

MODULE SPECIFICATION

1. KentVision Code and title of the module

NCA206 The Devising Process

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

National Centre for Circus Arts

3. The level of the module

Level 5

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)

Spring or 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

NCA201 Circus Discipline 2

NCA205 Preparing for the Performance Industry

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

In this module students will apply all of their learning from across the course – physical training, performance skills and theoretical work – to the creation of a piece of work for presentation. They will devise, rehearse and perform a devised piece using their circus discipline. Students may create a piece alone, or may collaborate with another student (or

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students) in their year group. The module includes a series of presentations as part of the process leading up to the performance of the piece – in early presentations students should demonstrate and discuss a rough outline of their idea(s), progressing to a more developed stage of work and with more research and preparation re music, costume etc. The final presentation will be a fully completed and finished piece of work, ready for production rehearsals. Assessors and teachers will provide feedback to students following each presentation.

The work should be the student's own creation, but they are encouraged to seek advice and feedback wherever possible. There will be no scheduled taught sessions for the creation and rehearsal of the piece other than presentations, technical rehearsals (this does not include lighting) and performances – the student must manage this in their own time – but students are encouraged to utilise the time they have scheduled for module NCA201 Circus Discipline 2 to rehearse with their discipline teachers.

The module will conclude with in-house (family and friends) assessed performances of the final piece.

Students will also be expected to submit an assignment in the form of a project proposal (1000 words) during the development of the piece, and a reflection on the process and performance (1000 words) following the final performance.

10. Contact Hours

Private Study: 75 hours

Contact Hours: 75 hours

Total: 150

11. Learning and teaching methods

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

12. The intended subject specific learning outcomes

On successfully completing the module students will be able to:

12.1 Propose and devise a piece for performance through the application of learnt vocabulary in their circus discipline whilst assuming their own artistic approach

12.2 Create material for performance that is self-directed and be able to justify the choices they have made

12.3 Evidence research undertaken and explain the application of that research to the process of creation

12.4 Practically apply prior learning to shape and form ideas into a coherent finished product

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12.5 Construct a formal proposal for an artistic project

12.6 Take direction and integrate feedback into the creative process

12.7 Assert clear creative choices and express these choices through performance

12.8 Sustain integrity and focus in performance

12.9 Demonstrate an elemental understanding of health and safety issues within a production setting

13. The intended generic learning outcomes

On successfully completing the module students will be able to:

13.1 Work effectively with a greater degree of autonomy, assuming responsibility for their own creative process

13.2 Communicate their needs effectively to others to achieve their goals

13.3 Manage a project alongside other personal workloads with a minimal level of supervision

13.4 Apply acquired knowledge to find creative solutions to problems during the process of devising and performing

14. Assessment Strategy

14.1. Main assessment methods

Continuous assessment of a student's engagement with the devising process, including a series of presentations up to the moment of performance, makes up 60% of assessment for this module.

Assessment of each student during a performance makes up 20% of the assessment for this module.

An assignment of 2000 words (project proposal 1000 words and reflection 1000 words) will make up 20% of the assessment of this module.

Students must pass all elements of assessment in order to have met the learning outcomes of the module.

Minimum attendance requirement for this module – for scheduled presentations and the production period – is 100%. All absences must be approved through concessions procedures. A first absence without concessionary approval will lead to a formal warning, and a second absence will lead to the student being withdrawn from the production and failing the module. An alternative project will be offered for retrieval.

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

Continuous Assessment of Devising Process (60% of the module assessment)

This aligns with practical performances, problem-solving projects, and observation of group and individual processes outlined in the strategy. Continuous assessment of the devising process reflects the commitment to evaluating students' technical proficiency, creativity and ability to apply knowledge and skills in a dynamic setting leading up to the final performance.

Assessment of Each Student During a Performance (20% of the module assessment)

This directly aligns with practical performances, collaborative productions, and the presentation of practical/creative work outlined in the strategy. Assessment during a performance evaluates students' abilities in a professional-level setting, promoting effective collaboration and enhancing interpersonal skills. Transparent criteria for performance assessment promote fairness and enable student to understand expectations for their individual contributions to the overall productions.

Assessment of 2000 words (20% of the module assessment)

This corresponds to the submission of written work and reflective journals outlined in the strategy. The assignment assesses students' ability to articulate their project proposal and reflect on their learning, mirroring real-world task such as business plans and essays. The assignment encourages practical application of knowledge in project proposal writing and reflection on the creative process. This aligns with the strategy's emphasis on practical performances and reflective journals.

These methods contribute to students achieving their full potential by actively participating in practical performances, problem-solving projects, and written assignments while receiving timely feedback and support for continuous improvement.

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	12.6	12.7	12.8	12.9	13.1	13.2	13.3	13.4
Presentations, Technical rehearsals and performances	x	x	x	x	x	x	x	x	x		x		x

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Module learning outcome	12.1	12.2	12.3	12.4	12.5	12.6	12.7	12.8	12.9	13.1	13.2	13.3	13.4
Independent Study	x	x	x	x	x	x	x	x	x	x	x	x	x

15.2. Module learning outcomes against assessment methods

Module learning outcome	12.1	12.2	12.3	12.4	12.5	12.6	12.7	12.8	12.9	13.1	13.2	13.3	13.4
<i>Continuous Assessment of Process</i>	x	x	x	x		x			x	x	x	x	x
<i>Assessment of performance</i>	x						x	x			x		x
<i>Assignment: Project proposal and reflection</i>	x	x	x	x	x	x							x

Continuous Assessment of Process, Assessment of Performance and the assignment project proposal and reflection must all be passed in order to pass this module.

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.

Bicat, T. & Baldwin, C. (Eds.), *Devised and Collaborative Theatre: a Practical Guide*. Marlborough: Crowood, 2002

Burrows, J., *A choreographer's handbook*. London: Routledge, 2010

Graham, S. & Hoggett, S. (2009). *Frantic Assembly book of Devising Theatre*. London: Routledge

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

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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)