Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BA (Hons)
1.5 FHEQ Level:	6
1.6 Programme Title:	Physical Education with Dance
1.7 Mode and Duration of Study:	Full Time – 3 years
	Part Time – 6 years
1.8 School:	Sport, Health and Wellbeing
1.9 HECoS Code:	100459
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	PED1
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details).
	A current DBS is required.
	International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
	Students are expected to evidence of dance experience through either GCSE/A Level/BTec or through engagement with other genre based dance qualifications.
1.13 Accrediting Professional Body/PSRB:	N/A
1.14 QAA Subject Benchmarking Group(s):	QAA benchmarking: Hospitality, Leisure, Sport and Tourism 2016.
	Subject benchmark statement: Education Studies (2015).
	Subject benchmark statement: Dance, Drama, Performance (FHEQ, 2015)
	Framework for Higher Education Qualification in England (FHEQ, 2008)
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework

1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	PSED90 (Compulsory 100 hour placement module in year 2)
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	January 2019
1.21 Date of Commencement:	September 2021
1.22 Review Date:	By August 2027

2. Programme Outline

2.1 Integrating Sustainability into the Curriculum

The overarching aim of the BA (Hons) Physical Education with Dance programme is to develop a broad base of knowledge, skills and critical understanding in the context and pedagogy of Physical Education and Dance in the primary and secondary education sectors and also within a community setting. The specific programme outcomes will enable BA (Hons) Physical Education with Dance graduates to demonstrate the skills in line with the QAA subject benchmarks and prepare students for the Post Graduate Certificate of Education and School Direct routes into teaching with targeted experience in preparation for the Teachers' Standards. PSEH02 in the third year focuses specifically on citizenship, global citizenship and sustainability.

3. Distinctive Features

The programme has a clear and distinct focus on teaching and learning in Physical Education and Dance in schools and the community, aiming to ensure all young people are confident to engage in lifelong physical activity and are competent to engage in a range of physical activities. The programme takes a developmental approach to teaching and learning in school, with a clear focus on the individual needs of learners. The programme is cross phase, from Key Stage 1 to 4 and will allow students to experience the different stages of learning as well as the structure of Key Stages in schools. This unique experience will enable students to reflect and focus on the next stages of their own career aspirations.

Physical Education practitioners that have expertise in the dance domain are a relatively rare commodity. This programme offers students the chance to study both Physical Education and Dance within one programme exploring the scientific principles that underpin both Physical Education and Dance alongside the pedagogy underpinning effective and meaningful delivery of Physical Education and Dance in school and community settings. Note that this programme focuses on acquiring the knowledge, skills and understanding to deliver Dance in school and in the community. It is not designed to rival conservatoires that are focused on performance skills per se. Neither is it designed to train genre specific teachers e.g. ballet teachers. It is expected that prospective students will have some Dance experience prior to engaging with this programme.

Throughout the programme students will be engaging with pedagogy from both a theoretical and a practical perspective through delivering Physical Education and Dance to children and young people in both school settings and in the wider community. There is a clear focus on the teaching profession, where the 'Teachers' Standards' are embedded within the programme to ensure students understand and are familiar with the requirements of Qualified Teacher Status (QTS) enhancing applications for PGCE and School Direct post graduate study. Furthermore, placements in educational contexts will provide students with the experiences required for Post Graduate Certificate of Education and School Direct routes into teaching.

The pathway students will take is progressive and builds knowledge, experiences and skills throughout the programme. The generic core modules of the programmes will provide the academic skills required of graduates and the BA Physical Education with Dance will utilise and develop this knowledge, skill and understanding throughout the programme. Each module has been designed to enable continuity of learning through and across modules to enable students to develop interconnected knowledge rather than pigeon hole learning. This is made overt through the 'Threads' in section 10.

Each academic year the BA Physical Education with Dance students will study four modules with the BA Physical Education students and two bespoke dance modules, one located within each semester. Both the Physical Education and Dance elements of the programme are designed to encourage creative and innovative practice on two distinct levels. The programme encourages students to adopt innovative ways of delivering content providing pupils with more meaningful/memorable learning experiences whilst encouraging pupils to be creative in their own right.

Furthermore, the programme has been designed to meet the new model by having greater prescription. To ensure students are able to access a robust grounding in both Physical Education and Dance all three years are prescribed, i.e. all modules compulsory. In the second year of the degree the placement allows for specific focus in line with individual career aspirations as does the honours project in the third year of the degree. In the final semester of the third year, students are able to focus the skills developed across the previous years with the final module in semester B focusing on Performing and Directing Others. This ensures that students end their degree programme with a 'real' understanding of the process of staging a performance through collaborative practice.

The programme enables development of transferable skills, such as communication; leadership and management; literacy and numeracy, etc. to enhance employability within and beyond pedagogy. These are embedded throughout the programme. Assessment will reflect the diversity and competencies required of teachers in a 21st Century setting where digital technology is implicit.

In summary:
- The programme allows students to focus on pedagogy underpinning delivery of both Physical Education and Dance within primary and secondary schools alongside delivery within the community setting.

- Students will be working with pupils throughout the three years of their degree programme gaining real and meaningful experiences whilst developing their teaching skills in both Physical Education and Dance.
- Students will be able to engage with students on other programmes allowing them to develop a broader perspective of both Physical Education and Dance provision.
- Students will be placed in a good position to apply for a PGCE or another form of QTS.

4. Programme Aims

The overarching aim of the Physical Education with Dance programme is to develop in students, a broad base of knowledge, skills and critical understanding in the context of Physical Education and Dance, and the pedagogy underpinning effective delivery of Physical Education and Dance at secondary and primary level. The specific programme outcomes will enable BA (Hons) Physical Education with Dance Year 3 graduates to demonstrate the following skills in line with the QAA benchmarks.

1. Develop students' critical thought, intellectual reasoning and practical precision for application to diverse settings
2. Help students from varied cultural and social backgrounds to fulfil their potential in both intellectual and practical domains
3. Provide a stimulating and caring learning environment in which students feel secure and motivated to learn independently.
4. Prepare students for employment or postgraduate study by equipping them with a diverse range of skills

The specific programme aims are:

5. To enable students to acquire a comprehensive foundation in their knowledge, understanding and practical experience of the underlying concepts, theories and principles of Physical Education and Dance, and the pedagogy underpinning effective delivery of Physical Education and Dance at secondary and primary settings and within the wider community.
6. To ensure graduates enter the work setting with a thorough knowledge and understanding of physiological, psychological and sociological concepts required to develop high quality, safe and effective programmes designed to promote physical activity in children and young people.
7. To enable students to monitor, assess and track learner progress in Physical Education and Dance to enhance pupil progression.
8. To allow students to explore the historical, social, health, political, economic and cultural impacts on Physical Education/Dance practice and policy.
9. To allow the study of the policy, planning, management and delivery of Physical Education and Dance in the context of schools and the wider community.
10. To provide students with a comprehensive knowledge and understanding of both formal Physical Education, Dance, community projects and initiatives designed to address inactivity in children and to encourage students to draw links between these forms of teaching and learning.
11. To equip suitable graduates with the skills required to apply for an appropriate post graduate route into teaching, to enter further post graduate studies, to obtain other professional vocational qualifications or other employment.

Note that these above aims are guided by the QAA's Benchmark Statements for Honours Degrees in Hospitality, Leisure, Sport and Tourism (2916), Dance, Drama and Performance (2015) and Education Studies (2015). The modules are also written with the Department for Education Teacher Standards as a reference point to ensure that graduates are in a good position to apply for post graduate qualifications leading to QTS.

5. Programme Learning Outcomes

The programme outcomes indicate the range and level of capabilities which all BA (Hons) Physical Education with Dance students should have achieved upon completion of the programme. These have been formulated in line with the 2008 level 6 framework for higher education qualifications in England (FHEQ) which state that holders of a Bachelor's degree with honours will have the qualities necessary for employment requiring:

- the application of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

These outcomes are promoted and developed throughout the programme. The modules have been designed to ensure that the students have the opportunity to be assessed in a variety of skills throughout the programme. Specific information about learning outcomes for each module is provided in the module descriptors.

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:
1. Knowledge and critical understanding of the underlying concepts, theories and issues underpinning teaching Physical Education and Dance in secondary and primary education settings.
2. Knowledge and critical understanding of the statutory and non-statutory frameworks in education in particular those that impact upon Physical Education and Dance.
3. Knowledge and critical understanding of how children grow and develop and the impact this has on their holistic development.
4. Knowledge and critical understanding of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into their work.
5. Knowledge and critical understanding of the use of technical skills in creative performance to facilitate audience engagement and participation

Intellectual skills:

By the end of this programme students should be able to demonstrate:
6. The ability to use, interpret and evaluate existing theories and information to solve problems in theoretical and practical contexts relating to Physical Education and Dance settings.
7. The ability to apply and interpret the findings of research in the realm of Physical Education and Dance in secondary and primary education settings.
8. The ability to gather, describe, analyse, interpret and evaluate data using a variety of appropriate techniques and reviewing its reliability, validity and significance;

9. The ability to investigate contradictory information/identify reasons for contradictions;
10. Confidence and flexibility in identifying and defining complex problems and the ability to apply appropriate knowledge and skills to their solution.

Practical skills:

By the end of this programme students should be able to demonstrate:
11. Safe and effective field-based practice (e.g. within Physical Education and Dance, leadership, pedagogy and laboratory work); to include risk assessment and the identification of emergency procedures.
12. The ability to undertake appropriate needs analysis to inform progressive learning in Physical Education and Dance progression for pupils with a range of different needs.
13. Technical proficiency across a range of practical contexts in Physical Education and Dance and competence in the ability to disseminate good practice.
14. An ability to apply processes of learning to the contexts of Physical Education and Dance teaching.
15. Effective leadership skills with a range of stakeholders in the context of Physical Education and Dance in secondary and primary education.
16. The ability to utilise ICT to enhance learning and performance within Physical Education and Dance environments.
17. The ability to act autonomously, with minimal direction or supervision, within agreed guidelines
18. A repertoire of interpretative skills, practices and techniques (physical/aural/spatial) and apply them effectively to engage with an audience

Transferable / key skills:

By the end of this programme students should be able to demonstrate:
19. The ability to communicate effectively in a variety of forms.
20. Critical reflection and the capacity to evaluate personal strengths and weaknesses across all modules.
21. The ability to manage own learning using full range of resources relevant to the discipline;
22. The ability to interact effectively within a team, recognising, supporting and being proactive in leadership, negotiating in a professional context and managing conflict;
23. The ability to work professionally within the discipline;
24. Confidence to challenge received opinion and debate in an innovative and professional manner.
25. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6)

The Subject Benchmark Statement for Dance, Drama and Performance has also been consulted in line with the inclusion of Dance within the programme title. As these areas are both broad and diverse 'the standards expressed by this statement will be achieved through the programmes as specified by the individual higher education provider' (2015:6). Higher education providers differ in their emphases and approaches, particularly in the proportion and kinds of practices undertaken and in the extent to which their programmes make use of

the traditions of performer training, research, practice and scholarship, hence for this programme examples are taken from sections 4.2 and 4.3 that cover subject knowledge and understanding and sections 5.2, 5.3 and 5.4 that cover subject specific skills.

6. Learning and Teaching Methods

The central teaching and learning methods are identified on individual module descriptors. Where appropriate, module delivery is enhanced through the application of any of the methods identified below.

Method	Description
Blended learning	Learning through a blend of face to face delivery, online synchronized delivery and online asynchronous delivery.
Computer based learning /E-Learning	Computer and network enabled transfer of skills and knowledge, using Electronic applications and processes to learn.
Collaborative Learning	A group of learners work together to advance their knowledge, understanding and/or skill.
Critical reflection	A reasoning process in which students make meaning from their experiences.
Digital analysis	Learning through the analysis of qualitative or quantitative data.
Directed Study	Time set aside by the teacher for learners to study a particular subject.

Experiential Learning	Students gain knowledge resulting from the combination of grasping and transforming experience.
Group discussions	A focus group (normally between 8-10 people) work together to discuss opinions and gauge their responses to specific stimuli.
Guest Lectures	Using specialists from the field to present to students. Typically refers to a learner or guest speaker, explaining or showing some content to a learning audience; similar to a lecture.
Independent Learning	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Industry simulation	Learning through a simulation, likeness or model of a real situation.
Laboratory Practical	Laboratory sessions and conditioning sessions in the fitness suite.
Lectures	Subject introduced and delivered by the teacher in a specific time which transmits information.
Observation of Practice	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.
Off-site visits	A visit away from the campus to engage with learning in another setting.
Peer Learning	A learning event in which one learner, or a small group of learners, help other learners with a particular subject.
Practical lecture/session	Learning through 'doing' to enhance understanding of theory through practice.
Presentations from guest speakers/visiting lecturers	Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.
Project based work	A teaching method in which students gain knowledge, skills and understanding by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge. This can take place individually or in small groups.
Seminars	A group of about 8-12 people following up something that has already been introduced on the course – involves reading of an essay or paper by one member followed by discussion.
Student Practice	Learning through the opportunity to practice skills.
Technique classes	Learning the practical skills required to carry out a specific activity correctly and safely.
Theory embedded with practice	Supporting theoretical learning with practical experiences.
Tutorials	One-to-one teaching (learner to teacher) usually for counseling purposes based on the learners' work.

Virtual Learning/ Computer based learning / E-learning	Computer and network enabled transfer of skills, knowledge and understanding. In particular engaging with our virtual Learning Environment to enhance learning.
Work based learning in schools/work placement	An experiential form of learning through planning and delivery of lessons in a school setting to develop 'real' skills and practices. This may take place in a serial or block format.
Workshops	A group of people engaged in intensive study or work in a creative or practical field.

6.1 Learning Enhancement

The BA (Hons) Physical Education with Dance is a three year programme that offers improved access to higher education ensuring equality of opportunity and widening participation through a range of learning and teaching strategies. It has a practice based focus underpinned by academic knowledge and understanding. It employs a variety of approaches including e-learning and work based learning to keep it rooted in practice. A range of teaching and learning methods are used to engage students in the learning process and to support student achievement of the programme aims.

A remote virtual learning environment situated on the internet/intranet promotes access to resources, discussion groups and other learning materials. In addition, students have open access to extensive computer facilities within the University to support their studies supported by e-learning continuing professional development.

The Teaching and Learning strategies employed contribute to the identification and development of a student at all levels of study. Links to these qualities are made explicit in module syllabi; achievement is monitored, evidenced and reflected upon within modules. The University Personal Development Tutor (PDT) process is also designed to help each student optimise their learning throughout their study.

A range of Teaching and Learning approaches is utilised to enable flexible, student-centred learning. The strategies used aim to develop student approaches to learning which will facilitate reflection and analysis, aid application of theory to practice and develop critical awareness of the multi-dimensional influences of sport science to professional practice. The teaching and learning strategies employed contribute directly to the development of key and transferable skills and professional practice skills, enabling students to monitor their achievements and identify their learning needs and targets for personal development. To achieve this, this degree programme is designed to employ a variety of approaches, such as applied practice with schools, access to guest speakers/visiting lecturers with specific and relevant expertise, course conferences and event management, project work, educational placements, access voluntary placements to enhance employability, and access to other educational qualifications and awards from national and professional governing bodies.

6.2 e-Learning

The programme team recognises the increasing contribution that digital scholarship makes to the learning experiences of students which aligns itself to the Strategic Plan. The virtual

learning environment provides access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. For example, learning enhancement activities such as course conferences and off-site visits will be publicised in an annual calendar and available to all students. In addition, students have open access to extensive computer facilities within the University to support their studies.

7. Modes of Assessment

The assessment strategy of the BA (Hons) Physical Education with Dance programme has been designed using the University generic level and grade descriptors and follows University regulations. This holistic approach aims to develop students academically, philosophically and personally, incorporating formative and summative achievement of learning outcomes. Student work will be submitted and marked via Turnitin where possible. If required, larger portfolios will be submitted through the Student Administration Office; e-portfolios can be submitted as Edublogs, presentations are recorded and practical work is observed and samples recorded.

Achievement of Learning Outcomes is formative through responses to practice and directed tasks, self-assessment and peer assessment opportunities and the accumulation of portfolio evidence from Work Based Learning. Students are required to draw on these experiences to inform summative assessments, thus providing the opportunity for cumulative learning as well as reflection to demonstrate the whole of their learning. Module Learning Outcomes are explicitly stated in module teaching programmes and incorporated into assignment marking criteria to guide students. Summative assessment marks and feedback are used formatively to help students set personalised academic or personal targets prior to the next round of summative assessments.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding, intellectual, professional and practical skills as well as providing opportunities to foster transferable skills that enhance employability. A key focus throughout the BA (Hons) Physical Education with Dance is the promotion of inclusive practice and developing the knowledge to challenge issues of exclusion. Throughout the taught modules, formative assessment will be employed to support students in their learning and development. Assessment is used 'for, of and as' learning to enable students to meet the programme outcomes. As a result, students will be required to reflect on their own practice within assignments and therefore they will be personal to their own circumstances and learning journey.

The regulations of assessment are in accordance with the University's Regulations. Assessment tools include:

Method	Description
Coursework	Assessed work completed by a student over a period of time. This can take a number of formats including; essays, Edublogs, reports, literature reviews, research proposals, honours projects.
Critical review	A critique of a selected text, activity, technology or organisation.
Electronic learning resources/learning resources	The creation of innovative resources to support learning.
Evaluative Report	An evaluation or critically reflective piece of writing that identifies key issues, challenges and 'learning' that is relevant to the student's experiences.
Introductory written exercise	A formative piece of work in which students are given feedback to apply to future assessed work.

Learning Agreement	Students negotiate a Learning Agreement which outlines their own Short Developmental Project to address their own personal developmental needs and the module learning outcomes.
Portfolio/ E-Portfolio/Edublog	A collection of assessments which takes several different forms such as; essays, reports, lesson plans, presentations and task sheets, digital media, weekly tasks, brief laboratory reports, coaching plans and evaluations as evidence of students' achievements.
Project Planning/Creative Project	A piece of creative/practical work which might include music production, performance, sound design, video soundtrack, multimedia, or event planning and realisation which is undertaken individually or in a small group.
Proposal	A written document that describes in detail a proposed research process.
Reflective Journal	A piece or pieces of writing that uses reflective practice tools and techniques that enable the writer to develop and position themselves within practice, debates, literature and theory.
Short developmental project	A project which enables students to address their own personal developmental needs alongside the module learning outcomes, through guided reflection on the study.
Personal Practical Performance Examination	Practical performance measured against set criteria.
Placement presentation	A verbal face to face or virtual delivery focused on learning in a placement context.
Practical Examination Oral Presentation/E-presentation	A talk supported by a variety of audio-visual or electronic aids, which demonstrate knowledge and understanding of a selected topic and communication skills. This can be individual or group.
Practical Examination Coaching/Teaching Assessment	Examination of ability to plan and deliver a teaching/coaching episode.
Report	A written document with a clear purpose and for a particular audience, in which specific information is presented, analysed and applied to a problem.

8. Exemptions to University Regulations

None

9. Work-Based Learning/Placement Learning

The professional relevance of curriculum design and content has been created with acknowledgement of the QAA benchmarking statements that require critical appreciation of subject focus in a vocational context. The BA (Hons) Physical Education with Dance three year F/T and 6 year P/T programme provides opportunities for students to apply their

knowledge and understanding to a range of formal and informal educational settings. The University and schools in the locality have a history of working very closely together in providing high quality training for undergraduate courses and QTS PGCE/School Direct. Work based learning / placement opportunities will draw upon a network of schools that are part of the Universities partnership. As a result, students will have structured work-based learning experiences over the three year F/T or 6 year P/T programme embedded within modules, for example, SCPC01, PSED03, PDND01 and PSEH01. This approach enhances employability as students develop their specific teaching skills alongside professional skills across a range of different settings meeting the needs of a range of different learners.

In addition, all students undertake a 100 hour placement/work based learning during their second year on the programme. Students on the BA Physical Education and the BA Physical Education with Dance are encouraged to carry out their placements within a primary school, secondary school, special educational schools (SEN) and alternative educational settings. Students can also split their placement hours between two different settings to help them refine their career aspirations. The module runs across both semesters to ensure students are able to fully engage in all aspects of the educational environment. This also ensures that students are able to develop their knowledge, understanding and application of the pedagogical principles.

Each student is allocated a University placement tutor (UPT) who agrees the focus of the placement and its associated assessment in line with student career aspirations. All placements adhere to the University Policy on Placement learning and the QAA Code of Practice. In addition, the students are supported, and the placement quality assured and monitored, through the involvement of the module leader, placement co-ordinator and a named placement supervisor based at the Placement organisation. Furthermore, in preparation for the placement students receive a series of lectures and tutorials advising them of the requirements for the placements. The placement module also builds upon PSEC03 Becoming a Sports Coach or PE Teacher as each student has the opportunity to address short and medium term professional targets set within the module. Students on the BA Physical Education and the BA Physical Education with Dance are also required to log their experiences against the Teaching Standards which strengthens applications for a post graduate programme leading to QTS. If a student is unable to complete the 100 hours prior to the modules assessment submission, there will be an opportunity for them to make up the hours if they complete significantly less than 100 hours. There is also an opportunity for an alternative assessment should the student be unable to complete 50 hours of their placement through no fault of their own.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PSEC03	Becoming a Sports Coach or Physical Education Teacher (Immersive module)	20	100% Coursework	Semester A	Compulsory	Condonable
PSEC01	Fundamental Movement Skills: Skill Acquisition, Mechanics & Analysis	20	60% Coursework 40% Practical	Semester A	Compulsory	Condonable
SCPC01	Coaching and Teaching: Process & Practice	20	100% Coursework	Semester X	Compulsory	Condonable
PSEC04	Sports Science Principles of Growth and Development	20	100% Coursework	Semester B	Compulsory	Condonable
PDNC01	Dance Technique and Improvisation	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
PDNC02	Dance, Health and Safe Practice	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PSED90	Engaging with Employability	20	100% Coursework	Semester X	Compulsory	Non-Condonable
SCPD02	Research Methods	20	100% Coursework	Semester X	Compulsory	Condonable

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
PSED03	Planning and Assessment Through Physical Activity	20	60% Coursework 40% Exam	Semester B	Compulsory	Condonable
SCPD05	Learning Theory and the Learner	20	100% Coursework	Semester A	Compulsory	Condonable
PDND01	Delivering Dance in the School and Community with Inclusive Practice	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
PDND02	Dance and Musical Theatre Styles	20	50% Coursework 50% Practical	Semester B	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/Term	Compulsory/Optional	Condonable/Non-Condonable
SHSHP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Non-Condonable
PSEH01	Pedagogy in Practice	20	50% Coursework 50% Exam	Semester A	Compulsory	Condonable
PSEH02	Thematic Learning in Education	20	80% Coursework 20% Practical	Semester A	Compulsory	Condonable
PDNH01	Dance and Technology	20	40% Coursework 60% Practical	Semester B	Compulsory	Condonable
PDNH02	Creating and Directing Performance	20	70% Coursework 30% Practical	Semester B	Compulsory	Condonable

Key: Semester X = A & B

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
PSEC03	Becoming a Sports Coach or Physical Education Teacher	1
PSEC01	Fundamental Movement Skills: Skill Acquisition, Mechanics & Analysis	1, 2, 4
SCPC01	Coaching and Teaching: Process & Practice	1, 2, 3, 4
PSEC04	Sports Science Principles of Growth and Development	1, 2, 3, 4
PDNC01	Dance Technique and Improvisation	1, 5
PDNC02	Dance, Health and Safe Practice	1, 3, 5

Threads Level 5

Module Code	Module Title	Thread
PSED90	Engaging with Employability	1, 2, 3, 4
SCPD02	Research Methods	1,
PSED03	Planning and Assessment Through Physical Activity	1, 2, 3, 4
SCPD05	Learning Theory and the Learner	1, 2,
PDND01	Delivering Dance in the School and Community with Inclusive Practice	1, 2, 3, 4, 5
PDND02	Dance and Musical Theatre Styles	1, 5

Threads Level 6

Module Code	Module Title	Thread
SHSHP1	Honours Project	1
PSEH01	Pedagogy in Practice	1, 2, 3, 4
PSEH02	Thematic Learning in Education	1, 2, 3, 4,
PDNH01	Dance and Technology	1, 5
PDNH02	Creating and Directing Performance	4, 5

The distinctive features that form the threads are:
1. Developing the capacity for critical exploration of theories, concepts and models within Physical Education and Dance, as well as in the Wider Curriculum, and to confidently employ academic skills to show this.
2. Applying theory to practice within the context of physical education and dance by providing opportunities for students to work towards the 'Teachers' Standards' and gain familiarity with the requirements of Qualified Teacher Status (QTS). This will provide students with the experiences required for Post Graduate Certificate of Education and School Direct routes into teaching.
3. Building up the knowledge, skills and understanding for students to be able to ensure that all young people they work with are confident to engage in lifelong physical activity and are competent to engage in a range of physical activities that will benefit their health.
4. Adopting a developmental approach to teaching and learning in school, with a clear focus on the individual needs of learners. As the programme is cross phase, from Key Stage 1 to 4, this unique experience will enable students to reflect and focus on the next stages of their own career aspirations.
5. Developing their own capacity to perform and/or create in a range of different physical activities and dance.

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

A PAG has been convened with clear Terms of Reference (ToR) to ensure continued dialogue with schools and practitioners in the field. The PAG is an informal group of colleagues within relevant sectors connected to physical education and dance. This includes individuals in both formal and informal teaching professions who offer useful advice to the programme team in relation to the employment demands of their sector. This has helped to shape this provision and will continue to do so in the future.

13. Academic Progression Opportunities

Students with a BA Honours degree will have the opportunity to pursue Post Graduate education. Students may access Plymouth Marjon University programmes in Post Graduate Certificate in Education (PGCE) and School Direct pathways, at either Primary or Secondary level; Masters level study, such as the Master's in Youth and Community Work; or MRes or PhD studentships. Indeed, many students on the BA Physical Education programme which shares 60% content with the BA Physical Education with Dance programme have historically gone on to higher level study, notably teacher training with Marjon and other providers. The modules are designed to prepare students effectively for such programmes. Students will be made actively aware that post graduate progression is available within the context of lifelong learning and long term relationships with the Alumni often results in further study in the future.

14. Employability and Career Progression Opportunities

The University has a history of working very closely with a large number of schools within the locality to provide high quality learning experiences across undergraduate courses and QTS PGCE/School Direct. This approach is embedded within the BA Physical Education with Dance, hence students are exposed to a number of different work-based learning opportunities throughout the degree programme, for example, within SCPC01, PSED03, PDND01 and PSEH01. This approach enhances employability as students develop their specific teaching skills including the capacity to plan and evaluate, alongside professional skills across a range of different settings meeting the needs of a range of different learners.

In addition, all students undertake a placement (100 hours) during their second year on the programme. Students on the BA Physical Education and the BA Physical Education with Dance are encouraged to carry out their placements within a primary school, secondary school, special educational schools (SEND) and alternative educational settings. Based upon these experiences, graduates of the BA (Hons) degree in Physical Education with Dance will have the knowledge and experience to apply for a Post Graduate Certificate in Education or pursue the School Direct pathway, either at Primary or Secondary level leading to Qualified Teacher Status (QTS). Further immediate employment opportunities that would strengthen a PGCE or School Direct application include:

- Working as a Teaching Assistant or a Higher Learning Teaching Assistant within the education sector;
- Working as a Physical Education/Dance Apprentice/Technician within the education sector;
- Working as a 'Sports Coach' or 'Dance Teacher' within the community education sector;
- Voluntary work which includes leadership and organisation of learning.

The following employability skills are embedded within the BA (Hons) Physical Education with Dance degree programme:
The following employability skills are embedded within the BA (Hons) Physical Education with Dance degree programme:

- **Analytical thinking and innovation** – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified. These skills are critical to the Honours Project at level 6 as well as other modules such as PDNH01 Dance and technology

- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance. This is embedded across a number of modules including SCPC01, PDND01, PSED03, and is particularly overt in PSED90, the placement module.

- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently. This is inherent across modules, but particularly overt in PSEH02, Thematic Approaches to Learning.

- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion. This is embedded across a number of modules, but particularly overt in PSEH01 and the Honours Project.

- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings. For example, this is evident in PSED03 and PSEH02, alongside other modules.

- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal. Students are able to develop leadership skills through engagement with a range of different modules, in particular those modules in which they deliver to pupils, such as SCPC01, PSED03, PDND01, PSEH01 and the placement module.

- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups. The career aspirations of the majority of students to enter the teaching profession requires that developing emotional intelligence is embedded across all modules.

- **Reasoning, problem-solving and ideation** – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions. This is evident across a number of modules and particularly evident within PSEH02 and the Honour Project.

Digital Skills:

- **ICT Proficiency and Productivity** – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software). This is embedded across all modules.

- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub). This takes place across a number of modules and is particularly evident in PSEH02.

- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage,

organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases). This is delivered overtly on SCPD02, the Research Methods module in year 2.

- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. the virtual learning environment, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin). This is embedded within all modules.

- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog). This occurs in a number of modules, for example in PSEH02 Thematic Approaches to Education.

- **Digital Security, Well-being and Identity** – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter). This aspect is covered overtly in PSEC03, Becoming a Sports Coach or a PE Teacher**.**

Other career opportunities might include:
- Coaching, health promotion/ corporate fitness,
- Dance teachers in the community setting
- Community programme manager (Physical Education, Sport and Dance)
- Leisure and recreation management,
- Dance and drama teacher in an academy setting
- Primary Dance teacher (to cover PPA)
- Pre-school Dance teacher
- Dance performer for children's parties
- Dance lecturer
- Lecturer in Physical Activity and Dance
- Dance to health programme coordinator
- NHS activity coordinators,
- Learning and participation programme manager
- Dance and movement psychotherapy

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and

pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- A Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The lecturing team seek to develop positive relationships with students to ensure there is an on-going and continuous dialogue on a weekly basis to allow for regular communication and feedback. The team aim to develop a trusting culture where students see that their feedback directly influences the programme to continue to drive improvement and refine the student experience. Formal feedback aims to be transparent where two way reporting is apparent to students. Feedback mechanisms include:

- Mid-module Evaluations and End of semester evaluations from students.
- Module Reports are available to students.
- Staff Student Liaison Committees (SSLC) made up of elected student representatives across all three years of the programme. Minutes and Action Points are available via the virtual learning environment and Actions from previous meetings are formally followed up at subsequent meetings.
- Programme Reports and the External Examiners report, and response, are made available to students and are discussed formally at SSLC.
- Students are also consulted prior to programme modification processes and linked to quality assurance mechanisms.
- Students are invited to participate in the National Student Survey (NSS). Students are made aware of the summative nature of the National Student Survey and issues identified from by students are disseminated via Programme Reports and discussed via the SSLC so students are aware of their feedback influence the continuous improvement of the programme.

17. Other Stakeholder Feedback

Employers and applied practice partners feedback via modules. For example, the placement providers on work based learning (PSED90) provide direct feedback to the university and practical initiatives and events are fed back to Module Leaders and Module Teams. Graduates (Alumni) will remain connected via the social media platforms and will continue to contribute to the programme through placements, events, conferences, visits, field trips and lecture contributions which ensures placement school, charity (Change4Life) and voluntary connections and engagement are maintained.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.