1. **Title of the module**  
Dance Workshop Design and Planning – MADWP1

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 Term

6. **Prerequisite and co-requisite modules**  
MADPP1 Professional Practice 1

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 Plan dance activities that promote a love of learning and the participant’s intellectual curiosity, that encourage approaches to differentiation and inclusion.

8.2 Evaluate the importance of a range of factors which influence the design and delivery of dance activities, such as engagement, ethical practice, cultural understanding, and put the needs of an individual at the heart of the professional reflexive practice.

8.3 Design a scheme of work within a professional framework, which will support learning, teaching and personal growth of a specific cohort of participants.

8.4 Design workshops which have clear and ambitious aims and objectives that are progressive over a period of time.

8.5 Plan workshops which reflect good behavioural management, designing safe and inclusive learning environments.
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 Work independently, set goals and manage their own workloads

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 Produce written work with appropriate scholarly and professional registers/conventions

9.6 Work in planned and improvisatory ways, clarify the nature of a problem, evaluate alternatives, propose viable solutions and determine the outcome of the various options

10. **A synopsis of the curriculum**
This module develops the student’s awareness of dance workshop or curriculum design and the connected tools for planning for its delivery, with significant reference made to theories and models of practice in the professional environment. These enable participants in this module to critically analyse core skills and techniques relevant to the artist as facilitator, set within a broader context of how their workshop participants learn and are supported in their learning through quality dance activities. Students will learn how to plan effective workshops, understand the profiles of the individuals they are working with, in order to set ambitious and accessible aims, objectives and tasks. Through the module and interactive tasks with their peers, students will engage with the most appropriate techniques and approaches to use with their workshop participants. These will enable participants to develop the knowledge and skills to enhance the effectiveness of their professional practice (through module MADPP1 Professional Practice). Central to the module is the notion of deliberate change, supported by scholarship and critical analysis. It provides a framework within which participants can engage in research-informed teaching innovation in their disciplinary field. Within this module students will look at set frameworks around which to plan their curriculum such as the concept of a syllabus and will also consider non-qualification bearing modes of study including enrichment and community dance practices.

Topics which are relevant to this module are: Theories of learning; Good teaching – principles and practice; Enhancing large class teaching; supporting individual students; Feedback principles and methods; using educational technology; Dance as art, dance as education and community dance models, Dance Genres and Styles, Inclusion and accessibility.

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>Method</th>
<th>Hours</th>
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<tr>
<td>Lectures</td>
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<td>Directed Study</td>
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<td>Seminars</td>
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<td>Tutorials</td>
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<td>Independent Study</td>
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<td>Total Study hours:</td>
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This module will be delivered in a considered manner appropriate to the activity undertaken by the student, in relation to their institutional calendars. A series of intensive lectures as a block will be delivered during key milestones in December and February to coincide with institution reading weeks and the start/end of vacation periods. Students will be expected to make contributions to forums and discussion boards as part of their directed and independent study and to support the online connected community of practice and peer learner support group.

Seminars and tutorials will be held online.

Directed study will be completed through tasks and sessions on NSCD-Moodle (VLE)

13. Assessment methods

13.1 Main assessment methods

Item 1: Rationale and scheme of work related to a minimum of 6 sessions (3,000 words approx.) or equivalent
Weighting: 30%

Item 2: Workshop plans for a minimum of 6 sessions (4,000 words approx.) or equivalent
Weighting: 70%

There are 2 summative assessment points on completion of the activity contributing to the student’s professional skills and development.
Assessments in this module allow students to design and plan for the delivery of a particular workshop series through a scheme of work and more detailed workshop session plans. Students are introduced to three models for reflexive practice which are embedded into and influence the session planning. The assessment strategy focuses on the demonstration of the participant’s understanding of quality assurance procedures and the structure of a dance curriculum design, within their professional practice environment.

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

NA

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

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<tr>
<th>Module learning outcome</th>
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<th>8 . 4</th>
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<td>Item 2: Workshop plans (70%)</td>
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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**

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 these 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.

Students can shape their teaching practice and workshop design processes to encompass and explore influences and responses to social and cultural traditions which relate to their own educational journey, including the extent to which innovative approaches to how learning is assessed are actively encouraged and recognised in different cultural contexts. In-class discussions and associated preparatory readings e.g. Zhu & Engels (2013) students are encouraged to explore this further. 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.
18. **Partner College/Validated Institution**
   Northern School of Contemporary Dance

19. **University Division responsible for the course**
   Division of Arts and Humanities

**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>
<th>Start date of delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
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