

1. **KentVision Code and title of the module**

NCA106 – Circus from the Technical Perspective

2. **Division and School/Department or partner institution which will be responsible for management of the module**

National Centre for Circus Arts

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

4. **The number of credits and the ECTS value which the module represents**

5 (2.5 ECTS)

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

Autumn Term

6. **Prerequisite and co-requisite modules and/or any module restrictions**

7. **The course(s) of study to which the module contributes**

Compulsory to the following courses: Foundation Degree in Circus Arts

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

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

8.1 Clearly identify the technical equipment associated within the circus environment and demonstrate appropriate understanding of their use and application.

8.2 Demonstrate a clear working understanding of health and safety practices, in particular risk assessment in the context of a circus environment

8.3 Produce the essential documents required of a professional performer engaged in site specific and venue performances

8.4 Demonstrate ability to communicate with an appropriate level of technical knowledge in order to establish a safe working environment

8.5 understand the specific requirements in order to maintain the equipment in their chosen discipline, including the requirements around ordering bespoke circus equipment

## 9. The intended generic learning outcomes.

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

9.1 Work independently, set goals and manage their own work loads

9.2 Be able to assess and manage risk, health and safety and employ ethical working practices

9.3 Be able to work in a group or team and to have the skills needed for the realisation of collaborative project-based work

## 10. A synopsis of the curriculum

This module focuses on safety specific to circus disciplines and performances. In this module students will learn the basic skills and tools required to stay safe in any circus/performance environment. This module will give students the ability to work with methods and thought processes used by circus technical departments in aspects of the rigging and maintenance of their own equipment and much of the circus equipment used within an ensemble context. Students will learn to identify and assess risk as well as format and document how risk is mitigated through clear and appropriate control measures. Students will learn the language attached to working in a technical capacity and have the confidence to ensure technical needs can be met. Students will have lectures and practical sessions in the following areas:

- Knots and Lifting System / Paging. This covers an intro to basic knots, rigging equipment, the difference between paging, lunging and lifting systems, and how to use them.
- 1:1 and 3:1 lifting systems
- Use of ratchets/Mailions/Karabiners
- Practical rigging of Chinese pole and associated equipment such as strap ratchets
- Counterweight systems
- Discussing regulations, equipment markings and loadings for circus use
- Writing tech specs, Method statements and risk assessments; drawing a rig plan; software and or design

Students will be continuously assessed in their ability to tie knots, rig aerial equipment, set trampolines etc. Students will also be required to complete risk assessments, technical specifications and method statements as well as completing a written assignment problem solving a rigging exercise.

## 11. Reading list

NCCA is committed to ensuring that core reading materials are available in the NCCA library or in electronic format available on Microsoft Teams.

The most up to date reading list for each module can be found on the specific module Channel in TEAMS.

There is no set reading list for this module, although teachers may recommend readings, viewings or research prior to the start of the modules scheduled classes.

**12. Contact Hours**

Private Study: 14

Contact Hours: 36

Total: 50

**13. Assessment methods**

**13.1 Main assessment methods**

Students will be continuously assessed in their ability to tie knots, rig aerial equipment, set trampolines etc. Students will also be required to complete risk assessments, technical specifications and method statements as well as completing a written assignment problem solving a rigging exercise.

Continuous Assessment of skills: 60% of the grade for the term

Written Assignemnt: 40% of the grade for the term

**13.2 Reassessment methods**

Via the like-for-like reassessment of failed individual component(s) of 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 outcomes against learning and teaching methods:**

Module learning outcome	8 1	8 2	8 3	8 4	8 5	9 1	9 2	9 3
Private Study	x	x	x	x	X			
<i>workshops</i>	x	x	x	x	X	x	x	X

**Module learning outcomes against assessment methods:**

## MODULE SPECIFICATION

Module learning outcome	8 1	8 2	8 3	8 4	8 5	9 1	9 2	9 3
<i>Continuous Assessment</i>	x	x	x	x	x	x	x	x
<i>Written Assignment</i>	x	x	x	x	x			

### 15. Inclusive module design

The Collaborative Partner 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

### 16. Campus(es) or centre(s) where module will be delivered

National Centre for Circus Arts

### 17. Internationalisation

The student body at the National Centre for Circus Arts is an international community, providing the Centre with the opportunity to share experiences and prior learning in Circus Arts (a relatively young and rapidly developing international discipline), and with the benefits of cross-cultural understanding.

Graduates from the National Centre work in a wide range of contexts internationally. To retain our focus on employability we continue developing the skills and attributes which will enable students to compete for employment world-wide. We ensure that the curriculum content reflects relevant international or global developments in Circus Arts and we embed learning through international perspectives. Curriculum content is informed by theoretical concerns and practice-based research from around the world. Our team of circus, movement, theatre and contextual studies tutors, as well as visiting lecturers, directors and choreographers, are continually engaged with professional development and skill sharing with international colleagues, bringing global techniques and principles to the course.

18. **Partner College/Validated Institution**

National Centre for Circus Arts

19. **University Division responsible for the course**

Division of Arts and Humanities

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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