

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:	Bachelor of Arts (Hons)
1.5 FHEQ Level:	4, 5, 6
1.6 Programme Title:	BA (Hons) Physical Education with Dance
1.7 Mode and Duration of Study:	Full Time (3 years) Part Time (6 years)
1.8 School:	School of Sport, Health and Wellbeing
1.9 HECoS Code:	100459
1.10 Collaborative Provision Arrangement:	None
1.11 UCAS Code(s):	100459 and 100068
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	N/A
1.14 QAA Subject Benchmarking Group(s):	Events, Hospitality, Leisure, Sport and Tourism (2019) Education Studies (2019) Dance, Drama, Performance (FHEQ, 2015)
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework; National Curriculum Teachers' Standards
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	PHSD90
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	January 2022
1.21 Date of Commencement:	September 2022
1.22 Review Date:	By September 2028

2. Programme Outline

Physical Education remains an important part of the National Curriculum for a number of reasons. It is well documented that maintaining a healthy active lifestyle can have a direct impact upon health both as a child and as an adult. Obesity in the UK is noted to be one of the highest in Europe. Given the fact that children and adolescents spend a considerable amount of time in school, primary and secondary schools are deemed to be appropriate settings in which to address issues underpinning inactivity. Physical education is thus an important part of the National Curriculum and teachers with a robust subject knowledge are a vital part of the UK approach to creating the next generation of healthy and physically literate individuals.

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.

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. Throughout the programme students will develop their knowledge, skills and critical understanding of all activities areas traditionally delivered in a broad and balanced physical education curriculum, alongside a specific focus on dance. The specific programme outcomes will enable BA (Hons) Physical Education with Dance graduates to demonstrate this in line with the QAA Benchmarks.

The BA (Hons) Physical Education with Dance programme has a clear and distinct focus on teaching and learning in physical education and dance. 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. This will ensure graduates are able to provide all pupils with compelling learning opportunities designed to encourage lifelong engagement with a healthy active lifestyle and thus play a part in creating the next generation of healthy and physically literate individuals.

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. The programme gives such students the chance to work with pupils from Key Stage 1 through to Key Stage 4 enabling them to make an informed decision over the 3 years of study and prior to application for a Post Graduate Certificate of Education (PGCE) or Schools Direct programme, hence this unique experience will enable students to reflect and focus on the next stages of their own career aspirations.

There is a clear focus on the teaching profession, hence the 'Teachers' Standards' are embedded within the programme to ensure students understand and are familiar with the requirements of Qualified Teacher Status (QTS). This targeted experience prepares students for the PGCE and School Direct routes into teaching. Students will be working with pupils in every year of their degree through a range of experiential learning opportunities embedded within modules. This will provide students with subject specific skills and transferable skills both of which should enhance employability. This experiential learning supports face to face delivery and enables students to augment their application for a post graduate qualification leading to QTS and thus move towards their career aspirations.

Application for the PGCE or Schools Direct programme is supported by the 100 hours Placement module located in year 2 of the programme. Students who know where their interest lies can choose to spend their entire placement in either a primary or secondary context, whereas students who have not yet made up their minds have the opportunity to spend 50% of their time in primary and 50% of their time in secondary contexts.

The programme is also designed to allow any students who are specifically interested in working in Special Educational Needs and Disability (SEND) to explore this career aspiration. Plymouth Marjon University has maintained strong links with a range of SEND schools so students can choose to spend their placement in such a setting. Again, the programme offers the opportunity for students to explore potential career aspirations as they are able to split their placement between primary contexts and SEND or secondary contexts and SEND. Plymouth Marjon University also has links with alternative educational settings, such as ACE, and many students have had meaningful experiences in such environments that have helped to inform career choices. Students can also now progress onto a PGCE in Primary Education with SEND available through Plymouth Marjon University as well as the PGCE in Primary Education and the PGCE in Secondary Physical Education.

The pathway students will take is progressive and builds knowledge, experiences and skills throughout the programme. The academic skills required of graduates are embedded throughout the programme alongside the subject knowledge required for a career in teaching with a focus on both physical education and dance. 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.

The theoretical content of the programme is designed to provide subject knowledge (SK) on two distinct levels. Firstly, the content provides students with the underpinning theory required for safe and effective planning and delivery of physical education and dance lessons covering a broad and balanced range of physical activities. Secondly, as physical education and dance teachers are no longer confined to sports halls, sports fields or dance studios, the content provides students with the subject knowledge they require to deliver classroom-based content up to BTec, GCSE and A Level. This provides opportunities to enhance student perspectives and provide further transferable skills that impact upon employability.

Given the extensive breadth of physical education within the National Curriculum, alongside the pressure for teachers to appreciate the need for a curriculum that extends beyond the traditional sports, all modules are compulsory. Despite all modules being prescribed, the developmental design of the programme enables students to refine their career aspirations and focus on the primary or secondary sectors as they move through their degree. 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. Other modules, such as PSH02, enable students to focus their assessment on the age range aligned to their career aspirations. In year 3, students are able to specifically focus on their career aspirations through the Honours Project. This process will also encourage students to apply the range of subject specific and academic knowledge, skills and understanding gained in the first and second year whilst further developing autonomy. This research will provide additional insight which will increase employability prospects in line with the University's Strategic Plan.

The modules that comprise the proposed BA (Hons) Physical Education with Dance degree 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.

The programme enables development of transferable skills, such as communication and presentation, working with technology, application of literacy and numeracy, analytical skills and problem solving, reflection and the capacity to improve own learning and performance, to enhance employability within and beyond pedagogy. These are embedded throughout the programme. Assessments are designed to reflect the diversity and competencies required of teachers in a 21st Century setting where digital technology is implicit. Likewise, alongside encouraging the development of subject knowledge, assessments are designed to present students with 'real' situations and thus develop the 'softer' skills required of a teacher.

2.1 Integrating Sustainability into the Curriculum

Defining Sustainability

As 'sustainability' covers a wide range of topics there are many definitions of the term. Based upon the focus of the BA (Hons) Physical Education with Dance programme on education following definition from the United Nations Brundtland Report (1987) is still the most relevant, sustainable development is that which 'meets the needs of the present without compromising the ability of future generations to meet their own needs.'

Education for Sustainable Development

Education for sustainable development is the process of equipping students with the knowledge, understanding, skills, and attributes that safeguards environmental, social and economic well-being for both the present and for future generations. Sustainability includes consideration of global citizenship, environmental stewardship, social justice, ethics, and wellbeing and ownership of the consequences of actions / future thinking.

The BA (Hons) Physical Education with Dance adopts a systematic approach of embedding sustainability across the programme in a manner that goes beyond simply talking about sustainability.

Students will develop their own sustainable practice through learning experiences embedded within modules to help develop positive approaches to life-long learning. This will be further enhanced by opportunities to work with experienced practitioners and visiting lecturer. PSH02 in the third year overtly focuses on sustainability through an exploration of a range of citizenship and global citizenship dimensions alongside sustainability, providing students with the opportunity to address current and emotive issues. They explore how to address such issues with the pupils they teach, encouraging pupils to recognise that they can question the current situation and play a part in challenging it. In the same module (PSH02), students engage with experienced practitioners that deliver sustainability within an educational context.

The BA (Hons) Physical Education with Dance is designed to be resource efficient drawing upon the expertise of staff already employed by Plymouth Marjon University, however, where there are current gaps in dance expertise, experienced visiting lecturers are brought in to enhance student learning opportunities. The programme includes a mix of stand-alone modules and modules shared with other programmes thus enabling resource efficiency whilst maintaining the distinctiveness of the programme. Where modules are shared with other programmes, students on the BA (Hons) Physical Education with Dance will benefit from working with students and staff on other programmes through an opportunity to share ideas, experiences and opportunities.

As the concept of sustainability focuses on achieving human well-being and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources, issues of sustainability are integral to education and therefore to the BA (Hons) Physical Education with Dance.

In line with adopting a sustainable approach to programme delivery and assessment, the BA (Hons) Physical Education with Dance encourages the use of e-books, electronic journals and the use of Turnitin and Edublogs for e-submission of assessments.

On a personal level, students are encouraged to develop confidence and resilience, as well as empathy. Where appropriate students are also encouraged to make use of the Student Wellbeing and Support Team. Throughout the programme students are encouraged to question and challenge the 'norm' through developing criticality and clarifying their own 'values' in relation to promoting a sustainable future.

3. Distinctive Features

- Provides graduates with the knowledge, skills and understanding to challenge outdated notions of physical education and thus play a part in creating the next generation of healthy and physically literate individuals.
- Allows students to base their career aspirations on experiences during the three year programme instead of committing to primary or secondary education at the start of their degree. This is supported by a Placement module located in year 2 of the programme.
- The programme is also designed to allow any students who are specifically interested in working in Special Educational Needs and Disability to explore this career aspiration.

- Throughout the programme students will be engaging with pedagogy from both a theoretical and a practical perspective through delivering a diverse range of physical activities to children and young people in school settings.
- Students will be working with pupils in every year of their degree through a range of experiential learning opportunities embedded within modules.
- Through the BA (Hons) Physical Education with Dance programme, students engage with a broad and balanced delivery of PE, alongside non-traditional diverse physical activities providing graduates with the capacity to challenge narrow approaches to PE that do not provide for all pupils' needs.
- The modules that comprise the proposed BA (Hons) Physical Education with Dance degree programme are designed to encourage creative and innovative practice providing pupils with more meaningful/memorable learning experiences.
- Students are well prepared for entry to a post graduate qualification to gain QTS in either primary or secondary contexts.

4. Programme Aims

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 of physical education and dance and related pedagogy to allow students to follow career aspirations in either the primary or secondary sector. 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.

The generic aims are:

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:

1. 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.

2. 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
3. To enable students to monitor, assess and track learner progress in physical education and dance to enhance pupil progression.
4. To allow the study of the policy, planning, management and delivery of Ph physical education and dance in the context of schools and the wider community.
5. 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.
6. 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 (2019), Dance, Drama and Performance (2015) and Education Studies (2019). 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 Programme 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 and 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 the ability to 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 their 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 their 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 their 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.

These aims are guided by the QAA's Benchmark Statements for Honours Degrees in Events, Hospitality, Leisure, Sport and Tourism (2019) which depict that sport degree programmes will be characterised by one or more of the five study areas. The BA (Hons) Physical Education with Dance programme has also been guided by the QAA Benchmarks for Education Studies (2019). 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 BA (Hons) Physical Education with Dance programme employs a range of different methods of learning and teaching. The programme draws upon traditional higher education approaches such as lectures, seminars, practical sessions and tutorials, alongside approaches to learning in which the student is embedded within a 'real life' setting enabling them to apply theory to practice. Through this, students are able to engage with both academic and industry aligned learning thus enhancing employability.

6.1 Learning Enhancement

A range of Teaching and Learning approaches are 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.

Enhancing learning opportunities for students is a key priority. The BA (Hons) Physical Education with Dance programme has been designed with 'relevancy' in mind as students are more likely to engage with content if they appreciate how it underpins their career aspirations. The majority of students who have studied on the precursor programme have a keen desire to enter the teaching profession, in either the primary sector, the secondary sector or working in SEND. The learning opportunities are therefore closely aligned to help students develop not only the subject specific knowledge, skills and understanding, but also the transferable skills required for success in teaching. In particular, the placement module (PHSD90) located at level 5 in the second year enables students to immerse themselves in 'school life'. They are actively encouraged to get involved with extra-curricular activities and fixtures alongside curriculum PE lessons.

Students are also provided with opportunities to develop their teaching skills alongside their knowledge and understanding of pedagogy through the delivery of safe and effective lessons to both peers and pupils in SCPC01 at level 4, PHSD03 and SCPD01 at level 5 and PSH01 at level 6. This approach allows for experiential learning and opportunities to develop as a reflective practitioner.

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 remote learning environment (Canvas) situated on the internet/intranet and 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 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 / E-learning	Utilisation of electronic media, normally via the University's virtual learning environment (Canvas) to support learning in a variety of ways. Content and materials are often part delivered through digital and online media, and part delivered through face-to-face interaction.
Coursework	Coursework is any work performed by students for the purpose of learning. Coursework can encompass a wide range of activities, including practice, experimentation, research, and writing (e.g., dissertations, book reports, and essays). In contrast to exams, students are generally allotted several days or weeks to complete coursework, and are allowed to use text books, notes, and the Internet for research. The process is designed to broaden knowledge, enhance research skills and demonstrate the capacity to discuss, reason and construct practical outcomes from learned theoretical knowledge. Sometimes coursework is performed by a group so that students can learn both how to work in groups and from each other.
Critical Reflection	Critical reflection, or reflective practice, is the ability to reflect on one's actions so as to engage in a process of continuous learning. It often involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively. This leads to developmental insight. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential.
Digital Analysis	Analysing data from a range of different sources using a range of processes.
Educational Visit/ off-site visit	Off-site visit to specific venue or environment to promote educational outcomes.
Enquiry-based Learning (EBL)/ Problem-based Scenarios	Students investigate a presented question, problem or scenario. The process is usually facilitated.
Experiential Learning	Experiential learning is the process of learning through experience, and can be more specifically defined as 'learning through reflection on doing'.
Group Work	Group work is a form of voluntary association of students benefiting from cooperative learning, which enhances the total output of the activity. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, and critical thinking skills), generic knowledge and socially acceptable attitudes or to generate conforming standards of behaviour and judgement.
Guest Speaker	An expert in a certain field invited to share knowledge, views or experience, usually via a lecture.
Industry Simulation	Replicating an aspect of industry and applying skills in order to gain experience, knowledge and understanding of certain practices.
Learning Resource Development	Students take part in activities which enable learning resources to be developed based upon their knowledge and understanding of pedagogy.
Lecture	A lecture is an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations.
Peer Teaching and Observation	Students observe peers'/colleagues' presentations in order to provide critical, constructive feedback.

Personal and Professional Development Planning	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Practical Sessions	Learning opportunities relating to putting theory and research into practice, e.g. learning a skill or group work. This can also include teaching lessons and coaching sessions, laboratory sessions, video logs and presentations.
Placement/ School-based Training/ Student Practice	Learning events which take place within a working environment i.e. a school, to allow for observation, scaffolding, modelling, workshops, teaching episodes, meetings, evaluations and peer support etc... This enables students to develop 'real life' skills and practices.
Reflective journal	Through reflective entries students demonstrate they understand physical specifics associated with key contemporary dance practices and how they have learnt from their practice.
Supervision	Students work with a supervisor to develop specific skills or a specific area of expertise.
Tutorial	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students.
Workshop	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation.

6.2 e-Learning

The BA (Hons) Physical Education with Dance teaching team utilise the platform Canvas as a mechanism to provide students with access to a variety of e-learning opportunities to students. This includes, but is not restricted to, organisation details at programme and modular level, lecture slideshows and other supporting learning resources such as lecture capture, seminar materials, essential and recommended reading including e-journals and e-books. Students are also provided with updates on opportunities to enhance employability, such as paid work and volunteering. Students also engage with Edublogs as a reflective tool to support placement learning, InPlace as a platform to focus and register their placement details. Discussion forums and a range of webinars/re-usable learning objects (RLOs) are provided as appropriate to module content. E-Learning is further developed at level 6 in PSH02 as students are required to develop an e-learning resource as part of the assessment for the module.

Abintegro Career Centre is employed by programme personal development tutors and other staff in 'Futures Career and Employability' to log tutorials. This platform also provides students with numerous opportunities for enhancing employability, for example through detailed analysis and development of students' CVs through CV 360, development of interview skills through Interview 360 and enhanced employability through Job Tracker. Students are introduced to the resources available through Futures at level 4 in year 1 through PHSC03. This is extended at level 5 in year 2 through PHSD90 and it is embedded into PSH01 at level 6 in year 3.

7. Modes of Assessment

The BA (Hons) Physical Education with Dance programme employs a range of assessment methods enabling students to achieve the module learning outcomes (MLOs). These are made overt through the module descriptors available on Canvas and included with the introduction to each module.

Students are supported through the assessment process in a number of ways. Assessments are shared with students at the start of the module enabling them to appreciate how each taught session relates to their assessment. There are also specific assessment focused sessions embedded into each module at an appropriate time to ensure students are able to start their assignments in a timely manner. This is further supported by opportunities for tutorials, again embedded into module structures.

Students are encouraged to reflect on their own practice within assignments and take ownership of their learning journey through continuous improvement. Marking criteria and additional marking guidance is shared with students through Canvas to ensure transparency. This enables students to understand why they achieved the grade awarded as well as what they need to do to improve.

Assessment design is focused upon, knowledge and understanding, intellectual skills, practical skills and transferable skills. This aligns with the marking criteria and the structure of feedback provided. An additional sub-heading is included, 'think about to improve' providing the opportunity for staff to 'feed forward'.

There are also specific opportunities for formative assessment embedded within certain modules, such as PHS02, which subsequently informs summative assessment. Extensive feedback is provided to students following practical activities, such as peer teaching, and students are encouraged to reflect on this to provide cumulative learning and inform summative assessments.

The University uses Turnitin electronic assessment submission, this allows students to submit assignments electronically without the need to be physically present on campus. Turnitin deters plagiarism and supports staff identifying poor practice and malpractice. The typed feedback via Turnitin allows students to be able to read feedback clearly. Where appropriate Turnitin also allows for voice feedback which may be deemed more personal.

The programme teaching team have been commended on the 'relevancy' of the assignment design in the precursor programme and this is retained within the design of this programme. This feedback has come from a number of external examiners and also students. The more relevant an assignment brief is deemed to be, the more students engage with the content. Certain modules have been designed to allow for the development of assignment material that students can draw upon in the professional lives beyond their degree.

Method	Description
Dissertation/ Honours Project	A dissertation is a document submitted in support of candidature for an academic degree. An in-depth independent study of up to 10,000 words and involves identifying a research question, designing an approach to data collection, analysis and synthesis.
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject. The academic essay tests the student's ability to present their thoughts in an organised way and is designed to test their intellectual capabilities.
Evaluation /reflection on planning and delivery	Students plan and deliver lessons on a specific focus and evaluate/reflect upon delivery.
Examination	An assessment taken within a constrained period of time, in a particular location, following a specified rubric of instruction. The term includes such practices as 'open book examinations' and 'in-class tests'. The maximum amount of time students may devote to the assessment and the nature of the resources available during its completion is controlled by the University.
Literature Review	An essay style assignment critically evaluating literature pertinent to a topic.
Learning Resource/E-Learning Resource	The creation of a specific detailed resource that can be used by teachers to provide an engaging experience for a specific group of learners and meeting specific guidelines.
Oral Assessment	Students respond verbally to questions posed.
Portfolio	A collection of documents and/or artefacts created by a person to demonstrate the achievements, learning and skills they have developed. A portfolio may be created for a number of reasons, for example as part of the personal and professional development planning.
PHSC03 Portfolio	<ol style="list-style-type: none"> 1. Edublog 2. 500-word written piece 3. Performance analysis reading list 4. SWOT analysis 5. CV
PHSD90 Portfolio	<p>Portfolio 1: Evidence of engagement with the Placement Provider to include lesson plans and evaluations, daily reflections, placement mentor feedback, placement log of hours. This is not an exhaustive list of what students can include as evidence.</p> <p>Portfolio 2: Reflective Essay</p>
PDNH02 Portfolio	Portfolio (reflective diary) of the development and process of developing the dance-based project from conception through to performance and evaluation. To include and evaluative essay
Practical	An assessment of the ability to apply knowledge, understanding and skills practically.
Presentation/E-Presentation	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods. It should demonstrate detailed knowledge and analysis of the subject alongside transferable skills required for effective and engaging presentation.

Report	A report is an analytical piece of work using research to critically review the subject area. A report can also use the support of diagrams, pictures and captions to analyse research.
Research Proposal	A precise and coherent summary of a proposed research project setting out the central issues to be addressed and the ethical procedures to be followed.
Risk Assessment	Students carry out and complete detailed risk assessment using an appropriate template and in line with specific guidelines.

8. Exemptions to University Regulations

Assessments associated with the BA (Hons) Physical Education with Dance programme have been designed to reflect the skill set expected for a successful career in teaching. The ability to present subject content to an audience, alongside the need to plan and deliver theoretical and practical content underpins a number of the module assessments to ensure 'relevancy', hence it is not always possible/appropriate to mark anonymously. Note that where modules are assessed through written coursework submitted through Turnitin anonymous marking is generally applied.

9. Work-Based Learning/Placement Learning

Work-based learning/placement learning is an important component of employability and is thus embedded within the BA (Hons) Physical Education with Dance programme. The curriculum has been designed to acknowledge this alongside the QAA benchmarking statements that require critical appreciation of subject focus in a vocational context. Plymouth Marjon University and schools in the locality have a history of working together closely to enhance the learning opportunities provided for undergraduate and postgraduate courses. As a result, work-based learning/placement opportunities will draw upon this established network of primary, secondary and SEND schools.

The BA (Hons) Physical Education with Dance programme provides opportunities for students to apply their knowledge, skills and understanding to a range of formal educational settings across key stages in line with the developmental approach adopted. These experiences take place in all three years of the programme, for example in SCPC01 at level 4, PHSD03 at level 5 and PHSH01 at level 6.

In addition to the work-based learning embedded within specific modules, all BA (Hons) Physical Education students are required to undertake a 100 hour placement/work based learning at level 5 (PHSD90). Students on the BA Physical Education with Dance are encouraged to carry out their placements within a primary school, secondary school, special educational schools (SEN) or 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 have time to develop their knowledge, understanding and application of the pedagogical principles. The placement module also builds upon PHSC03 Becoming a sports coach or PE teacher as students are encouraged to address short-term and medium-term personal development targets set within the module alongside their career aspirations. Within this module students develop their ability to reflect upon their experiences and thus develop a critical approach to their personal and professional practice. Students on 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.

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 placement is quality assured and monitored, through the involvement of the module leader, placement co-ordinator and a named placement supervisor based at the Placement organisation. In preparation for the placement students receive a series of lectures and tutorials advising them of the requirements for the placements and helping them to identify their focus.

If a student is unable to complete the 100 hours of their placement, through no fault of their own, prior to the module assessment submission, there will be an opportunity for an alternative assessment. The alternative assessment allows such students to meet the module Learning outcomes and therefore claim the associated credits.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory / Optional	Condonable/ Non-Condonable
PHSC02	Physical Education, Health and the Importance of Lifelong Engagement	20	Coursework 100%	A	Compulsory	Condonable
PHSC03	Becoming a Sports Coach or a PE Teacher	20	Coursework 100%	A	Compulsory	Condonable
PHSC04	Sports Science Principles of Growth & Development	20	Coursework 100%	B	Compulsory	Condonable
SCPC01	Coaching and Teaching: Process & Practice	20	Coursework 50% Practical 50%	X	Compulsory	Condonable
PDNC51	Technique and Improvisation in Dance	20	Coursework 50% Practical 50%	A	Compulsory	Condonable
PDNC52	Dance, Health and Safe Practice	20	Coursework 100%	B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PDND51	Delivering Dance in School and the Community with Inclusive Practice	20	Coursework 100%	A	Compulsory	Condonable
PDND52	Dance and Musical Theatre Styles	20	Coursework 100%	B	Compulsory	Condonable
PHSD03	Delivering Health through Physical Education with a focus on Planning and Assessment	20	Coursework 100%	B	Compulsory	Condonable
PHSD90	Engaging with Employability:	20	Coursework 100%	X	Compulsory	Condonable

	Physical Education						
SCPD05	Learning Theory & the Learner		20	Coursework 100%	A	Compulsory	Condonable
SCPD02	Research Methods		20	Coursework 100%	X	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PHSH01	Pedagogy in Practice	20	Coursework 100%	A	Compulsory	Condonable
PHSH02	Thematic and Cross Curricular Learning in Education	20	Coursework 100%	B	Compulsory	Condonable
PDNH51	Dance and Technology	20	Coursework 100%	A	Compulsory	Condonable
PDNH52	Creating and Directing Performance	20	Coursework 100%	B	Compulsory	Condonable
PHSHP1	Honours Project/ Dissertation	40	Coursework 100%	X	Compulsory	Condonable

Key: Semester X = A & B

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/ Optional	Condonable/ Non- Condonable
PHSC03	Becoming a Sports Coach or a PE Teacher	20	Coursework 100%	A (immersive)	Compulsory	Condonable
PDNC01	Technique and Improvisation in Dance	20	Coursework 50% Practical 50%	A	Compulsory	Condonable
SCPC01	Sport Coaching: Process & Practice	20	Coursework 50% Practical 50%	B	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/ Optional	Condonable/ Non-Condonable
PHSC02	Physical Education, Health and the Importance of Lifelong Engagement	20	Coursework 100%	A	Compulsory	Condonable
PHSC04	Sports Science Principles of Growth & Development	20	Coursework 100%	B	Compulsory	Condonable
PDNC02	Dance, Health and Safe Practice	20	Coursework 100%	B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/ Optional	Condonable/ Non-Condonable
PHSD90	Work Based Learning	20	Coursework 100% Portfolio 100%	X	Compulsory	Condonable
PDND01	Delivering Dance in the School and Community with Inclusive Practice	20	Coursework 100%	A	Compulsory	Condonable
SCPD05	Learning Theory & the Learner	20	Coursework 100%	B	Compulsory	Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/ Optional	Condonable/ Non-Condonable
PDND02	Musical Theatre Styles	20	Coursework 100%	A	Compulsory	Condonable
PHSD03	Delivering Health through Physical Education with a focus on Planning and Assessment	20	Coursework 100%	B	Compulsory	Condonable
SCPD02	Research Methods in Sport & Physical Education	20	Coursework 100%	X	Compulsory	Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/ Optional	Condonable/ Non-Condonable
PHSH01	Pedagogy in Practice	20	Coursework 100%	A	Compulsory	Condonable
PHSH02	Thematic and Cross Curricular Learning in Education	20	Coursework 100%	B	Compulsory	Condonable
PDNH01	Dance and Technology	20	Coursework 100%	A	Compulsory	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/ Optional	Condonable/ Non-Condonable
PDNH02	Creating and Directing Performance	20	Coursework 100%	B	Compulsory	Condonable
PHSHP1	Honours Project/Dissertation	40	Coursework 100%	X	Compulsory	Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

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.

The distinctive features that form the threads are:

1. Intellectual development for critical exploration of theories, concepts and models.
2. The development of practical and transferable skills to enhance employability.
3. Wider community engagement with lifelong health and wellbeing.
4. A developmental approach to teaching and learning in school, with a clear focus on the individual needs of learners.
5. Leadership and collaborative working.

Threads Level 4

Module Code	Module Title	Thread
PHSC03	Becoming a Sports Coach or a PE Teacher	1, 5
PHSC02	Physical Education, Health and the Importance of Lifelong Engagement	1, 2, 3, 4, 5
SCPC01	Sport Coaching: Process & Practice	1, 2, 3, 4, 5
PHSC04	Sports Science Principles of Growth & Development	1, 3, 4, 5
PDNC01	Dance Technique and Improvisation	2, 3, 5
PDNC02	Dance, Health and Safe Practice	2, 3, 4, 5

Threads Level 5

Module Code	Module Title	Thread
PDND01	Delivering Dance in the School and Community with Inclusive Practice	2, 3, 4, 5
PDND02	Musical Theatre Styles	2, 3, 5
PHSD03	Delivering Health through Physical Education with a focus on Planning and Assessment	1, 2, 3, 4, 5
PHSD90	Work Based Learning	1, 2, 3, 4, 5
SCPD05	Learning Theory & the Learner	1, 2, 5
SCPD02	Research Methods in Sport & Physical Education	1, 5

Threads Level 6

Module Code	Module Title	Thread
PHSH01	Pedagogy in Practice	1, 2, 3, 4, 5
PHSH02	Thematic and Cross Curricular Learning in Education	1, 2, 3, 4, 5
PDNH01	Dance and Technology	2, 5
PDNH02	Creating and Directing Performance	1, 2, 3, 4, 5
PHSHP1	Honours Project/ Dissertation	1

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 connected to physical education in both the primary and secondary sectors. 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 (Hons) Physical Education with Dance degree will have the opportunity to pursue postgraduate education. Many students on the previous BA (Hons) Physical Education programme have historically gone on to higher level study. The majority are offered places on PGCE or Schools Direct programmes leading to QTS. The developmental structure of the BA (Hons) Physical Education with Dance allows graduates to apply for either Primary focused or secondary focused PGCEs or Schools Direct programmes. The modules are designed to prepare students effectively for such programmes. The split of graduates going into primary and secondary is approximately the same and testifies to the effectiveness of the developmental design of the programme content to prepare students for either route. Graduates can apply for post graduate QTS programmes based at Plymouth Marjon University or other institutions. There is also scope for students to progress onto the more recently established PGCE in Primary Education with SEND at Plymouth Marjon University, should they have career aspirations to work with SEND pupils.

Students can also apply for other Master's level study in the form of a MRes or PhD studentships. 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

Graduates of the programme will be equipped with the knowledge, skills and understanding to enter the teaching profession following successful completion of a post graduate qualification leading to QTS. For those graduates who wish to enter more immediate employment prior to taking a PGCE or Schools Direct programme options include:

- Teaching Assistant or a Higher Learning Teaching Assistant within either the primary or secondary education sector;
- Physical Education/Dance Apprentice/Technician within the education sector;
- Education specialist within a professional touring dance company;
- Resident Dance Educator within a theatre setting;
- 'Sports Coach' or 'Dance Teacher' within the community education sector or a leisure centre;
- Setting up and running own dance school;
- Voluntary work which includes leadership and organisation of learning.

Note that these immediate employment opportunities would strengthen an application for a PGCE or Schools Direct programme in the future.

Other career opportunities might include:

- NHS activity coordinators,
- Coaching and Dance teaching in the community
- Health promotion/corporate fitness,
- Leisure and recreation management,
- Personal fitness training,
- Sports marketing and events management

Throughout the BA (Hons) Physical Education with Dance programme students will develop a range of graduate skills that enhance employability.

- **Analytical thinking and innovation** is developed as students learn 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. This occurs within all modules, however, it is particularly overt in PDNC01, PDNC02, PHSC03, PDND01, PHSD03 and PSH02. It is also developed through engaging with the Honours Project/Dissertation.
- **Active learning and reflective practice** is developed as students are empowered to take charge of their own learning through a range of meaningful and relevant activities. They are encouraged to think about and apply what they are learning to different contexts and are able to reflect in order to improve future performance. This occurs within all modules, however, it is particularly overt in PDNC01, PDNC02, SCPC01, PHSD03, PHSD90 and PSH01, PSH02, PDNH01, PDNH02. The development of ownership of learning is also developed as students engage with the Honours Project/Dissertation.
- **Creativity, originality and initiative** is developed as 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 occurs within all modules, however, it is particularly overt in PDNC01, PDND01, PHSD03, PSH02, PDNH01 and PDNH02.
- **Critical thinking and analysis** is developed as students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion. This occurs within all modules, however, it is particularly overt in the Honours Project/Dissertation.
- **Complex problem-solving** is developed as 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. This occurs within all modules, however, it is particularly overt in PDNH01, PDNH02, PSH01 and PSH02. It is also developed as students engage with the Honours Project/Dissertation.
- **Leadership and social influence** is developed throughout the programme as this is an important element that underpins effective and compelling teaching. Students are able to design learning opportunities that motivate others to act towards achieving a common goal. This occurs within all modules, however, it is particularly overt in PHSC02, SCPC01, PDND01, PHSD03, PSH01, PSH02 and PDNH02.
- **Emotional intelligence** is developed as students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups. There is a strong focus on this element as this underpins effective teaching. In the profession teachers are expected to be able to work as a team and it is therefore vital that students develop these

advanced cognitive skills (ACS) and executive functions (EF). Group work and the development of transferable, 'softer skills' takes places in the majority of modules. It is particularly overt in PHSC02, PHSC03, PDNC01, PDNC02, SCPC01, PHSC04, PHSD03, PDND01, PDND02, PSH01, PSH02, PDNH01 and PDNH02.

- **Reasoning, problem-solving and ideation** is developed throughout the degree programme. 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 particularly overt in PHSC02, PDNC01, PDNC02, PHSD03, PDNH01, PDNH02 and PSH02.
- **Systems analysis and evaluation** is developed as students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way. Analysis is evident throughout the programme, but is particularly overt in PHSC02, PDNC01, PDNC02, SCPD02, PDND02, PDNH01, PDNH02 and PSH01.

Digital Skills:

- **ICT Proficiency and Productivity** is developed as students are able to use devices (such as laptops, smartphones and touch screens), and relevant applications, software and systems suited to range of different tasks, such as creating presentations for example in PDNC02, PHSC03, PHSC04, PHSD03, PSH01, PDNH01, PDNH02, PSH01 and PSH02, developing E Learning resources, for example in PSH02, and analysing data, for example in SCPD02, PSH02 and PDNH01
- **Digital Collaboration, Participation, Communication** is developed as 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. This is embedded formally into most modules, for example PHSC04, as well as being encouraged informally to enhance cohort cohesion.
- **Finding Digital Information and Data Management** is developed as 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). This is developed progressively across all three years, for example in PHSC03, SCPD02 and PDNH01. 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). Students also develop these skills through their engagement with the Honours Project/Dissertation.
- **Digital Learning and Teaching** is developed across all modules as students engage with the online learning platform Canvas. Through this they should be able to identify and use digital learning resources, apps and services including Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes. Through engagement across all modules students should be able to provide feedback through Canvas and receive and reflect on digital feedback through Turnitin.
- **Digital Problem Solving, Creation & Development** is developed as students are introduced to digital tools to solve problems and answer questions such as Microsoft Office help, Digital Skills Help, TelKit. They should be able to use these digital aids to help support learning across a range of modules. They are also able to create new digital artefacts, for example the creation of posters in SCPD02 and E-Learning Resources in PSH02. Students

will have access to digital cameras to enhance learning. Application of digital problem solving, creation and development is made overt within the module PDNH01.

- **Digital Security, Well-being and Identity** is introduced to students at the start of their degree in PHSC03 and overtly identified again in PHSD90. Students are reminded throughout their degree programme of the need to understand how to act safely and responsibly in digital environments and to 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 relevant platforms.

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 Well-being and Support
- Student Volunteering

Student support and guidance is further promoted by the following:

- 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 programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee (SSLC). In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

N/A

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.

