

MODULE SPECIFICATION

1. **Title of the module**
Research Project - MARP1

 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**
60 credits, 30 ECTS

 5. **Which term(s) the module is to be taught in (or other teaching pattern)**
Summer Term (extended)

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

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

 8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 - 8.1 consolidate and focus existing research interests into an individual or collaborative independent project
 - 8.2 undertake an original research project which deals with complex issues both systematically and creatively
 - 8.3 articulate contextual and/or kinaesthetic critical engagement with the theory and practice surrounding the artistic, historic and cultural context of the work
 - 8.4 explore, synthesise and present ideas relevant to current research practice
 - 8.5 direct, organise and manage own learning including communicating to a professional standard with peers and tutors
 - 8.6 analyse and interpret data, forecast future trends, automate and streamline decisions, and optimise courses of action
 - 8.7 promote the principles of multi-/inter-disciplinarity;
- These subject specific outcomes relate to the following programme outcomes: A2, A3, A6, A7, A7, A8, A9, B3 and B5

9. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

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

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

9.3 work independently, set goals and manage their own workloads

9.4 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

9.5 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 undertake a series of lectures and workshops to prepare them to work independently on a focused and original research project with a critical and systematic understanding of current knowledge. Students will receive extensive tutorial support for the duration of their independent project.

Research outcomes may take a range of forms including performance, choreography, lecture demonstration or dissertation. It also presents the students with an opportunity to work individually or collectively within a performative context including the possibility of staging public performance events.

Students should include supporting contextual information as appropriate to the research field, with any students working collaboratively providing evidence for their individual contribution and research enquiry.

Students will be expected to draw on their experiences and expertise from earlier in the course. This module is seen as an opportunity to apply the specificity of their learning on the MA in Dance & Creative Enterprise to a project directly relevant to their on-going professional development.

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

Barret, E & Bolt, B. (2010). *Practice as Research: Approaches to Creative Arts Enquiry*. New York: St Martin's Press.

Fraleigh, S.H. (2009). *Researching Dance: Evolving Modes of Inquiry: Evolving Modes of Enquiry*, London: Dance Books.

Freeman, J. (2010). *Blood, Sweat and Theory: Research through Practice in Performance*, London: Libri Publishing.

Nelson, R. (2013). *Practice as Research in the Arts: Principles, Protocols, Pedagogies and Resistances*. London: Palgrave MacMillan.

Smith, H. (2009). *Practice-led Research, Research-led Practice in the Creative Arts*, Edinburgh: University Press.

12. Learning and Teaching methods

Lectures	6 hours
Workshops	12 hours
Tutorials	8 hours
Independent Study	574 hours
Total Study hours:	600 hours

This module is delivered through a series of introductory learning experiences all geared to prepare the student for independent study relevant to the current research landscape. The research methodology and mode is left open to allow students to choose the most suitable approach for their research ideas. Students will be given careful guidance to enable their approach to be appropriate to the area of investigation and the level of study. Lectures and directed study sessions work together to enable the students to investigate at an advanced level practice as research and practice-led research paradigms. Students have the opportunity to discuss their proposal for the research project roughly 5 weeks into the summer term, before engaging in the intensive period of independent study, with milestone tutorials.

13. Assessment methods.

Item 1: Independent Project

This project may take a range of forms including performance, choreography, lecture demonstration or dissertation. Students are assigned a research project tutor according to their avenue of research and the form in which the project will take is agreed in advance. Students will be expected to provide

MODULE SPECIFICATION

supporting contextual information as appropriate to the research field, with any students working collaboratively providing evidence for their individual contribution and research enquiry.

Weighting: 100%

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

Throughout the research period students will receive feedback through tutorials and peer-supported review. Formal feedback will be given following the assessments.

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												
Independent Study	574	X	X	X	X	X	X	X	X	X	X	X	
Lectures	6	X		X	X		X	X	X	X	X	X	X
Workshops	12												
Tutorials	8	X	X	X	X	X	X	X	X	X		X	X
Assessment method													
Independent Project (100%)		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 shape work which makes some connection to the wider world in which they live. International students sometimes frame work suitable for their home market, others create work for a UK/European audience. Students use this module to create work which will be an appropriate bridge to an audience market or employment market. Themes often explored through their research relate to their own personal, social and cultural beliefs. Some work is crafted in order to be responsive to political agendas (again drawn from world contexts). Students will showcase their work as creative and performative 'labs' where peers and tutors can share feedback or make connections to global experiences. Students have the opportunity to shape their assessment to encompass & explore influences and responses from historical, social and cultural traditions 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. The very nature of Practice as Research connects the students to practitioners drawn from the arts global market.

18. **Partner College/Validated Institution**

MODULE SPECIFICATION



Northern School of Contemporary Dance

- 19. **University School responsible for the programme**
School of the Arts

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)