

MODULE SPECIFICATION

1. KentVision Code and title of the module

NCA102 Circus Ensemble 1

2. Division and School/Department or partner institution responsible for the module

National Centre for Circus Arts

3. The level of the module

Level 4

4. The number of credits and the ECTS value which the module represents

15 credits (*7.5 ECTS*)

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

Summer Term

6. Delivery of the module

6.1. Mode of study

In person

6.2. Campus(es) or centre(s) where module will be delivered

National Centre for Circus Arts

7. Prerequisite and co-requisite modules and/or any module restrictions

n/a

8. The course(s) of study to which the module contributes

BA (Hons) in Circus Arts

8.1. The module is compulsory for the following courses

BA (Hons) in Circus Arts

8.2. The module is optional for the following courses

n/a

9. A synopsis of the curriculum

The first-year ensemble production and performance module is designed to introduce the student to the specific creative and technical demands of the devising and rehearsal process, leading to performance. The module provides the first opportunity for students to work as part of a company and apply the skills they have acquired over the course in a production context. Relevant skills and understanding are developed through students' participation in the creation

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of an ensemble performance which is directed by a professional practitioner and prepares them for further ensemble work later in the course. This project is delivered intensively over a number of weeks and normally includes extended daily (and occasional weekend) rehearsals to facilitate a high level of creative and physical involvement.

The students are continuously assessed throughout the process and performance. This is with regard to their input to creative task work, capacity to be directed, interaction with their peers and overall professionalism.

10. Contact Hours

Private Study: 0 hours

Contact Hours: 150 hours

Total: 150 hours

11. Learning and teaching methods

This module will be delivered via studio based physical coaching lessons and workshops

12. The intended subject specific learning outcomes

On successfully completing the module students will be able to:

12.1 Understand the processes involved in being a member of an ensemble

12.2 Apply a range of skills and resources in the process of devised performance making

12.3 Contribute effectively as a member of an ensemble company through the devising/rehearsal process

12.4 Take and respond positively to direction

12.5 Realise the performance possibilities of a script, score and other textual and documentary sources and/or creating new work using the skills and crafts of performance making.

13. The intended generic learning outcomes

On successfully completing the module students will be able to:

13.1 Demonstrate effective group work, initiative and decision-making skills

13.2 Maintain the required level of concentration and focus in a rehearsal situation.

13.3 Demonstrate the level of commitment required as a member of a production team, including professional standards of punctuality and attendance

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14. Assessment Strategy

14.1. Main assessment methods

Continuous assessment of a student's engagement with the devising and rehearsal process throughout the studio-based workshops and rehearsal make up 100% of assessment for this module. Students will be provided with clear assessment criteria as well as a Production and Performance code of conduct.

This method of assessment will address all of the learning outcomes of this module.

Minimum attendance requirement for this module is 100% - all absences must be approved by the director and strand manager ahead of the production period. A first absence without approval will lead to a formal warning, and a second absence without approval will lead to the student being withdrawn as a performer from the production and offered an alternative production role.

How the assessment methods outlined above fit with the course assessment strategy?

Continuous Assessment of Devising and Rehearsal Process (100% of grade)

This assessment method directly corresponds to the practical performances and problem-solving projects outlined in the strategy. It evaluates students' technical proficiency, creativity, and ability to engage with real-world challenges in the circus profession through the devising and rehearsal process. By focusing entirely on continuous assessment of practical work and observation of group and individual processes, this method caters to different learning styles and provides students with opportunities to demonstrate their skills in a studio-based environment.

The emphasis on collaborative productions fosters teamwork, initiative and effective collaboration, enhancing students' interpersonal skills and creating a supportive learning environment conducive to success and achievement.

This approach supports students learning and development, enabling them to achieve their full potential as circus artists.

15. Mapping of Learning Outcomes

Map of module learning outcomes (sections 12 & 13) to learning and teaching methods (section 11) and methods of assessment (section 14).

15.1. Module learning outcomes against learning and teaching methods

Module learning outcome	12.1	12.2	12.3	12.4	12.5	13.1	13.2	13.3
Private Study								
Contact hours Studio Based Tutor-Led Sessions	x	x	x	x	x	x	x	x

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15.2. Module learning outcomes against assessment methods

Module learning outcome	12.1	12.2	12.3	12.4	12.5	13.1	13.2	13.3
<i>Continuous Assessment of Progress</i>	x	x	x	x	x	x	x	x

16. Reading list

NCCA is committed to ensuring that core reading materials are available in the NCCA library or in electronic format available on Microsoft Teams.

The most up to date reading list for each module can be found on the specific module channel in TEAMS.

There is no set reading list for this module, although the director may recommend readings, viewings or research prior to the start of the module.

17. Inclusive module design

The National Centre for Circus Arts recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

18. Partner College/Validated Institution

National Centre for Circus Arts

19. University Division responsible for the course

Division of Arts and Humanities

MODULE RECORD

All revisions for this module are recorded in the table below for student and staff information.

Date approved	New/ Material/ Major/ Minor revision	Start date of delivery of this version	Applies to new cohorts and/ or existing students	Sections revised (if applicable)

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