

MODULE SPECIFICATION

1. KentVision Code and title of the module

NCA201 Circus Discipline 2

2. Division and School/Department or partner institution responsible for the module

National Centre for Circus Arts

3. The level of the module

Level 5

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, Spring and Summer Terms

6. Delivery of the module

6.1. Mode of study

In person

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

National Centre for Circus Arts

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

n/a

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

BA (Hons) in Circus Arts

8.1. The module is compulsory for the following courses

BA (Hons) in Circus Arts

8.2. The module is optional for the following courses

n/a

9. A synopsis of the curriculum

In this module students will build on the fundamentals of their circus discipline, as begun with module 'Circus Discipline 1' during the final term of year 1. They will begin to work on sequencing and the creation of their own material, developing their own artistic ideas, and the implementation of their own training regime.

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The module will be delivered as a combination of tutor led sessions/workshops and task driven independent learning. Some tutor led sessions will be specifically focused on the circus discipline itself, whilst other scheduled sessions will cover practices designed to complement discipline training – (e.g. acrobatics, handstands, Pilates). Scheduled independent and peer led learning sessions are a central element of this module, allowing students the space to bring learning from across the course into their practice, and to self-select areas of their training they wish to develop.

A key aim of this module is for students to learn to take responsibility for their own training and learning, to develop their ability to analyse and understand their own physical, technical and artistic skills through reflection and evaluation of their progress. Students will be expected to document their learning, as well as ongoing verbal feedback from their tutors, in order to track and monitor their objectives.

Alongside progression with technical skills in their discipline, students will be expected to develop the habits required for professional practice as circus artists. They will develop the ability to manage their own training and begin to direct their own learning. By the end of the module students will be able to demonstrate the potential to work autonomously without tutor supervision, as well as an understanding of the importance of all elements of the BA (Hons) course and how these relate to their development as a circus artist.

10. Contact Hours

Private Study: 150 hours

Contact Hours: 150 hours

Total: 300 hours

11. Learning and teaching methods

This module will be delivered via studio based physical coaching lessons, lectures and seminars.

12. The intended subject specific learning outcomes

On successfully completing the module students will be able to:

12.1 Demonstrate a good level of autonomy and be able to apply training ideas and concepts learned through the year to their work both in class and independently.

12.2 Create material that is both self-directed and teacher led

12.3 Create material that researches different energy and dynamic

12.4 Assess, structure and execute a training regime that addresses the balance between good practice and overtraining, and manage injury where relevant

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12.5 Demonstrate a developed sense of kinaesthetic understanding, and be able to apply this to work in their discipline, resulting in the student being able to self-correct

12.6 Demonstrate enough learned technical material to be able to apply to sequencing

12.7 Demonstrate an understanding of how specific complimentary classes and skills within them feed into their discipline training

12.8 Demonstrate an understanding of how artistic and theoretical learning from other elements of the programme might be applied to their circus discipline

13. The intended generic learning outcomes

On successfully completing the module students will be able to:

13.1 Communicate proactively with teachers in order to direct their own learning and develop objectives

13.2 Apply creative thinking and imagination to problem-solve, making effective decisions and implementing both physical and artistic solutions

13.3 Recognise and conform to the expectations of a professional working environment, including a high level of attendance and punctuality

13.4 Demonstrate autonomous working practices and initiative through independent learning

13.5 Apply reflective and independent thinking in order to understand and evaluate personal learning experiences

13.6 Work independently to develop work to a specific brief

14. Assessment Strategy

14.1. Main assessment methods

Assessment of the Module is given in the summer term, with students receiving formative feedback throughout the module and indicative grades at the half term feedback session and end of term in the Autumn and Spring.

Summer term assessment 100% of overall module grade.

Continuous assessment of progress in discipline and supplementary classes: 50% of grade for term

Continuous assessment of professional practice: 50% of grade for term

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How the assessment methods outlined above fit with the course assessment strategy?

Continuous Assessment of Progress in Discipline and Supplementary Classes (50% of the grade for the year)

This aligns with NCCA's assessment strategy with emphasis on practical performances and diverse assessment methods. Regular practical assessments ensure continuous monitoring of students' technical proficiency and creativity, promoting ongoing development.

Incorporating continuous assessment accommodates different learning styles and provides a fair representation of students' progress over time.

Continuous assessment allows for timely feedback and emphasised in the strategy, swift and constructive feedback after each lesson can guide improvement and facilitate continuous learning.

Continuous Assessment of Professional Practice (50% of the grade for the year)

This assessment method corresponds to the practical performances and problem-solving projects outlined in the strategy. It evaluates students' ability to apply knowledge and skill to real-world challenges in the circus profession, contributing to authenticity and alignment with academic and industry standards. Continuous assessment in professional practice allows for ongoing feedback, enabling students to understand expectations and make improvements throughout the year.

The continuous assessment methods for progress in discipline and professional practice are well aligned with the NCCA's assessment strategy. They contribute to a dynamic, inclusive and supportive learning environment, fostering students' achievement of their full potential.

15. Mapping of Learning Outcomes

Map of module learning outcomes (sections 12 & 13) to learning and teaching methods (section 11) and methods of assessment (section 14).

15.1. Module learning outcomes against learning and teaching methods

Module learning outcome	12.1	12.2	12.3	12.4	12.5	12.6	12.7	12.8	13.1	13.2	13.3	13.4	13.5	13.6
Private Study	x	x	x	x	x	x	x	X	x	x	x	x	x	x
Contact hours Studio Based Tutor-Led Sessions	x	x	x	x	x	x	x	x	x	x	x	x	x	x

15.2. Module learning outcomes against assessment methods

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Module learning outcome	12.1	12.2	12.3	12.4	12.5	12.6	12.7	12.8	13.1	13.2	13.3	13.4	13.5	13.6
<i>Continuous Assessment of Progress</i>	x	x	x		x	x	x	x		x			x	
<i>Continuous Assessment of Professionalism</i>	x	x	x	x			x	x	x	x	x	x	x	x

Both *Continuous Assessment of Process* and *Continuous Assessment of Professionalism* must be passed in order to pass this module.

16. 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 for this module – each student undertakes training in their own specific discipline, and with this follows an individual learning path. As their development will be directed by both teacher and students themselves, so will the reading, viewing of performance and research for each student as they progress through the module.

FEDEC RESOURCES: <https://www.fedec.eu/en/resources/>

17. Inclusive module design

The National Centre for Circus Arts 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

18. Partner College/Validated Institution

National Centre for Circus Arts

19. University Division responsible for the course

Division of Arts and Humanities

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MODULE RECORD

All revisions for this module are recorded in the table below for student and staff information.

Date approved	New/ Material/ Major/ Minor revision	Start date of delivery of this version	Applies to new cohorts and/ or existing students	Sections revised (if applicable)