

WE STAND FOR AMBITION.

University of  
**Kent**

# BA (HONS) IN CIRCUS ARTS



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## Important information regarding the Course Specification

The Course Specification provides a concise summary of the structure and content of the course, the entry level qualifications, and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they pass the course.

## Key revisions to the Course Specification

Course specifications are revised regularly and if/when required. The Course Approval Sub-Committee confirms the course structure and the educational aims and learning outcomes. For all new students, the course and general information provided in this document is correct and accurate and will be applicable for the current year.

NCCA are transitioning from a Foundation Degree course and BA honours (top-up) course – to just one 3-year BA (honours) course. There are multiple benefits to this from the student experience perspective, including offering an increase in maintenance loans between the 2<sup>nd</sup> and 3<sup>rd</sup> year of the course, reducing admin and cost for overseas students who need to reapply for visas for the new course when starting the BA and, reducing student anxiety around progression into the BA year of the course as well as increasing prestige and recognition of the work completed on the course. We believe this change will encourage deeper specialisation within the circus arts sector and provide greater academic rigor. This depth of study can better prepare students for the demand of their chosen discipline and contribute to their overall intellectual development. Across all modules we are looking to **align credit value and course codes** providing clarity and consistency across modules, helping students understand the structure of their academic journey and facilitating smoother transition between modules as well as reducing the likelihood of errors and confusion. We will also be **clarifying assessment patterns and processes** to enhance understanding of what is expected of students in regards to assignments and assessments, thus reducing anxiety and uncertainty. Clearer assessment processes enable more meaningful feedback to be provided to students, facilitating their learning and growth. Clarifying assessments also allows staff to allocate resources more efficiently, ensuring assessments are valid, reliable and aligned with the learning outcomes. Maximizing the effectiveness of the assessment process whilst minimizing unnecessary workload. These changes promote clarity, consistency and fairness, ultimately enhancing the quality of education provided by the National Centre for Circus Arts and better preparing students for success in their academic and professional endeavours.

Changes in this course specification include the following:

- Final Award
- Alternative Exit Awards
- Education Aims
- Course Outcomes
- Education Strategy
- Critical Fundamentals of the Course
- Module Mapping

## Who do these changes apply to?

- New students starting in **2024**.
- Resitting students on the BA in 2024/25

- Students repeating in attendance in 2024/25
- For current students in Stages 2 and 3 this document replaces any previous specifications.

## 1. Key details about the course

Required Information	
1. Awarding Institution/Body	University of Kent
2. Teaching Institution	National Centre for Circus Arts
3. Division responsible for management of the course	Arts and Humanities
4. Name of Owning Department	Arts and Humanities
5. Study Level	Undergraduate
6. Course	BA (Hons) in Circus Arts
7. Teaching Site	National Centre for Circus Arts
7.1. Study Mode	Full-time
7.2. Delivery Mode	In person
7.3. Course Intake Months	September
7.4. Course Duration	36 months
8. Course Accredited by	<i>n/a</i>
9.1. Final Award	BA (Hons) in Circus Arts
9.2. Alternative Exit Awards	BA in Circus Arts Foundation Degree in Circus Arts Certificate in Circus Arts
10. UCAS Code (or other code)	<i>n/a</i>
11. Credits/ECTS Value	360 credits (180ECTS)
12. Study Level	Undergraduate
13. Length and Structure of Course	FT 3 calendar years, 3 x 12 week terms per year
14. Stage Weightings for Degree Classification	Stage 1 – 0% Stage 2 – 40% Stage 3 – 60%
15. <a href="#">QAA Benchmark Statement</a>	<i>Dance Drama and Performance 2019</i>
16. Intended Start Date(s) of Delivery of this Course Specification	from September 2024

## What do applicants need to know when they consider applying to this course?

Entry requirements for university are formal criteria that applicants must meet in order to be considered for the degree course they are applying to.

### Specific Entry Requirements

The specific entry requirements are listed on the National Centre for Circus Arts website.

- Applicants must be 18 or over on entry.
- Applicants will be able to demonstrate their intent to pursue professional employment in circus arts.
- Applicants must fulfil parts 1 and 2 of the admissions process. If the applicant is from outside the UK or they are unable to attend an audition day they may request to submit a full video audition (instead of attending part 2).
- Any candidate applying for direct entry onto the 2<sup>nd</sup> or 3<sup>rd</sup> year of the BA (hons) course should hold a 1 year Certificate or Foundation Degree (or equivalent) from a recognised FEDEC member institution. ([Full member of FEDEC.](#)) If you do not hold a Foundation Degree from a recognised FEDEC school but believe you have enough prior experience in Circus Arts, we may be able to consider you for [RPL \(Recognition of Prior Learning\)](#). Please contact [joanna@nationalcircus.org.uk](mailto:joanna@nationalcircus.org.uk) for more information.
- Direct entry applicants will be interviewed at audition and will be expected to provide a reference and their transcript to date. This is to ensure that they are being assessed for entry on the same basis as internal applicants from the National Centre Foundation Degree.

### English Language Requirements

Applicants will be required to demonstrate a proficiency in both written and verbal English language which would normally be GCSE English or equivalent International English Language Testing System. Overseas students may be required to take a Secure English Language Test (SELT) and achieve a LEVEL B2 prior to entry in order to meet VISA requirements.

### Are there any additional costs associated with the course?

In addition to your tuition fees you will be expected to incur the following costs while studying on the degree course:

- You will be expected to bear the cost of attending at least one circus performance during your period at National Centre for Circus Arts. Tickets can range from £5-£20 for London shows. Also, whilst not mandatory, you will be strongly advised to see as many performances as possible as this is a circus arts course with a strong focus on performance.
- Tuition fees do not include some personal materials, such as practice clothes/kit and books.
- The Specialist equipment used in some circus specialisms can be expensive, but it is normally possible for the National Centre to supply you with access to the equipment you will need for your course. There are some exceptions, notably any apparatus which has to be custom made of made to fit the students size. One example of this would be a Cyr Wheel. Most students opt to purchase their own equipment once they have decided on their discipline. The National Centre has an interest free loan scheme to assist you in the purchase of circus equipment. Equipment costs vary depending on type of equipment and personal specifications; these costs can range from £21.95 for hula hoops to £10,000 for an entire Teeterboard kit including matts.

## 2. What are the educational aims of the course?

### This course aims to:

- Develop and consolidate professional competency by providing the opportunity for students to explore their circus practice and the skills needed to develop as independent circus artists, including developing professional etiquette and safe practice in line with the current expectations of the profession.
- Introduce, develop and advance the students' analytical, reflective and critical skills, by developing their ability to research and draw upon a wider cultural context and prompt creative solutions to challenges
- Develop a student's physical knowledge in circus disciplines, and instil in them the confidence to interrogate, create, experiment and perform.
- Provide opportunities for students to articulate ideas, concepts and information in the context of production and performance as well as in a variety of forms and media.
- Provide an environment in which learning becomes a life-long activity through independent learning and exploration of their own individual potential, developing strategies which will enable students to further their professional circus practice beyond the end of the course
- Promote a student's knowledge and understanding of circus and its contemporary context within the performing arts, including the aesthetic, artistic and cultural values informing the ways in which circus is devised, performed and interpreted

## 3. Course Outcomes – what will successful graduates achieve by the completion of this course?

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

The course outcomes have references to the subject benchmarking statement for Dance, Drama and Performance.

### A. Ways of Thinking

Ways of thinking refers to the cognitive dimension of learning, which involves developing critical and analytical skills, as well as acquiring and applying knowledge. Thinking also includes the ability to question and challenge existing assumptions and frameworks of understanding, and to explore alternative perspectives and possibilities.

On successfully completing the course, our graduates will:



- A.1. Have a comprehensive and systematic understanding of a specific circus discipline consistent with entry into the profession (SB4.2)
- A.2. Have the established models of practice, protocols, routines and procedures deployed within a range of professional situations, and the ability to apply these appropriately within their own practice (SB4.2)
- A.3. Have a comprehensive understanding of an artist's responsibility and their professional role in relation to the responsibilities of other roles within the context of productions and performances (SB4.3)
- A.4. Have a methodical understanding of the processes of creativity and how to implement, and critique them, in their own work (SB4.2, SB4.3)
- A.5. have developed skills in the management of an individual artist's physical and technical development (SB4.2)
- A.6. Have the ability to question dominant norms, practices, and opinions. (FHEQ4.15)
- A.7. Have the ability to conduct general background investigation, analysis, research, enquiry and/or study using established techniques, with the ability to extract relevant points, assess consequences, and evaluate multiple outcomes. (FHEQ4.15)
- A.8. Have the ability to construct and sustain an argument, with consideration of alternative views and evidence. (FHEQ4.15)
- A.9. Have the ability to solve problems, applying a range of methods to do so, and make decisions in complex and unpredictable circumstances that are embedded in wider systems. (FHEQ4.15)

## **B. Ways of Practicing**

Ways of practicing refers to the practical dimension of learning, which involves developing professional and vocational skills, as well as engaging in social and ethical action. Acting also includes the ability to apply knowledge and skills in different contexts and situations, and to contribute to the improvement of practice and society.

On successfully completing the course the graduates will have:

- B.1. Analytical, critical and reflective skills developed through independent investigation and practical experimentation within circus training (SB5.3)

- B.2. The ability to demonstrate a conceptual understanding of devising and performance that enables the student to critique and sustain arguments (SB4.2, SB5.2)
- B.3. Critical reasoning skills developed in the interrogation and evaluation of information which enable both practical problem solving and analysis of abstract concepts (SB5.3)
- B.4 The ability to independently evaluate their own knowledge and understanding and draw on the experience of others to form reasoned judgements (SB5.7)
- B.5. A high level of competency in the creative and technical execution of a chosen circus discipline consistent with entry into the profession (SB5.2)
- B.6. An ability to apply knowledge of the processes and protocols associated with a specific circus discipline (SB5.2)
- B.7. Application of an understanding of the broader processes associated with performance production in a variety of professional performance contexts (SB5.2)
- B.8. The capacity to identify problems and to propose creative and/or original solutions in potentially complex and unpredictable production or performance contexts (SB5.2, SB5.3)
- B.9. The ability to manage and promote themselves as professional artists, and to initiate and carry out projects to further their professional development (SB 5.2, SB5.6)
- B.10. An ability to identify Health and Safety issues and to undertake risk assessments consistent with industry requirements (SB5.6)
- B.11. The ability to communicate to different audiences complex information, ideas, problems, and solutions in multiple modalities. (FHEQ4.15.1)
- B.12. The ability to make useful contributions to group discussions and/or project work including learning from others, respecting other perspectives, motivating, or guiding others to do their best work, and dealing with conflicts. (FHEQ4.15.2)

### **C. Ways of Being**

Ways of being refers to learning which involves developing personal and social identity, as well as values and commitments. Being also includes a student's ability to reflect on their own learning and development, and to construct their own meaning and purpose.

On successfully completing the course the graduates will have:

- C.1. The ability to evaluate their own professional and personal development, as well as the ability to recognise the limits of their current knowledge, through a developed process of reflection and self-appraisal (SB5.7)
- C.2. The ability to work autonomously and demonstrate effective time management and organisational skills consistent with professional expectations (SB5.6)
- C.3. A life-long approach to learning and the ability to undertake appropriate further training of a professional or equivalent nature (SB5.6)
- C.4. The ability to communicate effectively in a variety of contexts, with the ability to communicate information to both specialist and non-specialist audiences (SB5.2)
- C.5. The ability to undertake independent investigation, retrieval and management of information, including the appropriate use of original specialist materials specific to their chosen discipline (SB5.3)
- C.6. Knowledge of the use of information technology such as the Internet, social media and word processing, as well as tools adapted to their specialist needs (SB5.2)
- C.7. The ability to collaborate with others through the exercise of initiative and personal responsibility (SB5.2)

### **Education Strategy – how will students be taught and learn?**

The National Centre pursues student-centred learning design that supports the educational needs of a diverse student community. It does so through teaching and learning, assessment and feedback, employability activity and student support, as outlined below.

### **Teaching and Learning Strategy – how do we promote student learning?**

#### **Ambition**

The key ambition for teaching and learning on this course is to foster a comprehensive and systematic understanding of circus disciplines and creative practice, equipping graduates with analytical skills, critical thinking, and the ability to question norms. Through practical engagement, students will develop professional skills, including creative problem-solving and effective communication. Furthermore, the course aims to cultivate personal and social identity, instilling values, autonomy, and a lifelong commitment to learning. By delivering these outcomes, we aim to produce graduates capable of contributing meaningfully to the circus profession while promoting continuous personal and professional development.

#### **Approach**

Various teaching and learning approaches are used to enable students to meet course outcomes, and these outcomes are achieved by more than one method. These include:

- Practical teacher led sessions
- Scheduled group and independent learning sessions, either self-directed or task-led
- Devising work for performance, rehearsals and both internal and public performances
- Lectures
- Tutor and student led seminars
- Prescribed reading, viewing of performance and independent research
- Intensive workshops
- Collaborations with professional companies/directors/choreographers

### **Assessment and Feedback Strategy – how do we measure student learning?**

#### **Ambition**

The key ambition for assessment and feedback on this course is to implement a strategic and inclusive approach that promotes student engagement and success. Assessments will encompass diverse methods, aligning with the National Centre's and University of Kent's strategy, to holistically evaluate students' knowledge and skill in Circus Disciplines. Timely and constructive feedback will be provided, fostering a

supportive learning environment and empowering students to excel, while continuous improvement strategies will be employed to enhance the overall assessment process.

## Approach

The assessment and feedback strategy at the National Centre for Circus Arts (NCCA) is designed to be dynamic, inclusive, and supportive of student development. Drawing on the Assessment and Feedback Strategy, the course employs a multifaceted approach to assess students' knowledge and skills in circus disciplines and their related supplementary modules, ensuring effectiveness, fairness, inclusivity, authenticity and alignment with academic standards.

### Assessment Types:

1. **Practical Performances:** Regular practical assessments, aligned with specific circus disciplines, will evaluate students' technical proficiency and creativity. These assessments will be spread across the course to monitor continuous development.
2. **Reflective Journals:** Students will maintain reflective journals, providing a platform for self-appraisal and demonstrating their understanding of artistic processes. Periodic reviews and feedback sessions will support their reflective practice.
3. **Problem-Solving Projects:** assignments involving complex scenarios will assess students' ability to apply knowledge and skills to unpredictable circumstances, reflecting real-world challenges in the circus profession.
4. **Collaborative Productions:** Group projects will assess teamwork, initiative, and individual contributions to a professional level performance. This will encourage effective collaboration, enhancing students' interpersonal skills.

### Formative and summative assessment tasks include:

- Continuous assessment of practical work
- Observation of group and individual processes on practical projects
- Submission of written work which may include essays, interviews, business plans, risk assessments
- Individual or small group seminar presentations
- Contributions in class, including oral, intellectual, practical and creative contributions and evidence of preparation
- The presentation of practical/creative work through public and/or in-class performances

### Ensuring Fairness and Inclusivity:

1. **Diverse Assessment Methods:** A variety of assessment types cater to different learning styles, ensuring inclusivity.
2. **Clear Assessment Criteria:** Transparent criteria accompany each assessment, promoting fairness and enabling students to understand expectations.

Feedback and Development:

1. **Timely Feedback:** Swift and constructive feedback will be provided after each assessment to guide improvement and facilitate continuous learning.
2. **Development Plans:** Individualised development plans will be collaboratively created with students, identifying strengths and areas of improvement.

Quality Assurance:

1. **Internal Moderation:** Rigorous internal moderation processes will be in place to uphold academic standards and integrity.
2. **External Examiner Oversight:** external examiners, appointed based on Annex 5 of the Assessment regulation Framework, will ensure alignment with the University of Kent and National Centre for Circus Arts standards.

By employing a comprehensive approach, NCCA ensures that assessment supports student learning, provides equitable opportunities, and upholds the highest academic standards, fostering a learning environment conducive to success and achievement.

## **Employability Strategy – how do we prepare our students for their future?**

### **Ambition**

The key ambition for embedding employability in this course is to equip graduates with diverse and adaptable skills, fostering resilience and success irrespective of background. By integrating practical experiences, industry-relevant skills, and inclusive learning, our graduates will be empowered to thrive in life and work.

### **Approach**

The course adopts a multifaceted approach to embed employability skills, ensuring graduates thrive in life and work, regardless of background. Modules like NCA205, NCA206 and Ensemble modules in each year contributes significantly to this strategy.

### **NCA205 Preparing for the Performance Industry:**

This module offers a comprehensive introduction to producing and production management in circus and performing arts industry. Industry professionals lead lectures and discussions, covering show management, financial aspects, marketing, profile building, and health and safety considerations. Students create promotional packs, digital profiles and presentation pitches, fostering skills crucial for entrepreneurship and professional success.

### **NCA306 Facilitating Workshops and The Practice of Circus Teaching:**

Focused on equipping students with effective teaching skills, this module emphasises hands-on learning in circus workshop facilitation, covering lesson planning, reflective practices, safeguarding policies, and inclusive teaching methods, students gain a holistic understanding of the art and science of teaching circus. The emphasis on practical teaching sessions ensures graduates can confidently facilitate engaging and safe workshops, showcasing adaptability and a deep understanding of diverse learners.

### **Performance Modules:**

The Circus Ensemble modules immerse students in a professional-like ensemble performance, fostering autonomy, responsibility, and adaptation to external visions, preparing them for industry dynamics. The Devised Performance module further integrates employability by requiring students to create a professional-level performance piece. The module emphasises self-direction, collaborative work, and effective time management, mirroring the demands of the professional circus world.

### **Curricular and Co-curricular integration:**

**Professional Development Workshops:** regular workshops led by industry experts provide insights into current industry trends, fostering adaptability and industry relevant knowledge.

**Industry Collaborations:** Collaborations with circus companies, directors, and facilitators offer real-world experience, enhancing student's practical skills and industry awareness

**Entrepreneurship Projects:** Modules encourage students to develop entrepreneurial skills by engaging in projects that simulate real-world challenges, fostering resilience and problem-solving abilities.

By integrating these elements into the curriculum and co-curricular activities, the course ensures that students not only acquire theoretical knowledge but also develop practical skills, resilience and adaptability. This holistic approach prepares graduates to thrive in diverse professional settings, irrespective of their background, and empowers them for a successful transition into the workforce.

### **Student Support Strategy – how do we support our students?**

#### **Ambition**

The key ambition for student support on this course is to cultivate an inclusive environment where all students, irrespective of background, thrive academically and personally. Through a comprehensive suite of resources, including tailored induction programs, academic advising, one-on-one feedback, career guidance and emotional support, we aim to empower students in their academic journey. Our commitment is to provide a robust support system that addresses diverse needs, ensuring every student can fully engage and succeed in their studies at the National Centre for Circus Arts.

## Approach

The course's approach to outstanding student support is multifaceted, addressing academic, personal and professional needs to ensure a comprehensive and inclusive experience for all students.

**Study Skills Sessions:** Regular study skills sessions are integrated into the curriculum, focusing on critical skills such as academic writing, time management and effective study strategies.

**Comprehensive Induction Programme:** The induction programme familiarises students with essential resources like the Student Handbook, Module Briefs and the Academic writing guide, ensuring a seamless transition into academic life.

**One-on-one and Small Group Teaching:** intensive teaching sessions provide a focused attention, addressing individual learning needs and fostering a supportive learning environment.

**One-to-One Feedback:** Regular one-to-one feedback sessions enable student to understand their performance, identify areas for improvement and receive personalised guidance.

**English Language Support:** Specialised support is available for students with English Language needs, enhancing their academic communication skills.

**Counselling Services:** External counselling services are accessible, providing students with emotional and mental health support.

**Student Support Manager:** a dedicated full-time Student Support Manager provides assistance with learning, emotional and financial concerns, offering individualised support on welfare and well-being issues.

**Support for Disabilities/Learning Difficulties:** The Student Support Manger offers specialised support to students with specific learning difficulties.

**Injury Treatment and Rehabilitation:** In addition to injury treatment and rehabilitation support, individual injury management plans and physical therapy provided by external partners contribute to students' overall well-being.

**Strand Managers:** Strand Managers oversee modules in their strand and work closely with the Student Support team to ensure pastoral progression for each student.

This holistic approach to student support ensures that every student at the National Centre for Circus Arts receives tailored assistance, promoting not only academic success but also personal and professional development.



### What are the critical fundamentals for this course?

Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the [Credit Framework](#).

Each module and course are designed to be at a specific level. For the descriptors of each of these levels, refer to [Annex 2](#) of the Assessment Regulations Framework.

### What are the continuation requirements for students to progress through stages?

The normal requirement for progression from one stage of a course of study to the next is that the student should have obtained 100% of the credits for the stage.

Where a student fails a module(s) due to illness or other extenuating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the course learning outcomes. For further information refer to the Credit Framework.

Where a student fails a module(s) but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the course learning outcomes. For further information refer to the [Credit Framework](#).

Where a student fails less than 25% of the course and learning outcomes have been met, trailing failed credits into the next stage may be permitted.

Compensation, condonement and trailing restrictions are indicated in the *Notes* column in the module tables below.

### What modules will students study?

**A Compulsory module** is a module which, due to the relevance of its content and learning outcomes to the course of study, must be taken and for which credit must be awarded in order for a student to remain in good standing on the course. All courses should have at a minimum 120 credits of compulsory modules at Stage 1, 2 and 3. There are no optional module on this course.

#### Stage 1 Compulsory modules (120 credits)

Module Code	Title	Level	Credits	Term(s) Taught	Notes
NCA101	Circus Discipline 1	4	60	Autumn, Spring and Summer	
NCA102	Circus Ensemble 1	4	15	Summer	
NCA103	Movement 1	4	15	Autumn, Spring and Summer	

Module Code	Title	Level	Credits	Term(s) Taught	Notes
NCA104	Theatre 1	4	15	Autumn, Spring and Summer	
NCA105	Circus through the Performative Lens	4	10	Autumn and Spring	
NCA106	Circus from the Technical Perspective	4	5	Autumn and Spring	

### Stage 2 Compulsory modules (120 credits)

Module Code	Title	Level	Credits	Term(s) Taught	Notes
NCA201	Circus Discipline 2	5	30	Autumn, Spring and Summer	
NCA202	Circus Ensemble 2	5	15	Spring or Summer	
NCA203	Movement 2	5	15	Autumn and Spring or Summer	
NCA204	Theatre 2	5	15	Autumn and Spring or Summer	
NCA205	Preparing for the Performance Industry	5	30	Autumn, Spring and Summer	
NCA206	The Devising Process	5	15	Spring or Summer	

### Stage 3 Compulsory modules (120 credits)

Module Code	Title	Level	Credits	Term(s) Taught	Notes
NCA301	Circus Discipline 3	6	30	Autumn, Spring and Summer	
NCA302	Circus Ensemble 3	6	15	Spring or Summer	
NCA303	Movement 3	6	15	Autumn and Spring	
NCA304	Theatre 3	6	15	Autumn and Spring	
NCA305	Contemporary Circus in the 21 <sup>st</sup> Century	6	15	Autumn	
NCA306	Facilitating Workshops and the Practice of Circus Teaching	6	15	Spring and Summer	
NCA307	The Devised Performance	6	15	Spring or Summer	

#### 4. Module Mapping Table

The course learning outcomes will normally all be addressed by the compulsory modules. Therefore, only compulsory modules should be included in the table.

**Table A: Ways of Thinking**

	NCA101	NCA102	NCA103	NCA104	NCA105	NCA106	NCA201	NCA202	NCA203	NCA204	NCA205	NCA206	NCA301	NCA302	NCA303	NCA304	NCA305	NCA306	NCA307	
A1	X	X	X	X			X	X	X	X		X	X	X	X	X		X	X	
A2			X	X		X			X	X	X	X			X	X		X	X	
A3		X			X			X			X	X		X					X	
A4	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
A5	X	X	X	X			X	X	X	X			X	X	X	X		X	X	
A6	X		X	X	X	X	X		X	X	X		X		X	X	X	X		
A7	X		X	X	X	X	X		X	X	X	X	X		X	X	X	X	X	
A8			X	X	X	X			X	X	X	X			X	X	X	X	X	
A9	X	X			X	X	X	X			X	X	X	X			X	X	X	

**Table B: Ways of Practicing**

	NCA101	NCA102	NCA103	NCA104	NCA105	NCA106	NCA201	NCA202	NCA203	NCA204	NCA205	NCA206	NCA301	NCA302	NCA303	NCA304	NCA305	NCA306	NCA307	
B1	X		X	X	X		X		X	X	X	X	X		X	X		X	X	
B2		X			X			X			X	X		X				X	X	
B3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
B4	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
B5	X	X					X	X			X	X	X	X			X	X	X	
B6	X						X				X	X	X					X	X	
B7		X	X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	
B8	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	
B9		X	X	X				X	X	X	X	X		X	X	X			X	
B10	X	X			X	X	X	X			X	X	X	X			X	X	X	
B11		X			X			X			X	X		X			X		X	
B12		X	X	X	X	X		X	X	X	X	X		X	X	X	X		X	

**Table C: Ways of Being**

	NCA101	NCA102	NCA103	NCA104	NCA105	NCA106	NCA201	NCA202	NCA203	NCA204	NCA205	NCA206	NCA301	NCA302	NCA303	NCA304	NCA305	NCA306	NCA307	
C1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C3	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
C4	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C6	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
C7	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X