

1.	Title	Mental Health and Wellbeing
2.	Level *	4
3.	Credits	20
4.	Indicative Student Study Hours	200 hours Taught class sessions: 36 hours Independent Study: 164 hours
5.	Core (must take and pass), Compulsory (must take) or Optional	Compulsory

5. Brief Description of Module (purpose, principal aims and objectives)	
<p>This module will introduce theories and core values of mental health when considering the experience of mental health problems across the key stages from Primary through to Higher Education Focusing on the student, the professional experience and ethical practice.</p> <p>The differing manifestations of mental health, distress, including diagnosed mental health problems, substance misuse, eating disorders, early intervention and co-morbidity will be explored and the direct impact on education as well as the broader impact that has this circular causality has on education.</p> <p>Students will critically appraise models of support with a focus on anti-discrimination and empowerment in their practice. Risk factors and risk management, pastoral pathways, innovations in meeting the needs of 'your students' and self-care (both personally and professionally) will be evidenced within assessment.</p> <p>Pastoral care, partnership working, sharing information and safe practice are intrinsic to the module, with educators having direct contact with students and being central to the social support system. Stigma, labelling, discrimination and social exclusion within society and its impact on the education setting will be addressed with models to offer support and good mental health; addressing both the student and educator perspective.</p>	
6. Learning Outcomes - On successful completion of this module a student will be able to:(Add more lines if required)	
1.	Identify a range of mental health and wellbeing issues and challenges.
2.	Evaluate the implications for anti-discriminatory practice across the key stages in schools in England
3.	Demonstrate an understanding of the impact of discrimination/ multiple discrimination and social exclusion.
4.	Describe examples of ethical collaboration and pathways to support that currently exist within the education profession
Generic Learning Outcomes	
5.	Apply academic writing and referencing conventions to written work.
6.	Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
7. Assessment	

Pass on aggregate or Pass all components <i>(modules can only be pass all components if this is a PSRB requirement)</i>	N.A. (as single assessment)
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Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
2.	Essay	100%	Yes	2500 words	All LOs	

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

This patchwork essay is expected to include:

- The social context of mental health and wellbeing.
- An examination of the mental health needs of students.
- An analysis of the impact on the wider network and the systemic considerations when working in the role of an educator, to include anti-discriminatory practice.
- Pathways for support.
- Educator self-analysis and self-care evidenced through reflexivity.

8. Summary of Pre and / or Co Requisite Requirements

N/A

9. For use on following programmes

BA (Hons) in Education Studies

Module Specification

Part 2- to be reviewed annually

1.	Module Leader	TBC
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2.	Indicative Content
	<ol style="list-style-type: none"> 1. Introduction to the concept of good mental health and well-being 2. Social constructs 3. Student perspective and educator perspective 4. Learning disorders and co-morbidity 5. Curriculum related stress 6. Workload management – educator and student perspectives 7. Stress and anxiety prevention 8. Self-analysis and self-care 9. Working collaboratively 10. Pathways for support 11. Outdoor and alternative approaches within education 12. Technology and healthcare innovation

3. Delivery Method *(please tick appropriate box)*

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
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<i>If the Delivery Method is Classroom Based please complete the following table:</i>				
	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Lectures	36	Taught contact time	LOs 1-5
2	Independent Study	164		
	Total Hours	200		
If delivery method is <i>not</i> classroom based state lecturer hours to support delivery			Each student receives two 20 minutes academic tutorials per module.	

4. Learning Resources

To include contextualised Reading List.

Highly recommended:

1. Barden, N. and Caleb, R. (2019). *Student Mental Health and Wellbeing in Higher Education: A practical guide*. London: Sage Publications
2. Dikel, W. (2014). *The Teacher's Guide to Student Mental Health*. New York: Norton Publishers
3. Price, S. (2019) *Essential Guides for Early Career Teachers: Mental Well-being and Self-Care*. St Albans: Critical Publishing

Recommended:

1. Adelman, H. and Taylor, L. (2010) *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools*. New York: Skyhorse Publishing
2. Glazzard, J. and Bostwick, R. (2016) *Positive Mental Health: A Whole School Approach*. St Albans: Critical Publishing
3. Shute, R. and Slee, P. (2016) *Mental Health and Wellbeing through Schools: The Way Forward*. Oxon: Routledge
4. Stones, S. and Glazzard, J. (2019) *Supporting Student Mental Health in Higher Education*. St Albans: Critical Publishing