

Module Guide

**Module:  
[NAME OF YOUR MODULE GOES HERE]**

Module developed for the Erasmus+ Pupil Health and Well-Being Project 2015 – 2017   
by  
[Lead Institution] in partnership with [any other institution/s]

[Table of Contents](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug0.shtml#_blank)

[1. Module Details 3](#_Toc302747164)

[2. Short Description 3](#_Toc302747165)

[3. Equality and Diversity, and Aims 4](#_Toc302747166)

4. Learning Outcomes……………………………………………………………………………………………………5

4.1 Knowledge and Understanding…………………………………………………………………………………5

4.2 Intellectual Skills……………………………………………………………………………………………………….5

[4.3 Practical Skills 5](#_Toc302747170)

[4.4 Transferable Skills 5](#_Toc302747171)

5. Introduction to Studying the Module………………………………………………………………………..6

5.1 Overview of the Main Content………………………………………………………………………………….6

5.2 Overview of Types of Sessions…………………………………………………………………………………..6

5.3 Importance of Self Managed Learning Time……………………………………………………………..6

5.4 Employability……………………………………………………………………………………………………………7

6. The Programme of Teaching and Learning…………………………………………………………..7 - 11

7. Participant Evaluation……………………………………………………………………………………………..11

8. Learning Resources………………………………………………………………………………………………….12**Error! Bookmark not defined.**

8.1 Reading List……………………………………………………………………………………………………………12  
 8.2 Internet Resources…………………………………………………………………………………………………12

# [Module Details](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug1.shtml#_blank)

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| --- | --- |
| **Module Title:** | [ENTER YOUR TITLE HERE] |
| **Total Study Hours:** | 16 |
| **Contact Hours:** | 12 |
| **Private Study Hours:** | 4 |
| **Pre-requisite Learning (If applicable):** | [ENTER ANY TEXT HERE, OR STATE NOT APPLICABLE] |
| **Wider Programme:** | Erasmus+ Pupil Health and Well-Being Project |
| **Year:** | 2015-17 |
| **Module Authors:** | [NAMES OF INSTITUTIONS] |

This Module Guide is your essential reference document for the module. It is intended to be used in conjunction with the Module Resource Pack and the overarching Pupil Health and Well-Being Project Handbook.

# [Short Description](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug2.shtml#_blank)

[ENTER YOUR OWN DESCRIPTION OF APPROXIMATELY 200 WORDS]

An electronic copy of this module guide is available for participants on the project web site ([www.PHWB-project.com](http://www.PHWB-project.com))

**Equality and Diversity** FOR DISCUSSION

**This Pupil Health and Well-Being Project** values and respects the diversity offered in a pluralistic society. We aim to provide a learning community that actively challenges inequality and injustice. For us this means:

1 Actively opposing all forms of discrimination;

2 Recognising diversity of identities as enriching the learning and teaching experience and modelling this in our practice;

4 Providing a safe environment for staff and students to reflect and work on prejudices and stereotypes, including examining the use of inappropriate language;

5 Developing structures and policies that enable participants to participate fully;

6 Supporting a range of learning styles through teaching and module development;

7 Equipping participants with the skills, concepts and values which enable them to challenge inequality and injustice in their future work.

**This module** addresses equality and diversity issues in a number of ways. [PLEASE ENTER YOUR OWN STATEMENT RELATED TO YOUR MODULE HERE – approximately 70 words].

# [Aims of the Module](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug3.shtml#_blank)

The aims of this module are to:

[PLEASE ENTER YOUR AIMS HERE. FOUR AIMS (ONE RELATING TO EACH SESSION OF THE MODULE) AS BULLET POINTS].

# [Learning Outcomes](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug4.shtml#_blank)

On successful completion of this module participants will be able to:

## Knowledge and Understanding

[INSERT 2 – 4 BULLET POINTS HERE]

## Intellectual Skills

[INSERT 2 – 4 BULLET POINTS HERE]

## Practical Skills

[INSERT 2 – 4 BULLET POINTS HERE]

## Transferable Skills

[INSERT 2 – 4 BULLET POINTS HERE]

# [Introduction to Studying the Module](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug7.shtml#_blank)

## Overview of the Main Content

There are four strands in each module which will enable participants to develop a breadth of subject and pedagogical knowledge. The strands in this module are:

[PLEASE INSERT THE FOUR TITLES OF THE SESSIONS IN YOUR MODULE]

## Overview of Types of Sessions

* 4 x 3-hour taught sessions in the form of practical workshops and seminars;
* 4 hours of independent study: completing the selected readings for the module and writing of the Learning Journal.

Participants are encouraged to work independently and creatively in an atmosphere of co-operative support and this will be central to the experience. This module encourages and supports active participation.

The Learning Journal is an ongoing reflective tool for participants to complete over the course of the module. This tracks the learning journey of the participant and will become a useful reference point for re-visiting subject knowledge, and teaching and learning ideas in the future.

## 5.3 Importance of Self-Managed Learning Time

Participants will be expected to undertake self-study and reading throughout the module and to reflect on the implications of their reading and module content for their own teaching in school and other settings.

## Employability FOR DISCUSSION

The six modules incorporated within the Pupil Health and Well-Being Project introduce participants to some of the fundamental knowledge, understanding and skills that school leaders believe are required in order to be an effective teacher in the current education climate in Europe’s schools. Increasingly, schools need to focus on the education of the 'whole child'. The traditional role of the extended family, of the government and of the church in the formation of Europe's future citizens is changing and in some cases, reducing. The role of the teaching profession is changing as a result. Teachers need to feel equipped to teach in a way that supports the development of our society and ensures our future citizens are happy and healthy. These modules strengthen the training of current and future school educators by providing them with tools to help develop the ‘whole child’. All participants will receive a certificate of achievement on completion of the modules to add to their professional portfolio.

# The Programme of Teaching AND Learning

Module tutors will support teaching and learning through the full use of formative assessment during taught sessions in the following ways:

* Formatively assessing participant micro teaching activities;
* Supporting group work formatively;
* The modeling of formative assessment as part of the teaching and learning process.

All resources used in the sessions will be uploaded to the project web site. In addition, *some* resources will be made available in hard copy for use during the sessions.

**Preparation readings**

Most sessions include a preparatory set reading which participants should complete before the session. Details of the preparation readings are given within each session outline below.

All the preparation readings can be found in electronic copy on the project web site. These are available in English, Greek and Spanish.

**Indicative** content for the four module sessions can be found in the sections on the following page.

|  |
| --- |
| **Session 1:**  [TITLE OF SESSION GOES HERE] |
| **Indicative Session Content**  [PLEASE INSERT 8 -10 BULLET POINTS TO DESCRIBE THE INDICATIVE CONTENT OF THE SESSION] |
| **Preparation**  [PLEASE SUGGEST ONE PREPARATION READING OR ACTIVITY FOR PARTICIPANTS TO COMPLETE IN THEIR OWN TIME, IN ADVANCE OF THE TAUGHT SESSION] |
| **Follow up activities**  Completion of Learning Journal reflective comments following the session.  Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session (*Trials of module only*, not INSET). |

|  |
| --- |
| **Session 2:**  [TITLE OF SESSION GOES HERE] |
| **Indicative Session Content**  [PLEASE INSERT 8 -10 BULLET POINTS TO DESCRIBE THE INDICATIVE CONTENT OF THE SESSION] |
| **Preparation**  [PLEASE SUGGEST ONE PREPARATION READING OR ACTIVITY FOR PARTICIPANTS TO COMPLETE IN THEIR OWN TIME, IN ADVANCE OF THE TAUGHT SESSION] |
| **Follow up activities**  Completion of Learning Journal reflective comments following the session.  Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session (*Trials of module only*, not INSET). |

|  |
| --- |
| **Session 3:**  [TITLE OF SESSION GOES HERE] |
| **Indicative Session Content**  [PLEASE INSERT 8 -10 BULLET POINTS TO DESCRIBE THE INDICATIVE CONTENT OF THE SESSION] |
| **Preparation**  [PLEASE SUGGEST ONE PREPARATION READING OR ACTIVITY FOR PARTICIPANTS TO COMPLETE IN THEIR OWN TIME, IN ADVANCE OF THE TAUGHT SESSION] |
| **Follow up activities**  Completion of Learning Journal reflective comments following the session.  Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session (*Trials of module only*, not INSET). |

|  |
| --- |
| **Session 4:** [TITLE OF SESSION GOES HERE] |
| **Indicative Session Content**  [PLEASE INSERT 8 -10 BULLET POINTS TO DESCRIBE THE INDICATIVE CONTENT OF THE SESSION] \*See foot note |
| **Preparation**  [PLEASE SUGGEST ONE PREPARATION READING OR ACTIVITY FOR PARTICIPANTS TO COMPLETE IN THEIR OWN TIME, IN ADVANCE OF THE TAUGHT SESSION] |
| **Follow up activities**  Completion of Learning Journal reflective comments following the session. |

# [PARTICIPANT Evaluation](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug9.shtml" \o "Click here for help on filling out this field.) FOR DISCUSSION

Evaluative feedback will be sought from all module participants using a Bristol online survey to provide a rating for each session, module organisation and resources. Participants will also be asked to provide some qualitative feedback about the module. This feedback will be used to inform the development and improvement of the module for future participants.

# [LEarn](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug9.shtml)ing resources

## Reading List

The following list of *suggested* material is optional, and is designed to support the module by providing additional reading around the wider subject area. The compulsory preparation readings for the module can be found in electronic copy on the project web site (see section 6), and are available in English, Greek and Spanish. The *suggested* material is only available in the published language**.**

**Print Texts**

[INSERT FOUR SOURCES]

**Journals**

[INSERT FOUR SOURCES]

## Internet Resources

[INSERT FOUR SOURCES]

A list of some helpful web sites related to the module subject area:

