

Programme Specification for BA (Hons) Physical Education and Dance

This document applies to Academic Year 2019/20 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	BA Hons
5.	Programme title	Physical Education and Dance
6.	Pathways available	Single
7.	Mode and/or site of delivery	Standard Taught Programme - University of Worcester
8.	Mode of attendance and duration	Full time / Part time (3 years full time).
9.	UCAS Code	W768
10.	Subject Benchmark statement and/or professional body statement	Events, Hospitality, Leisure, Sport and Tourism (2016) Dance, Drama and Performance (2015)
11.	Date of Programme Specification preparation/ revision	Approved July 2019 August 2019, AQU amendments to Section 19

12. Educational aims of the programme

This course is aimed at students who wish to pursue a career in teaching Physical Education with a specialist area of expertise in dance. The programme is unique in that it aims to develop students' subject knowledge in both PE and Dance.

The PE aspect of this course aims to develop students' subject knowledge in PE, from a theoretical perspective (e.g. physiological, psychological, sociological, philosophical knowledge). Such a focus provides theoretical knowledge that underpins practical and teaching performance. Moreover, such knowledge will prove to be most necessary for future secondary school PE teachers who will engage in the delivery of examination and vocational qualifications in PE/Sport and/or those involved with the delivery of physical education in Primary schools. The dance elements are focused around necessary skills to become a dance specialist with a secondary or primary school.

The PE aspect of this course also aims to develop students' subject knowledge in PE, from a practical perspective. This will involve the exploration of practical activities evident in National Curriculum PE (e.g. gym, games, athletics, outdoor and adventurous activities and swimming). This is complemented by the rigorous training in technique, dance composition and dance teaching that are essential for a cross-curriculum educator.

The modules have a strong focus on professional practice and employability, and this is brought out through the programme structure. There is an excellent balance between theory and applied practice, and the assessment strategy focuses on demonstrating theory through industrially relevant practice. Additionally each level has some form of work based learning experience which enables students to experience a wide range of professional practice. Such experiences allow students to develop networks of contacts, which will have a positive impact on future employment opportunities.

The programme integrates well within the Universities current offering, covering as it does the areas of children and young people, human health and physical and mental well-being, developing peak performance, and arts and culture.

The educational aims provide the over-arching structure to the course and establish 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);
- b. Utilise appropriate teaching and learning theories, models and practices in a range of practical contexts;
- c. Develop creatively, technically and critically and to become reflective practitioners able to understand and advocate for their own continuing professional development needs.
- d. Engage effectively in lifelong learning and professional development.
- e. Demonstrate ethical, societal, environmental awareness and responsibility. Work sympathetically and effectively with those with physical and mental ill health.
- f. Undertake a range of leadership, educational and management roles and inspire and educate others.
- g. Develop appropriate digital literacy skills in order to function effectively with the education sector, and further afield

The PE and Dance graduate will be confident; articulate; with a sound understanding of 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 curriculum. In this respect, the content of the PE undergraduate programme is designed to help students build a clear and strong, inclusive personal philosophy regarding the nature and purposes of their subjects in schools, in order to underpin their future professional practice.

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		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Critically evaluate key physical skills and key concepts underpinning National Curriculum Physical Education including the application of appropriate scientific knowledge. underpinning movement efficiency	SPRT3019 SPRT3057
2.	Demonstrate capacity for independent, creative and original thought and an autonomous approach to their own learning and continuing professional development	SPRT3057 SPRT3058
3.	Critically appraise and challenge the moral, ethical and safety issues in PE and Dance, and critically evaluate processes for their effective management in response to legislation and professional codes of conduct	DACP3002

4.	Apply depth and breadth of subject knowledge, safety awareness and ethical awareness in the performance, teaching and planning of practical activities in PE and Dance	DACP3010 SPRT3057
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Cognitive and Intellectual skills

5.	Analyse subject matter, scientific and pedagogical content, and curricular knowledge in PE and Dance	DACP3002 SPRT2065 SPRT3019
6.	Apply their problem-solving skills and ability to synthesise information in a critically evaluative manner, using appropriate research methods and interpretive analysis based in professional practice	DACP3002
7.	Demonstrate emotional intelligence and sensitivity in the context of inclusion and diversity	SPRT2042

Skills and capabilities related to employability

8.	Critically reflect on learning processes and individual performance in order to effectively plan, design, lead and manage practical activities	DACP3002 SPRT3019 SPRT3057
9.	Display a critical insight into the changing nature of physical education and sport policy/organisation and practice	SPRT3019 SPRT3057
10.	Demonstrate an independent, creative and original thought and an autonomous approach to learning and continuing professional development	DACP3006 DACP3007 DACP3009

Transferable/key skills

11.	Work independently and autonomously, whilst displaying innovation, adaptability and creativity	DACP3002 DACP3006 SPRT3058
12.	Communicate information effectively, utilising oral, written and visual forms to a range of audiences	DACP2010 DACP3009 SPRT2067
13.	Demonstrate competency in literacy, numeracy and ICT skills, appropriate to a range of situations	DACP3006 DACP3007
14.	Demonstrate effective interpersonal and intra-personal skills for collaborative and independent learning	SPRT2061 DACP3009 DACP3010
15.	Make use of self-reflection, personal confidence and personal critical analysis in a range of settings	SPRT2061 SPRT2067 SPRT2042 SPRT2062 SPRT3058 DACP3010 SPRT3057

Learning, teaching and assessment

This course is very practical in nature and learning and teaching are generally framed around relevant practice. Research informed teaching is also evident in the more scientific modules.

Students typically attend a mixture of practical and theory classes in all modules, together with work-based learning and relevant vocational experiences. Many of the modules are student-led and, where possible, the content is adapted to the students' own individual needs and interests.

The course aims to develop the student's digital literacy skills and relevant technologies are introduced throughout the course, building on previous experiences. This can be deepened through specific technology-based modules.

Assessment is typically through demonstration of application of learning to practice, for example by planning and teaching sessions, performing in pieces, or carrying out research. Where possible we involve the student in both the method (e.g. essay, portfolio, presentation) and criteria for assessment, so they feel they can best demonstrate their academic development (sustainable assessment).

Although extensive use is made of teaching technologies, such as the VLE, Microsoft technologies, and video analysis, practice is a major element of this course and attendance at all sessions is considered essential.

Teaching

Common teaching methods include:

- Technique classes which are essential for developing strong dance skills
- Dance making workshops in which the students develop their own work. This is designed to help understand choreographic ideas in an applied setting.
- Theory classes, almost always supported by practical seminars in which the learning can be contextualised
- Work-based learning/vocational experiences. These develop strong employability skills in the students and can be used after University to support applications for employment

Additionally:

- 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 PE and Dance. Also, peer teaching activities and opportunities to teach pupils and reflect 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.
- 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 pupils from local schools, 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 skills, enabling them to be more competent and confident across a range of activities.
- 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.

In addition, the course delivers an Academic Development Series in conjunction with a personal academic tutor to help support your academic skills.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the personal academic

tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

In a typical week students will have around 12-16 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year there is normally slightly less contact time in order to do more independent study.

Independent self-study

In addition to the contact time, students are expected to undertake around 24-28 hours of personal self-study per week. Typically, this will involve completing set directed study tasks. These might include practice of practical phrases, development of choreographic tasks, independent or guided research, reflection or project-type work.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. Most of our lecturers have worked in the industry, both as dancers/choreographers or as PE teachers.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include portfolios (mainly e-portfolios), reflective work, practical classes, performances (including performances of your own work), project work, presentations, discussion, and reports.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

- October - November: First summative assessment for 15 credit modules, formative assessments for 30 credit modules
- December - January: Second summative assessment for 15 credit modules, formative assessment for 30 credit modules
- February: First summative assessment for 30 credit modules
- April: First summative assessment for 15 credit modules, second summative assessment for 30 credit modules
- Mid-May: End of year show – many performance and choreographic assessments assessed here.

14. Assessment strategy

Assessment strategy

The learning, teaching and assessment strategies utilised within the PE and Dance course ensure that students will develop their knowledge, skills and understanding relevant to teaching PE and dance in schools, but also relevant to wider career options involving working with young people in a physical / sports-based environment (e.g. coaching sport, leading physical activity community dance practice etc). Through the PE and Dance 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 PE and Dance 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, both across all the PE and Dance 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.

The assessment strategy within the PE and Dance 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.

Approaches to assessment within the PE and course are based on a number of principles:

- that a variety and range of assessment types are utilised across all levels of the PE and Dance course
- 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 PE and Dance 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.

15. Programme structures and requirements

Level 4					
Module Code	Module Title	Credits	Status Mandatory (M) or Optional (O)	Pre-requisites	Co-requisites/ exclusions and other notes*
DACP1006	Technique and Performance 1	30	M	None	None
DACP1002	Dance Composition 1	30	M	None	None
SPRT1030	Introduction to Physical Education	30	M	None	None
SPRT1039	Dance and Gymnastics in Primary Schools	15	O	None	None
DACP1004	Dance, Health and Wellbeing	15	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include 90 credits from all of the mandatory modules DACP1006 Technique and Performance 1, DACP1002 Dance Composition 1, SPRT1030 Introduction to Physical Education and 30 credits of optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Level 5					
Module Code	Module Title	Credits	Status Mandatory (M) or Optional (O)	Pre-requisites	Co-requisites/ exclusions and other notes*
DACP2007	Technique and Performance 2	30	M	None	None
SPRT2061	Learning and Teaching through Games	30	M	SPRT1030	None
SPRT2065	Creating Successful Research	15	M	None	None
SPRT2067	Teaching Dance in Secondary Schools	15	M	SPRT1039	None
DACP2011	Repertoire	15	O	None	None
DACP2010	Dance Composition 2	15	O	None	None
SPRT2042	Teaching SEND PE in Schools	15	O	None	None
SPRT2062	Teaching Gymnastics in Secondary Schools	15	O	None	None

LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A
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Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include 90 credits from all mandatory modules DACP2007 Technique and Performance2, SPRT2061 Learning and Teaching through Games, SPRT2067 Teaching Dance in Secondary Schools and SPRT2065 Creating Successful Research

and 30 credits worth of optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website:

<http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Level 6					
Module Code	Module Title	Credits	Status Mandatory (M) or Optional (O)	Pre-requisites	Co-requisites/ exclusions and other notes*
DACP3002	Independent Project	30	M	None	None
DACP3009	Technique and Performance 3	30	M	DACP2007 or equivalent Level 5 technique module	None
SPRT3058	Professional Placement	30	O*	None	Students must take either this or SPRT3059
SPRT3059	School Based Placement	30	O*	SPRT2061	Students must take either this or SPRT30598
DACP3007	Dance and the Camera	15	O	None	None
DACP3006	Dance and Technology	15	O	None	None
DACP3010	Dance Therapy	15	O	None	None
SPRT3019	14-19 PE and Sport	15	O	None	None
SPRT3057	Learning and Developing PE in Primary Schools	15	O	None	None

Single Honours Requirements at Level 6

Single Honours students must take 120 credits in total drawn from the table above to include 90 credits from all mandatory modules DACP3002 Independent Project, DACP3009 Technique and Performance 3 and EITHER SPRT3058 Professional Placement OR SPRT3059 School Based Placement as well as 30 credits of optional modules.

16. QAA and professional academic standards and quality

The award is located at Level 6 of the FHEQ. The course has been designed to take account of the Events, Hospitality, Leisure, Sport and Tourism (2016) [Subject benchmark 2016](#)

The Sport Benchmark statements (2016) include five subject areas which are stated as being 'broadly concerned with sport'. These areas relate to the:

1. Human responses and adaptations to sport and exercise
2. The performance of sport and exercise and its enhancement, monitoring and analysis.
3. Health-related and disease management aspects of exercise and physical activity
4. Historical, social, political, economic and cultural diffusion, distribution and impact of sport.
5. 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 Physical Education course all the previously mentioned study areas can be found in the course.

The Dance Benchmark statements (2015) include four subject areas which are stated as being 'broadly concerned with dance'.

fields of study. 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.

17. Support for students

Personal Academic Tutor System

Each student will be allocated a Personal Academic Tutor (whenever possible from within the Course Team). Students will be given an opportunity to meet with their tutor during their induction sessions and the intention behind the system is that students will develop a close working relationship, so that the tutor builds up a clear picture of their progress throughout the course. The personal academic tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The Personal Academic Tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of their own strengths and weaknesses
- A clear vision of what they want to achieve through HE study
- Greater understanding of how study in their chosen discipline area at the University can help them towards their goals
- Responsibility for their choices in modules, work and social life
- A reflective approach to all the feedback they receive on their work

- A sense (and a record) of progression and achievement in their development of subject and generic skills, attributes and personal qualities
- An ability to use their greater awareness to articulate the benefits of their 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.

Students should meet their Personal Academic Tutor four times a year for first year tutees and three times for other years, although occasionally students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

The following guidance and support structure is in place for students to answer all queries related to student life, including the Disability and Dyslexia Service:-

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

<https://www2.worc.ac.uk/disabilityanddyslexia/>

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 normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

Additionally this degree requires previous dance experience equivalent to level 5 (Advanced-Intermediate) in a codified style or related level 3 qualification. Where previous dance experience has not been formally assessed, we are able to provide an in-house assessment either before or after an application has been made.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

Disclosure and Barring Service (DBS) requirements

Enhanced disclosure may be required for some aspects of the course.

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 (W768)

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 / Admissions tutor. 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. Regulation of assessment

The course operates under the University's Taught Courses 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.
- 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 7 days (one week) 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 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped 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); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.

- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.
- For students following the UWIC pathway see section 18 above.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE [<i>Physical Education and Dance</i>]	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE [<i>Physical Education and Dance</i>]	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
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, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study/Project module) as specified on the award map.
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, as specified on the award map.

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 [Taught Courses Regulatory Framework](#).

20. Graduate destinations, employability and links with employers

Upon completion of their studies, a large number of PE and Dance graduates may progress onto routes leading to Qualified Teacher Status (QTS), in order to fulfil their

ambitions of becoming a teacher. However, PE and Dance graduates are also able to enter many different career pathways as they will have developed analytical techniques and problem-solving skills that can be applied in many types of employment.

Graduate destinations

On completion of the BA PE and Dance degree, inevitably a large number of E graduates will progress onto teaching PE with Dance in secondary schools, primary schools and colleges. This is achieved by gaining their Qualified Teachers Status (QTS) via a number of different routes such as the Post Graduate Certificate of Education (PGCE) or the Schools Direct programme.

The courses success rate in progression into teaching roles is very high.

Student employability

The School has a number of initiatives in place in order to develop the employability of SSES students:

1. All students will undertake as part of their course a mandatory work based learning module.
2. School 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 School of Sport & Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and publicising using a variety of social media (Twitter: @EAYLatUW; Facebook: EAYL at UW; Instagram: uw_eayl)

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.

Links with employers

The course offers opportunities for work placements and work-based learning activities. This is offered through module SPRT3058 (Professional Placement), which takes place at Level 6 and allows students to gain work experience and to develop a network of contacts. Additional placement and industry experience opportunities exist in modules across all three years.

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 School, particularly with the arrangement of discipline specific 'Sport Employers Advice panels'. Here careful consideration is given to how the School can improve the programmes in the future and better serve SSES 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, OneDanceUK, the national governing body for dance, 2Faced Dance, as well as several local schools.

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 associated course documentation
e.g. course handbooks, module outlines and module specification