

## MODULE SPECIFICATION

### KEY FACTS

Module:	Project
Module Code:	M505
Programme:	M-level Programmes
Faculty:	Dance
UK Credits:	60
ECTS:	30
Level:	M

### OUTLINE

#### Summary description

An opportunity for you to explore and pursue a topic of your interest at depth and to have a range of outputs, under the guidance of a supervisor.

This module is for you to engage in a major piece of research developed over a period of time and to encourage you to use the knowledge and understanding gained in all the other parts of the programme you have studied. It will provide opportunities for you to experiment with ideas and forms that promote your autonomy over the research process and presentation of your chosen topic: it also provides a public outlet for your work, usually in the form of a performance, but perhaps an installation, an event, a presentation or a more 'traditional' written dissertation. MSc students will produce a substantial written thesis.

The module commences with the articulation of the research question and its development into a coherent and practicable proposal, refined and developed with your supervisor throughout the year. The Project is intended to be a substantial and thoroughly researched piece of work that reflects depth of study and indicates an intense process of individual research. It is characterised by rigorous self-directed research, experimentation, output and reflection, culminating in one or more of the following: a paper, a practical presentation, installation and/or performance, and the submission of a substantial supporting document in a permanent, portable and legible format.

You may normally only start on this project when you have satisfactorily completed the taught modules of the programme.

#### What will I be expected to achieve?

##### Knowledge and understanding

- A1 Adopt and adapt current research methods and practices
- A2 Demonstrate a capacity to synthesise concepts and to realise these as creative practice and/or scientific enquiry
- A3 Develop criteria that demonstrate a contextualised understanding of their creative/scientific practice and its aims

##### Values and attitudes

- B1 Develop an appreciation that the process of research and development arising from independent inquiry leads to continuing professional development
- B2 Develop as an independent and self-critical learner

##### Skills

C1 Be able to plan and develop a substantial body of work  
 C2 Be able to present knowledge in the public domain within a format suitable to the context of practice-based and/or scientific research

### How will I learn?

As this is an *independent* project, you are expected to devise, plan and direct your own learning pattern in conjunction with your supervisor(s)/tutor(s). You can expect to have a series of contact events with your supervisor(s)/tutor(s) commensurate with the type of project you are pursuing, and which may be standard tutorials that you may have experienced before, or may be studio/rehearsal based, or may be by e-mail/phone/instant messaging, or any other mutually agreed format, but which may not normally exceed a total of 5 tutor hours over the duration of the project from inception to final submission.

a) Teaching Component	Tutor	Contact Hours
Tutorial support	Project Supervisor(s)/Tutor(s)	5

b) Assessment Component	Weighting % within module	Pass Mark	Notional Hours
Project output(s) (written paper/ presentation/ installation/ performance event/ film or video/ supporting documentation/ other agreed output(s))	100%	50	200

c) Additional student Input	Notional Hours
Reading, devising ,planning, researching, designing, making, writing, rehearsing, performing, publishing etc.	400

<b>d) Total notional hours for module</b>	<b>600</b>
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### How will I be assessed?

#### Overview

The assessment for this module forms the final element of your overall assessment package and is submitted as a written paper or is conducted as a (possibly collaborative) performed event/exhibition/installation/presentation, together with substantial supporting visual and written reflective documentation as agreed with your supervisor. Where there is a performative element to your assessment, you may be asked questions about your event by the panel of examiners. After consideration with the other examiners, the lead examiner will give you a sheet of written feedback and a proposed grade will be indicated. You are entitled to a tutorial on this feedback if you so wish.

#### details of specific assessments

The actual task(s) and how you will go about them are to be agreed between you and your allocated supervisor/tutorial support team, but will consist of a substantial piece of work, showing significant evidence of independent research and reflection on a topic that you have chosen. The credit award of 60 credits indicates some 600 hours of study.

Usually, students choose a Project that is related to an area that they have covered on the taught elements of their programme. Topics not related to the taught programme in any way

may not be accepted by the supervisor. The actual body of research carried out for the project must, however, go well beyond the material covered in lectures, seminars and workshops.

You are referred to the M-Level M505 Project – Information for Students document on Moodle for more information.

What do I need to do to pass?

The work submitted for assessment must in the view of the examiner(s) achieve a minimum pass at (50%), and should be comparable with student final project/dissertation work at Masters level in other Higher Education institutions in the UK. After consideration with the other examiners, the lead examiner will give you a sheet of written feedback and a proposed grade will be indicated, although you should recognise that the timeliness of this return is likely to be very close to the disclosure of final results. You are entitled to a tutorial on this feedback, or exit tutorial if you so wish, and such an event may be after you have left.

In addition to the specific module criteria listed above, please refer to the *M-level Grade Descriptors* document in your handbook.

How and when will I get feedback on my assessment?

Generally your tutor or supervisor will give you a number of academic support sessions (tutorials) which may be in a private setting or may be in a studio or practice environment as appropriate. They will keep a record of the tutorial showing matters discussed and actions to be taken and will give you a copy of that record. Arrangements for securing a tutorial will depend upon the tutor, but they will usually have 'office' hours publicly posted and will normally make an appointment with you individually. It is during these tutorials that you can expect to get formative feedback (i.e. feedback on where you are now and what you might do to enhance or further the task or assignment), but you might also get formative feedback in less formal settings. After an assessment point you will receive a written report (within 21 days – see the *Policy and Procedure for the return of reports and grades to students* document available on Moodle) on the work you have done which will also indicate a level of achievement (a 'grade') which will not be finalised until after the relevant Assessment Board, and you may also elect to have a further tutorial. The number of tutorials normally available to you will be indicated in the module teaching pattern above.

**INDICATIVE READING LIST**

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Year</b>
Students Must Write: A Guide to Better Writing in Coursework and Examinations (2 <sup>nd</sup> Ed)	Barrass, R	Routledge	1995
The Research Project and How to Write It (3 <sup>rd</sup> Ed)	Berry, R	Routledge	1994
Wild Mind: Living the Writers Life	Goldberg, N	Ebury Press	2000
Visualizing research : a guide to the research process in art and design	Gray, C. & Malins, J.	Grey;s School of Art, RGU,	2004
Approaches to Research: A Handbook for Those Writing a Dissertation	Higgins, R	Jessica Kingsley Publishers	1996
Successful Dissertations and Theses: A Guide to Graduate Student Research from Proposal to Completion	Madsen, D.	Jossey Bass Wiley	1991
Writing Your Dissertation	Swetnam, D	How To Books	1997

The Students Writing Guide for the Arts and Social Sciences	Taylor, G	Cambridge University Press	1989
Writing Essays	Turley, R.M	Routledge	2000
Research Methods in Physical Activity (6 <sup>th</sup> Ed.)	Thomas, J. R., Nelson, J.K. & Silverman, S.J	Human Kinetics	2011
Qualitative research and evaluation methods	Patton, M.Q.	Sage Publications	2002
Performance as Research in Practice		<a href="http://www.bris.ac.uk/parip">www.bris.ac.uk/parip</a>	