

MODULE SPECIFICATION

1. **Title of the module**

BA3RP3 Research Project 3

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 (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

4. **The number of credits and the ECTS value which the module represents**

30 Credits, 15 ECTS

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

Autumn Term & Spring Term

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 identify specialist areas of research interest relevant to contemporary dance practice

8.2 critically investigate areas around creation, performance and contextual understanding relevant to their research interests

8.3 create an independent project demonstrating a systematic understanding of key aspects of their field of study

8.4 manage their own learning including communicating effectively with their peers and tutors

8.5 articulate where their artistic work sits within a critical context

8.6 place their work within the context of artistic funding

8.7 organise and present their work to professional standards

These subject specific outcomes relate to the following programme outcomes: A1, A6, C1, C2 and D2

9. **The intended generic learning outcomes.**

By the end of this module students will have acquired a further range of general abilities and capacities, qualities of mind and transferable skills, in order to:

9.1 work independently, set goals and manage their own workloads

9.2 understand how to manage risk, health, safety and employ ethical working practices to ensure safe working contexts

9.3 research and examine information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through reflection

9.4 critically use information retrieval skills, involving the ability to gather, sift, manipulate, synthesise, evaluate and organise material

10. **A synopsis of the curriculum**

This module will allow the student to develop an individual research profile within a specific research area of contemporary dance. Building upon areas of study in the curriculum at levels 4 & 5, it encourages a multi-faceted approach to individual study and ensures currency of student work in a constantly evolving dance world.

Students will first receive targeted input into key areas of composition & creation, improvisation, performance, staging and academic research alongside different approaches to developing and understanding their own work. They will also look at how to package these interests in an outward facing way (including the frameworks/practicalities around performance, marketing, giving the work context and funding bids)

Students will then work to put on public performances/sharing of their research output.

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

Albright, A.C. (2013). *Engaging bodies : the politics and poetics of corporeality*. Middletown, CT: Wesleyan University Press.

Cvejiâc, B. (2015). *Choreographing problems : expressive concepts in contemporary dance & performance*. Basingstoke: Palgrave Macmillan. (Performance Philosophy).

Hansen, P. and Callison, D. (eds.) (2015). *Dance dramaturgy : modes of agency, awareness and engagement*. Basingstoke: Palgrave Macmillan. (New world choreographies).

Heble, A. and Caines, R. (eds.) (2015). *The improvisation studies reader : spontaneous acts*. London: Routledge.

Pitches, J. and Popat, S. (eds.) (2011). *Performance perspectives: a critical introduction*. Basingstoke: Palgrave Macmillan.

12. Learning and Teaching methods

Lectures	16 hours
Workshops	56 hours
Tutorials:	4 hours
Directed Study:	72 hours
Independent Study:	152 hours
Total:	300 hours

The focus of this module is on further developing research and independent study to prepare students to be proactive and self-reliant as they move onto further study or professional practice. Delivery is through a combination of lectures and workshops, culminating in the realisation of a research project devised or directed by the student.

Each student's independent project will be supported through tutoring and tutor-led peer-supported sharing of work in progress. Guidance is also provided for the presentation of the proposal. Students will receive feedback following both assessments.

13. Assessment methods.

Item 1: Research proposal / Mock funding application

Weighting: 25%

Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3 and 9.4

Item 2: Research project

Weighting: 75%

Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 9.1, 9.2, 9.3 and 9.4

Students may elect to work as a collective in both elements if this is integral to their work (building on the work done in Creative Practice 3). This would be closely monitored by the module tutor.

14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

Module learning outcome		8.1	8.2	8.3	8.4	8.5	8.6	8.7	9.1	9.2	9.3	9.4
Learning/teaching method	Hours allocated											
Independent Study	152	X	X	X	X	X	X	X	X	X	X	X
Lectures	16		X		X	X			X	X	X	X
Workshops	56	X	X	X	X	X	X	X	X	X	X	X
Directed Study	72	X	X	X	X	X	X	X	X	X	X	X
Tutorials	4	X	X	X	X	X	X	X	X	X	X	X
Assessment method												
Research Proposal	25%	X	X	X	X	X	X	X	X	X	X	X
Research Project	75%	X	X	X	X	X		X	X	X	X	X

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

At Northern School of Contemporary Dance, the student population of the undergraduate degree programme come from a range of countries outside of the UK. Countries which traditionally feed our student body cover Western Europe, Eastern Europe, America, China & India.

Throughout the programme students are encouraged to engage in experiences and share historical, cultural and social experiences from their own societies and cultures in open dialogue. This is evident in the very practical dynamic of the student body through to the artistic work in which they collaborate in the studio.

Amongst our staff-base 2 tutors are French, one Czech/Dutch, one Australian and one Finnish. Drawing from their training and professional careers they bring a wealth of different experiences from outside the UK into their studio practice.

Within this module students shape work which often makes some connection to the wider world in which they live. International students sometimes frame work suitable for their home market, others create work for a UK/European audience. Students use this module to create work which will be an appropriate bridge to an audience market or employment market. Themes often explored through their research relate to their own personal, social and cultural beliefs. Some work is crafted in order to be responsive to political agendas (again drawn from world contexts). Students will showcase their work as creative and performative 'labs' where peers and tutors can share feedback or make connections to global experiences. Students have the opportunity to shape their assessment to encompass & explore influences and responses from historical, social and cultural traditions if they so wish.

18. Partner College/Validated Institution

Northern School of Contemporary Dance

19. University School responsible for the programme

School of the Arts

MODULE SPECIFICATION



Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)