

MODULE SPECIFICATION

1. **Title of the module**
Dance Research and Perspectives in Practice - MADR1

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)**
Autumn Term & Spring Term

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

7. **The programmes of study to which the module contributes**
MA in Dance and Creative Enterprise

8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 - 8.1 critically investigate the context and issues in current performance practice
 - 8.2 critically place their work within current and historic artistic context
 - 8.3 identify and deploy the principal methods and methodologies of research relevant to practice-based research
 - 8.4 Identify ethical issues within the field of practice-based research, and know how to apply/implement appropriate measures, including ethical review
 - 8.5 identify and articulate a specialist area of research interest relevant to contemporary dance practice
 - 8.6 employ a range of data collection, analysis and interpretation methods as applicable to practice-based research
 - 8.7 coherently and critically communicate outcomes of research practice
 - 8.8 engage with emerging developments within the profession, whilst displaying commitment to ongoing professional development, through practice

8.9 employ critical perspectives on contemporary dance practice and creative enterprise, encompassing a sophisticated awareness of new insights, informed by the forefront of their academic and professional practice

These subject specific outcomes relate to the following programme outcomes: A2, A4, A6, A9, B4 and B5

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 operate and think reflexively, creatively, critically and technically to develop ideas and construct arguments

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

9.3 solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions whilst carrying out a professional role

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

10. A synopsis of the curriculum

In this module students will work theoretically and practically to contextualise their dance practice. They will receive input into the current context and historical background of the contemporary artistic landscape, alongside the key ideas and issues in making dance and movement-based works today.

The students will look at a range of artists, concepts and responses that will enable them reflect upon and begin to establish a research identity. They will then develop and articulate a specific line of research-based enquiry utilising research frameworks.

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

Bailey, S. (2015). *Academic writing: a handbook for international students*. 4th edn. Abingdon: Routledge.

Brandstetter, G. and Polzer, E. (tr.) (2015). *Poetics of dance: body, image, and space in the historical avant-gardes*. New York: Oxford University Press. (Oxford Studies in Dance Theory).

McNiff, S. (ed.) (2013). *Art as research: opportunities and challenges*. Bristol: Intellect.

Osmond, A. (2016). *Academic writing & grammar for students*. 2nd edn. London: Sage.

Spatz, B. (2015). *What a body can do: technique as knowledge, practice as research*. Oxon: Routledge.

12. Learning and Teaching methods

Lectures	12 hours
Workshops	36 hours
Directed Study	48 hours
Tutorials	4 hours
Independent Study	200 hours
Total Study hours:	300 hours

This module is delivered through lectures, seminars, practical workshops, tutorials, directed study, study packs, viewings of live and recorded dance works and independent study.

13. Assessment methods.

Item 1: Research Proposal/Abstract - Written (2,500 words approx.) or Verbal (25 mins approx.)

Weighting: 25%

Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.3, and 9.4

In this assessment students will outline an area of research interest as a proposal or abstract. Emphasis will be placed on concisely outlining the research area, with a view to preparing the student for arts funding and/or journal submission.

Item 2: Essay (3,000 words approx.), Presentation (30 mins approx.) or Lecture Demonstration 40 mins approx)

Weighting: 75%

Learning Outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.3, and 9.4

In this assessment students will explore their area of research interest through a detailed written, verbal and/or kinaesthetic investigation. This can involve looking at their own creative or performance practice. Particular emphasis will be placed on contextualising where this research sits within the relevant contemporary research landscape.

Throughout both assessments students will receive feedback through tutorials and peer-supported review. Feedback will be given following the assessments with feedback in both cases being aimed at preparing them for further research in module MARP1 Research Project.

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	8.8	8.9	9.1	9.2	9.3	9.4	9.5
Learning/ teaching method	Hours allocated														
Independent Study	200	X	X	X	X	X	X	X	X	X	X	X	X		X
Lectures	12	X	X	X			X		X	X	X	X	X	X	
Workshops	36	X	X	X			X		X	X	X	X	X	X	
Directed Study	48	X	X	X			X		X	X	X	X	X		X
Tutorials	4	X	X	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	X	X	X
Essay, presentation, et al. (75%)		X	X	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**

Students on this postgraduate programme come from all over the world and from all kinds of backgrounds – including experience from other sectors of the creative industries. By very nature this Masters degree appeals to those who have an undergraduate degree and a passion for the arts, or those with previous experience working within the cultural sector and eclectic areas of interest they want to pursue. From digital crowdfunding to policies for the creative city, students are able to investigate their own subject and develop their individual professional path on the programme. Much of this surrounds their ability to engage in knowledge transfer with their peers and tutors, of whom thirty-five percent come from countries outside of the UK.

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.

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 are able to contextualise the work of their peers in wider contexts surrounding social and cultural world practices. Different arts genres and influences from other societies enable students to draw influence and value in their own work. Students are able to support this through shared practice and dialogue in relation to creative arts practice in their own countries. Students will work collaboratively to create a work that challenges, comments upon, or places itself within the context of a sociological or environmental theme. These are often drawn from global contexts with references to social and cultural elements from other countries. 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.

Students study a range of practitioners in this module, many of whom live and work outside of the UK and are key to the development of practice as research.

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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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)