1. **Title of the module**
   Dance Teaching and Learning in Context – MADLT1

2. **Division 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 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)**
   Autumn and Spring Terms

6. **Prerequisite and co-requisite modules**
   None

7. **The course(s) of study to which the module contributes**
   MA Dance Teaching and Facilitating

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

   8.1 Apply and evaluate a range of practical approaches to teaching, learning and/or student support, set within the context of learning theories.

   8.2 Acknowledge the wider context in dance teaching and community education operates, recognising the implications for professional practice in arts-based pedagogy and student support

   8.3 Analyse and evaluate key concepts which inform reflexive practice in learning & teaching in education and/or community settings, both generically and in the context of your subject or discipline.

   8.4 Analyse how advancement of professional practice supports assessment and feedback processes in an education or community context

   8.5 Evaluate and critically reflect on professional practice and the themes of the unit to identify and prioritise ongoing Continuing Professional Development (CPD)
9. **The intended generic learning outcomes.**
On successfully completing the module students will be able to:

9.1 Communicate information, ideas and creative responses, using appropriate scholarly and professional registers/conventions appropriate for a specific audience

9.2 Sustain concentration and focus for extended periods

9.3 Research and examine information, materials, and experiences, formulate independent judgements, and articulate reasoned arguments through observations, personal experiences and reflections

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

9.5 Operate and think reflexively, creatively, critically, and technically to develop ideas and construct arguments

9.6 Produce written work with appropriate scholarly and professional registers/conventions

10. **A synopsis of the curriculum**

This module introduces the participants to significant theories and models of practice in relation to dance pedagogy. These enable participants in this module to critically evaluate core skills and techniques relevant to the teacher, set within a broader context of how participants in their classes learn and are supported in their learning. Relevant theories will be applied to the context of the participants' roles, rather than as abstract theories. Participants will consider the teaching and support process from the teacher’s and the participant learners' perspectives, so that they can engage with the most appropriate techniques and approaches to use with their cohorts of participants. These will enable students to develop the knowledge and skills to enhance the effectiveness of their current teaching practice and to support the practice of others.

Central to the module is the notion of deliberated change, supported by scholarship and critical evaluation. It provides a framework within which participants can engage in research-informed teaching innovation in their disciplinary field. Participants will also can learn from other related subject areas and consider alternative approaches.

Topics which are relevant to this module are: Theories of learning; Good teaching – principles and practice; Enhancing large class teaching; Supporting individual participants; Feedback principles and methods; Using educational technology; Critical reflection and resources for teaching and learning in education and community settings.

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


12. **Learning and teaching methods**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<tr>
<td>Lectures</td>
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<td>Seminars</td>
<td>7</td>
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<td>Tutorials</td>
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<td>Placement Delivery</td>
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<td>Independent Study</td>
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<td>Total Study hours:</td>
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A series of intensive lecture days are delivered weekly during September, October and December to coincide with the start/end of vacation periods. This will support students to be able to be on placement for other days during the week. Lectures and placement activity will co-exist in a manner that one will be a valued resource for the other. Seminars and tutorials will be held at strategic milestones across the two terms both at NSCD and online. Students will be expected to make contributions to forums and discussion boards as part of their independent study and to support the online connected community of practice and peer learner support group.

With reference to placement hours, we recognise that these may be used across several modules and the hours identified above are to be viewed as a guide and not seen as the total number of hours required specifically for this module.

13. **Assessment methods**

13.1 Main assessment methods

Item 1: Essay (Critical analysis of Professional practice in context) 3,500-4,000 words approx. or equivalent.

- Weighting: 70%

Item 2: Report (professional development plan) 2,500 words approx. or equivalent.

- Weighting: 30%

There are 2 summative assessment points which will enable students to analyse and reflect upon how current themes explored in their particular placement setting, impact on curriculum planning, learner
support, delivery and assessment processes and well as student’s professional reflection and self-development planning.

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

13.2 Reassessment methods

NA

13. 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>
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<td>Item 2: Report (self development plan) (30%)</td>
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14. 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.

15. **Campus(es) or centre(s) where module will be delivered**
   Northern School of Contemporary Dance

16. **Internationalisation**
   As a reflection of the nature of employment across the arts sector there are likely to be several 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 secondary, post-16 and community education. One of the roles of the module is to ensure that participants have a shared understanding of the national (UK) context in which they are teaching. Class discussions will benefit from comparisons/contrasts between national contexts of school-based settings and community education and the various backgrounds and experiences participants bring. Readings on discipline-specific aspects of pedagogy may be drawn from a broader variety of contexts (e.g. American, Australian and European) and participants will be encouraged engage with that literature as a means of supporting their own teaching, learning and student support contexts, within their own institution and professional role. 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). Within this module students will shape work which makes some connection to the wider world in which they live. International students sometimes framework suitable for their home market, others create work for a UK/European audience. Students can shape their assessment to encompass and explore influences and responses to social and cultural traditions which relate to their own educational journey if they so wish.

   Learning outcomes and assessment items are intended to be flexible enough for differing influences to be explored as they happen and reflect the cohort population for any particular year.

   Resources and materials for discussion are drawn from a variety of international sources for comparison of education systems and practices.

17. **Partner College/Validated Institution**
   Northern School of Contemporary Dance

18. **University Division responsible for the course**
DIVISIONAL USE ONLY

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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<th>Date approved</th>
<th>Major/minor revision</th>
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