

SECTION 1: MODULE SPECIFICATIONS

1. **Title of the module**
CSB 303 Vocational Preparation and Portfolio
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 BA (Hons) top up 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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**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])**
Honours (6)
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 1, 2, and 3
10. **Prerequisite and co-requisite modules**
None
11. **The programme(s) of study to which the module contributes**
BA (Hons)
12. **The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**

The student will:

1. Demonstrate the knowledge and understanding of the skills required to begin and maintain a career as a professional dancer (Learning outcome C8, C9)
2. Develop a knowledge of the national and international dance community (Learning outcome A6)
3. Research, develop and respond to appropriate employment opportunities (Learning outcome C8, C10)
4. Identify and evaluate personal needs in relation to a holistic approach as a professional dancer-including warm up, cool down, exercise programme and nutrition (Learning outcome C9)
5. Demonstrate knowledge and understanding of the production processes by which performance is created including lighting, sound, wardrobe, stage, front of house, marketing and tour planning (Learning outcome A4)
6. Identify health and safety issues within rehearsal and public performances (Learning outcome C11)

7. A practical understanding of key practitioners within Musical Theatre and important stylistic difference between the work (Learning outcome A1 and A3)

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

The student will:

1. Be able to critically evaluate performance events and processes by self and others (Learning outcome B4)
2. Understand and articulate critical factors contributing to practise and performance (Learning outcome B5)
3. Research, gather, sift and collate information to a given brief, evaluate it's significance and present findings verbally and in writing (Learning outcome D3)
4. Develop a range of communication skills for use in interview and presentation (Learning outcome D4)
5. Reflect on own learning, identify strategies for development through examination of strengths, weaknesses and long-term aims (Learning outcomes B5)

14. A synopsis of the curriculum

In this module students examine and synthesise ideas and concepts from the other more practical modules in the course whilst also undertaking extensive vocational preparation in relation to both the Ballet Central tour and professional work. Through a series of lectures and practical workshops from the internal and external tutors students cover areas such as technical stage knowledge, wardrobe, front of house organisation, planning a tour and marketing plus audition preparation including photographs, CV writing and interviews. Students research the range of work available both nationally and internationally and through a clear understanding of their own strengths, weaknesses and aims build appropriate career path plans.

15. Indicative Reading List

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

Berardi, G. (1991) *Finding Balance*, New Jersey, Princeton Book Company
Buckroyd, J. (2000) *The Student Dancer*, London, Dance Books Ltd
Caldwell, C. (2001) *Dance and Dancers Injuries*, Chichester, Corpus Publishing Limited
Clark, N. (2003) *Sports Nutrition Guidebook*, Leeds, Human Kinetics
Clippinger, K. (2007) *Dance Anatomy and Kinesiology*, Leeds, Human Kinetics
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
Solomon, R. (1990) *Preventing Dance Injuries*, Reston, American Alliance for Health

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.milk.co.uk> and <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> - Several information sheets on Nutrition

<http://www.supplementwatch.com> - All about nutrition

Cottrell, S. (2003) *Skills for Success, The Personal Development Planning Handbook*, Hampshire, Palgrave Macmillan

Cowling, S. (2004) *Performance in Profile 2004*, London, British Council

Ross, D. (1999) *High Kicks, The Essential Guide to Working as a Dancer*, London, A & C Black Limited

Moon, J. A. (1999) *Reflection in Learning & Professional Development*, London, Kogan Page Limited

Moon, J. A. (2004) *A Handbook of Reflective and Experiential Learning*, Oxon, RoutledgeFalmer

Moon, J. A. (2006) *Learning Journals, A Handbook for Reflective Practice and Professional Development*, Oxon, 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

There will be 1 hour contact time per week and students will be expected to work independently for a further 1 hour per week. Teaching will be through group lectures and discussion, practical workshops, guided research and presentation tasks, set written tasks and small group or individual tutorial. The learning outcomes are largely based on knowledge understanding and the 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 by tutor
25% Term 2 This will assess achievements in subject specific outcomes 1, 2, 3, 4, 5 and 6 and generic outcomes 1, 2, 3, 4 and 5
- Professional Development Portfolio Assignments
75% This will assess achievements in subject specific outcomes 1, 2, 3, 4 and 5 and generic outcomes 1, 3 and 5.

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