extensive research in the appropriate area of enquiry
   8.2) engage critically with a range and depth of sources, showing comprehensive awareness of current theoretical or practice as research and advanced scholarship in the discipline
   8.3) establish an appropriate research enquiry; sustain and coherently develop arguments; competently contextualise ideas; employ appropriate research methodologies and methods; analyse and evaluate artistic, professional or academic practice
   8.4) employ fluent writing skills, following appropriate academic practices, and revealing well-organised and methodological sophistication in the research process
   8.5) demonstrate systematic understanding of critical debates, theories and practices in the field, and apply those to their own artistic practice or scholarship

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to:
9.1) develop ideas and construct arguments, revealing the capacity to present them in appropriate ways
9.2) employ critical, analytical and practical skills, as well as creative and imaginative skills
9.3) exercise initiative and take personal responsibility
9.4) engage critically with major thinkers and debates within the field, particularly with regards to the interrelationship between practice and theory
9.5) apply information retrieval skills, involving the ability to gather, sift, synthesise an organise material independently and critically evaluate its significance
9.6) work independently under pressure and to deadlines, set goals and manage their own workloads
9.7) employ critical thinking and reflection when receiving and acting on feedback

10. A synopsis of the curriculum

In this module students undertake a substantial independent research project focusing on a chosen area of inquiry within Screendance. The module is designed to enable students to pursue particular interests and concerns, which may have been stimulated by or developed during previous modules on the programme. The resulting project is the culmination of their journey in the MA and is informed by the different creative, practical and professional learning that has taken place.

In preparation for the Dissertation, students would have learnt about research design as part of the Professional Portfolio module, and write a research proposal, which will form the basis for the Stage 2 Dissertation project.

Students may embark on: a wholly written research project resulting in a written document (or equivalent Viva); or a practice as research project resulting in a Screendance work accompanied by a written critical or reflective essay (or an equivalent presentation and Viva). In the latter case, students are expected to engage with praxis (theory imbricated within practice) and will be assessed on the project as a whole.

The development of the students’ research skills is embedded in Stage 1 modules, including academic writing, theoretical and practical research methodologies, designing and writing proposals, documenting the process, and others.

Students receive continuous feedback and support throughout the module from their assigned supervisor and from the programme leader, alongside other faculty members such as the Learning Resources Manager and the Academic Support Tutor, as necessary.

A non-compulsory research group facilitated by the Learning Resources Manager is also established to offer both a community for sharing good practice and a platform for discussing work-in-progress.
11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**


Reading and viewing requirements will be project-specific. Bibliography appropriate to the project will be developed by the student with the assistance of relevant supervisors.

12. **Learning and teaching methods**

This module will be taught by means of formal supervision meetings, research group meetings and intensive substantial independent learning, comprising of reflection, private study, research, written work, and practical work (in the case of practice as research projects). The supervisor will advise students on all aspects of the research design and on the specific area of enquiry. They will support work-in-progress and feedback on drafts (written or moving-image).

Formal supervision meetings: 20 hours
Research group meetings: 20 hours
Independent learning: 560 hours

13. **Assessment methods**

13.1 Main assessment methods

This module will be assessed by:

100% - wholly written research project resulting in a written document (14,000 words) or equivalent presentation and Viva

or

100% - practice as research project resulting in a Screendance work (negotiable length) and a written critical or reflective essay (7,000 words) or equivalent presentation and Viva
The holistic approach in the assessment of the practice as research dissertation has been proposed with the intention of eliminating unnecessary divisions between theory and practice. The marking of both aspects as one is there to reflect the expectations that the students' final dissertation projects will also take shape through the imbrications of theory within practice. This manner of assessment is coherent with other types of practice as research assessments at LCDS, such as "Dissertation: Practice as Research" (LCDSPG11) and "Negotiated Project" (UGCD36).

Tutors are available to give feedback on draft proposals; once students have registered for the Module they receive on-going support from a designated supervisor, alongside other faculty members such as the Learning Resources Manager and the Academic Support Tutor, as necessary.

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>8.5</th>
<th>9.1</th>
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<tbody>
<tr>
<td>Learning/ teaching method</td>
<td>Hours allocated</td>
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<tr>
<td>Formal supervision meetings</td>
<td>20</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Research group meetings</td>
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<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Independent learning</td>
<td>560</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>TOTAL</td>
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| Assessment method |       |       |       |       |       |       |       |       |       |       |       |       |
| wholly written research project or equivalent presentation and Viva | 100% | X | X | X | X | X | X | X | X | X | X | X |
| or practice as research project presented as a Screendance piece and essay (or equivalent presentation and Viva) | 100% | X | X | X | X | X | X | X | X | X | X | X |
| TOTAL | 100% |       |       |       |       |       |       |       |       |       |       |       |
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

Module Specification Template with Guidance (October 2017)
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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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<thead>
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<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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