

Programme Specification for BA (Hons) Dance and Community Practice

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BA Hons
5.	Programme title	Dance and Community Practice
6.	Pathways available	Single honours
7.	Mode and/or site of delivery	Standard taught Programme University of Worcester
8.	Mode of attendance	Full time / Part time
9.	UCAS Code	W378
10.	Subject Benchmark statement and/or professional body statement	Dance, Drama and Performance (2015) Hospitality, Leisure, Sport & Tourism (2008)
11.	Date of Programme Specification preparation/ revision	February 2015 / June 2015 Award map correction + clarification of academic tutor allocation / July 2015 Award map (title of SPRT1031 + PAT) / August 2015 (changes to reflect updated benchmark) / Nov 2015 correction (Award map correction)

12. Educational aims of the programme

This course is aimed at students who wish to pursue a career in dance, particularly in the realm delivering dance within community and educational contexts. The innovative range of modules, include the use of technology within dance, a module that has a focus on health and wellbeing and one on inclusive practice ensure the programme has a good balance of theory and applied practice. Each level has some work based learning experience which enables students to experience a wide range of practice. There are a wide range of established networks in place from community dance organisations and professional dance companies to primary, secondary and Further Education Colleges.

A Dance and Community Practice graduate will have developed an understanding of a complex body of knowledge, which will be at the current boundaries of the academic discipline of the subject area. The degree is unique in the way it targets three relevant strands of underpinning knowledge; understanding how the body works from a physiological, anatomical and a motor learning perspective; pedagogy (science of teaching); performance(technique and composition), to provide the students with the grounding required to work at graduate level within the dance industry The Dance and Community Practice graduate will be confident; articulate; with a sound understanding of industry relevant practice; pedagogy; able to evaluate evidence, arguments and assumptions in order to reach sound judgements; to communicate effectively and have the ability to deliver a contemporary and relevant approach to the multi-dimensional perspective of dance and dance teaching and the ability to engage with a variety of different groups in the community, from an inclusive perspective . In this respect, the content of the undergraduate programme is designed to help students build a clear and strong personal philosophy regarding the nature and purposes of dance in order to underpin their future professional practice.

The programme aims to develop students' subject knowledge in all relevant aspects of dance, from a theoretical and practice-based perspective including technique, choreography, education and learning, project work, health and safe practice, the use of technology, and dance science. The work-based learning elements of the programme have been designed to provide students with real-world experiences that provide an insight into the subject in a variety of settings e.g. community dance groups, health and physical activities, dance and technology. Such experiences also allow students to develop networks of contacts, which will have a positive

impact on future employment opportunities. DTAP (Dance Training and Accreditation Partnership) is a major, industry led consortium of national dance development organisations, including the Foundation for Community Dance. The Institute of Sport and Exercise Science (ISES) has actively engaged with this new organisation to align this degree with the content of the Diploma in Dance Teaching and Learning (Children and Young People). Students can optionally undertake further examinations with Trinity College London based on the content delivered within this degree to gain this additional qualification. This is likely to cost the student in the region of £800 for the examinations (as set by Trinity College London). The University is also a member of the National Dance Teachers Association and we will continue with our involvement with this body.

The programme integrates well within the Universities current offering, covering as it does the areas of children and young people, human health and well-being and arts and culture. The University also has a strong focus on the disabled community and this expertise could be leveraged within this programme.

The educational aims provide the over-arching structure to the course, together with also establishing its key philosophical underpinning. The course enables students to:

- a. Develop a depth of integrated knowledge, critical perspectives, and skills (including research skills and research that informs practice), which characterise the dance and community practice programme. They will develop strong skills in critical analysis as well as developing an understanding of the role of context within dance and community practice.
- b. Utilise appropriate teaching and learning theories, models and practices in a range of practical contexts;
- c. Engage effectively in a range of learning and teaching contexts, critical analysis, reflection and evaluation. Students will demonstrate health, safety and ethical awareness and can undertake a range of leadership and management roles;
- d. Develop students who: can practice independently, can draw on relevant knowledge, have skills and attributes to perform effectively in the domain of Dance and Community Practice including practical work in performance, creation, design and presentation of dance and the use of technologies within performance and production and education.
- e. Facilitate the development of transferable and graduate skills to enable students to engage effectively in lifelong learning and continuing professional development. Preparation for vocational destinations, such as community practice, education, applied arts, performance and scholarship.

It should also be noted that because these aims are the guiding statements structuring the course they can be both explicitly dealt with in modules, whilst in other instances they are more implicitly referred to.

13. *Intended learning outcomes and learning, teaching and assessment methods*

The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes.

The following learning outcomes have been informed by the Benchmark statements (see section 16) and adapted according to the needs of this particular course.

Knowledge and understanding:

On successful completion of the course, students will be able to:

1. Evidence a deep understanding of dance technique, practice, choreography, history and culture as relating to dance. Students will be able to intelligently engage with the work of key practitioners and practices and base their own creative and technical outputs on these works.
2. Demonstrate depth and breadth of subject knowledge, safety awareness and ethical awareness in the performance teaching and planning of practical activities in dance with a variety of different community groups.
3. Critically appraise the moral, cultural, ethical and safety issues and critically evaluate processes for their effective management in response to legislation and professional codes of conduct.
4. Apply knowledge of physiological, anatomical, motor learning to analyse and enhance performance

Examples of learning, teaching and assessment methods used:

- Students will develop their technical skills within dance and choreography which will be assessed both through performance and personal reflection.
 - Students will research the history and development of dance and dance making and will be able to demonstrate how they have used this knowledge through portfolios and written and oral presentations.
 - Knowledge and understanding is assessed through a range of different assessment opportunities in every module. For example, students might apply biomechanical principles to performance analysis, through such tasks as video analysis and practical performance observations; create dance themed videos; or create plans for delivery of sessions, events or technical classes.
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Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

5. Analyse subject matter, scientific and pedagogical content, and curricula knowledge in dance and dance making.
6. Use problem-solving skills and ability to synthesise information in a critically evaluative manner, using appropriate research methods and interpretive analysis based in professional practice.
7. Demonstrate emotional intelligence and sensitivity in the context of learning, inclusion and diversity.

Examples of learning, teaching and assessment methods used:

- Every module provides opportunities for students to develop their thinking skills and intellectual ability. For example, examining values and beliefs and the impact these have on learning and teaching in dance through, peer teaching and mentoring activities which will be assessed through a reflection on the process.
 - Students will engage with the research process, by exploring a variety of research methods, in the creation of a research project.
 - Students will have the opportunity to work in groups, in a variety of situations, and work with individuals and groups with different learning needs. Lesson plans and reflections will form part of the portfolio for these assessments.
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Practical skills relevant to employment:

On successful completion of the course, students will be able to:

8. Demonstrate an independent, creative and original thought and an autonomous approach to learning and continuing professional development.

9. Critically reflect on learning processes and individual performance in order to effectively plan, design, lead and manage practical activities.
10. Apply good project planning skills, particularly related to community practice, link their practice with the changing nature of dance. Show creativity and engagement with contemporary issues.

Examples of learning, teaching and assessment methods used:

- At every level, students have different opportunities to develop their teaching skills in a practical setting, ranging from small group teaching sessions over a few weeks involving community dance groups, to more intensive work placement modules.
 - In all practical modules, students are engaged in tasks and where appropriate assessments, which help them to develop their performance skills, enabling them to be more competent and confident across a range of activities.
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Transferable/key skills:

On successful completion of the course, students will be able to:

11. Work independently and autonomously, whilst displaying innovation, adaptability and creativity.
12. Communicate information effectively, utilising oral, written and visual forms.
13. Demonstrate competency in literacy, numeracy and ICT skills, appropriate to a range of situations.
14. Develop self-reflection, personal confidence and personal critical analysis.

Examples of learning, teaching and assessment methods used:

- The development of transferable/key skills will be evident via the use of a range of different assessment opportunities. For example, students will develop their communication and presentation skills through the sharing of ideas, choreography and performance, providing peer feedback and through the formal presentation of ideas and research.
- Students will be provided with numerous opportunities to develop interactive and group skills, through such experiences as: collaborative work in groups such as micro-teaching episodes; and taking on different roles and responsibilities in order to support their own and others development.

14. Assessment Strategy

The learning, teaching and assessment strategies utilised within the Dance and Community Practice course ensure that students will develop their knowledge, skills and understanding relevant to teaching dance in to a variety of groups, but also relevant to wider career options involving working with young people in a dance environment. Through the Dance and Community Practice course, students will experience a range of assessment types within the modules that they complete. This is to ensure that students will not only develop subject specific knowledge and skills, but also develop a range of transferable skills such as team-working, communications skills and problem solving. It is also intended that by utilised such approaches to learning, teaching and assessment, students will increase their levels of employability.

Another element of the learning, teaching and assessment strategies utilised within the course, focuses upon the use of a range of formative assessments, which are utilised within all modules. Such formative assessment tasks are designed to provide students with the opportunity to use detailed feedback to inform subsequent summative assessment work and develop their competency in completing a range of different modes of assessment. Such formative assessments take the form of a wide variety of tasks and activities such as; practical performances, student presentations, discussion activities, group work tasks and independent directed study tasks. These formative assessments are designed, and implemented, in order to assist and guide students in preparation for their summative assessments across all modules.

All formative and summative assessment tasks utilised within the course, are designed to enhance student learning and achievement, both across all modules completed and across their degree programme as a whole, therefore allowing students the opportunity to realise their maximum academic potential through their degree course.

Timely provision of effective feedback on assessed work is an important part of the educational process. Written feedback on all assessments will be provided electronically via student SOLE pages within 20 working days of the submission deadline. The latest date by which students can expect to receive written feedback on their work will be specified within individual module outlines.

Assessment

The assessment strategy within the course is structured in such a way to provide a progressive approach to assessment tasks that develop skills applicable to future practice in both an academic contexts and future employment opportunities. The assessment strategies used are based on a number of principles:

- that a variety and range of assessment types are utilised across all levels of the course (e.g. essays, presentations, project work, practical assessments);
- that a progressive approach is used in order to develop the student's abilities across a range of assessment types across all levels of the course, whilst also providing opportunities to practise and develop their competence of specific assessment skills / types across all levels of the course;
- that assessment opportunities be used to facilitate the sharing of good practice between students and staff;
- that both summative and formative assessment approaches be valued and incorporated into the assessment regime within the course;
- that there is a focus on the quantity and quality of assessment feedback provided by staff to students, in order to facilitate and enhance assessment as a learning process, and thus to inform students' future practice in academic contexts and employment opportunities.

Another feature of the learning, teaching and assessment strategies utilised within the course, focuses upon the use of a range of formative assessments, which are utilised within all modules. Such formative assessment tasks are designed to provide students with the opportunity to use detailed feedback to inform subsequent summative assessment work and develop their competency in completing a range of different modes of assessment. Such formative assessments take the form of a wide variety of tasks and activities such as; student presentations, discussion activities, group work tasks and independent directed study tasks.

These formative assessments are designed, and implemented, in order to assist and guide students in preparation for their summative assessments across all modules. All formative and summative assessment tasks utilised within the course, are designed to enhance student learning and achievement, across their degree programme as a whole, therefore allowing students the opportunity to realise their maximum academic potential through their degree course.

How student work is assessed

Each assessment item has published specific marking criteria contained in the module outline given to students at the beginning of the module and based on the generic assessment criteria.

15. Programme structures and requirements

Award Map

Course Title: BA (Hons) Dance and Community Practice	Date of preparation/revision: February 2015 – correction / July 2015
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Level 4					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
DACP1001	Dance Technique	30	M		
DACP1002	Dance Composition	30	M		
DACP1003	Delivering Dance in the Community	30	M		
DACP1004	Dance, Health and Wellbeing	15	O		
SPRT1031	Scientific Principles of Movement in Teaching	15	O		
SPRT1005	Introduction to Motor Learning and Skill Acquisition	15	O		

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include DACP1001: Dance Technique, DACP1002: Dance Composition, DACP1003: Delivering Dance in the Community.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
DACP2001	Somatic Dance Techniques	30	M	DACP1001 (Dance Technique)	
DACP2003	Facilitating Dance within the Community	30	M		
SPRT2035	The Research Process	15	M		
DACP2002	Advanced Dance Composition	30	O	DACP1002 (Dance Composition)	
DACP2004	Learning and Teaching in Dance	15	O		
DACP2005	Inclusive Dance Practice	15	O		
DACP2006	Analysing Performance in Dance	15	O		

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 75 of which must be drawn from the table above to include DACP2001 Somatic Dance Techniques, DACP2003 Facilitating Dance within the Community, SPRT2035 The Research Process

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 45 credits.

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
SPRT3001/2	Independent Study	30	M	SPRT2035 (The Research Process)	
DACP3003	Integrating Dance Practices	30	M	DACP2001 (Somatic Dance Techniques) OR DACP1001 (Dance Technique) OR DACP2002 (Advanced Dance Composition) OR Equivalent	
DACP3004	The Working Professional	15	M		
DACP3005	Work Based Learning	15	M		
DACP3006	Dance and Technology	15	O		
DACP3007	Dance and the Camera	15	O		
DACP3008	Application of Learning Theory in Dance	15	O	DACP2004 (Learning and Teaching in Dance) or Equivalent	

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above 90 credits must come from 3001/2 Independent Study, DACP3003 Integrating Dance Practices, DACP3004 The Working Professional, DACP3005 Work Based Learning.

16. QAA and Professional Academic Standards and Quality

Like all Higher Education courses in the UK, this award is designed with reference to the UK Quality Code and Framework for HE Qualifications (2014), a means of describing academic standards in terms of the academic level students are expected to achieve and, in broader terms, the content that will be covered. Further details of quality and academic standards can be found at:

<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2843#.VHQxe1RFDcs>

The award is located at Level 6 of the FHEQ.

This course makes reference to the QAA (2008) Hospitality, Leisure, Sport and Tourism Network (HLSTN) and Dance, drama and performance (2015) general benchmark statements.

Full copies of the above documents can be found by visiting the [AQU website](#) or use the direct link to the QAA website:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HLST08.pdf>

The Sport Benchmark statements include five subject areas which are stated as being 'broadly concerned with sport'. These areas relate to the:

- Human responses and adaptations to sport and exercise
- The performance of sport and exercise and its enhancement, monitoring and analysis.
- Health-related and disease management aspects of exercise and physical activity
- Historical, social, political, economic and cultural diffusion, distribution and impact of sport.
- Policy, planning, management and delivery of sporting opportunities.

These five sport benchmark areas vary in relation to their relevancy to three key types of sport related degrees, which are *sport science*, *sport studies* and *sport management*. These diverse degree pathways should "normally" embrace at least one or two of the previously noted sport benchmark subject areas. In the context of the Dance and Community Practice course all the previously mentioned study areas can be found in the course.

The Dance Benchmark statements include four subject areas which are stated as being 'broadly concerned with dance'. In broad terms, the field of study includes:

1. Practical work experienced in the performance, creation, design and presentation of dance
2. Critical studies (for example, analytic, historical, critical, contextual) appropriate to the context of the award in dance
3. Interdisciplinary and multidisciplinary work including digital technologies
4. Preparation for vocational destinations
5. Participatory and socially engaged arts

Common to all modules is the opportunity to learn through the integration of theory with practice. Although students are expected to engage with a challenging and suitable range of theories, concepts and principles, the applied context within which a student learns is a driver for our degree.

The course is fully compliant with the University's [Curriculum Design Policy](#)

17. Support for students

Providing high quality support for all Dance and Community Practice students is a major focus for the teaching team. In this context, the Course will offer Achievement and Progression (AP) tutorial meetings with both Level 4 and Level 5 students, to discuss their module selections.

'On-track' sessions are also provided for students within Level 5 and Level 6 of their degree course. These sessions are designed to inform the students of what is required of them in order to successfully complete their modules. Feedback received from both staff and students relating to these sessions is very positive.

In order to support students in finding employment upon completion of their degree course, employability workshops will be conducted with Level 6 students.

Personal Academic Tutor System

Each student will be allocated a personal academic tutor (whenever possible from within the Course Team) for the duration of their studies at the University of Worcester. The personal academic tutor offers both academic tutoring and pastoral advice and should be the main contact and source of support throughout the course. Students meet their Personal Academic Tutor at least four times a year, although occasionally students and Personal Academic Tutors may organise additional meetings also, particularly if the student is experiencing problems.

The Personal Academic Tutor will encourage 'personal development planning' and offer advice regarding 'continuing professional development', so that students receive structured face-to-face and online support to develop:

- Awareness of own strengths and weaknesses
- A clear vision of what can be achieved through HE study
- Greater understanding of how study in chosen discipline area at the University can help towards goals
- Responsibility for choices in modules, work and social life
- A reflective approach to all the feedback received on work
- A sense (and a record) of progression and achievement in the development of subject and generic skills, attributes and personal qualities
- An ability to use greater awareness to articulate the benefits of the HE experience to others including employers

The Personal Academic Tutor will also:-

- Respond to student requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities;
- Provide information for and assist in the drafting of the University reference.

The Personal Academic Tutor is a regular point of contact within the University. Normally the Personal Academic Tutor will remain with students throughout their time at the University.

Study Skills

Effective study skills are a vital element in achieving academic success on the course. During their time at the University students will be judged on their performance in

coursework and exams, and they will need to develop successful study, revision and exam techniques in order to do well.

The Study Skills Advice Sheets (available from the link below) have been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping students to achieve their potential.

<http://www.worcester.ac.uk/student-services/index.htm>

The [Disability and Dyslexia Service](http://www.worcester.ac.uk/student-services/index.htm) within [StudentServices](http://www.worcester.ac.uk/student-services/index.htm) (First Point) provides specialist support on a one to one basis. The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Diversity and Equality Committee.

18. Admissions

Admissions Policy

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of *increasing access, widening participation, equality, diversity, inclusion and to assisting students to achieve their potential.*

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at

<http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Full-time applicants apply through UCAS

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Prospective students should apply through UCAS and all applications will be considered by the Course Leader. All successful applicants will be required to attend an interview at the University. The decision to offer a place will be based on a candidate's ability to demonstrate an aptitude to; learn and perform dance skills; communicate effectively and work with others to compose movement phrases/short dance sequence; show an enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

19. Methods for evaluating and improving the quality and standards of teaching and learning

Course Management Committees will be conducted once within each semester, constituted by all active members of the teaching team and two Student Academic Representatives (StARs) from each year group.

The team will seek feedback from students each time a module is run. The feedback, and module team Early Module Health Checks are conducted in the third week of teaching and feedback given to the students. The End of Module Evaluations are conducted at the end of a semester and analysed and summarised by each Module Leader. The response will be included in the quality management file for that module, thus enabling scrutiny by the UW Institute of Sport & Exercise Science Principal Lecturer for Quality, and any subsequent amendments/major actions will be reported to the Institute Quality Committee and included in the Annual Evaluation Report.

20. Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
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CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Undergraduate Regulatory Framework](#).

21. Indicators of quality and standards

Each course receives an annual external examiner's report and these reports serve as confirmation that academic standards are being upheld and appropriate actions are put in place to enhance student learning and raise student levels of achievement.

Final year students ISES report high levels of satisfaction with their courses through the National Student Survey (NSS). Institute of Sport and Exercise Science students rated their own personal development at Worcester very highly, (4.2 out of 5). A score of 4.1 was recorded for quality of teaching and 4.0 for overall satisfaction (NSS, 2012).

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Graduate destinations, employability and links with employers

The Institute of Sport and Exercise Science (ISES) approach to developing employability is aligned to the University 'Student Employability Supporting Statement for the Learning, Teaching and Assessment Strategy'. The University of Worcester has adopted the following definition of employability as:

“A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupation, which benefits themselves, the workforce, the community and the economy”, (Yorke, 2006)

Graduate destinations

At the University of Worcester (in 2012/13) the overall level of employment for graduates has increased from 67% to 72%.

By following a course in Dance and Community Practice, students will be able to follow a variety of career pathways upon completion of their studies. Due to the nature of the course, students are able to develop specific areas of interest and experience new areas of study. Graduates may subsequently, therefore, find employment in a variety of areas including: public services, the armed services, coaching, activity co-ordinators, sales, sports development managers, leisure and recreation management, health promotion, corporate fitness, sports marketing and event management.

Also, on completion of the Dance and Community Practice degree, graduates could progress into teaching or community education. This could be achieved by gaining Qualified Teachers Status (QTS) via a number of different routes such as the Post Graduate Certificate of Education (PGCE) or the Schools Direct programme.

Student employability

The Institute has a number of initiatives in place in order to develop the employability of ISES students:

1. All students will undertake as part of their course a mandatory work based learning module.
2. Institute of Sport & Exercise Science 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - opportunities for sport students to engage in meaningful employment during their time of study at the University of Worcester is promoted, marketed and coordinated by the Institute of Sport & Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and publicising using a variety of social media (Facebook - Earn As You Learn in Sport at UW; Twitter - #EarnAsYouLearn1; LinkedIn - Earn As You Learn in Sport at the University of Worcester; Website: <http://www.worc.ac.uk/discover/sportemployability.html>). The development of a central database has ensured that students are able to input their various industry relevant qualifications/experience and subsequently benefit from the various opportunities afforded.
3. The Institute hosts an 'Annual Careers in Sport & Exercise & Employability' conference.
4. Students have to opportunity to gain a dance teaching through DTAP (Dance Training and Accreditation Partnership) is a major, industry led consortium of national dance development organisations, including the Foundation for Community Dance. The Institute of Sport and Exercise Science (ISES) has actively engaged with this new organisation to align this degree with the content of the Diploma in Dance Teaching and Learning (Children and Young People). Students can optionally undertake further examinations with Trinity College London based on the content delivered within this degree to gain this additional qualification.

Links with employers

5. The course offers opportunities for work placements and work-based learning activities. This is offered through module DACP3005 (Work-Based Learning), which takes place at Level 6 and allows students to gain work experience and to develop a network of contacts; e.g. People Dancing/Foundation of Community Dance, Ephemeris Dance, Theatr Felinfach, Birmingham Dance Network

6. The course offers the opportunity to gain experience working with a variety of communities through many of their modules, for example Facilitating Dance in the Community, Learning and Teaching Dance and Interdisciplinary Dance Practices E.G. Dancefest (Hereford and Worcester Dance Organisation)
7. In addition, students can also participate in a variety of additional opportunities created by the university, or those requested by the community, to do additional volunteering work.

Links with employers have been further developed and strengthened by the Institute, particularly with the arrangement of discipline specific 'Sport Employers Advice panels' (2012). Here careful consideration is given to how the Institute can improve the programmes in the future and better serve ISES graduates and the industry that many of them aspire to join. The meetings are also excellent opportunities to improve connections and ensure mutually beneficial working practices. A variety of employers have played a role in terms of shaping the curriculum and advising on industry updates, in particular Dancefest the dance development organisation for Hereford and Worcestershire and the Foundation for Community Dance. DTAP (Dance Training and Accreditation Partnership) is a major, industry led consortium of national dance development organisations. The institute will take an active role in engaging with this new organisation and the content of this degree is strongly aligned with the Diploma in Dance Teaching and Learning (Children and Young People) that they offer.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).