

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Mental Health in Education			
Code: PGES11019	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	L Lafferty		
Summary of Module			
<p>This module critically engages with the characteristics and pedagogical principles supporting the mental health of learners and 'leaders of learning' within educational contexts.</p> <p>In particular, the module</p> <ul style="list-style-type: none"> (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					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
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
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)	<p>SCQF Level 11</p> <p>Enhanced knowledge that covers and integrates areas of mental health theories and interventions (therapies) within a learning, teaching, and training context.</p> <p>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.</p> <p>Critical awareness of current issues in mental health within a learning, teaching, and training context.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11.</p> <p>Use a range of specialised interpersonal, motivational, and early recognition skills, techniques, practices which are informed by relevant theories and interventions.</p> <p>Apply a range of standard and specialised research instruments and techniques of enquiry.</p>

	<p>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.</p>
<p>Generic Cognitive Skills</p>	<p>SCQF Level 11</p> <p>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.</p> <p>Develop original and creative responses to concepts and issues which relate to a learning, teaching, and training context.</p> <p>Critically review, consolidate, and extend knowledge, skills practices and thinking in mental health and motivational enhancement theory within a learning, teaching and training context.</p>
<p>Communication, ICT and Numeracy Skills</p>	<p>SCQF Level 11</p> <p>Communicate, using appropriate specialised methods, to a range of learning, teaching, and training audiences with different levels of knowledge/expertise.</p> <p>Act as a source of advice and mentorship for professionals, on particular aspects of mental health within a learning, teaching and training context.</p> <p>Embed technology enhanced learning approaches to support discussion on mental health theory within a learning, teaching, and training context.</p> <p>Use word processing, spreadsheet, and data analysis software to support and enhance advanced academic work.</p> <p>Engage and contribute to the literature and public discussion on mental health theory within a learning, teaching, and training context.</p>
<p>Autonomy, Accountability and Working with others</p>	<p>SCQF Level 11</p> <p>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.</p> <p>Demonstrate responsibility, leadership and initiative and contribute to change and development in mental health within a learning, teaching, and training context.</p> <p>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.</p>

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

Learning and Teaching	
<p>The module handbook will provide specific information about the 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 build on/refer back to throughout the module and which have immediate application to their respective personal and professional practice. The module consists of a number of related and inter-related themes, and the associated coursework consists of a number of independent and collaborative online tasks and selected reading. The handbook will also include a detailed module timeline so as 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.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Asynchronous Class Activity	80
Independent Study	120
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	

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 highlighted as part of coursework 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:

*Part-time, distance learning students should review the module's 'attendance and engagement' requirements as 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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Career-Long Professional Learning
Moderator	Y. Matemba
External Examiner	S. Jones
Accreditation Details	n/a
Changes/Version Number	Annual review/general housekeeping across sections.

Assessment: (also refer to Assessment Outcomes Grids below)

The summative assessment for this module is divided into two parts: Part 1 (weighted 30%) and Part 2 (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.

Part 1: A critically reflective report based on the development of a media resource designed to be shared with colleagues.

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.

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Creative output/ Audiotapes / Videotapes / Games/ Simulations	✓	✓	✓	✓	n/a	30%	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	✓	n/a	70%	0

Combined Total for All Components						100%	0 hours
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