

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	Module code:	M20
2.	Title:	Senior Mental Health Leadership - Advanced Award
3.	Credit points:	30
4.	FHEQ level:	7
5.	Start term:	Autumn, Spring, Summer
6.	Module leader:	Dr Joanna Wood
7.	Accredited by:	This course has been quality assured by the Department for Education.
8.	Module restrictions:	
	(a) Pre-requisite	none
	(b) Programme restrictions	none
	(c) Level restrictions	PG
	(d) Other restrictions or requirements	Students need to be Senior Mental Health Leads and / or to have some prior mental health leadership training. They also need to have the written support of their Head Teacher.
9.	Aims:	<p>This module aims to ensure Senior Mental Health Leads are confident and capable to implement effective whole setting change at a leadership level. Confidence and competence are built across the course, through activities and peer interaction that stimulate authentic impact (Chee, 2014). Systemic thinking is introduced, so that SMHLs consider different levels in school systems; how they link and interact.</p> <p>Through online, practice-based learning, individual support from a Tutor Coach, and interaction with peer networks, delegates are supported:</p> <ul style="list-style-type: none"> ● To feel comfortable with the leadership element of the SMHL role. ● To understand the history and context of SEMH needs in the UK, including definitions, legislation and current trends. ● To identify factors influencing SEMH, including a risk-resilience approach. ● To understand, analyse, and apply, key psychological, educational, and organisational theories underpinning SEMH. ● To understand the ingredients of successful systemic and multidisciplinary working, including identification of need, making referrals, interaction with external agencies, and evaluation. ● To audit and critically review the SEMH provision in their settings in a structured way, including consideration of discrimination and staff wellbeing. ● To plan, implement and embed effective, sustainable whole school SEMH strategies and systems in their settings.
10	Learning outcomes:	<p><i>(Knowledge and Skills sections can be merged if appropriate)</i></p> <p>On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Strategically lead and manage efforts to promote and support mental health and wellbeing, that deliver an effective whole school or college approach in settings.

	<ol style="list-style-type: none"> 2. Propose and develop appropriate responses to pupils' and students' mental health and wellbeing needs, ensure they can get timely and appropriate support via targeted support and appropriate referrals. 3. Plan and facilitate staff development which supports colleagues' own mental wellbeing, and that of pupils and students. 4. Apply advanced interpersonal skills to create an ethos and environment which promotes respect and values diversity, enabling student voice so that the voice of every learner is heard and valued, and influences decisions by working with parents, families and carers with a consistency of approach and shared aims and strategies. 5. Use advanced knowledge of resilience and social and emotional well-being to influence their promotion within curricula and pedagogy.
11	<p>Syllabus:</p> <ul style="list-style-type: none"> • The leadership element of the SMHL role, including active reflection on personal leadership ideas, style and goals. • The context of the SMHL role, and be introduced to tools and ideas linked to whole school approaches, including activities focused on organisational change and implementation science. • Explore ways of thinking about SEMH using key psychological and educational frameworks, and up-to-date research. • Familiarisation with Public Health England's eight principles, and a risk and resilience framework alongside carefully selected case studies. • Audit and critically review their SEMH provision in a structured way, including consideration of discrimination and staff wellbeing. • Creation of a Strategic Portfolio - a working planning document enabling delegates to embed sustainable systemic change in their settings.
12	<p>Learning and teaching strategy:</p> <p>The course is online, self-paced, and practice-led. It is accessed through our online learning environment, Campus Online, which was built on our two founders' doctoral research into e-learning for teachers. We are constantly developing the site. The DfE is currently funding further development of our platform to enable the training of over 17,000 leaders.</p> <p>As stated, the online module is divided into strands, with each strand consisting of a series of learning experiences that associate study with carefully organised practical activities. This design facilitates concrete experiences and active experimentation in school, coupled with reflective discussions with a Tutor Coach and peers. Thus, SMHLs learn to be SMHLs, as well as to do the role.</p> <p>Engagement with peers plays a key role in each lead's experiential learning cycle (Kolb, 2015). Their sustainable support network includes:</p> <p>Engagement with a small Campus Working Group, to share best practice and discuss challenges. Delegates are able to message each other without sharing email addresses.</p> <p>Engagement in focussed discussion forums built into the course (and facilitated by Tutor Coaches) enable peers to share, support and challenge their fellow SMHLs. Discussion topics are carefully chosen to promote learning from experiences and diverse settings. SMHLs sharing of their completed passed assignments, including their Plans and Provision Maps, to the course library, which other leads can learn from. This approach has been praised by successive external examiners of our courses.</p>

	SMHLs set up a 'Colleague Working Group' within their settings, which is used across the course, e.g. when evaluating mindfulness based approaches.				
13	Assessment scheme:				
	(a) Formative assessment scheme				
	<p>There are five assignments on this course, each designed to support on-the-ground practice as a SMHL. Delegates receive one set of formal formative feedback form their Tutor Coach on each assignment, through Campus Online.</p> <p>Reading Critically. This is a short written piece (around 500-1000 words) critically analysing Meins' article on attachment. A framework of questions is provided to structure the writing.</p> <p>Database of good practice. This is a practical, live document that details interventions and resources of relevance to the delegate's setting. It can be presented as a working spreadsheet / Word document.</p> <p>Assignments 3, 4, and 5 (outlined below) are compulsory and form the summative, marked element of the course. They are re-uploaded to Campus Online at the end of the course.</p>				
	(b) Summative assessment scheme				
	<p>Task 1: Training Pack OR 3000 word essay. The <u>training pack</u> involves preparation of two Powerpoints / sets of engaging training materials that the SMHL can use with their staff in school / college: one on the role, one on an area relevant to their setting. Content can be taken from Strands 1 and 2 (i.e. the role of the SMHL; perspectives, models and theories; whole school approaches) and beyond. The <u>essay</u> is 3000 words and the title is <i>How do SEMH policy and theory inform whole school / college approaches to SEMH support, including practice in your own setting.</i></p>				
	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
	50%	3000 words	1, 3	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
	<p>Task 2: SEMH Audit / Review Portfolio- A document (e.g. a spreadsheet) summarising current SEMH provision in the setting, plus a Force Field Analysis (FFA) and 500 word summary of the process and findings. A proforma and exemplar is provided</p>				
	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
	25%	Summary - 500 words	2,	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student

	<i>Force Field Analysis and Action Plan - 1000 words</i>			<input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>Task 3: SEMH Strategic Portfolio. A portfolio of planning documents, which must include as a minimum:</p> <ul style="list-style-type: none"> ❖ The SEMH Action Plan - an action plan for leading change in the setting. (500 - 750 words) ❖ A Project Overview: a 500 word summary of the planning process, including a 'birds eye view' flowchart or similar, mapping the project from audit to strategic plan. ❖ My Reflections (250-500 words) on how the process of auditing and planning has been so far, and on how to sustain their learning and peer support beyond the course. <p>A proforma and exemplar are provided.</p>				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
25%	1500 words total	4, 5	<i>x</i> No <input type="checkbox"/> Yes	<i>x</i> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>In order to pass the module, the student will be required to achieve either:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an overall aggregate of grade 16; <i>x</i> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component (PSRB requirements) <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component 				
Seen examination	%		
Unseen examination	%		
Coursework (no examination)		100%		
14	Timetabled examination required	Yes <input type="checkbox"/> No <input type="checkbox"/>		
15	Length of examhours		
16	Learning materials	<p>All essential reading materials that are required for the course are available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p>Additional learning materials can be accessed via EBSCO.</p> <ul style="list-style-type: none"> ● Essential 		

		<p>All-Party Parliamentary Group on Mental Health (2018) <i>Progress of the Five Year Forward View for Mental Health: On the road to parity</i> [online]</p> <p>Bignall, T., Jeraj, S., Helsby, E., & Butt, J. (2019) Racial disparities in mental health: Literature and evidence review. [online] <i>Race Equality Foundation</i></p> <p>Bombèr, L. M., Golding, K. S., & Phillips, S. (2020) <i>Working with Relational Trauma in Schools: An Educator’s Guide to Using Dyadic Developmental Practice</i>. London: Jessica Kingsley Publishers</p> <p>Devon County Council (2022) <i>Toolkit of evidence-based interventions to promote inclusion of children with SEMH needs</i> [online] Available at https://www.devon.gov.uk/support-schools-settings/document/toolkit-of-evidence-based-interventions-to-promote-inclusion-of-children-with-semh-needs/</p> <p>Gerhardt, S. (2009) <i>Why Love Matters: How Affection Shapes a Baby’s Brain</i>. Taylor & Francis Ltd</p> <p>McCorry, E. (2021) <i>Childhood Trauma, the Brain and the Social World: A Short Guide About the Importance of Social Relationships for Mental Health</i>. [online] Available at https://uktraumacouncil.org/resources/childhood-trauma-and-the-brain</p> <p>Schools Wellbeing Partnership (2020) <i>Mental health and wellbeing in secondary schools and colleges Preparing for recovery: Self-review and signposting tool</i> [online] Available at https://schoolswellbeing.org.uk/sites/default/files/uploads/attachments/20200901_SecondaryRecoveryTool_001_0.pdf</p>
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In addition, for in-house, joint and franchised programmes only

17	UNISTATS - assessment	
.	Please indicate summary of the following assessment types #:	
	COURSEWORK%
	EXAM%
	PRACTICAL%
18	UNISTATS – learning and teaching	
.	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).	
	For Apprenticeship programmes, this is University-led Off The Job hours.	

	The proposed number of scheduled teaching hours:								
	Placement Activity (e.g. placement, work based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.								
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.								
19	Module run (NB These should be set up four years in advance):								
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner	
20	Timetabling information:								
	(a) Please indicate which teaching activities will be offered in this module*:								
	LECTURE (LEC)				YES/NO				
	SEMINAR (SEM)				YES/NO				
	LABORATORY (LAB)				YES/NO				
	WORKSHOP (WRK)				YES/NO				
	(b) Timetabled				YES/NO				
	(c) Student centrally allocated				YES/NO				

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
	PgCert/PgDip/MEd SEND and Inclusion	Optional
	PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgCert/PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional

Validated collaborative partner (if applicable):
Real Group Ltd

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

Definition of UNISTATS assessment types:

(For further details see LQEH Section 16)