

**1. Title of the module**

Professional Practice: Placement - MAPP2

**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 & Spring Term

**6. Prerequisite and co-requisite modules**

None

**7. The programmes of study to which the module contributes**

MA and Dance & Creative Enterprise

**8. The intended subject specific learning outcomes.**

**On successfully completing the module students will be able to:**

8.1 apply an advanced understanding of professional conduct within the workplace and know how this is informed by the professional standards that relate to a professional role being undertaken

8.2 apply a comprehensive understanding of the culture of the placement provider and of the relevance of the work undertaken by the organisation

8.3 articulate and monitor their learning needs for placement through the production of a comprehensive learning contract, in negotiation with a professional mentor or host organisation

8.4 analyse how they have developed skills necessary for tackling real life complex problems including professional communication, networking, team-working and ethical decision-making.

8.5 apply advanced practice to an independently led project informed by reflexive practice on their experience or performance and be responsive to what extent they met their own or others' expectations

8.6 demonstrate advanced practice which is informed by recent literature, theories and concepts related to the field of practice

8.7 promote the principles of multi-/inter-disciplinarity

These subject specific outcomes relate to the following programme outcomes: A6, B1 and B5

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

9.3 understand group dynamics to operate collaboratively within collective, creative and professional contexts to generate and pursue shared goals

9.4 recognise situational and interpersonal factors and how these can be effectively accommodated to facilitate productive working relationships

9.5 deal with complex issues creatively and systematically and make informed judgements and conclusions which are communicated clearly

## **10. A synopsis of the curriculum**

The purpose of the Professional Practice: Placement module is to provide opportunities to combine practical work experience, academic reflection and professional development for students who wish to focus on a particular professional role in a related area of practice. This may include arts administration, project development, health or dance pedagogy.

The placement experience allows students to develop and reflect on professional practice in these areas, in real and often complex situations, and to integrate this with the study of their dance specialism. Where relevant, they develop, reinforce and apply professional expertise in an employment context.

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

Bolton, G. (2010). *Reflective practice: writing and professional development (3rd edition)*. London: SAGE.

Moon, J.A.. (2006). *Learning journals: a handbook for reflective practice and professional development (2nd edition)*. Abingdon: Routledge.

Mumford, J. and Roodhouse, S. (eds.) (2012). *Understanding work based learning*. Farnham: Gower.

Tarrant, P. (2013). *Reflective practice and professional development*. London: SAGE

## 12. Learning and Teaching methods

This module is delivered through lectures, seminars, tutorials, directed study, workshops with guest organisations.

Lectures	12 hours
Seminars	24 hours
Placement	132 hours
Tutorials	2 hours
Independent Study	130 hours
Total Study hours:	300 hours

## 13. Assessment methods.

Item 1: Individually Negotiated Learner contract (1,500-2,000 words)

Weighting: 30%

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.7, 9.2, 9.3 and 9.4

Students use self-analysis tools and theories (such as Belbin, Maslow, Myers-Briggs, Gartner) in order to reflect upon themselves as an individual within the context of an organisation or team environment. Students create and submit a formal written learner contract (following NSCD's code of practice for placements). Formative feedback during the analysis stage will help the student to construct clear and concise learning aims and objectives to design and measure the placement practice against. Summative feedback on the learner contract will enable students to judge any other areas of development and submit another contract to be signed by the host and used as a contract for the placement (item 2) to be undertaken.

Item 2: Independently led project

Weighting: 70%

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 9.1, 9.2, 9.3, 9.4, and 9.5

Student meet with their professional host mentor weekly for formative feedback on their practice. The course tutor visits and observes the student twice on their placement in order to standardise the feedback and meet with the professional mentor and student together.

A final assessment is carried out by the mentor organisation and by the course tutor where a moderation meeting then follows afterwards before a host report is submitted

**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	9.5
Learning/ teaching method	Hours allocated												
<b>Independent Study</b>	130		X	X	X			X		X	X	X	X
<b>Lectures</b>	12			X	X			X		X	X		
<b>Placement</b>	132	X	X	X	X	X	X	X	X	X	X	X	X
<b>Seminars</b>	24	X	X	X	X			X	X	X	X	X	X
<b>Tutorials</b>	2	X	X	X	X	X	X	X	X	X	X	X	X
Assessment method													
<i>Written report: Learner contract (30%)</i>		X	X	X	X			X		X	X	X	
<i>Placement: Independently led project (70%)</i>		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 Master’s 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.

For non-UKVI students there are possibilities to negotiate a period of study in European countries and further afield through the management of the Individually negotiated learner contract (INLC).

However UKVI students are required to undertake placement with locally sourced organisations in order to meet regulations for compliance.

**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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**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)