Module Descriptor

Title	Mental Health in Education		
Session	2025/26	**Status**	
Code	PGES11019	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	L Lafferty		

Summary of Module

This module critically engages with the characteristics and pedagogical principles supporting the mental health of learners and 'leaders of learning' within educational contexts. In particular, the module (i) explores motivational enhancement theories and interventions (therapies), (ii) investigates the impact of key skills on building capacity for motivational change and support, and (iii) examines the role of early recognition in providing support for learners and 'leaders of learning'. Participants will also explore the ethical implications relating to early recognition and support of mental health challenges.

Module Delivery Method	**On-Campus[1]** ☐	**Hybrid[2]** ☐	**Online[3]** ☒	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Learning Outcomes	
L1	Demonstrate enhanced knowledge and critical awareness of motivational enhancement theories applied within a learning, teaching, and training context
L2	Apply knowledge and a critical understanding of the impact of significant skills on building capacity for motivational change within a learning, teaching, and training context.
L3	Demonstrate knowledge and a critical review of the effective interpersonal skills underpinning psychosocial interventions within a learning, teaching, and training context.
L4	Critically evaluate and apply the knowledge and understanding of mental health early intervention support for learners and leaders of learning
L5	n/a

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Enhanced knowledge that covers and integrates areas of mental health theories and interventions (therapies) within a learning, teaching, and training context. A critical understanding of the specific theories and interventions (therapies) and early recognition and concepts as they apply to the participants' learning, teaching, and training context. Critical awareness of current issues in mental health within a learning, teaching, and training context.
Practice: Applied Knowledge and Understanding	**SCQF 11** Use a range of specialised interpersonal, motivational, and early recognition skills, techniques, practices which are informed by relevant theories and interventions. Apply a range of standard and specialised research instruments and techniques of enquiry. Demonstrate originality and creativity in the application of knowledge, understanding and practices which relate to mental health and relevant interventions within a learning, teaching, and training context.
Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis to issues which are informed by the developments of mental health applications within a learning, teaching, and training context. Develop original and creative responses to concepts and issues which relate to a learning, teaching, and training context. Critically review, consolidate, and extend knowledge, skills practices and thinking in mental health and motivational enhancement theory within a learning, teaching and training context.
Communication, ICT and Numeracy Skills	**SCQF 11**

	Communicate, using appropriate specialised methods, to a range of learning, teaching, and training audiences with different levels of knowledge/expertise. Act as a source of advice and mentorship for professionals, on particular aspects of mental health within a learning, teaching and training context. Embed technology enhanced learning approaches to support discussion on mental health theory within a learning, teaching, and training context. Use word processing, spreadsheet, and data analysis software to support and enhance advanced academic work. Engage and contribute to the literature and public discussion on mental health theory within a learning, teaching, and training context.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise substantial autonomy and initiative in professional and equivalent activities, demonstrating initiative in enhancing the work of mental health theory and motivational enhancement theory within a learning, teaching, and training context. Demonstrate responsibility, leadership and initiative and contribute to change and development in mental health within a learning, teaching, and training context. Demonstrate the management of complex professional issues, in the field of mental health and education, and make informed judgements on issues both within and outside of professional codes or practices within a learning, teaching, and training context.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. The module handbook will provide specific information regarding the particular learning and teaching methodologies adopted however, in general terms, the module is delivered using an "integrated" (online) delivery approach. That is to say, the various formative activities/readings build into resources which learners are able to refer back to throughout the module and which have immediate application to their respective personal and professional practice. The module introduces a number of inter-related themes, and the associated coursework consists of a number of independent and collaborative online activities and selected reading. A detailed module timeline will also be provided to enable each learner to manage their study time; accordingly, to plan and review their progress against timescales and deadlines at regular intervals throughout the module.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	80
Independent Study	120
n/a	
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Access to internet: As the module is delivered entirely online via the University's virtual learning environment, participants must have access to an appropriate internet connected device which will enable full engagement with, and the development of, work at Masters level. Reading: The under noted reading list provides a limited number of texts for illustrative purposes only. Coursework will provide direction to a range of literature with a number of texts (and readings) currently available in 'e' (online) format from the library. Participants are advised to contact their programme leader (or the module coordinator) in advance of the module commencing to check availability of ebook formats (and/or to enquire about how to access a copy of the module resource list online). Knifton, L. and Quinn, N. (eds.) (2013) Public Mental Health: Global Perspective. Berkshire: Open University Press Kutash, K., Duchnowski, A.J., and Lynn, N. (2006) School-based Mental Health: An Empirical Guide for Decision-Makers. Tampa: University of South Florida Miller, W.R. and Rollnick, S. (2012) Motivational Interviewing: Preparing people for Change. New York: Guilford Press Journals: Academic journals are a valuable source of reading. Key articles will be detailed as part of module activities where applicable however participants should also source relevant material, using databases and other resources, provided by the UWS Library as a means of extending their own personal and professional knowledge and skills.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:
The university is committed to providing a supportive learning environment that actively facilitates student success. As this module has been designed for part-time, distance learners, a high degree of student-led flexibility is built-in. That is to say, in order to be academically engaged, there is a need for you to regularly access the learning space and course-related learning resources, undertake course-related activities, and, in doing so, work towards timely completion and submission of assessments; it may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module. Whilst we understand that there may be times when conflicting priorities make participation challenging, we may reach out to check how things are going and offer support if we observe that you have not been regularly accessing the module and/or completing online activities. Further information regarding this module's 'attendance and engagement' requirements are also set out in the Module Handbook

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Career-Long Professional Learning (CPL)
Moderator	Y Matemba
External Examiner	S Jones
Accreditation Details	n/a
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The summative assessment for this module is divided into two parts: Part 1: A critically reflective report based on the development of a media resource designed to be shared with colleagues (weighted 30%) and Part 2: A written assignment which will comprise an appraisal of relevant literature regarding motivational enhancement and mental health theory and its application to a learning, teaching and/or training context (weighted 70%).

The summative assessment is graded in line with the University's A-E assessment/grading scale and further, more specific, detail and guidance (including word count allowances) will be provided via the Module Assessment Handbook.
Assessment 2
n/a
Assessment 3
n/a
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	☒	☒	☒	☒	☐	30	0
Written assignment						70	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
NA	☐	☐	☐	☐	☐	n/a	n/a

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐	n/a	n/a
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Transferred to new template	Feb 25	L Lafferty
