1. The title of the module:
**Specialisation Assessments (CA110)**

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: Spring Term 2010 *(Original Specification: 2005)*

4. The cohort of students (onwards) to which the module will be applicable:
**2010-2012**

5. The number of students expected to take the module:
**20 - 24**

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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal: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])
**Certificate [C]**

8. The number of credits which the module represents
**5**

9. Which term(s) the module is to be taught in (or other teaching pattern)
**To be taught and assessed during the Spring term**

10. Prerequisite and co-requisite modules:
**None**

11. The programmes of study to which the module contributes:
**Foundation 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 given the opportunity to:

Make an informed choice (in collaboration with and guidance from the teaching staff) as to the selection of a specific circus discipline as a specialisation for future professional practice. The selection will be made from a good understanding of their physical strengths and weaknesses, psychological capacities and creative motivations. **Students can select only one specific circus discipline to specialise in and the final choice of a specific circus discipline is dependent on the confirmation of this choice by the teaching staff.**

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 develop:

An ability to manage their own training process and to analyses their physical and psychological abilities in making a choice of specific circus discipline for intense and regular practice.

14. **A synopsis of the curriculum**

The process of Specialisation Assessments aims to provide students with an opportunity to experience a various range of specific disciplines within each larger family of disciplines (aerial, acrobatics, juggling). At the end of this module, students will have gained insight and knowledge that will allow them to make a more informed and positive choice of their area of circus specialisation. Students will be challenged to discover new discipline areas as well as re-evaluate any preconceptions they may have in relation to those previously experienced. The experiences gained throughout this module will also inform students, as well as tutors, as to the reactions of students in particular, and potentially stressful, situations (reaction to heights or the action of being propelled into the air being only two examples).
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**

The module is comprised of a series of assessment sessions during the Spring term. Certain aspects could be delivered earlier. Various tutors and Visiting Lecturers will be assigned to expose students to a range of circus disciplines. The student's aptitude for the range of disciplines will be monitored; their strengths and weaknesses in different aspects of each activity will be recorded.

Students will also be requested to respond to a self-evaluation questionnaire in which they will explain their desires and assess their capabilities to practice a specific circus discipline. This information will then be synthesised by the teaching staff in order to assist each student in making an informed choice as to their discipline of specialisation. Students can select only one specific circus discipline to specialise in and the final choice of a specific circus discipline is dependent on the confirmation of this choice by the teaching staff.

Learning and Teaching methods to be used will be:

- Practical tutor-led sessions in a range of circus disciplines
- Individual tutorial discussions between students and members of staff informed on the choices of the student involved
- Self-evaluation questionnaire

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

A minimum attendance rate of 80% is required. Failure to achieve a minimum of 80% in this module will result in a Fail (F-). Physical and psychological objectives are elaborated for each circus discipline assessment in the module, and once a student has made a choice of discipline, technical objectives will then be integrated into their learning.

Retrieval:

Project not repeatable therefore an agreed alternative written/presentation assessment opportunity will be offered. Retrieved Modules will be capped at the pass mark (D-) There is one opportunity for retrieval.

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

None
The Degree Programme – Circus Space

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**