

MODULE SPECIFICATION

1. **Title of the module**

MARP2 - Research Project

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 Contemporary Dance Performance

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

On successfully completing the module students will be able to:

8.1 consolidate and extend existing interests in performance to undertake a practice as research project

8.2 explore, present and synthesise information from a range of theoretical and practical experiences to communicate a clear concept to the audience or recipient that is relevant to current research practice

8.3 consolidate and extend knowledge of current practice based research methodologies to support the research project

8.4 present research findings in an appropriate mode, supported by accurate scholarly documentation

8.5 articulate contextual and/or kinaesthetic critical engagement with the theory and practice surrounding the artistic, historic and cultural context of the work

8.6 direct, organise and manage own learning including communicating to a professional standard with peers and tutors

8.7 coordinate working with others to ensure effective, collaborative working practices throughout the research project

8.8 draw on current creative practices to ensure a flexible working approach which supports the development of new ideas

These subject specific outcomes relate to the following programme outcomes:

A2, A3, A5, B1, B2, B3, B4, B5, C1, C2, C3, C4, C6, C7, C8, C11, C12, D1, D2, D3, D5, D6 and D7

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

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

9.2 take full responsibility for the independent learning necessary for continuing professional development

9.3 work independently, set goals and manage their own workloads

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

9.5 manage appropriate and effective decisions within complex and/or unpredictable situations

9.6 apply a degree of high personal effectiveness: critical self-awareness, self-reflection and self-management; time management; conflict resolution; the ability to continue to learn through reflection on practice and experience

9.7 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 practice-led or practice-based 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. This module 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 Contemporary Dance Performance 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.

Lee, U. (2018) Documentation with the result of its own performing. *Studies in Theatre and Performance*. Vol. 38 (3) 2018.

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.

13.1 Main assessment

- Item 1: Independent Project (A performance/artwork (15 - 20 mins approx.) or a lecture demonstration (20 - 30 mins approx.) plus Supporting written documentation (3,000 words approx.) or Presentation in support of the research question (20 mins approx.) or equivalent

Or

- Item 1: Written dissertation (10,000-12,000 words approx.)

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 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, 8.8, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6 & 9.7

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

13.2 Re-assessment

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	9.1	9.2	9.3	9.4	9.5	9.6	9.7
Learning/teaching method	Hours allocated															
Independent Study	574	X	X	X	X	X	X	X	X	X	X	X		X	X	
Lectures	6	X		X						X	X	X	X	X		X
Workshops	12		X	X	X	X					X		X	X		X
Tutorials	8	X	X	X	X	X	X	X	X	X	X		X	X	X	X
Assessment method																
Independent Project (100%) Or		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Written dissertation (100%)		X	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**

Due to the nature of employment across the arts sector in Higher Education, there are likely to be a number of 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 higher education. One of the roles of the module is to ensure that participants (professionals across CDD and other regional HE sector institutions) have a shared understanding of the national (UK) context(s) in which they are teaching. Class discussions will benefit from comparisons/contrasts between this national context of higher 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).

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.

MODULE SPECIFICATION



Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)