

## MODULE SPECIFICATION

### 1. KentVision Code and title of the module

NCA306 Facilitating Workshops and The Practice of Circus Teaching

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

National Centre for Circus Arts

### 3. The level of the module

Level 6

### 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 and 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

This module is designed to equip students with the necessary skills and knowledge to effectively facilitate circus workshops. Emphasising a hands-on approach, students will explore various aspects of circus teaching, including writing comprehensive lesson plans, reflective practices, adapting to diverse learners, navigating safeguarding policies, conducting observations of teaching practice, and ultimately leading practical teaching

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sessions. The Module aims to provide a holistic understanding of the art and science of teaching fostering a supportive and inclusive learning environment. By the end of the module, students will be well-prepared to facilitate engaging and safe circus workshops, armed with a toolkit of effective teaching strategies and a heightened awareness of the diverse needs of learners in this dynamic and unique educational setting.

### 10. Contact Hours

Private Study: 115 hours

Contact Hours: 35 hours

Total: 150 hours

### 11. Learning and teaching methods

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

### 12. The intended subject specific learning outcomes

On successfully completing the module students will be able to:

- 12.1 Demonstrate proficiency in designing comprehensive lesson plans for Circus Workshops
- 12.2 Apply reflective practices to enhance teaching and learning in circus workshops
- 12.3 Adapt teaching strategies to cater to diverse learners in a circus workshop setting
- 12.4 Navigate safeguarding policies and practices in an educational setting
- 12.5 Conduct effective observations of teaching practice
- 12.6 Lead engaging and safe practical teaching sessions in Circus Arts

### 13. The intended generic learning outcomes

On successfully completing the module students will be able to:

- 13.1 Demonstrate comprehensive knowledge of circus teaching principles
- 13.2 Apply pedagogical strategies in the creation of circus lesson plans
- 13.3 Promote inclusivity and safeguarding in Circus Teaching
- 13.4 Demonstrate competence in leading engaging and safe circus workshops

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### 14. Assessment Strategy

#### 14.1. Main assessment methods

Assessment will include the submission of a comprehensive lesson plan, reflective essay, and a practical teaching session. The module is designed to evaluate both theoretical understanding and practical application of circus teaching principles

Continuous Assessment of process makes up 20% of the module

Lesson plan and delivery makes up 40% of assessment for this module

Reflective essay makes up 40% of assessment for this module

All elements of this module must be passed to pass the module.

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

##### **Submission of comprehensive lesson plan, reflective Essay, and Practical Teaching**

These assessment methods encompass multiple types outlined in the strategy, including problem-solving projects (development of lesson plan), reflective journals (reflective essay), and practical performances (teaching sessions). It evaluates both theoretical understanding and practical application of circus teaching principles, reflecting real-world challenges in the circus profession. The combination of work (lesson plan and reflective essay) and practical demonstration (teaching sessions) caters to different learning styles and allows students to demonstrate their knowledge and skills effectively.

##### **Continuous Assessment of Process (20% of module grade)**

This aligns with continuous assessment of practical work and observation of individual processes on practical projects outlined in the strategy. It ensures ongoing monitoring of students' progress and development throughout the module. Transparent criteria accompany the continuous assessment, promoting fairness and enabling students to understand expectations for their process and progress.

##### **Lesson Plan and Delivery (40% of module grade) and Reflective Essay (40% of module grade)**

These components correspond to submission of written work and reflective journals outlined in the strategy. They assess students' ability to articulate their understanding of teaching principles, plan and deliver effective lessons and reflect critically on their teaching practice. Swift and constructive feedback provided after evaluation of the lesson plan, delivery and reflective essay guides students' improvement and facilitates continuous learning, ensuring alignment with academic standards and fostering a supportive learning environment.

The assessment methods described effectively align with NCCA's assessment strategy, providing students with diverse opportunities to demonstrate their knowledge, skills, and understanding, receive feedback, and actively engage in their development as circus arts

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educators. This approach supports a dynamic, inclusive and supportive learning environment conducive to students' success and achievement of their full potential in circus training.

### 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	13.1	13.2	13.3	13.4
Studio Based Workshops and lectures and seminars	x	x	x	x	x	x	x	x	x	x
Private Study	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	13.1	13.2	13.3	13.4
Assessment of lesson plan and delivery	x	x	x	x	x	x	x	x	x	x
Assessment of Reflective Essay	x	x	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.

Scherb DPT, Emily (2018) Applied Anatomy of Aerial Arts. North Atlantic Books

<https://thecircusdiaries.com/>

### 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)