

**MA EDUCATION
ALL-WALES MODULE TEMPLATE**

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| Faculty/School/College | All institutions: Aberystwyth University Bangor University Cardiff Metropolitan University Swansea University University of Wales Trinity Saint David University of South Wales Wrexham Glyndwr University | | |
| Module Title | Emotional Health, Mental Health and Wellbeing | Module Code | EDW706 |
| Level | 7 | Credits | 20 |
| Type of Module | Optional | Method of Delivery | Blended |
| Formal Contact Hours | 22 | Total Notional Hours | 200 |
| Placement Learning Hours | 0 | Independent Learning Hours | 178 |
| Delivery Location | All institutions | Evaluation Method (for Governance) | <i>PTES Institutional Programme Monitoring</i> |
| Cost Centre | All institutions | HECOS code | 100459 |
| Module Outline | | | |
| <p>This module will focus on emotional health, mental health and wellbeing in educational settings. It will critically examine the international research on emotional health, mental health and well-being to explore the evidence base from multiple perspectives and from different contexts. Students will examine factors which impact on emotional health, mental health and wellbeing, and will critically evaluate a range of early interventions in relation to the promotion and protection of child / adolescent mental health and wellbeing, whilst also exploring the international evidence concerning the efficacy of a range of preventative measures. The module will enable students to extend, deepen, evaluate and (where appropriate) apply their knowledge of theory and research relating to emotional health, mental health and wellbeing to their personal /professional contexts.</p> | | | |
| <p>This module will explore and critically examine research from multiple perspectives and debates in the area of mental health, emotional health and wellbeing across educational contexts. The module is designed to enable students to extend, deepen, evaluate and (where appropriate) apply their knowledge of theory and research relating to emotional health, mental health and wellbeing, as relate these to their personal and professional contexts.</p> | | | |
| <p>This module is optional for all students but becomes core once selected.</p> | | | |
| Is there a placement component to the module? Please provide details. | | No | |
| Will the module be delivered in collaboration with another organisation? Please provide details. | | All institutions | |

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| What percentage of the module will be taught in Welsh? Please outline examples, e.g. mentorship or personal tutoring, etc)? | 100% |
| Module Aims | |
| This module aims to critically examine the international research on emotional health, mental health and well-being to explore this evidence base from multiple perspectives and from different contexts. The module aims to extend and deepen students' knowledge, understanding but also will also allow students to appraise different approaches to dealing with emotional health, mental health and wellbeing that could be applicable to their professional context or setting. | |
| Module Intended Learning Outcomes | |
| <p>By the end of the module the student should be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate a range of theories that apply to issues of wellbeing within education and the inter-relationships that impact negatively upon children's wellbeing. 2. Critically examine current legislation, policy and practice concerning models of health and wellbeing, happiness, resilience and children's rights, and the research evidence base that supports them, using selected international models as comparative, contextual frameworks. 3. Critically examine the international research on emotional health, mental health and well-being to gain multiple perspectives. 4. Critically evaluate a range of early interventions in relation to the promotion and protection of child / adolescent mental health and wellbeing, whilst also assessing the evidence concerning the efficacy of a range of preventative measures. 5. Critically evaluate and (where appropriate) apply their knowledge of the theories and international evidence (relating to emotional health, mental health and wellbeing) to their personal /professional context. | |
| Relevant Programme Outcomes | |
| <p>K1. An in-depth, systematic and advanced knowledge of the complexity and multi-faceted nature of education, both in their own context and beyond.</p> <p>K2. A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level.</p> <p>K3. A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts.</p> <p>K4. A comprehensive, critical evaluation and synthesis of relevant literature.</p> <p>K8. The ability to communicate accurately and clearly to a wide range of audiences.</p> <p>S1. Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice.</p> <p>S2. Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular.</p> <p>S3. Evaluate own learning needs in order to set and review own professional learning objectives.</p> <p>S4. Apply systematic approaches to critically evaluate their own practice in relation to the Professional Standards for Teaching and Learning (2017).</p> <p>S8. Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences.</p> <p>S9. Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others.</p> | |
| Transferable/Employability/Graduate Skills | |
| <i>I = included in module content; A = included in module assessment; N/A</i> | |

Master's degrees are awarded to students who have demonstrated:

1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.

Students will be assessed for their knowledge and critical awareness relating to the module topic. All students will be expected to relate this to their own practice.

2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship, and;
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

Students will be introduced to, and expected to engage critically with, the core literature, evidence and techniques for enquiry in relation to the module topic. This is in order to demonstrate the appropriate application of research and scholarship in their own practice and their critical evaluation of the same, in order to arrive at an ever-deeper understanding of the topic as it applies to professionals.

4. Conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Students will be supported to build skills in relation to critical analysis and develop a critical appreciation of the evidence they have engaged with in order to conceptualise and apply the knowledge in this topic to their own practice, and to develop their own theories of action in relation to the topic.

Typically, holders of the qualification will be able to:

1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

Students will be encouraged to understand that there are no 'right answers' in their discipline and that effective professional practice involves making judicious decisions on their own account, using evidence to guide their choices and using reflection to evaluate them. In the course of their practice, students will be encouraged to ensure that their use of their growing knowledge base enables them not only to develop as professionals, but also to work with peers, learners, parents and carers, ensuring that they can communicate effectively with a range of audiences.

2. Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.

Assessments are all designed to require students to show how they are able to problematise their practice, and how they can use evidence, action planning and reflection to solve problems both autonomously and in collaboration with peers.

3. Continue to advance their knowledge and understanding, and to develop new skills to a high level. **All module content is intended to challenge students to reconsider what they think they know, to adopt critical mindsets and to be ready to adapt what they do, in light of the new knowledge and understanding they encounter during the module.**

4. And holders will have the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
 - the independent learning ability required

Throughout the module, students will be encouraged to:

- a. Form conclusions about their own practice such that they become more confident in making decisions both with, and in the absence of all of the information they need.
- b. Be reflective such that they can take responsibility for the decisions they make.
- c. Understand where they can turn to in order to further inform their decision-making.

Syllabus – Indicative Content

- * The key national and international policies and conventions that support rights and wellbeing of children and young people.
- * The key emotional and wellbeing issues that are experienced by children and young people and the international research that surrounds them.
- * The biological, psychological and social factors associated with emotional and mental health and wellbeing.
- * The role of the educational professional in improving emotional health, mental health and wellbeing, and how this can be applied in the student’s own context.
- * Interventions and processes within schools, and the wider collaborative partnerships, used to support emotional and mental health and wellbeing.

Learning and Teaching Delivery Strategies/Methods

(SCHEDULED: lecture, seminar, tutorial, project supervision, demonstration, practical classes, workshops, supervised time in studio/workshop, fieldwork, external visits. NON-CONTACT: guided independent study; PLACEMENT: work-based learning; placement; year abroad)

| Method | Rationale | Type of Contact (scheduled/ guided independent study/placement) | Total hours |
|----------|---|---|-------------|
| Lectures | Students will engage in lectures and workshops, face-to-face and online, to explore and examine the key concepts in this module. | Scheduled | 16 |
| Seminars | Seminars will encourage students to build confidence and deepen their understanding of the concepts being taught in smaller groups. Approaches to seminar delivery will include ‘flipped learning approaches’ whereby students interrogate key issues before further exploration with their peers, supported by course tutors, as well as Problem-Based Learning and challenge-based learning approaches. | Scheduled | 6 |

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| Self-Directed Tasks and Individual Study Time | Between scheduled sessions, students will have opportunities to engage in wider reading, undertake independent tasks to test out ideas and to build confidence in their own professional practice. | Independent | 178 |
| Essential Reading | | | |
| <p>Smith, P.K., Cowie, H. and Blades, M. (2015). <i>Understanding Children's Development</i>. 6th ed. Chichester: John Wiley and Sons Ltd.</p> <p>Dogra, N., Parkin, A., Gale, F. and Frake, C. (2018). <i>Multidisciplinary Handbook of Child and Adolescent Mental Health for Front-line Professionals</i>. 3rd ed. London: Kingsley.</p> | | | |
| Recommended Further Reading (Max 5) | | | |
| <p>Campbell, S., Morely, D., and Catchpole, R. (eds.) (2016). <i>Critical Issues in Child and Adolescent Mental Health</i>. London: Palgrave.</p> <p>Gerhardt, S. (2015). <i>Why Love Matters: How Affection Shapes a Baby's Brain</i>. Abingdon: Routledge.</p> <p>Goldstein, S., and Brooks, R. (2013). <i>Handbook of resilience in children</i>. 2nd ed. New York, N.Y.: Springer.</p> <p>Jones, P., and Welch, S. (2018). <i>Rethinking children's rights: Attitudes in contemporary society</i>. 2nd ed. London: Bloomsbury.</p> <p>Recommended Journal: Emotional and Behavioural Difficulties, Taylor & Francis</p> | | | |
| Please provide details of inclusive learning and teaching approaches/access to specialist requirements. | | | |
| <p>All teaching materials will be available on the VLE.</p> <p>All handouts, presentations and online course materials will use high-contrast text/ background colours and legible fonts.</p> <p>The module will explore different perspectives within and outside the UK and develop the students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality.</p> | | | |
| Assessment & Feedback | | | |
| Method of Moderation to be used | Moderation by sampling of the cohort. | | |

| Assessment Methods | | | | | |
|---|-----------------------------|--------------------------------------|-----------------------------|-----------|--|
| Assessment Code and Method | Learning Outcomes to be met | Duration/Length of Assessment Method | Weighting of Assessment (%) | Threshold | Approximate Date of Submission |
| <p>PORT1 A presentation for educational professionals in student's own context, focused on supporting emotional and mental health and wellbeing.</p> <p>An analytical commentary to support the presentation, anchoring it in relevant theoretical sources, research evidence and policy documentation.</p> | All | 4000 words equivalent | 100 | 50 | Approximately 6 th January. |

Rationale for Assessment

Assessments are designed to ensure parity of provision and experience for all students. All students will benefit from formative feedback throughout the module which will be bespoke to their needs and will complete the same summative assessment per module. The two aspects of the assessment provide a practical and theoretical focus. Formative feedback will be provided at the mid-point of the module.

Rules for Multiple Assessments

There are no multiple assessments for this module.

In what ways will students receive feedback on assessed work, including formal examinations? .

Turnitin

Feedback against the assessment rubric and a word bank. Use of feedback box on Turnitin (with an option for three minutes of verbal feedback as appropriate). Marks to be returned via Turnitin.

Please provide details of inclusive assessment provision/access to specialist requirements. This should include details of alternative assessment which may be undertaken by students with specific requirements.

Students will be able to submit assignments in a format that is adapted to their individual needs where an Individual Support Plan (or other local equivalent) is in place, or where appropriate reasonable adjustments have been negotiated. This may include additional time for completion of assignments, support with reading and/or academic writing and access to assessment rubrics in various formats (electronic, large print, specific fonts). All students are also able to submit applications for extenuating/mitigating circumstances as required throughout completion of the module.

Please provide details of how students would redeem a failure in the module.

All students have two opportunities to retrieve a failure in a module (second and third attempts are capped at 50%). No further retrieval opportunities will be offered.

| Other Information | | |
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| Are there any pre- or co-requisites for this module? | No | |
| Programme(s) in which to be offered (not including exit awards) | Core | Option |
| MA (Education) | ✓ | ✓ |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| For what teaching & learning activities do you intend to use e-learning? <i>Please add specific requirement as appropriate.</i> | All | |
| For what assessment activities do you intend to use e-learning? E.g. MCQs | N/A | |
| Maximum number of students that can enrol on the module? | 100 per institution | |
| How often will the module run during each session? | Once. | |
| When? <i>(Please note that modules on non-professional programmes must be taught wholly in either semester 1 or semester 2.)</i> | September-January | |
| Does the module replace an existing module? | No | |
| If so which one? | N/A | |
| Date of approval by College Committee | | |
| Signature of Chair of College Learning and Teaching Committee | | |
| Modifications | | |