

SECTION 1: MODULE SPECIFICATIONS

1. **Title of the module**
Professional Development Portfolio (2)
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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**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])**
Intermediate (5)
8. **The number of credits which the module represents**
20
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 4, 5, and 6
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, choreographers and directors within ballet and contemporary dance and understanding of stylistic and historical contextual differences between studied practitioners. (Learning outcome A.1, A2 and A3)
2. Knowledge and understanding of a range of employment opportunities including ballet, contemporary dance and musical theatre options both nationally and internationally. (Learning outcome A6)
3. The ability to apply for an audition and identify the skills required for individual audition situations (Learning outcome C7)
4. Insight into the preparation and development of a character able to express meaning and emotion through performance (Learning outcome A3)
5. Understanding of the health requirements of a professional dancer – including injury prevention and recovery, nutrition and exercise programmes (Learning outcomes C8)

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

Students will:

1. Have knowledge and understanding of independent living issues such as financial management and professional contracts
2. Be able to reflect on own progress, set appropriate goals and develop autonomy in learning. (Learning outcome D4)
3. Work collaboratively to develop and manage a project. (Learning outcome D1 and D5)
4. Evaluate performance events, of self, peers and professionals articulating views verbally and in writing. (Learning outcome B4 and A5)
5. Synthesise information from a range of sources in order to progress and develop own learning. (Learning outcome B1)
6. Be able to research and interpret information from a range of sources and present findings, verbally, in presentation and in writing. (Learning outcome B2 and C3).

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 as well as adding to contextual and historical knowledge. In addition preparation for audition and practical aspects of life as a professional dancer are covered in depth.

15. Indicative Reading List

Books

- Berardi, G. (1991) *Finding Balance*, New Jersey, Princeton Book Company .
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.
Chmelar, R. D. (1990) *Diet For Dancers*; New Jersey, Princeton Book Company Publishers.
Howse, J. (2000) *Dance Technique and Injury Prevention* . London, A&C Black.
Koutedakis, Y. (1999) *The Fit and Healthy Dancer*; Chichester, John Wiley & Sons.

Books

- Cooper, S. (1998) *Staging Dance*, London, A & C Black Publishers.
Fraser, N. (1993) *Lighting and Sound*, London, Phaidon Press Limited.
Holt, M. (1993) *Costume and Make-Up*, London, Phaidon Press Limited.
Meneer, P. (1993) *Stage Management and Theatre Administration*, London , Phaidon Press Limited.
Pallin, G. (2003) *Stage Management - The Essential Handbook*, London, Nick Hern Books Limited.
Reid, F. (1993) *Discovering Stage Lighting*, Oxford, Focal Press.
Reid, F. (2001) *The Stage Lighting Handbook*, London, A & C Black.

Internet Sources

- <http://www.diet-coaching.com> Website for Jacqueline Birtwisle, Registered Dietician and Sport & Exercise Nutritionist.
<http://www.doh.gov.uk/fiveaday> The Department of Health's campaign on 5-a-day fruit and vegetables.
<http://www.cspinet.org> Centre for Science in the Public Interest. A USA consumer site about healthy eating.
<http://www.milkrecoveryzone.com/index.html> Information on milk and dairy products, plus research on how milk can help recovery/ hydration after exercise.
<http://www.danceuk.org> Many information sheets on Nutrition.

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 3 contact hours per week and students will be expected to work independently for a further 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, and 4 and generic outcomes 2, 3, 4 and 6.

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

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

UNIVERSITY OF KENT

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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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