

Module Outline as validated		Part 1-
1.	Title	Mental Health and Wellbeing in Education
2.	Level *	7
3.	Credits	30
4.	Indicative Student Study Hours	Online class contact hours: 36 Directed or self-directed Study Hours: 264 Total study hours: 3000
5.	Compulsory (must be taken) OR Optional	Optional
6.	Core (must be passed and cannot be compensated) or non-core	Core

* Foundation Level=3 Degree Year 1 = 4 Degree Year 2 = 5 Degree Year 3 = 6 PG (Masters) = 7

7. Brief Description of Module (purpose, principal aims, and objectives)
<p>This optional module is designed to provide students with a comprehensive understanding of mental health and wellbeing in educational settings, with a particular focus on the interconnectedness of staff motivation, mental health, and overall wellbeing of all individuals within learning environments. It aims to equip educators, managers, and leaders with the knowledge and skills to create and maintain healthy, supportive, and productive educational ecosystems.</p> <p>The principal aim is to critically examine the complex relationships between staff wellbeing, student mental health, and the overall health of educational institutions, while exploring evidence-based strategies to enhance motivation, resilience, and positive mental health outcomes for all stakeholders in education.</p> <p>This module acknowledges the interconnected nature of wellbeing in educational settings, recognising that the mental health and motivation of staff directly influence student outcomes and institutional health. By addressing these complex relationships, the module aims to equip students with the knowledge and skills to create more holistic, supportive, and effective learning environments for all.</p>

8. Learning Outcomes - On successful completion of this module a student will be able to:	
<i>(Add more lines if required)</i>	
1.	Critically analyse and evaluate policies and processes related to mental health and wellbeing in educational settings, considering their impact on both staff and students.
2.	Demonstrate a critical understanding of the complex interrelationships between staff motivation, mental health, and overall wellbeing in educational environments.
3.	Critically examine and evaluate support structures and interventions in education, assessing their effectiveness in promoting anti-discriminatory practice, inclusion, and wellbeing for all members of the educational community.
4.	Design and critically reflect on innovative strategies and collaborative pathways to support mental health and wellbeing in educational settings, with a focus on promoting inclusivity, social justice, and widening participation for both staff and students.
5.	Critically evaluate the outcome of your research, acknowledge limitations, and make recommendations related to the presented findings and analysis critically reflecting on the process of the research

6.	Conduct and critically evaluate a small-scale research project on a topic related to holistic wellbeing in educational environments considering the ethical implications and influence of personal bias on the validity and generalisability of the findings.
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9. Assessment

Pass on aggregate or pass all components	Pass all components
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Summary of Summative Assessment Plan
 If there is an option to select between different types of assessments (for example, presentation or essay), please ensure this is clearly outlined in the table below and further details of assessment section.

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Research project	100%	YES	4000	1,2,3,4,5	

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

There is a detailed research project template with an explanation of each section of the required with associated word count available on MOODLE.

You are required to conduct a small-scale research project investigating an aspect of holistic wellbeing in educational settings. The project should demonstrate critical analysis, evaluation, and reflection on mental health and wellbeing policies, practices, and interventions in education.

- Research Report (100% of total grade for final assignment)
- o Introduction and background
 - o Comprehensive literature review
 - o Detailed methodology
 - o Presentation and analysis of findings
 - o Discussion of results in relation to existing literature and theories
 - o Acknowledgment of study limitations
 - o Evidence-based recommendations for practice and further research
 - o Conclusion

Students are encouraged to choose a research topic that aligns with their professional interests and context. Regular check-ins with assigned supervisors are recommended throughout the research process. Ethical approval must be obtained before commencing data collection involving human participants.

Summary of Formative Assessment Plan

Week 1: Introduction to Mental Health and Wellbeing in Education
 Focus: Introduction to the context of mental health and wellbeing, and research project planning.
 Formative Task: Research Topic Proposal (300 words). Students will submit a brief proposal outlining their chosen research topic, providing a rationale for its relevance to educational settings and their professional interests.
 Feedback Method: Supervisor feedback on topic feasibility, alignment with the module content, and ethical considerations.

Week 2: Literature Review and Theoretical Concepts

Focus: Introduction to theoretical concepts of mental health and wellbeing and conducting a literature review.

Formative Task: Annotated Bibliography (500 words) Students will compile an annotated bibliography of 5 key sources relevant to their research topic, providing a summary and critical evaluation of each source.

Feedback Method: Tutor feedback on the relevance and quality of sources, critical evaluation skills, and alignment with the research topic.

Week 3: Identifying Mental Health Needs in Education

Focus: Examination of the mental health needs of students and educators across different educational levels.

Formative Task: Contextual Analysis (500 words) Students will write a short piece analysing the mental health needs of their chosen population (students or educators) within their educational context. This analysis will form part of the introduction of their research project.

Feedback Method: Peer and tutor feedback, focusing on clarity, relevance, and the connection between the context and the research focus.

Week 4: Methodology Development

Focus: Developing research methodology, including ethical considerations.

Formative Task: Methodology Plan (500 words) Students will draft a plan outlining their chosen research methodology, including data collection methods, ethical considerations, and justifications for their approach.

Feedback Method: Supervisor feedback on the appropriateness of the methodology, ethical approval process, and any potential challenges in data collection.

Week 5: Ethical Approval Check-in

Focus: Obtaining ethical approval for the research project.

Formative Task: Ethics Form Submission Students will complete and submit their ethical approval form for review.

Feedback Method: Supervisor feedback on the ethical considerations and recommendations for obtaining approval. The supervisor will also address any potential ethical dilemmas related to working with vulnerable populations.

Week 6: Data Collection Preparation

Focus: Preparing for data collection, including refining tools and processes.

Formative Task: Data Collection Tool Submission (Survey, Interview Protocols, etc.) Students will submit their data collection tools, such as interview questions or survey instruments, for feedback.

Feedback Method: Supervisor and peer feedback on the design of data collection tools, ensuring clarity, ethical considerations, and alignment with the research question.

Week 7: Data Analysis Skills Workshop

Focus: Exploring methods for data analysis and interpretation.

Formative Task: Data Analysis Plan (300 words) Students will outline their plan for analysing the data they will collect, detailing the steps they will take and the analytical frameworks they will use.

Feedback Method: Tutor feedback on the feasibility of the analysis plan and the appropriateness of the analytical techniques in relation to the research objectives.

Week 8: Reflective Blogging on Research Process

Focus: Reflection on the research process and the role of the educator in supporting wellbeing.

Formative Task: Reflective Blog Post (300 words)

Students will write a reflective blog post about their experience conducting the research so far, including any challenges faced and how their understanding of mental health and wellbeing in education is evolving.

Feedback Method: Peer feedback on the reflection, focusing on critical thinking and the connections between theory and practice. Tutor feedback will provide guidance on how to deepen reflective practice.

Week 9: Draft Research Report Submission

Focus: Integrating all sections of the research report (introduction, literature review, methodology, findings, and discussion).

Formative Task: Draft Submission (1500 words) Students will submit a draft of their research report, focusing on key sections such as the introduction, literature review, and methodology.

Feedback Method: Supervisor feedback on structure, clarity, and coherence of the argument. Feedback will also focus on whether the findings and discussion sections are well-aligned with the project's aims and theoretical framework.

Week 10: Presentation of Findings and Final Feedback

Focus: Presenting key findings and final reflections on the research project.

Formative Task: Presentation of Key Findings (10 minutes) Students will present their key findings and recommendations to a small group of peers. The presentation will be an opportunity to receive final feedback on the interpretation of results and implications for practice.

Feedback Method: Peer feedback on the clarity and strength of the findings, with tutors offering additional guidance on refining the discussion and recommendations section.

10. Summary of Pre and / or Co Requisite Requirements

N/A

11. For use on following programmes

N/A