

1. Title of the module

MAAF1 – Artist as Facilitator

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 7

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)

Spring and Summer term

6. Prerequisite and co-requisite modules

None

7. The programmes of study to which the module contributes

MA Contemporary Dance Performance

Postgraduate Diploma in Contemporary Dance Performance

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 articulate complex ideas and communicate information comprehensibly in a form appropriate to the audience or recipient

8.2 initiate activities, engaging effectively and appropriately with a contemporary dance company, developing a range of the skills necessary to support company life

8.3 identify and employ appropriate strategies based on relevant cultural, political, social and intellectual contexts when communicating on behalf of the company

8.4 develop a comprehensive and individualised approach to extending personal practice, integrating appropriate observation and analysis strategies to problem-solving

8.5 consolidate and extend knowledge of relevant methodologies, techniques, and skills to support versatility in the execution of daily tasks

8.6 recognise and apply appropriate approaches to the execution of movement material, demonstrating the clarity of technical, creative and interpretive skill expected at a professional standard

These subject specific outcomes relate to the following programme outcomes:

A3, A4, A5, B1, B2, B4, C8, C9, C11, C12, D1, D2, D3, D4, D5, D6 and D7

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 critically use information retrieval skills, involving the ability to gather, sift, manipulate, synthesise, and organise material
- 9.2 work in planned and improvisatory ways, to anticipate and accommodate change, ambiguity, creative risk taking, uncertainty and unfamiliarity
- 9.3 work independently, set goals and manage their own workloads
- 9.4 make appropriate and effective decisions within complex and/or unpredictable situations
- 9.5 apply a degree of high personal effectiveness: critical self-awareness, self-reflection and self-management; time management; conflict resolution, the ability to continue to learn through reflection on practice and experience
- 9.6 recognise situational and interpersonal factors and how these can be effectively accommodated to facilitate productive working relationships

10. A synopsis of the curriculum

Students will learn experientially about the demands of life in a contemporary dance company. The activities will depend upon the focus of the host company (which will be known and discussed through interview at audition) and may range from teaching, to creative, managerial or performative tasks. For example, the student may be asked to develop and deliver a course of creative workshops for the community, or become involved with the design and marketing of an upcoming tour, or choreograph a piece for a local youth group. Whatever the activity, there will be opportunity for reflection, problem-identification and resolution in order to support future development.

Students will be encouraged to take initiative, identify what needs to be done in any given situation and find creative solutions to challenges that arise. Students may be assigned tasks by their host company which will involve managing deadlines and timeframes, the analysis of information from multiple sources in order to take appropriate action, developing creative ways to deliver information to particular groups of people.

The content of any activity will be discussed by the Company Mentor and in-house tutor to ensure the student is supported in their learning and is being appropriately challenged. The aim of this approach is to support students in understanding the myriad opportunities that currently present themselves within a career as a professional dance artist, and also enable them to shape the future of the sector with an informed and well-rounded perspective and skill-set.

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

Ashwin, P. (2015) *Reflective Teaching in Higher Education*, London: Bloomsbury

Bassot, B. (2016) *The Reflective Journal*. Palgrave: London

Burridge, S. and Nielsen, C.S. (eds.) (2018) *Dance, access & inclusion: perspectives on dance, young people & change*. Abingdon: Routledge

Helyer, R. (2015) *Work-Based Learning Student Handbook*. Palgrave: London

Hanna, J.L. (2008) A Nonverbal Language for Imagining and Learning: Dance Education in K–12 Curriculum. *Educational Researcher*. Vol.38 (8). 2008

Jacques, D (2000) *Learning in Groups: A Handbook for Improving Group Work* 3rd Edition, London, Kogan Page

Reeve, S. (ed.) (2013) *Body & performance*. Axminster: Triarchy Press. (Ways of Being a Body, Volume 2).

12. Learning and Teaching methods

Tutorials/Seminars	15 hours
Placement Delivery	90 hours
Independent Study	195 hours
Total Study hours:	300 hours

This module will be delivered in the manner appropriate to the activity undertaken by the student, in consultation with the Company Mentor and in-house tutor. Practical sessions will be underpinned through theoretical understanding developed through tutorials and independent study.

13. Assessment methods.

13.1 Main assessment methods

Item 1: Summative Assessment

Weighting: 100%

There is 1 summative assessment point on completion of the activity agreed upon by the student, Company Mentor and in-house tutor. The timing, nature and duration of the assessment will be clearly mapped out in advance and in line with the company activities to ensure manageable workloads. Assessment criteria will be drawn out in a way specific to the negotiated project and ensuring learning

outcomes are met. These will be negotiated between the student, company mentor and in-house tutor and approved by in-house staff at the school

The mode of assessment will vary dependent on the activity and could be practical (as guidance approx. 1 hour), written (approx. 3,000 words) or mixed mode or equivalent

For example, the student might choreograph a piece for a local youth group, supported by reflective documentation, or they may submit a portfolio which documents particular aspects of their teaching over a period of time in company workshops. An evaluation of process will be included in any assessed project to support the development of self-reflection into action.

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 9.1, 9.2, 9.3, 9.4, 9.5 and 9.6

Throughout the module students will receive feedback through group and 1:1 tutorials as appropriate. Formal feedback will be given following the assessments.

13.2 Reassessment methods

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	9.1	9.2	9.3	9.4	9.5	9.6
Learning/ teaching method	Hours allocated												
Tutorials/seminars	15	X		X			X	X					X
Placement	90	X	X	X		X	X		X		X	X	X
Independent Study	195				X	X	X	X		X	X	X	
Assessment method													
Summative Assessment		X	X	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**

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 and Verve 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. The PAS module has involved companies in Germany and Denmark which offers students who successfully audition for those an ideal opportunity to learn about different cultures.

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).

15. **Partner College/Validated Institution**

Northern School of Contemporary Dance

16. **University School responsible for the programme**

School of the Arts

MODULE SPECIFICATION

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.

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