

MODULE SPECIFICATION	
Module Code and title*	Module Code DPSE2001 Module Title Exploring Effective Personal and Social Education
School*	School of Education
Location of teaching*	Distance Learning
Subject*	Personal, Social and Health Education
Module Leader	Victoria Pugh
Module Type*	University Diploma in PSHE
Module Level and Credits*	Level 5
Mode of delivery*	Distance Learning – Synchronous and Asynchronous Delivery
Module Status in relation to courses*	Mandatory
Pre-requisites*	N/A This is a one module course
Co-requisites*	N/A This is a one module course
Restrictions, excluded combinations, DBS requirements, if appropriate*	Excluded combinations: N/A Restrictions: N/A Disclosure and Barring Service (DBS) requirements: N/A
Short Module Descriptor	This module will explore the role of PSHE in Education and give students the opportunity to critically review and reflect upon planning, delivery, assessment and resourcing to support inclusive PSHE.
Intended Learning Outcomes*	<i>On successful completion of the module, students should be able to:</i> <ol style="list-style-type: none"> 1. Engage with literature and research to critique current issues with the delivery of PSHE. 2. Review and critically reflect upon a range of teaching and delivery strategies and resources to develop PSHE. 3. Evaluate and demonstrate skills in the development and management of strategies for teaching PSHE within the classroom or educational setting. 4. Reflect upon inclusive assessment methods to assess the strengths and areas for individual development in PSHE teaching. 5. Demonstrate effective self-reflection and evaluation skills.
Indicative Content	In particular, the purpose of the programme is to provide students with skills through exploration of a range of PSHE pedagogies and current issues for children and young people:

	<ul style="list-style-type: none"> • the confidence, knowledge, understanding and skills associated with pedagogical approaches to teaching PSHE and life skills. • have an opportunity to teach and review the development and management of strategies for the teaching PSHE. • the skills to foster positive relationships with children and young people. • gain a highly credible academic qualification. • an opportunity to engage with current research, resources and reflect upon own practice. 										
Summative Assessment*	<table border="1"> <thead> <tr> <th data-bbox="406 456 560 568">Summative Assessment Items</th> <th data-bbox="560 456 758 568">Indicative Word Limit or equivalent (e.g. time)</th> <th data-bbox="758 456 984 568">Weighting</th> <th data-bbox="984 456 1347 568">Intended Learning Outcomes Assessed</th> <th data-bbox="1347 456 1497 568">Anonymous Marking</th> </tr> </thead> <tbody> <tr> <td data-bbox="406 568 560 624">Reflective portfolio</td> <td data-bbox="560 568 758 624">2500</td> <td data-bbox="758 568 984 624">100%</td> <td data-bbox="984 568 1347 624">1,2, 3, 4 and 5</td> <td data-bbox="1347 568 1497 624">No</td> </tr> </tbody> </table>	Summative Assessment Items	Indicative Word Limit or equivalent (e.g. time)	Weighting	Intended Learning Outcomes Assessed	Anonymous Marking	Reflective portfolio	2500	100%	1,2, 3, 4 and 5	No
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Reflective portfolio	2500	100%	1,2, 3, 4 and 5	No							
Sample assignments for summative assessment	<p>Students will submit a 2500-word reflective portfolio of evidence supported by wider literature, which might include:</p> <ul style="list-style-type: none"> • Lesson plans • Reflections of teaching • Critique of research • Evaluation and reflection of resources • Useful resources for teaching • Management of a bespoke setting project 										
Formative assessment strategy and examples of formative assessment	<p>Presentation evidencing portfolio progression to date. Students can use a range of media to present their assignment e.g. video, blog, PowerPoint, essay, journal style, reflective log etc.</p> <p>Feedback will be provided for students which will support their summative assessment. Presentations will also allow for peer feedback as well as tutor.</p>										
Learning and teaching strategy	<p>The diploma is taught through a blend of asynchronous and synchronous sessions and activities. Students will have the opportunity to research and apply theory, knowledge and understanding amongst their peer group during synchronous sessions as well as discussion boards and a range of online platforms. Learning and teaching is supported by a range of tutoring material available via blackboard, pre-set reading and a portfolio of evidence. Students will be expected to undertake self-reflection and use their subject knowledge when developing resources for assessment purposes. Teaching will take the form of the following:</p> <ul style="list-style-type: none"> • Online Activities both synchronous and asynchronous • Collaborative planning • Lesson reflection • Teaching and supporting PSHE in setting • Reflection of practice • Considering resources <p>Assessment is constructively aligned to meet the needs of the LO's as well as offer students some autonomy in the way in which they evidence the LO's. This will not only support inclusion but offer a more bespoke and purposely assessment outcome for the student and in turn their educational/workplace setting and employment opportunities.</p> <p>The use of the BlackBoard platform will enable the use of BB ally which is a supportive and inclusive accessibility tool. A range of TEL will be utilised throughout the course to encourage discussion, debate and a community of learning. We will be used TEL such as Jamboard, BB Collaborate, Mentimetre, Panopto, discussion boards and Padlets.</p>										

Learning and Teaching methods	Activity type	Number of weeks and hours/days	Total
	Taught Sessions	Synchronous sessions	18
		Online activities and asynchronous sessions	50
	Work based learning.		75
	Preparation for assessment		37
	Guided independent study		120
	Total		300
Date Module Specification Approved:			
Date and Record of Revisions:			
Resource list information	<p><i>All current module resource lists are accessible at http://resourcelists.worc.ac.uk.</i></p> <p>Resource lists are available through the Resource Lists hyperlink above*.</p>		

Date	Version	Reason for Change	Effective from	Author
18.6.21	1.1	Move to distance learning	Oct 21	Victoria Pugh