The BA (Hons) Degree Programme – Circus Space

Based on Annex C: Programme Specifications Template

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the relevant year Module Handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

### BA (Hons) Degree in Circus Arts

| 1. Awarding Institution/Body            | University of Kent |
| 2. Teaching Institution                | Circus Space       |
| 3. Teaching Site                       | Circus Space, Coronet Street, London, N1 6HD |
| 4. Programme accredited by             |                    |
| 5. Final Award                         | BA (Hons) Degree in Circus Arts |
| 6. Programme                           |                    |
| 7. UCAS Code (or other code)           | N/A                |
| 8. Relevant QAA subject benchmarking   | Dance, Drama and Performance |
|   group(s)                             |                    |
| 9. Date of production/revision         | Revision: August 2010 (Original: 2005) |
| 10. Applicable cohort(s)               | 2010/2011          |

#### 11. Educational Aims of the Programme

The programme aims to:

1. **Develop professional competence** – by instructing the student in advanced technical skills specific to a chosen circus discipline, in performance ability and in the critical understanding of circus creation consistent with entry into the profession. Students will also be instructed as to behaviour on par with expectations of the profession.

2. **Nurture and sustain an educationally stimulating environment** – by encouraging and assisting the students in achieving their creative and intellectual potential in circus arts.

3. **Develop a critical appreciation and awareness of a range of circus performance contexts** – by creating situations which will encourage students to develop their ability to use reasoned analysis and effective evaluation processes, to identify potential circus related problems. Then to draw upon a wider cultural context in order to provide creative solutions to these problems.

4. **Develop communication skills** – by offering opportunities in which students can improve their ability to clearly express ideas, concepts and information in the context of professional expectations.

5. **Encourage personal development** – by promoting an approach to learning as a lifelong activity, which in turn will allow students to further their professional circus practice.
6. **Instil autonomous work practices** – by enabling students to become more mature and confident circus performers.

### 12. Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Dance, Drama and Performance as well as the Quality Assurance Agency’s BA (Hons) Degree Benchmark Statements. The specialist abilities of the staff and the philosophy of the school combine to ensure that these outcomes are met.

#### Knowledge and Understanding

(Principles, concepts and methods that a student needs to know and understand as a professional circus performer)

<table>
<thead>
<tr>
<th>A. Knowledge and Understanding of:</th>
<th>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A comprehensive understanding of a specific circus discipline consistent with entry into the profession</td>
<td>Different teaching methods are employed for different learning outcomes and contexts, but none of the listed areas of knowledge are acquired exclusively by one method.</td>
</tr>
<tr>
<td>2. A working knowledge of established models of practice, protocols, routines and procedures applied within a range of professional performance situations.</td>
<td>The following methods are used on the course (approximately in order of frequency):</td>
</tr>
</tbody>
</table>
| 3. An awareness of an artist’s responsibility of their professional role in relation to the responsibilities of other roles within the context of productions and performances. | • Practical tutor-led sessions  
• Group learning and individual learning in intensive workshop situations  
• Production and performance situations (tutor or student-led)  
• Collaborations with professional companies, either in-house or off-site  
• Production and creative driven workshops  
• Seminars  
• Academic and Library based learning  
• Theoretical lectures |

#### Skills and Other Attributes

**B. Intellectual Skills:**

| 1. Analytical, critical and reflective skills developed through investigation and practical experimentation within circus training. |
| 2. The understanding of processes of creativity and how to implement, and critique them, in their own work. |
| 3. The ability to record and analyse performance making processes. |
| 4. The understanding of the management of their own physical and technical development. |
| 5. Critical reasoning skills developed in the interrogation and evaluation of information. |

Methods and strategies of summative (quantified) assessment used will be drawn from the following:

• Continuous assessment of practical coursework (group or individual)  
• Written coursework (e.g. essays, etc.)
### The BA (Hons) Degree Programme – Circus Space

<table>
<thead>
<tr>
<th>6. Ability to evaluate their own knowledge and understandings and draw on the experience of others to form reasoned judgements.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C. Subject-specific Skills</strong> (Circus and Performance Skills):</td>
</tr>
<tr>
<td>1. A high level of competency in practical and technical skills consistent with entry into the professional practice of a chosen circus discipline.</td>
</tr>
<tr>
<td>2. An in-depth knowledge of the processes and protocols associated with a specific circus discipline.</td>
</tr>
<tr>
<td>3. A high level of understanding of the broader processes associated with performance production in a variety of professional performance contexts.</td>
</tr>
<tr>
<td>4. An ability to identify problems and to propose creative solutions in relation to their chosen circus discipline in potentially complex and unpredictable production or performance contexts.</td>
</tr>
<tr>
<td><strong>D. Transferable Skills</strong> (skills that are useful in a variety of contexts):</td>
</tr>
<tr>
<td>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 process of reflection and self-appraisal.</td>
</tr>
<tr>
<td>2. The ability to demonstrate effective time management and organisational skills consistent with professional expectations.</td>
</tr>
<tr>
<td>3. An ability to identify Health and Safety issues and to undertake risk assessments consistent with industry requirements.</td>
</tr>
<tr>
<td>4. A life-long approach to learning and the ability to undertake appropriate further training of a professional or equivalent nature.</td>
</tr>
<tr>
<td>5. The ability to communicate effectively in a variety of professional contexts, with the ability to communicate information to both specialist and non-specialist audiences.</td>
</tr>
<tr>
<td>6. The ability to undertake independent investigation, retrieval and management</td>
</tr>
</tbody>
</table>

**Journals/ Portfolios, Business Plans** |
- Seminars, model presentations, oral presentations |
- Examination of practical (internal (restricted) and/or open public performances) |

These Subject Specific Skills and the Transferable Skills are interwoven through the course and are taught and assessed as above with particular emphasis on skills teaching and learning through practical workshop and rehearsal and/or creative sessions in dedicated performance spaces. These sessions could be coupled with small group or individual supervision and tutorials.

These areas may be assessed using the variety of methods outlined above, but with emphasis on the assessment of contribution to the process of adapting circus specific skills in the creative process, and the achievement in the outcome of the process.
The BA (Hons) Degree Programme – Circus Space

<table>
<thead>
<tr>
<th>of information, including the appropriate use of original specialist materials specific to their chosen discipline.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Knowledge in the use of information technology such as the Internet, email and word processing, as well as tools adapted to their specialist needs.</td>
</tr>
<tr>
<td>8. The ability to collaborate with others through the exercise of initiative and personal responsibility.</td>
</tr>
</tbody>
</table>

**HIGHLY IMPORTANT**

Modules may address certain learning outcomes more obviously than others (the devising of an ensemble performance obviously addresses “the ability to collaborate with others through the exercise of initiative and personal responsibility”) but all learning experiences on the course address all learning outcomes in some proportion. Progress towards the achievement of the learning outcomes will be assessed regularly and feedback will be provided.
The BA (Hons) Degree Programme – Circus Space

13. Programme Structures and Requirements, Levels, Modules, Credits and Awards

The BA (Hons) Degree in Circus Arts is a full-time one-year course that strives to provide students with the increased technical, physical and artistic abilities which will allow them to enter the world of professional contemporary circus as more confident and competent performers.

The course is comprised of four modules of study of a total of 120 credits, which are all required in order to obtain the final degree award BA (Hons). The modules vary in length and at times a student may need to manage the required work of several modules at the same time.

Students will be required to enter the programme already having had chosen a specialist circus discipline, either a Foundation Degree delivered in the UK or at another equivalent circus training facility abroad. Prior professional experience as a circus artist can be considered (see section 14 for Entry Profile). During the course students will be required to meet physical, technical and performance objectives set for the different modules and to maintain an adequate level of physical preparation allowing them to progress in their specialist discipline.

Students will be exposed to a variety of performance contexts, to professional expectations of behaviour and will be expected to carry out a business plan with an assigned mentor.

It is essential to note that the development of the BA (Hons) Degree in Circus Arts is the result of initiatives taken by professionals with extensive circus experience. Those involved in the development, delivery and continual evolution of the course come from a varied background of circus philosophy and remain active in the profession. Those responsible for the course recognise that the range of circus expression is large, and encompasses contemporary approaches as well as the more traditional ones such as cabaret, street or the touring tent. But those involved with the course stress that regardless of the type of circus practiced by future graduates, the fundamental basics of technical ability and artistic integrity remain a constant. The BA (Hons) Degree in Circus Arts supports all forms of circus expression.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
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<tr>
<td><strong>Required Modules</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CA305</td>
<td>Circus Arts and Performance Level Two</td>
<td>H</td>
<td>50</td>
<td>Autumn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring</td>
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<td></td>
<td></td>
<td></td>
<td>Summer</td>
</tr>
<tr>
<td>CA307</td>
<td>Ensemble Performance Task</td>
<td>H</td>
<td>30</td>
<td>Summer</td>
</tr>
<tr>
<td>CA306</td>
<td>The Business Plan</td>
<td>H</td>
<td>10</td>
<td>Autumn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring</td>
</tr>
<tr>
<td>CA308</td>
<td>Negotiated Performance Task</td>
<td>H</td>
<td>30</td>
<td>Spring</td>
</tr>
</tbody>
</table>
### 14. Support for Students and their Learning

- The course is administered by the **Degree Administration Team**, comprised of; the Higher Education Courses Director, The Head of Acrobatics, The Head of Aerial, the Head of Juggling, the Head of Performance, the Head of Studies, the Registrar and the Course Administrator.

- The **Degree Administration Team** is responsible for overseeing student progress and will identify and contact any student experiencing difficulty or needing particular help or attention, offering them support and/ or referring them on to other sources of support.

- The **Higher Education Courses Director** briefs students on course content and assessment procedures. The HE Courses Director is also available to offer advice to students on their grades and counsels them in academic matters. The HE Course Director also deals with extensions on deadlines for coursework and considers cases of students unable to submit work due to unforeseen circumstances. The HE Course Director is also ultimately responsible for overseeing all aspects of course programming.

- The **Heads of Discipline** (Aerial, Acrobatics, Juggling and Performance) assist and guide the students through their progression in their specific circus discipline and in their creative development. They are also responsible for certain aspects of class programming.

- The **Head of Studies** is responsible for taking a practical overview of the implementation and administration of all aspects of the academic programmes, and advises staff and students where appropriate.

- The **Registrar** is responsible for student support (pastoral, financial and administrative)

- The **Course Administrator** assists students in all administrative matters.

- Students are encouraged to seek advice from any member of staff concerning any matters of academic or non-academic concern.

- **Student Support Services** are available for students requiring specific assistance during the course and is managed by the Registrar.

- A **Student/ Staff Liaison Meeting** is held monthly during term-time with representatives of each intake in order to deal with housekeeping or academic issues and specific matters related to day-to-day activities on the course.

- **Physiotherapy** facilities are provided to support students and their circus related injuries.

- A **Library** containing course related information in the form of reading material and a video archive of circus performances (as well as computer work stations with Internet access) is available for student use. Inductions to the facilities are offered by a variety of members of staff.

- A **Student Handbook** and **Year Specific Module Handbooks** are edited (and updated annually) in order to provide clear advice on who to see for particular problems as well as specific information on; staff and facilities, programme structure, module delivery, essay writing guide, assessment (including criteria for assessment, student support and guidance). It also contains general regulations concerning activities at Circus Space and the course.

- A series of **Inductions** to the Health and Safety practices specific to circus arts training as well as inductions specific to material and spaces used during the course are held at the beginning of the academic year.
## Entry Route

For fuller information, please refer to the Circus Space prospectus

- Admission is by audition and interview
- The minimum age to study a degree programme at Circus Space is normally at least 18 years old by 20 September in the year the course begins. There is no upper age limit.
- Indicative requirements would be an appropriate qualification (Foundation Degree in Circus Arts or equivalent) from one of the recognised circus schools listed below:
  - Circus Space
  - Centre National des Arts de Cirque (France)
  - Ecole Superieure des Arts de Cirque (Belgium)
  - University College of Dance/ Cirkuspiloterna (Sweden)
  - Turku Polytechnic Arts Academy (Finland)
- Candidates who are able to demonstrate their potential successfully to complete a Degree programme at BA (Hons) level will also be considered on the basis of previous experience.
- Circus Space welcomes applications from disabled people and offers places solely on the basis of potential and suitability for a career in circus.
- Applicants will also have to show clearly their vocational intent and potential for professional employment in the field of contemporary circus performance.
- A satisfactory medical fitness report signed by a doctor is required.
- All candidates that meet these requirements and who have completed and submitted an application form will be offered a place at a scheduled audition by a member of the Degree Administration staff.

## What does this programme have to offer?

- Purpose built facilities specifically suited for full-time circus arts training:
  - 2 main training spaces (one 20m x 14m x 7.5m and another 25m x 17m x 11m) which are fully riggable for aerial activities and equipped for acrobatics activities. One of these spaces has a sprung floor suitable for movement activities.
  - Three additional studios for more intimate work
  - A studio specifically rigged for static trapeze work (11m x 5.5m x 7.5m)
  - Production facilities (lighting, sound equipment, blacks etc) for performance use
  - Experienced teaching and administrative staff, knowledgeable of the circus arts and the business of circus
  - Permanent contact with professional practitioners, agents and creators
  - Global contacts with other circus training institutions through affiliation to the European Federation of Professional Circus Schools (FEDEC).
  - Staff philosophy dedicated to the art of circus as a means of expression and not simply a demonstration of physical ability.
  - Access to major circus and performance related events facilitated by being centrally located in London.

## Personal Profile

- A demonstrable commitment to the practice of creating circus
- An intellectual interest in the processes involved in creating interesting circus performance
The BA (Hons) Degree Programme – Circus Space

- An enthusiasm for group work
- The ability to self-motivate
- The desire to engage in the creation of circus both in theory and in practice
## 15. Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

### Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- An annual review of the programme and course modules, their delivery and their assessment attended by designated members of staff and student representatives. This takes place through:
  - Academic Board, three per year, and
  - Learning & Teaching Committee, three per year
- Participation in the examining process by External Examiners with External Examiner’s reports and our responses to those reports
- A weekly, minuted, Degree Administration Meeting (DAM)
- Termly Student Progress meetings attended by Heads of Disciplines and all assessing teachers, the school Physiotherapist, the HE Courses Director and the Head of Studies.
- A process of double marking on at least 80% of modules.
- Appropriate teaching qualifications of staff, if applicable.
- Staff appraisals
- Mentoring and support of new staff
- Many projects are seen by the general public
- Course review carried out in collaboration with representatives of the circus profession possessing a varied experience in a range of circus expression contexts
- External reviews of the provision by recognised organisations
- Regular student programme evaluation questionnaires
- A clearly articulated assessment process with consistent and fair marking procedures allied to specific criteria of assessment.
- University periodic programme review
- QAA Institutional Audit

Although formalised through a number of processes of reporting and response, issues of maintenance and enhancement of quality drives the agenda for the majority of our activities.

### Committees with responsibility for monitoring and evaluating quality and standards

- Monthly Student/ Staff Liaison meetings, attended by Heads of Discipline, the HE Courses Director, the Course Administrator and Student Representatives from each year group
- Circus Space Degree Programmes Learning & Teaching Committee
- Circus Space Degree Programmes Academic Board
- The Conservatoire for Dance and Drama Learning & Teaching Committee
- The Conservatoire for Dance and Drama Academic Board
- The Programme Approval Sub Committee at the University of Kent
- The Learning and Teaching Committee of the School of Arts (UoK)
- The Learning and Teaching Committee of the Faculty of Humanities (UoK)
- The University of Kent Learning and Teaching Board
## The BA (Hons) Degree Programme – Circus Space

### Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Monthly meetings with student representatives
- Periodic course evaluation questionnaires, one per term
- End of programme evaluation forms
- Student Representation on Academic Board and Learning & Teaching Committee
- All staff are available for informal discussions
- Via formal procedures for complaint listed in University Regulations and the Student Handbook

### Staff Development priorities include:

- Development of individual teacher’s approaches to, and skills in, Teaching, Learning and Assessment
- Support in extending knowledge of circus through facilitating staff presence at circus related events, festivals or conferences
- PGCertHE qualifications implemented gradually
- Support in extending knowledge of HE procedures and methods, as well as threshold academic and teaching qualifications
- Health and Safety for all teachers of circus disciplines
- Mentoring of new staff members
- Identification of individual staff needs through an annual staff appraisal process
- Development of Teaching Staff specific appraisal system
- Widening participation

### 16. Indicators of Quality and Standards

- Circus Space is a founding member, and currently on the Board of Administration of the European Federation of Professional Circus Schools (FEDEC)
- The Degree course as run by Circus Space is considered by the profession to be of a standard equal to European state-run BA Degrees. These being: Le Centre National des Arts du Cirque in France and l'Ecole Superieure des Arts du Cirque in Brussels.
- 76% of the 2009 graduates are working in the circus sector
- In 1999 Circus Space was selected to train 160 performers over a period of a year for the new Millennium Dome

The following reference points were used in creating these specifications:

- The Circus Space Mission Statement
- Subject Benchmark Statements published by the Quality Assurance Agency for Higher Education for Dance, Drama and Performance
- Foundation Degree Benchmark Statements published by the Quality Assurance Agency for Higher Education
- The BA (Hons) Theatre Practice – Circus validation document (2003) created in collaboration with The Central School of Speech and Drama
- The BA (Hons) Drama and Theatre Studies – University of Kent
1. The title of the module:

Ensemble Performance Task (CA307)

2. The School which will be responsible for management of the module:

Circus Space Degree Programme

3. The Start Date of the Module

This revised version will run from: Summer Term 2010 (Original Specification: 2005)

4. The cohort of students (onwards) to which the module will be applicable:

2010-2011

5. The number of students expected to take the module:

12 - 16

6. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal:

N/A

7. The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])

Honours [H]

8. The number of credits which the module represents

30

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

To be taught and assessed over one term. This module will be scheduled in the spring or summer term, depending on specific opportunities for collaboration with different directors of choreographers.

10. Prerequisite and co-requisite modules:

None

11. The programmes of study to which the module contributes:

BA (Hons) Degree in Circus Arts
12. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

The following outcomes are all specific to the programme outcomes:

The student will be able to demonstrate:

- An ability to anticipate the needs of a specific circus production/performance process and contribute effectively to meeting those needs, as a member of a team by applying, and adapting, knowledge acquired throughout the course.

- A comprehensive understanding (both practical and theoretical) of a specific circus discipline, and of how that discipline can be adapted for the specific needs of a circus production (both in performance and from a Health and Safety aspect) consistent with entry into the profession.

13. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

The following outcomes are all specific to the programme outcomes:

The student will be able to demonstrate:

- An ability to collaborate as an effective member of an ensemble devising process. Taking responsibility for a defined role in the process as well as the ability to assume roles and responsibilities that may fall within the scope of their specific knowledge or talent.

14. A synopsis of the curriculum

In this module students will undertake a role in an ensemble performance under the supervision and direction of an appointed professional creator. This creator will not necessarily have a working knowledge of circus and the disciplines involved, but will be chosen for their interest in circus, their reputation and their desire to innovate with the art. This creator could also come from any performance art form and choices will not be limited to theatre or dance, but could come equally from film or fine arts.

Students will be expected to fulfil their role in the production as if a professional performer, knowledgeable of the protocols and routines involved with devising an ensemble performance under the guidance of a confirmed creator. Students will work with a minimum of staff supervision, enabling them to test how they adapt their personal skills, understandings and personal working processes to the needs and vision of the creator running the module.

Students may also be required to assume certain production management roles during the process and will be expected to work at times with a heightened degree of autonomy.

Finally, this module will be delivered and managed as though it were a 'professional' production process. Students remain with, or are removed from, the process at the discretion of the creator in charge. Removal from the process will constitute a ‘Fail’ for this module and a retrieval project will be set.
15. **Indicative Reading List**

N/A

16. **Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

Students will participate in group workshops led by the designated creator in charge of the process. These workshops will then expand into a full-time devising process for an ensemble performance. Students will be responsible for maintaining proper physical condition and their level of technical abilities, no supervised classes in these subjects will be scheduled.

The total number of led workshop hours will be 250, student individual study time will be 100 hours.

The module spans one term. A public run of a minimum of three performances will be scheduled.

17. **Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Minimum attendance requirement for this module is 100% - all absences must be approved through concessions procedures.

Summative assessment of the participation of the student during the duration of the process before the moment of public performance of this module will be undertaken, with written feedback being provided by the teachers responsible for the different elements of the module.

- Summative assessment of the process prior to the moment of performance will be weighted at 70% of the over-all grade for this module.

A professional with experience of circus or physical performance will assess the students at the moment of performance.

- Summative assessment of the moment of performance will be weighted at 25% of the overall grade for this module.

Students will also have to submit a Risk Assessment, relevant to an element of their participation in the performance. A relevant assessor with experience of Health and Safety procedures will assess the written document of Risk Assessment.

- The grade given for the Risk Assessment will be weighted at 5% of the overall grade for this module.

All elements for assessment must be submitted. Details on late or non-submission can be found in Section 4 of the Student Handbook.

Retrieval:

Module conditions not repeatable within the same academic year, therefore
The BA (Hons) Degree Programme – Circus Space

the student will be permitted to undertake the retrieval opportunity by repeating the module as an external candidate in the following academic year, subject to physiotherapist assessment and partial reaudition. In exceptional circumstances, compensation may be applied where the student has achieved or exceeded the learning outcomes of the module elsewhere within the programme. Further documentary evidence of this and/or an interview with the relevant assessor may be required. There is one opportunity for retrieval. Retrieved modules are capped at the pass mark (D-).

18. **Implications for learning resources, including staff, library, IT and space**
   None

19. The Collaborative Partner (Circus Space) 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 Collaborative Partner’s disability/dyslexia support service, and specialist support will be provided where needed.

*Module Specification Template*
*Last updated September 2011*
The title of the module:

**Negotiated Performance Task (CA308)**

The School which will be responsible for management of the module:

**Circus Space Degree Programme**

The Start Date of the Module

*This revised version will run from: Spring Term 2010 (Original Specification: 2005)*

The cohort of students (onwards) to which the module will be applicable:

2010-2011

The number of students expected to take the module:

12 - 16

Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal:

N/A

The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])

**Honours [H]**

The number of credits which the module represents

30

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

**To be taught and assessed over one term.**

**This module will be scheduled in the Spring Term.**

Prerequisite and co-requisite modules:

None

The programmes of study to which the module contributes:

**BA (Hons) Degree in Circus Arts**
12. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**

The following outcomes are all specific to the programme outcomes:

The student will be able to demonstrate:

An ability to undertake a production/performance task specifically related to their individual circus discipline and artistic areas of interest as well as the ability to anticipate the needs of a production/performance process.

A comprehensive understanding (both practical and theoretical) of a specific circus discipline, and of how that discipline can be adapted for the specific needs of a circus production consistent with entry into the profession.

13. **The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**

The following outcomes are all specific to the programme outcomes:

The student will be able to demonstrate:

The ability to effectively manage the devising process. Taking responsibility for all aspects of the creation of a performance particular to their own personal means of expression.

14. **A synopsis of the curriculum**

This module will provide students with the opportunity to undertake a production/performance task specifically related to their individual circus discipline and artistic areas of interest. This may be located outside the conventions of established production and performance practice. Students will identify a range of personal goals and objectives that will help them to further explore and develop their own approach to circus arts, whilst maintaining a coherent relationship with other activities they have followed on the course.

Each student will formulate a proposal, which through tutorial negotiation and the approval of the course staff, will provide the basis for a 'learning agreement'.

A Negotiated Performance Task can be undertaken by the student individually. However, it is also possible that group activity may be considered appropriate for the task. Students undertake this unit within the School, though collaboration with a partner institution or within a professional setting could be considered in exceptional circumstances.

Finally, this module will be delivered and managed as though it were a 'professional' production process, with works in progress scheduled at regular intervals. All work in progress presentations are mandatory and failure to present work could result in the student being removed from the module. Removal from the process will constitute a 'Fail' for this module and a retrieval project will be set.
15. **Indicative Reading List**

N/A

16. **Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

Students will be in charge of their own creative process. Though time will be allocated for students to work autonomously on their projects. Students will be responsible for maintaining proper physical condition and their level of technical abilities, a minimum of supervised classes in these subjects will be scheduled.

Students will have 250 hours of individual study time to complete the project. Work in progress showings, tutorials and practical sessions in their specific circus discipline and lectures in pertinent subjects will cover a period of ten weeks at an average of 10 hours per week.

The module spans one term. A public run of a minimum of three performances will be scheduled.

Students will be required to submit a Written Due Requirement, minimum 3500 words.

17. **Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Minimum attendance requirement for this module is 100% - all absences must be approved through concessions procedures.

Summative assessment of the participation of the student during the duration of the process before the moment of public performance of this module will be undertaken, with written feedback being provided by the teachers responsible for the different elements of the module (artistic advisors, teachers in circus specialisations and/or Heads of Discipline).

- Summative assessment of the process prior to the moment of performance will be weighted at 40% of the over-all grade for this module.

A professional with experience of circus or physical performance will assess the students at the moment of performance.

- Summative assessment of the moment of performance will be weighted at 50% of the overall grade for this module.

Students will also have to provide a 3500 word written submission.

- Summative assessment of the essay will be weighted at 10% of the overall grade for this module.

All elements for assessment must be submitted. Details on late or non-submission can be found in Section 4 of the Student Handbook. Written submissions which do not meet the minimum word count will be graded as a
The BA (Hons) Degree Programme – Circus Space

fail (F-).

Retrieval:

Students who have been unable to complete the process and/or performance elements of this module for injury reasons (or other approved mitigating circumstances) may be granted another opportunity to undergo the process and/or performance elements of this module within an alternative performance period in the same academic year if possible (with same year cohort or FD2/BA cohort). Where this is not possible, the student will be permitted to undertake the retrieval opportunity by repeating the BA (Hons) year in the following academic year, subject to physiotherapist assessment and partial reaudition.

Students who have failed without approved mitigating circumstances or been removed from the module for attendance or discipline related reasons may only retrieve this module by repeating the BA (Hons) year in the following academic year, subject to physiotherapist assessment and partial reaudition.

There is one opportunity for retrieval. Retrieved modules will be capped at the pass mark (D-).

18. Implications for learning resources, including staff, library, IT and space

None

19. The Collaborative Partner (Circus Space) 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 Collaborative Partner’s disability/dyslexia support service, and specialist support will be provided where needed.

Module Specification Template
Last updated September 2011
1. The title of the module:

Circus Arts and Performance Level Two (CA305)

2. The School which will be responsible for management of the module:

Circus Space Degree Programme

3. The Start Date of the Module

This revised version will run from: Autumn Term 2010 (Original Specification: 2005, CA301)

4. The cohort of students (onwards) to which the module will be applicable:

2010-2011

5. The number of students expected to take the module:

12 - 16

6. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal:

N/A

7. The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])

Honours [H]

8. The number of credits which the module represents

50

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

To be taught and assessed over three terms, with an interim grade awarded each term. The final grade will be the average of the three interim grades.

10. Prerequisite and co-requisite modules:

None

11. The programmes of study to which the module contributes:

BA (Hons) Degree in Circus Arts
12. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

*The following outcomes are all specific to the programme outcomes:*

The student will be able to demonstrate:

An ability to understand and manage personal physical, technical and artistic development as a circus performer. As well as being able to assess specific needs at different stages of development and elaborating methods to respond to those needs.

A comprehensive understanding (both practical and theoretical) of a specific circus discipline consistent with entry into the profession, and demonstrating the necessary level of autonomy required by professional circus performers.

Analytical, critical and reflective skills developed through investigation and practical experimentation which provides information on how to best respond to personal needs as a professional circus performer.

13. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

*The following outcomes are all specific to the programme outcomes:*

The student will be able to demonstrate:

Effective time management and organisational skills

An ability to identify Health and Safety issues and to undertake risk assessment

An ability to collaborate with others in order to attain common goals

14. A synopsis of the curriculum

The course recognises that as well as being a competent technician and artist in a circus discipline, a contemporary performer entering the profession must also show knowledge of the protocols and etiquette that govern his specific chosen area of performance.

This module will aim to create a series of situations, and a coherent working atmosphere, which will inform the student on the contents of the different protocols observed in circus training, creation and performance.

This module also aims to instruct the students in the routines and behaviours expected from them in a professional context (from the importance of efficient time-keeping or management of their conditioning routines, to the maintaining of physical preparedness for specific discipline classes). Students will be continually informed of the attitudes and actions that will contribute to them being recognised, once outside the course, as a professional practitioner.
15. **Indicative Reading List**

   N/A

16. **Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

   Students will have practical tutor-led sessions in their specific circus disciplines as well as participating in production and performance situations. Possible collaborations with professional companies may also be included in the programme. Short lectures and seminars would be scheduled on specific topics.

   The module spans all three terms and tutor hours are accumulated through all the tutor-led activities on the course. This would be an average of 10.5 hours per week. Student study (Independent Practice, reflective writing, course related independent study) would average 5 hours per week.
17. **Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Student attendance and preparedness for classes will be monitored by tutors responsible for different aspects of the course and other modules delivered. Heads of Discipline will interview students at feedback sessions and, through observation and discussions with other members of the Teaching Staff, take an overview of the student's progression in their discipline classes.

A minimum attendance rate of 80% is required. Interim grades will be given at the end of each term of study; the final grade will be the average of the three interim grades.

Interim grades will be attributed in the following manner:

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Circus Discipline</td>
<td>60%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>(assessed by Circus Discipline Teachers)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative Skills</td>
<td>35%</td>
<td>35%</td>
<td>-</td>
</tr>
<tr>
<td>(Assessed by teachers or visiting lecturers responsible for devising or creative situations)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk Assessment</td>
<td>5%</td>
<td>5%</td>
<td>-</td>
</tr>
<tr>
<td>(covering a specific practice or performance situation, assessed by the relevant expert in the discipline or in Health and Safety procedures)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All elements for assessment must be submitted. Details on late or non-submission can be found in Section 4 of the Student Handbook.

**Retrieval:**

If failed in discipline element for two of the three terms, a student will automatically fail the module and there will be no opportunity for retrieval. In such cases, the student may be required to leave the school, and not given the opportunity to complete any outstanding modules.

Students who do not meet the minimum attendance requirement for any
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given term will automatically receive a fail grade (F-) for that term within this module. Two terms failed for attendance reasons will result in an automatic fail with no opportunity for retrieval and the student will be asked to leave the School. Minimum attendance requirement is 80%.
In exceptional circumstances (normally relating to injury, or other approved mitigating circumstances) the Board of Examiners may allow the student to retrieve this module by repeating the BA (Hons) year in the following academic year, subject to physiotherapist assessment and partial reaudition.

Retrieval for this module is only offered in exceptional cases only at the discretion of the Board of Examiners. Retrieved modules are capped at the pass mark (D-).

18. Implications for learning resources, including staff, library, IT and space
None

19. The Collaborative Partner (Circus Space) 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 Collaborative Partner's disability/dyslexia support service, and specialist support will be provided where needed.

Module Specification Template
Last updated September 2011
1. The title of the module:

The Business Plan (CA306)

2. The School which will be responsible for management of the module:

Circus Space Degree Programme

3. The Start Date of the Module

This revised version will run from: Autumn Term 2010

(Original Specification: 2005, CA303, Revised 2007)

4. The cohort of students (onwards) to which the module will be applicable:

2010-2011

5. The number of students expected to take the module:

12 - 16

6. Modules to be withdrawn on the introduction of this proposed module and consultation
with other relevant Schools and Faculties regarding the withdrawal:

N/A

7. The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])

Honours [H]

8. The number of credits which the module represents

10

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

This module will be taught over the Autumn and Spring terms and will be assessed in

the Spring Term

10. Prerequisite and co-requisite modules:

None

11. The programmes of study to which the module contributes:

BA (Hons) Degree in Circus Arts
12. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

The following outcomes are all specific to the programme outcomes:

The student will be able to demonstrate:

A comprehensive understanding of a specific aspect of circus performance business, and of how that aspect influences on the students own practice of the circus arts.

Relates to programme outcomes:

- Analytical, critical and reflective skills developed through investigation and practical experimentation
- Critical reasoning skills developed in the interrogation and evaluation of information
- Ability to evaluate their own knowledge and understanding and draw on the experience of others to form reasoned judgements

13. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

The following outcomes are all specific to the programme outcomes:

The student will be able to demonstrate:

An ability to effectively manage their own time. Taking responsibility for all aspects of a business plan and its presentation.

Relates to programme outcomes:

- Demonstrates effective time management and organisational skills
- Pro-active in collaboration with others to achieve common goals
- Communicate effectively in a variety of professional contexts, utilising an appropriate range of materials and media
- Independent investigation, retrieval and management of information, including the appropriate use and application of information and communication technology
- Use of information technology such as the Internet, email and word processing
- Evaluate their own professional and personal development through a process of reflection and self-appraisal
- A life-long approach to learning in order to maintain and develop their professional practice and personal autonomy
14. A synopsis of the curriculum

The Business Plan module builds upon the experience and knowledge of circus performance context students have acquired earlier in the course. The task will consist of a reasoned personal evaluation of a specific circus based business proposition and the elaboration of a business plan to be implemented once they have graduated from the course.

The module also seeks to articulate the needs of the individual in an artistic sense with the needs of a profession in a business sense. The students are required to demonstrate, in advance, that the focus of their study will cohere with the other elements of their experience so far. The study comprises of a written paper, supported by the appropriate illustrative materials (budgets, photos, CV's etc) which will require the student to undertake and engage with a range of research methods.

15. Indicative Reading List

N/A

16. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

Students will be in charge of their own research process.

Students will have feedback sessions of work in progress, tutorials and lectures in pertinent subjects will be scheduled. Members of the Board of Governors and the Senior Management Team of Circus Space will provide specific feedback on draft presentations of the Business Plans during the term.

The module spans two terms, though students will be briefed on the module in the Autumn Term and activities span both Autumn and Spring Terms.

17. Assessment methods and how these relate to testing achievement of the intended learning outcomes

Designated members of the Board of Governors of Circus Space and/or the Senior Management Team of Circus Space will assess the Business Plans.

Assessment of the Business Plan will count for 100% of the grade for the module.

All elements for assessment must be submitted. Details on late or non-submission can be found in Section 4 of the Student Handbook.

Retrieval:

The student will be permitted to resubmit the business plan on one further occasion within the same academic year. There is one opportunity for retrieval. Retrieved Modules will be capped at the pass mark (D-) and be ineligible for consideration for the Deutsche Bank Pyramid Award Scheme.
18. Implications for learning resources, including staff, library, IT and space

None

19. The Collaborative Partner (Circus Space) 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 Collaborative Partner’s disability/dyslexia support service, and specialist support will be provided where needed.

Module Specification Template
Last updated September 2011