The 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.

Foundation 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 Foundation Degree in Circus Arts
6. Programme
7. UCAS Code (or other code) N/A
8. Relevant QAA subject benchmarking group(s) Dance, Drama and Performance
9. Date of production/revision Revision: August 2010
10. Applicable cohort(s) 2010/2012

11. Educational Aims of the Programme
   The programme aims to:
   
   1. **Develop professional competence** – by instructing the student in the technical skills and critical understanding needed to perform and create as a professional circus performer. This instruction will encompass the professional conduct, behaviour and protocols that pertain to circus performers in general, but will also focus on developing a technical and creative vocabulary in a specific circus discipline chosen by the student, instilling in them the confidence to practice, experiment and perform.

   2. **Develop capacities for analysis and evaluation** – by establishing forums for the critical appreciation of a broad range of production and performance contexts, in circus as well as in other performance arts. The course also aims to encourage the ability to use reasoned analysis and evaluation effectively to identify problems and propose creative solutions in a variety of situations.

   3. **Develop interpersonal skills** – by providing opportunities for the student to work collaboratively with a wide range of disciplines, both production and performance related. Common performance or production objectives will require that the student participates effectively as a member of a group, while personal performances or production objectives will require the student to establish healthy working relationships.

   4. **Develop communication skills** – by nurturing the student’s ability to clearly
The Degree Programme – Circus Space

communicate ideas, concepts and information in the context of production and performance as well as in a variety of forms and media.

5. **Instil a desire for personal development** – by encouraging an approach to learning as a life-long activity and supporting students in the evaluation of their personal development through a process of reflection and self-appraisal that will enable them to continue to further their professional practice.

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 Foundation Degree Benchmark Statements.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Principles, concepts and methods that a student needs to know and understand as a professional circus performer)</td>
<td>(How students will be taught and how they will be assessed)</td>
</tr>
</tbody>
</table>

### A. Knowledge and Understanding of:

1. The well-established principles that make up a specific circus discipline and the way in which those principles have developed.

2. The underlying performance concepts and principles of a specific circus discipline, and the ability to apply those principles in a variety of performance contexts.

3. The main methods of enquiry (both artistic and academic) in circus, and ability to critically evaluate the appropriateness of different approaches to solving problems arising in circus.

4. The limits of personal abilities and knowledge, and how this influences analyses and interpretations based on that knowledge in circus practice

### B. Intellectual Skills:

1. Skills used to initiate and undertake critical analysis of information in order to propose solutions to problems arising from that analysis in circus.

2. Skills to effectively communicate information, arguments and analysis in a variety of forms, to both circus and non-circus audiences.

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.

The following methods are used on the course (approximately in order of frequency):

- Practical teacher-led sessions
- Group learning and individual learning in intensive workshop situations
- Production and performance situations (teacher 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

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

- Continuous assessment of practical
The Degree Programme – Circus Space

3. Skills which will allow the student to undertake further training, develop existing skills, and acquire new areas of competence as well as enabling them to assume responsibility within organisations.

<table>
<thead>
<tr>
<th>C. Subject-specific Skills (Circus and Performance Skills):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Skills that represent competence in the practical and technical skills of specific circus discipline giving the student the confidence to practice, experiment and perform.</td>
</tr>
<tr>
<td>2. An understanding and appreciation of the processes and protocols associated with a specific circus discipline.</td>
</tr>
<tr>
<td>3. An understanding and appreciation of the broader processes associated with production and performance in a variety of professional contexts.</td>
</tr>
<tr>
<td>4. An ability to identify problems and propose creative solutions in relation to their chosen circus discipline in the broader production and performance context.</td>
</tr>
<tr>
<td>5. An understanding of and the ability to practice and perform a range of circus-related skills at a basic level.</td>
</tr>
<tr>
<td>6. An understanding of and the technical ability to practice a specialist circus discipline at a level which allows the student to practice, and experiment, safely and creatively.</td>
</tr>
</tbody>
</table>

D. Transferable Skills (skills that are useful in a variety of contexts):

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The ability to evaluate their own performance or personal development through a process of reflection and self-appraisal.</td>
</tr>
<tr>
<td>2. Clear and obvious practice of effective time management and organisational skills.</td>
</tr>
<tr>
<td>3. An ability to identify Health and Safety issues and to undertake Risk Assessment when required.</td>
</tr>
<tr>
<td>4. Understanding that developing lifelong approach to learning in order to maintain and develop their professional practice, and personal autonomy, is essential.</td>
</tr>
</tbody>
</table>

coursework (group or individual)
- Written coursework (e.g. essays, portfolios)
- Seminars, model presentations
- Examination of practical (internal (restricted) and/ or open public performances)

These Subject Specific Skills and the Transferable Skills are interwoven through the whole of the course and are taught and assessed as above with particular emphasis on teaching and learning through practical workshops. Rehearsal/ creative sessions in dedicated performance spaces and work undertaken in group (or individual) supervision and tutorials could also be used.
5. The ability to communicate effectively in a variety of professional contexts, using an appropriate range or materials and media.

6. The ability to undertake independent investigation and to retrieve and manage information. This also includes the appropriate use and application of communication tools (computers, Internet, libraries etc).

7. An understanding of the benefits of the use of information technology (such as Internet, email and word-processing) in the development of a modern performing professional.

8. The ability to be proactive in collaboration with others to achieve common goals.

**HIGHLY IMPORTANT**

Modules may address certain learning outcomes more obviously than others (the devising of an ensemble performance obviously addresses “the ability to be proactive in collaborations with others to achieve common goals”) 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.
13. Programme Structures and Requirements, Levels, Modules, Credits and Awards

The Foundation Degree in Circus Arts is a two-year, full-time course. Each year of the course is divided into a number of study modules where the accumulated credit value total is equal to 120 credits. Modules, depending on their structure, vary in length and may overlap during any given year. All modules delivered in the first year of the course are required in order to progress to the second year and all modules are required in the second year of the course in order to obtain the final degree qualification.

Modules delivered on the first year of the course are designate at Certificate Level (C), while modules on the second year of the course are designated at Intermediate Level (I).

Given the nature of the activity, and professional expectations of graduates, the course is intensely physical, while at the same time maintaining a level of academic standard. Students will be required to attain certain physical and technical objectives during their time on the course, but will also be stimulated so they do not neglect their intellectual development.

The first year will concern itself with the creation of a physical and technical foundation allowing the selection of a specialist circus discipline. Integrated into that work will be movement and performance tuition, which will complement their general circus development.

The second year will see students increasing their proficiency in a circus discipline while also gaining experience in a range of performance contexts. They will also gain increasing knowledge in the business of being a performer and the variety of possibilities open to contemporary circus artists.

It is essential to note that the development of the Foundation Degree in Circus Arts, and the subsequent BA (Hons) 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 Foundation Degree in Circus Arts supports all forms of circus expression.

The acquisition of a Foundation Degree in Circus Arts would be invaluable for those wishing to progress on to a BA (Hons) in Circus Arts. Students exiting with 120 level 4 credits will be eligible for the award of Certificate of Higher Education in Circus Arts.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA102</td>
<td>Working with the Body</td>
<td>C</td>
<td>55</td>
<td>Autumn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Summer</td>
</tr>
<tr>
<td>CA105</td>
<td>The Moment of Performance</td>
<td>C</td>
<td>20</td>
<td>Spring</td>
</tr>
<tr>
<td>CA107</td>
<td>Developing Movement Competency</td>
<td>C</td>
<td>10</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Summer</td>
</tr>
</tbody>
</table>
**The Degree Programme – Circus Space**

<table>
<thead>
<tr>
<th>Year 2</th>
<th><strong>Required Modules</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CA108</td>
<td>Theatre, Play &amp; Performance</td>
</tr>
<tr>
<td>CA109</td>
<td>Understanding Circus</td>
</tr>
<tr>
<td>CA110</td>
<td>Specialisation Assessments</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
The Degree Programme – Circus Space

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 a BTEC National Diploma in Performing Arts, Circus, Dance or equivalent, or 5 GCSE’s at C or above, including English, or 3 GCSE’s and 2 A-Level passes or equivalent.
- Candidates who are able to demonstrate their potential successfully to complete a Degree programme at Foundation 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.
- Applicants will be required to demonstrate a proficiency in both written and verbal English Language. This would normally be GCSE English or equivalent International English Language Testing System (IELTS) at 6.0 pass level or higher.
- 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.
The Degree Programme – Circus Space

- 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
- 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.
The Degree Programme – Circus Space

- 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

### 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
The Degree Programme – Circus Space

- 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

Programme Specification Template
Last update approved by LTB 1 February 2006
Minor amendments approved by Chair of the School of Arts Learning and Teaching Committee, UoK, Sept 2011
1. The title of the module:

**Working with the Body (CA102)**

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)**

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

**55**

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:

**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 acquire:

An understanding of the physical abilities required as a competent circus performer. Not only acrobatic or similar physical abilities but also those heightened by the practice of dance and physical theatre.

The student will also be able to demonstrate an understanding of how general physical conditioning is essential to the overall well being of a circus performer as well as how different types of specific conditioning can benefit the practice of different circus disciplines such as aerial activities or propulsion activities.

The student will also acquire an autonomous approach to conditioning and stretching, first through supervised sessions and finishing the module with student-led or autonomous sessions. The analysis of different warm-up or stretching regimes depending on the activities planned for a specific period of training will also be studied.

Finally students will be able to monitor and evaluate their progress through the use of regular feedback sessions and the completion of self-evaluation feedback forms.

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 given the opportunities to develop:

The ability to autonomously manage a training and practice regime. This implies an understanding of the Health and Safety implications of specific training situations while at the same time possessing the ability to analyse personal physical or creative needs at any given time.

14. **A synopsis of the curriculum**

This module will help the student to utilise and develop a personal conditioning regime and a basic technical skill level appropriate to their individual needs or that of the discipline they wish to perform.

This module is the backbone of the entire First Year of the course and carries with it an emphasis on the mechanics of physical training, their benefits and their correct application. This emphasis will be mostly practical and will involve daily training in the different aspects of this module. Physical preparation classes, movement sessions and theatre workshops will be complemented by a series of anatomy, physiology, diet and nutrition lectures. Students will learn how to prepare themselves for the specific physical requirements within both the rehearsal process and the context of performance. This will also enable students to undertake risk assessment and to identify safe working practice. By the end of the course, students should be able to
undertake much of their physical maintenance autonomously.

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 800 hours of study distributed throughout the entire 38 weeks of the first three terms of the course. This is roughly divided into 600 hours of tutor-led sessions with an expected 200 hours of independent study undertaken by the student. The main objective being that by the end of the First Year of the course, the student is capable of maintaining a training regime and of initiating basic creative exercises autonomously.

   Learning and Teaching methods to be used will be:
   - Practical tutor-led sessions in Physical Preparation, Movement and Theatre
   - Lectures and seminars in nutrition, anatomy, physiology, risk assessment and other topics complementary to the practice of circus arts.

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-).

   **Assessment procedures and internal weightings are as follows:**

   **Autumn Term**
   Students will undertake circus related activities and physical preparation. Continuous assessment of the physical development of the student is undertaken across the whole term.

   Movement and Theatre objectives will each be assessed separately and will also be assessed in the Autumn Term:

   **Physical Preparation assessment is weighted at 30% of the grade**
   **Movement assessment is weighted at 35% of the grade**
   **Theatre assessment is weighted at 35% of the grade**

   **Spring Term**
   Students will have to provide a plan for a specific warm-up and stretch-down regime devised for a specific training session. The student will then run a practical session based on the plan.

   **Assessment of the plan/practical session will be the only assessment undertaken in this module for this term.**

   **Summer Term**
Students will have proceeded with a choice of specialist circus discipline (this choice having been made only after consultation and agreement from the Degree teaching staff).

**Continuous assessment of the specific circus discipline will be the only assessment undertaken in this module for this term.**

**The final grade for the module will be the average of the three term grades.**

Retrieval:
The student may only retrieve this module by repeating the year in the following academic year, subject to physiotherapist assessment and partial reaudition.

Students who do not meet the minimum attendance requirement for any given term will automatically receive a fail grade for that term within this module. Two terms failed for attendance reasons will result in an automatic fail and the student will be required to leave the School.

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

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

None

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**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 Degree Programme – Circus Space

MODULE SPECIFICATION TEMPLATE

SECTION 1: MODULE SPECIFICATIONS

1. The title of the module:
The Moment of Performance (CA105)

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
20

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 acquire:

An ability to apply an appropriate understanding of technical skills and the knowledge of processes and protocols developed on the course to date, in order to respond to the demands of a public circus performance competently and with confidence.

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 acquire:

The ability to undertake a role in a circus production process.

The ability to manage time effectively and to contribute positively as a member of a production/performance team.

14. A synopsis of the curriculum

Working ‘in role’, as part of a performance ensemble, students will be expected to apply an appropriate understanding of the technical skills and knowledge of the processes and protocols developed on the course to date. This experience aims to develop competence and confidence within the performance of basic circus disciplines. The module will also help the student to gain a deeper understanding of the ‘live’ environment of production/performance.

Students carry out a production process from the initial stages of improvising and devising, through to the practical realisation of a ‘moment of performance’. Students will be expected to adapt to, to propose and to implement practical solutions to, the challenges posed by this experience. This module offers an opportunity for the student to prepare for study at Year Two by enabling them to undertake a complete creative process from start to finish in a secure and sympathetic environment.

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 approximately 150 hours of study during the Spring term.
120 hours will be spent in tutor-led sessions, with the remainder being independent study by the student. The tutor will supervise the students through the creative process, from initial concepts, rehearsals and a final performance.

Learning and Teaching methods to be used will be:

- Continuous assessment during the devising and rehearsal process
- Final public presentation to an invited audience

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 (in accordance with the Grading Criteria) of the participation of the student during the duration of this module of work will be undertaken, with written and oral feedback provided by the tutor/s responsible for the different elements of 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:

Project not repeatable therefore an agreed alternative 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

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:
Developing Movement Competency (CA107)

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, CA103)

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
10

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

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 acquire:

An ability to use a number of different approaches to initiate the creative process (visual stimulus, text-based, etc) during a devising period and to assess the appropriateness of each method to circus based performances.

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 acquire:

An ability to reflect on their creative motivations and choices in a variety of contexts as either a solo performer or as part of a small ensemble working group. As well as being able to take further steps towards an autonomous management of the creative process.

14. A synopsis of the curriculum

Through experimentation with methods used in professional practice, investigation and reflection, students will develop a range of strategies for initiating and developing creative personal responses to a range of stimuli. This module will also introduce students to the creative decision making processes, enabling them to understand the evolution of ideas from the formulation of an initial concept to the presentations of small ‘works in progress’ pieces within movement workshops.
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 approximately 45 hours of study during the Spring and Summer terms. The tutor will expose the students to different methods of beginning the creative process and introduce stimuli as material to work with. Internal presentations to staff and other students will serve to synthesise the work accomplished during the module.

Students will partake in practical movement workshops where the initiation of the creative process will be the main working theme. Though the discipline of movement possesses its own specific vocabulary, the module tutor will highlight underlying fundamental concepts (spatial awareness, presence, intention, etc) that are common and essential to the quality of physical performance.

Learning and Teaching methods to be used will be:

- Practical tutor-led sessions in Movement
- Internal presentations of (solo and small ensemble group material) work in progress

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-).

Continuous assessment (in accordance with the Grading Criteria) of the student during the duration of this module of work will be undertaken, with written and oral feedback provided by the tutor responsible for this module.

Though internal presentations of devised work will be presented during the module and will form an integral part of the content, the quality of the process undertaken by each student will be considered as important as the perceived quality of a specific presentation piece:

Students will also have to provide a 1500 word essay. The assessment of this aspect of the module will be the responsibility of a member of the Degree staff.

The grade given for the assessment of the essay will be averaged with the grades given as part of the continuous assessment.

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 fail (F-).

Retrieval:

Where the practical elements of this module have been failed, the student may only retrieve this module by repeating the first year of the Foundation Degree in Circus Arts in the following academic year, subject to physiotherapist assessment and
The Degree Programme – Circus Space

partial reaudition.
Students who have failed the module following assessment of the essay component of this module will be permitted to resubmit the essay on one further occasion within the same academic year. 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

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:
**Theatre, Play and Performance (CA108)**

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, CA104)**

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
10

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

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 acquire:

   An ability to develop a body of physical performance material beyond initial concepts of creation, which will incorporate basic performance skills and knowledge gained from experiences in previous modules.

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 acquire:

   An ability to reflect on their creative motivations and choices in a variety of contexts as either a solo performer or as part of a small ensemble working group. As well as being able to take further steps towards an autonomous management of the creative process.

14. **A synopsis of the curriculum**

   The projects undertaken within this module will allow students to continue to evolve their learning on the course to date and apply that knowledge within studio workshop presentations.

   This module complements Module CA103 and allows the student to develop confidence within groups of varying sizes up to, and possibly including, a large ensemble. The student will be exposed to a range of theatrical techniques and confront the rigours of group dynamics in ensemble performance.

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 approximately 45 hours of study during the Spring and Summer terms. The tutor will expose the students to different methods of developing material after the initiation of the creative process. Internal presentations to staff and other students will serve to synthesise the work accomplished during the module.

   Learning and Teaching methods to be used will be:

   - Practical tutor-led sessions in Theatre
   - Internal presentations of work in progress
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-).

Continuous assessment (in accordance with the Grading Criteria) of the student during the duration of this module of work will be undertaken, with written and oral feedback provided by the tutor responsible for the different elements of the module.

Though internal presentations of devised work will be presented during the module and will form an integral part of the content, the quality of the process undertaken by each student will be considered as important as the perceived quality of a specific presentation piece.

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 may only retrieve this module by repeating the first year of the Foundation Degree in Circus Arts in the following academic year, subject to physiotherapist assessment and partial reaudition.

There is one opportunity for retrieval.

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:

**Understanding Circus (CA109)**

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)*

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

20

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

**Spring and Summer**

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 learn about:**

   Circus performance, its history and the influences other performing arts, such as theatre and dance, have had on its development.

   The module will also develop an understanding of the historical and contextual aspect of circus, practical knowledge in the terminology used in different disciplines and terms specific to circus practice. Knowledge of the protocols and procedures, which insure the safe practice of circus in both training and performance/ devising situations, will also be provided.

   Finally, students will be able to demonstrate that they are developing the ability to gather and treat information.

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 that they are developing:**

   The ability to analyse information and present findings in a coherent and structured manner. This will require both work done alone and work undertaken within small groups.

14. **A synopsis of the curriculum**

   This introductory module establishes a common understanding of circus-making processes; in addition it promotes an appreciation of the historical context, current practice and potential developments. Through a range of practical exercises, studio-based teaching, study visits and independent learning, students will be introduced to the basic vocabulary, processes and protocols of a range of circus settings and contemporary performance practices. It will also seek to provide a relevant historical context not only in terms of circus but also related art forms such as dance and theatre.

   This module will also provide a first opportunity for students to develop a range of interpersonal and study skills, including induction sessions that focus on group work, use of IT, research and writing skills.
15. **Indicative Reading List**

**ESSENTIAL READING**

Huxley M. & Witts N. (eds), *The Twentieth Century Performance Reader*, Routledge, 2002

**SUGGESTED READING**

Bremser, M., *Fifty Contemporary Choreographers*, Routledge

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 introduced, through a series of lectures and practical tutor-led sessions, to the history of circus arts, the history of specific circus disciplines and the major influences of other art forms, dance and theatre, on the evolution of the art.

Students will also be required to present a short performance piece on themes pertinent to the module of study and negotiated with the tutor responsible for the delivery of the module. The performance should be 10-15 minutes in length.

Tutor-led seminars will account for 42 hours. Student study hours (performance preparation, research, etc) will account for 28 hours of the module.

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-). Assessment is task based:

Assessment of the performance presentation will account for 50% of the module grade.

Assessment of an academic essay will account for the remaining 50% of the module grade.

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 may only retrieve this module by repeating the year in the following academic year, subject to physiotherapist assessment and partial reaudition.
In exceptional circumstances (in relation to approved mitigating circumstances), the Module Leader may approve an agreed alternative assessment to complete this module within the same academic year. 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

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:

**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 2012 (Original Specification: 2005)*

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

2012-2014

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:

Option 1
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.

Option 2
The student will be given the opportunity to:

Elaborate on the possibilities for personal development within the discipline that they currently practice, which will then serve as a basis for the setting of technical objectives throughout the rest of the year. This is to take the form of a written document that should include a perspective on the variations available within the particular discipline and how they may, or may not, appropriate to their evolution as a circus artist.

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

Option 1

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).
Option 2
This option is put into effect for those students entering the programme on a conditional circus specialisation basis, including candidates accepted into the juggling strand. Students will be challenged to investigate the range of variations open to them within the specific discipline that they practice. For example; a student may be offered a conditional place on the juggling strand, but then within that the juggler needs to evaluate the advantages or disadvantages of particular objects such as balls, clubs or rings to their personal development and their artistic desires. The experience gained through this module will also inform the student to the myriad possibilities available within a wider technical context.

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

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:

Production/ Performance Assignment – The Ensemble (CA201)

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:

2009-2011

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

15 - 19

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])

Intermediate [I]

8. The number of credits which the module represents

35

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

To be taught and assessed during the Spring or Summer 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 work on developing:**

- The ability to adapt their circus abilities to the needs and requirements of a circus production/ performance process. While at the same time gaining experience in analysing their abilities and, through that analysis, developing further knowledge and skills associated with specialisation.

- Students will also be able to demonstrate their understanding of the responsibilities of production/ performance roles.

- Finally, students will be able to demonstrate the ability to assess the quality of their participation in a circus production/ performance process and to propose areas for personal development.

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 develop:**

- The ability to successfully manage their personal contribution to an ensemble creative process, reacting efficiently with others involved in that process and being attentive to the needs of individuals and the production as a whole. This could entail assuming production management roles as well as elaborating specific Risk Assessments in addition to performance responsibilities.

14. **A synopsis of the curriculum**

This assignment aims to represent a facet of professional life that circus practitioners experience regularly. As part of an ensemble presentation, the performers are required to adapt their knowledge and skills to the needs and vision of the creator of the performance.

Students will have the opportunity to work closely with a visiting professional, such as a director, choreographer or designer in a situation which will allow them to develop further knowledge and skills associated with their circus specialisation. They will further develop and test their working processes and their understanding of the responsibilities of a specific production/ performance role while working as part of an ensemble which incorporates all the students in the year group. Students will work collaboratively to identify and meet the demands of the production. This will allow the students to develop and extend their vocational skills in a variety of ‘live’ production/ performance, planning and problem solving situations. This activity is supported by appropriate independent study, practical teaching and individual tutorials via student sign-ups.
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 approximately 350 hours of study during the Spring or Summer term of which 200 will be tutor-led. A designated module tutor, a director, choreographer or designer will undertake a series of workshops with the students which will increase in frequency and intensity through a devising and rehearsal period up to a performance situation. The student’s progress will be monitored, and their strengths and weaknesses in different aspects of the process will be recorded.

Learning and Teaching methods to be used will be:

- Practical tutor-led sessions in performance devising
- Practical tutor-led sessions in circus disciplines

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 tutors 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 overall 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 30% 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 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.

For students who have been removed from the module for attendance or discipline related reasons, the opportunity for retrieval as described above will be at the discretion of the Board of the Examiners only and the opportunity for retrieval may be refused.

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 or an interview with the relevant
assessor may be required
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*
SECTION 1: MODULE SPECIFICATIONS

1. The title of the module:

Business of Being a Performer (CA204)

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)

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

2009-2011

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

15 - 19

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])

Intermediate [I]

8. The number of credits which the module represents

15

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

The module will be delivered over the three terms of the year, though assessed during the Summer 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 develop:**

- The ability to assess the requirements and standards of a particular area of circus performance (traditional touring, cabaret, street performance, etc) with a view to gaining entry into that domain.
- An ability to collect and categorise information to a given format and apply critical reasoning and analysis (with limited guidance from tutors).
- An ability to evaluate their practice and apply their understanding of learning as a lifelong approach in order to progress, technically and creatively in a career as a 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:**

- The ability to use a range of communication skills to respond to the needs of employer demand.

14. **A synopsis of the curriculum**

This module requires the students to focus on particular aspects of performances relating closely to, but looking beyond the confines of, their specific area of vocational circus practice. After a series of lectures and face-to-face discussions led by relevant professionals with extensive knowledge of a range of circus topics, they will personally evaluate their position within the world of professional circus.

The students will then conduct independent research in an area of circus performance relevant to their future aspirations promoting their development as enquiring and reflective practitioners. They should aim to present a personal portfolio containing all the material required to demonstrate their professional competence in their specialist field (risk assessments, promotional material etc).
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 approximately 200 hours of study across the three terms of the year. Approximately 45 hours will be led by Visiting Lecturers from a variety of backgrounds pertaining to the professional aspects of the circus performer (circus proprietors, agents, specialists in funding organisations or insurance matters, as well as professional performers from a range of performing contexts).

Learning and Teaching methods to be used will be:

- Lectures and seminars
- Visiting Lecturer led discussions
- Independent study work leading to the presentation of a Professional Portfolio for assessment

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-). A summative assessment of a professional portfolio will be made by at least two markers, one from the course and the second a professional with experience in circus-related performance. The relevance of this professional portfolio should reflect the standards required by the area of circus for which it is required.

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 portfolio on one further occasion within the same academic year. 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

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:

**Performance Review and Analysis (CA207)**

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**)

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

2009-2011

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

15 - 19

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])

**Intermediate [I]**

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)

**Autumn 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 develop:**

The ability to apply, with limited guidance and support, analytical, critical and reflective skills to the investigation and practical experimentation of circus performance.

The ability to collect and categorise information to a given format and apply critical reasoning and analysis to the information gathered, as well as the ability to convey that information to an assembled public in a seminar situation.

The ability to evaluate their own practice and apply an understanding of learning as a life-long approach to their further development 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:**

The ability to convey information gathered from a variety of sources in a coherent manner as well as the ability to communicate with practitioners from different disciplines of the performance arts.

14. **A synopsis of the curriculum**

This module offers the opportunity for students to have regular group discussions based on a wide range of production and performance related topics. The initial starting point for this will be the elaboration of a criteria grid which the group will use to analyse a series of performances. This will promote an appreciation of production and performance from a variety of viewpoints, genres and periods. Working in seminar groups students will be required to attend a performance of their choice and, through the use of the common criteria grid, share analysis and express reasoned individual opinion, within a culture of enthusiastic debate.
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 approximately 50 hours of study during the Autumn term of which 36 will be managed by a tutor who will have the responsibility for overseeing each student’s analytical process. A series of group discussions elaborating a system for the critical analysis of performances will be held, along with assignment of specific performances to be observed. Group seminar presentations will be held weekly to present the research and analysis to the group. The objective of these presentations will be to implement the analytical tools developed earlier in the module.

Learning and Teaching methods to be used will be:

- Practical tutor-led sessions
- Student led group discussions (observed by a tutor)
- Student seminar presentations of approximately 45 minutes in length
- Independent study work

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-).

Summative assessment of the participation of the student during the initial discussion periods will account for 25% of the overall grade for this module.

The contribution of each student to the content and delivery of the seminar presentation will account for 50% of the overall grade for the module.

Students will also have to provide a 1000 word essay, which will account for 25% of the overall 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. Written submissions which do not meet the minimum word count will automatically be graded as a Fail (F-).

Retrieval:

Students may undertake an agreed retrieval project or presentation set by and at the discretion of the Module Leader within the same academic year, if possible. Where this is not possible, the student will be permitted to undertake the retrieval opportunity by repeating the module as an external candidate in the following academic year. 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 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.
SECTION 1: MODULE SPECIFICATIONS

1. The title of the module:

   Circus Arts and Performance Level 1 (CA208)

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, CA205)

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

   2009-2011

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

   15 - 19

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])

   Intermediate [I]

8. The number of credits which the module represents

   35

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

   The module will be delivered and assessed over the three terms of the year

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 able to demonstrate:**
   
   The ability to analyse and understand their own physical, technical and artistic development as a circus performer. Monitoring the different processes they use to record and gauge this development.
   
   The ability to implement specific processes and protocols adapted to their needs as a physical performer.
   
   The ability to evaluate their practice and apply their understanding of learning as a life-long approach.

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.

14. **A synopsis of the curriculum**

   This module will seek to provide the student with reflexes and mechanisms that will allow them to efficiently implement and monitor processes and protocols pertaining to their physical development and technical progression in his chosen circus discipline.
   
   The use of regular feedback discussions and self-evaluation forms will provide the student with a place to record and monitor objectives set in accordance with the tutors involved in their development. They will also provide points to discuss physical conditioning and training regimes.
   
   The self-evaluation forms will also form documents to which the student can refer in order to properly evaluate the skills and aptitudes they have acquired over the course, providing information useful in outlining the first steps towards a career as a professional circus performer.
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 approximately 250 hours of study across the three terms of the year. Approximately 100 hours will be undertaken by a range of tutors across all the activities of the course. Their roles will vary depending on the nature of the activity required. Some will run specific training sessions in particular aspects of physical development, while others will undertake one-to-one discussions in other aspects, with a view to elaborate objectives for technical progress in each term. The regular use of scheduled feedback sessions and the self-evaluation forms will be the responsibility of the student.

Learning and Teaching methods to be used will be:

- Tutor-led practical sessions
- Visiting Lecturer led discussions
- One-to-one tutorials

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

A minimum attendance rate of 80% is required. A summative assessment of the specific circus discipline will be undertaken each term. The grade for each term will be comprised of the average grades from theatre, movement and the specific circus discipline.

The grade for the year will be the average of the three term grades.

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 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 second year of the Foundation Degree 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
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:  
Production/ Performance Assignment – The Student Devised Piece (CA209)

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:  
2009-2011

5. The number of students expected to take the module:  
15 - 19

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])  
Intermediate [I]

8. The number of credits which the module represents  
25

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

- The ability to work effectively with a given degree of autonomy, to work safely and competently within a given framework of Health and Safety requirements and to competently assume a creative choice in the domain of circus arts expression.
- Students will also be able to demonstrate a working knowledge of established models of practice, routines and protocols applied within appropriate professional settings.
- And to demonstrate the ability to contextualise their own learning and development within a field of circus practice and with specified criteria.

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 communicate their needs to others involved with a process of production and performance and to manage their own creative process with a minimum of supervision.

14. A synopsis of the curriculum

This assignment will differ in three ways from CA201:

- Firstly, the students will be expected to propose and assume a personal artistic approach.
- Secondly, the students will be required to work effectively with a greater degree of autonomy, assuming responsibility for the evolution of their own creative process.
- And finally, though a minimal level of staff supervision will be provided, students will have to manage themselves as independent professional circus performers.

This module provides another experience representative of professional context. Whereas the ensemble production requires students to adapt another’s vision of circus, this module seeks to develop the vision of circus that is specific to each future performer.

Students will be able to practice their circus specialisation in the context of a full-scale production/performance, which will also test their working process. Students will also be expected to continue to work collaboratively, with their own clearly defined responsibilities for meeting production needs as the organisation of this performance is under the responsibility of the year group as a whole. This will be supported by appropriate independent study and opportunities for further skills development when necessary.
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 approximately 250 hours of study during the Spring or Summer term of which 100 will be managed by a variety of tutors who will have the responsibility for overseeing each student’s creative process. A series of surgeries will be implemented to deal with specific production needs and ‘Work in Progress’ showings will be scheduled. The student’s progress will be monitored against the learning outcomes, and their strengths and weaknesses in different aspects of the process will be recorded.

Learning and Teaching methods to be used will be:

- Practical tutor-led sessions in performance devising
- Practical tutor-led sessions in circus disciplines
- Independent study work

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 tutors 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 overall grade for this module. The assessment of this aspect of the module will be the responsibility of a designated member of the Degree staff who will follow the creative process.

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 20% of the overall grade for this module.

Students will also have to provide a 3000 word essay.

- Summative assessment of this 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. 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).

Students who have failed the module following assessment of the essay component of this module will be permitted to resubmit the essay on one further occasion within the same academic year. Retrieved Modules will be capped at the pass mark (D-).

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

There is one opportunity for retrieval.

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*