1. **Title of the module**
   Professional Practice Placement 2 – BA3PP2

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

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**
   60 Credits, 30 ECTS

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Autumn, Spring or Summer Term as appropriate

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

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

8. **The intended subject specific learning outcomes.**
   **On successfully completing the module students will be able to:**
   
   **8.1** employ and integrate appropriate working methods and skills to support working at a professional level
   
   **8.2** recognise and respond appropriately to interpersonal factors which support effective group working in a range of contexts
   
   **8.3** navigate and integrate unexpected events and circumstances in performance, adapting to uncertainty and unfamiliarity in the moment
   
   **8.5** articulate and monitor their learning needs through engagement with a professional mentor and through the mentoring and critical observation process
   
   **8.6** critically reflect on their learning through reflective practice and critical self-awareness
   
   **8.7** manage their own learning including communicating effectively with their peers and tutors
   
   **8.8** organise and present their work to professional standards.

   These subject specific outcomes relate to the following programme outcomes:
   A1, A2, A3, A4, A6, A7, A8, B1, B2, B4, C1, C2, C4, D2, E1, E2, E3, E4, E5, F1, G2, H1, H3 and H4
9. **The intended generic learning outcomes.**
On successfully completing the module students will be able to:

9.1 work effectively under pressure and to deadlines
9.2 work in planned and improvisatory ways, to anticipate and accommodate change, ambiguity, creative risk taking, uncertainty and unfamiliarity
9.3 recognise situational and interpersonal factors and how these can be effectively accommodated to facilitate productive working relationships
9.4 understand group dynamics to operate collaboratively within collective, creative and professional contexts to generate and pursue shared goals
9.5 identify personal strengths and needs, and reflect on personal development and opportunities for life-long learning
9.6 research and examine information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through reflection.

10. **A synopsis of the curriculum**

Students will participate fully in the daily life of the professional company or project they are on placement with, taking on all relevant duties and activities set out in agreement with the NSCD module leader/course tutor and the host mentor.

Students will experience the need to be flexible and responsive in order to cope with unpredictable situations, the need to respond creatively to new and unfamiliar circumstances, and the need to develop the interpersonal skills necessary to build and sustain relationships with a group of people.

The module will emphasize the transferable skills needed by a professional dance artist in the current ecology, applying those skills across a range of challenging contexts. Students will develop the self-awareness and physical, mental and emotional resilience to enable them to support the cohesion of a group, whilst recognizing and negotiating their own individual needs.

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


12. **Learning and teaching methods**

Company tasks and activities 494 hours  
Tutorials 6 hours  
Independent Study 100 hours  

Total Study hours: 600 hours  

This module is delivered through participation in the daily tasks and activities carried out by the host company/group. Experiential learning is enhanced through tutorial and there is an expectation of independent study to develop the reflective skills which are vital to a career in dance.  

As well feedback in class and tutorial, feedback will be given following the assessments.

13. **Assessment methods**

13.1 Main assessment methods  

**Item 1: Placement practice 1 Continuous assessment**  
Weighting: 30%  
Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6  

Formative feedback on the student’s progress will be ongoing from the host mentor, based on the student’s engagement and skill development in relation to daily tasks and activities. The course tutor visits and observes the student participating in daily activity on their placement in order to assess and provide feedback and meets with the professional mentor and student.

**Item 2: Placement practice 2 Summative assessment**  
Weighting: 40%  
Learning outcomes addressed: 8.1, 8.2, 8.3, 8.7, 8.8, 9.1, 9.2, 9.3, 9.4  

The course tutor will assess and provide summative feedback on the specific skills developed through participation in the daily tasks and activities undertaken on the placement. The professional host mentor, and other staff as relevant, will contribute to the feedback.

**Item 3: Critical Evaluation**  
This can be presented as an essay or reflective journal (2,500 words approx.), Presentation (20 mins approx.) or Viva Voca (20 minutes approx.)  
Weighting: 30%  
Learning Outcomes addressed: 8.1, 8.6, 8.8, 9.1, 9.3, 9.5, 9.6

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

Northern School of Contemporary Dance 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

Northern School of Contemporary Dance recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs.

Arrangements for students with declared disabilities will be made on an individual basis, in consultation with Northern School of Contemporary Dance’s student support service, and specialist support will be provided where needed.

This module is intended to offer an inclusive approach to learning and assessment for most specific learning difficulties and physical disabilities. Where necessary individual adjustments will also be made.

16. **Campus(es) or centre(s) where module will be delivered**

Northern School of Contemporary Dance
17. **Internationalisation**

Due to the nature of employment across the arts sector in Higher Education, there are likely to be a number of participants on the module who are foreign nationals and/or educated in systems outside the UK. Thus, they bring a diverse set of experiences and expectations about higher education. One of the roles of the module is to ensure that participants have a shared understanding of the national (UK) context(s) in which they are working, and also that of international and European contexts, where some host companies may tour to throughout the programme of study. Discussion and learning will therefore benefit from comparisons/contrasts between this national context of higher education and training, and the various backgrounds and experiences participants bring. Reading and other resources may be drawn from a broad variety of contexts (e.g. American, Australian and European) and participants will be encouraged engage with that literature as a means of supporting their development, alongside potentially working with choreographers and artists from a range of national and international contexts. Online contribution and collaborative input through the virtual learning environment (in the case of forums, group blogs and discussion boards) is also likely to raise issues of differences between students in what is interesting to them (including what is relevant to them given their diverse backgrounds). Students on this module are likely to be placed with companies who employ a diverse number of choreographers from different countries and cultural backgrounds. This will also positively enrich the breadth of international resource and discourse a student will encounter as part of the learning process.

Within the placement module it is likely that the students will encounter professionals from all over the world which offers a rich and diverse learning experience.

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**

Northern School of Contemporary Dance

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.

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Module Specification Template with Guidance (May 2018)