

SECTION 1: MODULE SPECIFICATIONS

1. **Title of the module**
Professional Development Portfolio (1)
2. **School which will be responsible for management of the module**
Central School of Ballet
3. **Start date of the module**
2004
4. **The cohort of students (onwards) to which the module will be applicable**
Students registered on the Foundation Degree 2004 onwards
5. **The number of students expected to take the module**
30-40
6. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**
7. **Level of the module (e.g. Certificate [4], Intermediate [5], Honours [6] or Postgraduate [7])**
Certificate [4]
8. **The number of credits which the module represents**
10
Note: undergraduate full-time students take modules amounting to 120 credits per year and postgraduate full-time students take modules amounting to 180 credits per year for a Masters award
9. **Which term(s) the module is to be taught in (or other teaching pattern)**
Terms 1, 2, and 3
10. **Prerequisite and co-requisite modules**
None
11. **The programme(s) of study to which the module contributes**
Foundation Degree
12. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**
The student will develop:
 1. Knowledge and understanding of key practitioners, dancers and choreographers within ballet and contemporary dance. (Learning outcome A.1)
 2. Understanding of the health requirements of a professional training dancer – warm up/cool down, exercise programmes, sports nutrition, injury prevention, foot care. (Learning outcome C.8)
 3. Knowledge and understanding of stylistic differences between studied areas. (Learning outcome A3)
 4. Be able to evaluate performance events, articulating views verbally and in writing, considering physical and interpretative skills. (Learning outcome B4)
13. **The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**
Students will:
 1. Develop personal organisation skills – note taking, time management, prioritisation and self-led practise. (Learning outcome D1)

2. Develop skills in the research and interpretation of information from text, video and performance. (Learning outcome B2 and B6)
3. Develop skills in verbal presentation to peers. (Learning outcome C3)
4. Reflect on their own progress, examine strengths and weaknesses, identify appropriate goals and start to gain autonomy in learning. (Learning outcome B1)
5. Develop IT skills – internet, email and word processing (Learning outcome D6)
6. Synthesise information from a range of sources in order to inform and progress own learning. (Learning outcome B1)

14. A synopsis of the curriculum

In this module students examine and synthesise ideas and concepts from the other more practical-based modules in the course whilst also researching new contextual information and developing transferable and life-long learning skills.

15. Indicative Reading List

- Blades, D. M. (2005) *Intermediate Nutrition & Health*, Doncaster, Highfield.co.uk.
 Bull, D. (1999) *Vitality Plan*, London, Dorling Kindersley Limited.
 Caldwell, C. (2001) *Dance and Dancers' Injuries*, Chichester, Corpus Publishing Limited.
 Cottrell, S. (2003) *Skills for Success, The Personal Development Planning Handbook*, Hampshire, Palgrave Macmillan.
 Harris, J. (2002) *Warming Up and Cooling Down*, Leeds, Human Kinetics .
 Ryan, A. J. (1997) *The Dancers Complete Guide to Healthcare and A Long Career*, London, Dance Books Ltd.

Internet Sources:

- <http://diet-coaching.com> Website for Jacqueline Birtwisle, Registered Dietician and Sports & Exercise Nutritionist.
<http://www.doh.gov.uk/fiveaday/> The Department of Health's campaign on 5-a-day fruit and vegetables.
<http://www.danceuk.org> Information sheets on Health and Nutrition, Fluid Intake and Warming up and Cooling Down. (Either access on line or borrow the hand out from the Library).

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

There will be 2 ¼ contact hours per week and students will be expected to work independently for up to 2 hours per week. Teaching will be through group lectures and discussion (with video support), practical workshops, guided research and presentation tasks, set written tasks and individual tutorials. The learning outcomes are largely based on knowledge, understanding and ability to analyse and to interpret information, the above methods are the best ways to deliver these outcomes.

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

- Continuous Assessment in class by tutor 50% (50 / 50 PDP / Dance Studies)

This will assess achievements in subject specific outcomes 1, 2, 3 and 4 and generic outcomes 2, 3, and 4.

- Professional Development Portfolio 50% (60 / 40 PDP / Dance Studies)

This will assess achievements in subject-specific outcomes 1, 2, 3 and 4 and in generic outcomes 1, 2, 3, 4, 5 and 6

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

The current provision is sufficient to deliver the module. However the school will continue to monitor and review the requirements for the module in relation to the learning resources, including staff,

library, IT and space through the process of annual programme monitoring and the development of the school's Learning Teaching and Assessment Strategy.

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

20. Campus where module will be delivered

Central School of Ballet

21. Partner College/Validated Institution

Central School of Ballet

22. University School (for cognate programmes) or Faculty (for non-cognate programmes) responsible for the programme

School of the Arts

SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION

Statement by the Nominated Officer of the College/Validated Institution: "I confirm that the College/Validated Institution has approved the introduction of the module and will be responsible for its resourcing"

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Nominated Responsible Officer of Partner
College/Validated Institution

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Date

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Print Name

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