

Programme Specification for BA (Hons) Dance and Community Practice

This document applies to Academic Year 2018/19 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	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 and duration	Full time / Part time (3 years full 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) / May 2017 (Award map=removal of electives) / July 2017 updates / August 2017 – AQU amendments / Nov 2017 - award map change and updated template / Feb 2018 - Minor Updates August 2018 – AQU amendments

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

LO no.		Module Code/s	Award <i>Non-Honours or BA/BSc Honours</i>
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.	DACP2001 DACP2002 DACP3003 DACP3006 DACP3007	NH/H
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	DACP2003 DACP2004 DACP2005	NH/H
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.	DACP2003 DACP2005	NH/H
4.	Apply knowledge of physiological, anatomical, motor learning to analyse and enhance performance	DACP2006	NH/H

Cognitive and Intellectual skills
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5.	Analyse subject matter, scientific and pedagogical content, and curricula knowledge in dance and dance making	DACP2001 DACP2002 DACP2004 DACP2006 DACP3003 DACP3006 DACP3007 DACP3002 SPRT3001 -2	NH/H
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	DACP2006 SPRT2035	NH/H
7.	Demonstrate emotional intelligence and sensitivity in the context of learning, inclusion and diversity	DACP2003 DACP2004 DACP2005	NH/H

Skills and capabilities related to employability

8.	Demonstrate an independent, creative and original thought and an autonomous approach to learning and continuing professional development	DACP2001 DACP2002 DACP3003 DACP3004 DACP3006 DACP3007	NH/H
9.	Critically reflect on learning processes and individual performance in order to effectively plan, design, lead and manage practical activities	DACP2003 DACP2004 DACP2005	NH/H
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	DACP2003	NH/H

Transferable/key skills

11.	Work independently and autonomously, whilst displaying innovation, adaptability and creativity	DACP2002 DACP3006 DACP3007 DACP3002 SPRT3001 -2	NH/H
12.	Communicate information effectively, utilising oral, written and visual forms	DACP2001 DACP2002 DACP2003 DACP2004 DACP2005 DACP2006 DACP3004 DACP3005 DACP3006 DACP3007 SPRT2035 DACP3002 SPRT3001 -2	NH/H
13.	Demonstrate competency in literacy, numeracy and ICT skills, appropriate to a range of situations	DACP2006 DACP3004 SPRT2035	NH/H
14.	Develop self-reflection, personal confidence and personal critical analysis	DACP2001 DACP2002 DACP2003 DACP2004 DACP2005 DACP3003 DACP3004 DACP3005	NH/H

Learning, teaching and assessment

This course is very practical in nature and learning and teaching are generally framed around relevant practice. There is a clear thread of Authentic Learning through this course, especially the community practice elements. 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 creating dance works, performing in pieces, carrying out or reflecting on community practice 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.

Although extensive use is made of teaching technologies, such as the VLE, 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

In addition, the course delivers an Academic Development Series in conjunction with your 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 12-16 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. We make high use of sessional lecturers as these can bring relevant industrial experience to our modules.

Teaching is informed by research and consultancy, and as at Jan 2018 100% per cent of permanent course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy.

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), essays, quizzes, presentations and vocational assessment.

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 assessed here.

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.

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 general marking criteria contained in the module outline given to students at the beginning of the module, specific marking criteria are often worked out in conjunction with the students (sustainable assessment) based on these general criteria well in advance of any assessment.

15. Programme structures and requirements

Course Title: BA (Hons) Dance and Community Practice

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		Exclusion: SPRT1025
SPRT1005	Introduction to Motor Learning and Skill Acquisition	15	O		
LANG	Optional modules offered by the Language Centre	15/30	O		

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules DACP1001, DACP1002, DACP1003 and 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 (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	
DACP2003	Facilitating Dance within the Community	30	M		
SPRT2035	The Research Process	15	M		
DACP2002	Advanced Dance Composition	30	O	DACP1002	
DACP2004	Learning and Teaching in Dance	15	O		
DACP2005	Inclusive Dance Practice	15	O		
DACP2006	Analysing Performance in Dance	15	O		
LANG	Optional modules offered by the Language Centre	15/30	O		

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules DACP2001, DACP2003, SPRT2035 and 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 (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
SPRT3001/2	Independent Study	30	O	SPRT2035	Either SPRT3002 or DACP3002
DACP3002	Independent Project	30	O		Either SPRT3002 or DACP3002
DACP3003	Integrating Dance Practices	30	M	DACP2001 OR DACP1001 OR DACP2002 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 OR Equivalent	

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above and 90 credits must come from either 3001/2 Independent Study or DACP3002 Independent Project, plus DACP3003 Integrating Dance Practices, DACP3004 The Working Professional and DACP3005 Work Based Learning.

16. QAA and professional academic standards and quality

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.

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.

17. Support for students

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 [Student Services](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 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).

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.

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 (W378)

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. 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 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 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 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 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

- Students at Level 4 will be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 will be permitted to progress to Level 6 when they have passed at least 210 credits including 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.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE [<i>Dance & Community Practice</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	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a

[Dance & Community Practice]	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 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

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).

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

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

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, Ephemera Dance, Theatr Felinfach and Birmingham Dance Network.

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).

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