

## Programme Specification for University Diploma in Personal, Social and Health Education

This document applies to Academic Year 2022/23 onwards

|     |   |   |
|-----|---|---|
| 1.  | <b>Awarding institution/body</b>                                      | University of Worcester   |
| 2.  | <b>Teaching institution</b>   | University of Worcester   |
| 3.  | <b>Programme accredited by</b>  | N/A   |
| 4.  | <b>Final award or awards</b>  | University Diploma  |
| 5.  | <b>Programme title</b>  | University Diploma in Personal Social and Health Education  |
| 6.  | <b>Pathways available</b>   | N/A   |
| 7.  | <b>Mode and/or site of delivery</b>                                   | Online Delivery   |
| 8.  | <b>Mode of attendance and duration</b>                                | Part-time   |
| 9.  | <b>UCAS Code</b>  | N/A   |
| 10. | <b>Subject Benchmark statement and/or professional body statement</b> | <a href="#">QAA Subject Benchmark Statement: Education Studies (2019)</a>   |
| 11. | <b>Date of Programme Specification preparation</b>                    | August 2019<br>August 2020 - AQU amendments<br>September 2020 - Benchmark statements amended<br>June 2021 – Approval of online delivery<br>August 2021 – AQU amendments<br>August 2022 – Summer updates<br>August 2022 – AQU amendments |

### 12. Educational aims of the programme

This diploma is designed with practitioners such as nurture group leaders, teachers, SENCos, teaching assistants, nursery practitioners (and similar roles), in mind. It may also be beneficial for those practitioners supporting pupils with emotional, social and behavioural challenges.

The University Diploma in Personal Social and Health Education (PSHE) is designed to develop competencies in teaching PSHE skills exploring a range of pedagogies and understanding of current issues children face living in the 21<sup>st</sup> century. Issues surrounding mental health, resilience, digital criticality and relationship education have been at the forefront of a number of global, national and local agendas such as Global Sustainable Development Goals (SDG), Statutory UK Relationships Education and EU Kids online initiatives. These topics continue to cause concern within schools and educational settings. Research into resilience, online friendships and wellbeing will be at the heart of the Diploma ensuring that teaching of sensitive issues is tackled in a sensitive and age appropriate manner.

This Diploma will allow for exploration of these issues and develop an understanding of ways to support the teaching of quality PSHE through practical strategies and research-informed practice for teaching. There will also be exploration of a range of ways that teaching can be inclusive to meet all needs including emotional, social and behavioural.

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:

- 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.

### 13. Intended learning outcomes and learning, teaching and assessment methods.

|                                    |
|------------------------------------|
| <b>Knowledge and Understanding</b> |
|------------------------------------|

|               |   |
|---------------|---|
| <b>LO no.</b> | <b>On successful completion of the named award, students will be able to:</b>                                 |
| 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. |

|  |  |
|--|--|
| <b>Cognitive and Intellectual skills</b> |  |
| 3.                                       | Evaluate and demonstrate skills in the development and management of strategies for teaching PHSE within the classroom or educational setting. |

|  |  |
|--|--|
| <b>Skills and capabilities related to employability.</b> |  |
| 4.   | Reflect upon inclusive assessment methods to assess the strengths and areas for individual development in PSHE teaching. |

|                                |  |
|--------------------------------|--|
| <b>Transferable/key skills</b> |  |
| 5.                             | Demonstrate effective self-reflection and evaluation skills. |

### Learning, teaching and assessment

#### Teaching

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:

- Online Activities both synchronous and asynchronous
- Collaborative planning
- Lesson reflection
- Teaching and supporting PSHE in setting
- Reflection of practice
- Considering resources

## Independent self-study

In addition to the contact time, students are expected to undertake personal self-study. Typically, this will involve reading pre-set texts and documents and reflecting on their own practice.

Independent learning is supported by the tutor and a variety of resources made available on blackboard.

| 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   |

## Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes tutors from the School of Education at the University of Worcester.

The teaching staff are active researchers and educators in the area of personal and social education with a variety of experience across early years to higher education. 100 per cent of course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy. Students can learn more about the staff by visiting our staff profiles.

Due to the nature of the course, it is likely that the PAT tutor will be the course leader.

## Assessment

- The course provides opportunities to establish understanding and learning informally through the completion of practice or 'formative' assignments. These include discussions with tutors, peer group and reflections on reading material. There will be a formative presentation of their progress in the development of their teaching strategies.
- Students will submit a 2500-word summative portfolio of evidence, which might include:
  - Lesson plans
  - Reflections of teaching
  - Critique of research
  - Evaluation and reflection of resources
  - Useful resources for teaching

### 14. Assessment strategy

Student's work will be assessed according to the University of Worcester Assessment Policy. The design of the assessment procedures has been determined by the following considerations:

- The need to determine satisfactory completion of module.
- The need to enable all participants in the diploma to determine the extent to which the learning objectives for the module have been met.
- The need to give feedback to students on their progress and development.

Assessment tasks are designed to assess the appropriate level of professional and academic knowledge, understanding and skills required and which encourage increasing levels of independence as well as the development of critical analysis, reflection and evaluation.

| 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                |

## 15. Programme structures and requirements

The course is delivered using a distanced learning model of synchronous and asynchronous sessions which will allow the students to identify areas for improvement in their subject knowledge and delivery skills. Both delivery methods provide the flexibility for students to continue to work whilst studying. Self-study is factored into the programme along with time to develop a portfolio of evidence.

| Level 5     |   |                  |  |
|-------------|---|------------------|--|
| Module Code | Module Title                                      | Credits (Number) | Status (Mandatory (M) or Optional (O)) |
| DPSE 2001   | Exploring Effective Personal and Social Education | 30               | M                                      |

## 16. QAA and professional academic standards and quality

This award is located at level 5 of the FHEQ. The 2019 QAA Subject Benchmark Statement: [Education Studies](#) articulates the knowledge and skills to be expected of successful students. The categories of achievement have been used to inform the content and expected academic standards appropriate for the diploma. These have been integrated into the design of the Module.

## 17. Support for students

Personal Academic Tutor:

Informed, intellectual discussion with academic staff and fellow students lies at the heart of the University learning experience. All students studying on the University Diploma in PSHE will be appointed a Personal Academic Tutor. This system will ensure that students have a named member of staff which they can go to in order to discuss academic work, development of study skills, personal issues arising throughout the course and a member of staff who can signpost to other services if necessary.

The three key roles of a Personal Academic Tutor are to:

- Support academic development
- Act as a first point of call for students if they are experiencing difficulties arising whilst at University
- Provide an official University reference

The Personal Academic Tutor will help students to:

- Become a member of the University community and make the transition into higher education
- Understand the course's approach to learning, skills development and assessment
- Reflect on the student's progress, identify learning needs and developing useful study strategies
- Help students to get the most out of the different learning resources and learning support available
- Plan and record student academic, professional and career development
- Offer additional support and advice, if needed.

Due to the nature of the course structure it is likely that the personal academic tutor will be the course lead. Students will be able to take advantage of PAT support through face-to-face meetings, Skype, email and telephone tutorials.

A range of support mechanisms are available to students studying the diploma to include:

- An induction session (this will take the format of a video which will be emailed to students) which will cover:
  - A brief overview of the University Diploma in PSHE programme
  - Where to go to seek additional advice
  - The assessment strategy
  - The role of the PAT
  - Suggested reading and resources.
- A course handbook including guidance for tackling assessments, and module outline.
- The Blackboard Page will be clearly laid out with folders for students to help to organise and support their learning.
- Support from course administrator and tutors
- Each student is allocated a personal tutor to provide support for learning.
- Registry provides student-specific information, including module results and can be contacted by telephone on 01905 542551.

## **18. Admissions**

This course seeks to recruit teachers, teaching assistants, nurture group leaders and alumni and those from the wider community. The flexible delivery supports adults who may work, live internationally, and wish to develop a further understanding of how best to support PSHE education within a range of settings and contexts.

### **Admissions policy**

Applicants will apply directly to the University of Worcester. Entry to the course shall require all applicants to complete an application form which gives a variety of information about the student's work experience, qualifications and motivation.

### **Entry requirements**

The minimum standard of entry for the diploma includes:

- Experience of working with children or young people in a formal learning context with either individuals or groups or whole class.
- Evidence of access to a professional educational setting e.g. nursery, school, and alternative setting. Confirmation required.
- Evidence of ability to write at Level 4: either qualifications or equivalency task set by the tutor.

- International students to have IELTS 6.5.
- Ability to use basic word processing software and presentation software (e.g. PowerPoint and Word), and ability to use search engines to support research.

Additionally, those with appropriate experience in education would be considered for admission.

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

### **Admissions/selection criteria**

The criteria for selection will be checked by the admissions tutor and course lead who must be satisfied that the applicants have an appropriate level of experience or academic qualifications and confirmation of current Setting. Additionally, consideration will be given as to whether applicants will benefit from the Programme, are capable of undertaking a programme of academic work and offer evidence of academic ability and motivation. Evidence of access to a professional educational setting will need to be confirmed prior to registration.

## **19. Regulation of assessment**

### **The course operates under the University's Taught Courses Regulatory Framework**

#### **Requirements to pass modules.**

- The Diploma is assessed using a variety of assessment activities which are detailed in the programme specifications.
- The minimum pass mark is D-.
- Students are required to submit all items of assessment in order to pass a module.
- Full details of the assessment requirements, including the assessment criteria, are published in the module outline.

#### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

#### **Retrieval of failure**

- Students are entitled to re-sit failed assessment items.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module; the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the course administrator. It is the student's responsibility to be aware of and comply with any reassessments.

#### **Requirements for Awards**

| <b>Award</b>            |         |           |        | <b>Requirement</b>    |
|-------------------------|---------|-----------|--------|-----------------------|
| University<br>Education | Diploma | Personal, | Social | 30 credits at Level 5 |

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

## **20. Graduate destinations, employability and links with employers**

### **Graduate destinations**

This Diploma will support students wishing to specialise in the subject field of Personal, Social and Health Education and Life Skills. Due to the current trends in schools, children's services and other settings, issues such as mental health, wellbeing and online safety are paramount and will provide students with the opportunity to support the teaching of children in this area through PSHE as well as run popular intervention groups such as nurture groups and emotional, social, behavioural support groups.

### **Student employability**

This unique and innovative award covers the practicalities of planning, delivering and resourcing quality Personal, Social Education. The diploma considers key skills such as resilience, reflection and professionalism required when working with children, young people and adults in a learning context. Students are encouraged to reflect upon their own planning and delivery of PSHE as well as identifying areas for improvement and will be able to use the skills they develop within a workplace setting. In addition, the course develops transferable skills for employment by improving their own learning and performance through the development of self-study and research skills in a subject specialism, with a capacity to plan, manage and reflect on their own learning and further develop their teaching skills. It will provide teaching assistants and other education practitioners with additional qualifications which can lead to additional job opportunities and roles.

### **Links with employers**

The tutor for the University Diploma in PSHE is responsible for external liaison and has sought advice from the PSHE Association and other related specialists in this area and charities when designing this award. Continued liaison with employers is planned through the review of the programme. Initial indications suggest that the industry welcomes this innovation as a way of supporting professionals to deliver current issues within education which meet worldwide agendas.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specification.