

1. Title of the module

Professional Practice: Placement – PGLT4

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 (year two)

6. Prerequisite and co-requisite modules

None

7. The programmes of study to which the module contributes

PGDip Arts Learning and Teaching in Higher Education.

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Deliver a comprehensive scheme of work which meets the required standards for quality and assurance in their professional role, including professional conduct and delivery of the UK professional standards framework principles (UKPSF A1, A2, A3, A4, A5, K1, K2, K3, K4, V1, V2 and V3)

8.2 articulate and monitor their learning needs through engagement with a professional mentor and through the mentoring and critical observation process (UKPSF A5, K5, K6, and V3)

8.3 apply advanced scholarship within the workplace, informed by reflexive practice on their experience and performance. (UKPSF A5, K5, K6, and V3)

8.4 be responsive to what extent they met their own or others' expectations through professional practice (UKPSF A5, and V3)

8.5 Plan and deliver curriculum which develops inclusive learning environments (UKPSF A5, K5, and V3)

8.6 demonstrate advancement of scholarly practice which is informed by recent literature, theories and concepts related to the field of practice (UKPSF A5, K5, and V3)

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

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 work well with a wide variety of people: different gender; people from other social, educational, religious, cultural and racial backgrounds; individuals who have visible and non-visible disabilities and/or learner support needs

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 Work independently, set goals and manage their own workloads

9.4 Interact with colleagues on academic matters, offering and receiving feedback in a professional and respectful manner

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

10. A synopsis of the curriculum

This module is designed to develop artists as teachers and support officers who are reflective practitioners and are able to apply a deep understanding of the curriculum, learner centered approaches and learning to impact on the development and achievement of students in Higher Education.

This module will focus upon:

- practical and critical understanding of arts educational theory or learner support theories which support advancement of scholarly practice
- reflective practice linked to the development of professional practice
- practitioner research skills for effective research informed teaching, learning and/or learner support

The purpose of this module is to provide opportunities to combine practical work experience, academic reflection and professional development.

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 area 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)

Ashwin, P. (2015) *Reflective Teaching in Higher Education*. Bloomsbury Press: London

Biggs, J, and Tang, C. (2011) *Teaching for Quality Learning at University*. Buckingham: Open University Press/McGraw Hill

Cahnmann-Taylor, M. (2017) *Arts-Based Research in Education: Foundations for Practice*. Routledge: UK

Fry, H. Ketteridge, S. and Marshall, S. (2014) *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. Routledge: UK

Jacques, D (2000) *Learning in Groups: A Handbook for Improving Group Work* 3rd Edition. Kogan Page: London

Leigh, J. (2016). An embodied perspective on judgements of written reflective practice for professional development in Higher Education. *Reflective Practice: International and Multidisciplinary Perspectives*, 17(1). doi:10.1080/14623943.2015.1123688

12. Learning and Teaching methods

Lectures	25 hours
Seminars	10 hours
Tutorials	4 hours
Placement	90 hours
Independent Study	171 hours
Total Study hours:	300 hours

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 September/October to coincide with institution reading weeks and the start/end of vacation periods. Seminars and tutorials will be held in November and online.

The nature of the PG Dip and how it is constructed means that professional practice has a natural connection with other modules. With reference to placement hours, we recognise that these may be used across several modules and the hours identified above are to be viewed as a guide and not seen as the total number of hours required specifically for this module.

As the majority of this module is a work-based (September to December) where participants use their work experience to apply and evaluate their professional skills and knowledge. We encourage participants to identify a senior experienced colleague in their institution to be a host mentor. Host mentors play a particularly important role as an experienced member of staff with a close and detailed working knowledge of the participant's institution and discipline. They support the participant in other ways throughout their professional delivery. They might give advice on such things as:

- Choice of teaching method
- Dealing with problems arising in tutorials, seminars, lectures
- Assessment, marking schemes, marking criteria, standards etc.
- Gaining and giving feedback
- Institution procedures and policies related to learning and teaching
- Action research itself
- Reviewing written work as colleagues complete their portfolio

For the purposes of this module, the host mentor acts as a 'critical friend' who provides a source of support and discussion for the work involved in the module. The host mentor will have experience of teaching in the participant's discipline. She or he will also be aware of the institution context, and will be able to give advice on issues with which participants will engage as they progress through the programme.

Host mentor Training

There are a number of meetings throughout the year which provide a chance for host mentors and practitioners to meet with the *PGDIP ALTHE* team to clarify issues associated with the Scheme and to standardise the support system.

13. Assessment methods.

13.1 Main assessment methods

Item 1: Assessed observation of practice 1

Weighting: 20%

Learning outcomes addressed: 8.1, 8.3, 8.5, 8.6, 9.2, 9.3 and 9.4.

Item 2: Assessed observation of practice 2

Weighting: 40%

Learning outcomes addressed: 8.1, 8.3, 8.5, 8.6, 9.2, 9.3 and 9.4.

Item 3: Professional Practice portfolio (Lesson/support plans and professional reflection)

Weighting: 40%

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 8.5, 9.1 and 9.5.

There are 3 summative assessment points on completion of the activity. Two observations of practice in the workplace, conducted by the NSCD module leader are combined with a portfolio of session plans and reflections of practice to support and contextualise the observations.

The assessment strategy focuses on the demonstration of the participant's understanding of arts teaching and learner support through their demonstration and examination of practice in these areas.

Throughout the module students will receive feedback through group and 1:1 tutorials as appropriate. It is expected that students will seek support from their host mentor to enrich the feedback process. 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 SPECIFICATION

Module learning outcome		8.1	8.2	8.3	8.4	8.5	8.6	9.1	9.2	9.3	9.4	9.5
Learning/ teaching method	Hours allocated											
Lectures	25				X			X			X	
seminars	10						X				X	
tutorials	4		X	X					X	X		X
Independent Study	111	X			X	X		X		X		X
Placement	150	X	X	X		X	X		X			X
Assessment method												
Item 1: Summative Assessment: Professional practice (20%)		X		X		X	X		X	X	X	
Item 2: Summative Assessment Professional practice (40%)		X		X		X	X		X	X	X	
Item 3: Summative Assessment Professional portfolio (lesson/ support plans and reflections) (40%)		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**

As a reflection of 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 within the regional HE sector) have a shared understanding of the national (UK) context 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). Within this module students will 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.

Module resources are drawn from international journals and authors. Students are also encouraged to make references to literature from home country sources, in particular where professional practice takes place and where the student is working during the period of study on this module. This is important to support the student to make comparison between UK and international systems of arts education.

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 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.

MODULE SPECIFICATION



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