

School of Social Sciences, Humanities and Education

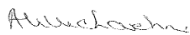
Title of Programme: MA Mental Health and Wellbeing in Education

Programme Code: EDHWEM

Programme Specification

This programme specification is relevant to students entering:
26 September 2022

Associate Dean of School (Academic Quality Assurance):
Alison McLauchlin



Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme

Date	Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification MA Mental Health and Wellbeing in Education

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	De Havilland Campus
Programme accredited by	Not applicable
Final Award (Qualification)	MA
All Final Award titles (Qualification and Subject)	MA Mental Health and Wellbeing in Education
FHEQ level of award	7
UCAS code(s)	N/A
Language of Delivery	English

A. Programme Rationale

Mental health and wellbeing in educational settings, from Early Years Foundation stage settings to Universities, have been increasingly recognised as key issues in education. The coronavirus pandemic and subsequent lockdowns have exacerbated these issues further. The impact of the Covid pandemic is likely to have additional long-term effects on trends in mental health and wellbeing issues for children, families, adult learners and staff in education settings.

There have been several recent initiatives promoting training of staff in all education institutions and new roles are being created alongside these such as Mental Health Leads and Champions in schools. The MA Mental Health and Wellbeing in Education is designed to develop the knowledge, understanding and practice of professionals seeking to promote the mental health and wellbeing of all those involved in education. The programme aims to enable students to promote the positive mental health and wellbeing of learners or students of any age, in whichever educational contexts they are working, using a multidisciplinary, whole systems approach for improvement.

Students will critically explore mental health and wellbeing issues in educational contexts and the programme will also highlight the importance of, and strategies for, supporting the mental health and wellbeing of staff. Students will be encouraged to develop their professional values and confidence in this area through academic research and critique of practices, perspectives and strategies from a range of settings and professions. There will also be a focus on the interface between education and other professionals. Students will consider these relationships and explore challenges and solutions associated with them.

A key aim of the programme is that students will learn in cross-phase and cross professional groups giving them a rich variety of perspectives. They will reflect on these and, through reflection and critique, show how their learning from this could be applied in their own professional context to enhance practice in supporting mental health and wellbeing.

The MA Mental Health and Wellbeing seeks to equip students with professional confidence as a result of research- informed praxis. It will also foster transferable skills such as independent critical thinking, identification of values, interprofessional understanding and strategies for working with mental health and wellbeing in a range of environment and with a range of people.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to:

- Provide knowledge of understand of the skills needed to research mental health and wellbeing in education
- Promote independent critical thinking in relation to mental health and wellbeing
- Provide opportunities for students to explore strategies and practices used by other professionals and in different contexts

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and Higher Education Credit Framework for England (HECFE) (2021), and relate to the typical student.

Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design

Table 1.

Knowledge and Understanding:	Teaching/learning methods & strategies	Assessment
A1. Systematic, in-depth knowledge of a variety of approaches to mental health and wellbeing in education	Knowledge and understanding learning outcomes are primarily achieved through a combination of seminars and lectures (face-to-face and online, where blended learning approaches are used) and tutorials	All learning outcomes will be assessed through a combination of coursework assessments such as presentations and essays, and a dissertation
A2. Systematic knowledge and understanding of central concepts of mental health and wellbeing in a variety of educational contexts	Workshops and seminars and sharing and critique of practice experience are a central feature of the programme. This creates a rich opportunity for students to develop their understanding of alternative and multi disciplinary views and perceptions throughout the programme.	Formative assessments will enable students to be aware of strengths and areas for development prior to submitting work for grading .
A3. Systematic knowledge and understanding of the impact of personal and professional values in relation to mental health and wellbeing practice	This will be nurtured through dialogic and text-based feedback.	Assessments are designed with reference to established research methods in education
A4. Systematic knowledge of relevant multi-disciplinary literature relating to mental health and wellbeing research, theory, legislation and practice	The programme is purposefully designed for critical reflection on, and sharing of, practice.	
A5. Systematic knowledge of the issues and challenges associated with supporting mental health and wellbeing	Students will engage as community members in in-class and online discussions to enhance their knowledge and understanding of subject matter and its relationship to themselves and their educational context.	
A6. Systematic knowledge and understanding of theoretical and		

participatory research
paradigms and
methodologies

Provocations, including literature, examples from practice and case studies are used to enrich knowledge and understanding. This will support students to develop skills of independent critical thinking and reasoning as well as developing their values.

The prior knowledge, understanding and experience of students is considered in order to support inclusive teaching and learning. The aim is for all students to feel they can engage and participate in teaching and learning with confidence.

The teaching and support teams are committed to the holistic nurturing of students

Learners are supported through critical enquiry underpinned by research and practical knowledge in order to develop praxis.

Learning is further developed through creative forms of assessment. Formative assessments support the teaching team and students awareness of the strengths and areas for development. This will lead to adjustments in teaching as appropriate and will be nurtured through dialogic and text-based feedback.

Throughout the programme students are encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject

Intellectual skills:	Teaching/learning methods & strategies	Assessment
B1. Systematically critique theory and practice and challenges in relation to an educational context	Intellectual skills are developed through methods and strategies outlined in section A (above)	Intellectual skills are assessed through a combination of coursework assessments such as presentations and essays, and a dissertation.
B2. Systematically and critically consider social justice issues in relation to mental health and wellbeing in education	Skills of critical analysis are developed through synthesis of theory and practice. This will be embedded within the pedagogy	Informal assessment of independent critical thinking

<p>B3. Systematically synthesise, analyse and critically evaluate literature, policy and current research developments in relation to mental health and wellbeing in education</p> <p>B4. Demonstrate reflexivity in systematic research investigations, methodologies, methods and ethical issues through the design and management of a dissertation</p> <p>B5. Evaluate and adapt innovative approaches and strategies that can be used to promote mental health and wellbeing in an educational context.</p>	<p>and is a key strand of this programme. Teaching staff and students will be encouraged to question and challenge the views of others, in their reading and discussion in a respectful way. This will be verbally in sessions, in written activities and in assessment. Support for, and modelling of, this will be on-going in seminars, workshops and tutorials.</p> <p>The programme has been designed to enhance and develop students criticality and intellectual skills as they progress through. A critical, supportive pedagogy, with an emphasis on enquiry gives opportunities for students to consider and critique broader, social and philosophical perspectives for example.</p> <p>The teaching team actively seek to discover students' prior knowledge, experience and understanding in order to provide teaching and learning activities which ensure an inclusive, learning and teaching culture.</p> <p>Along with case-studies, multi-media presentations, and debates students also engage with regular formative assessment and critical reflection activities as individuals and in peer-learning</p> <p>The teaching and support teams are committed to the holistic nurturing of student skill, mastery and motivation. It is important in a programme such as this that modelling of support for student wellbeing is embedded in the programme.</p>	<p>skills will be on-going through teaching and learning discussions and formative assessment</p> <p>Critical, independent thinking will be assessed through all assessment methods</p>
Practical skills:	Teaching/learning methods & strategies	Assessment
<p>C1- Systematically articulate and critique values in relation to mental health and wellbeing in education</p> <p>C2. Systematically critique and analyse the</p>	<p>Practical skills are primarily achieved through a combination of workshops, seminars, and post-session activities.</p> <p>Opportunities are created throughout to link learning to their</p>	<p>Practical skills are assessed through a combination of coursework assessments such as presentations and essays, and a dissertation.</p>

<p>complexities of multi-disciplinary approaches to mental health and wellbeing education practices</p> <p>C3. Analyse and demonstrate how newly developed values and strategies can be applied and developed in an educational context</p> <p>C4. Critically evaluate, apply and develop research methodologies, methods and ethical considerations</p> <p>C5. Systematically demonstrate ability to design, undertake and evaluate a dissertation with reference to ethical protocols</p>	<p>practice. This may be through explanation of application to their own context or through reflection on examples from their actual practice in an education setting. This encourages development of skills such as evaluation, critical, reflection and reflexivity.</p> <p>Throughout the programme students are encouraged to develop their leadership skills in relation to mental Health and wellbeing in education practice. Examples of this are articulation and sharing of values and strategies for improvement using multi media and presentation skills.</p>	<p>All of which assess synthesis, analysis and reflexivity skills</p>
Transferable skills:	Teaching/learning methods & strategies	Assessment
<p>D1. Communicate effectively and pro-actively orally, in writing and using technology in learning, teaching and relationships with a variety of stakeholders</p> <p>D2. Active listening with an advanced awareness of literature and concepts in order to reflect on and analyse own views and experiences and those of others</p> <p>D3. Synthesise and apply approaches of inclusive practice in education</p> <p>D4. Systematically formulate innovative developments through identifying key concepts, literature and issues</p> <p>D5. Work independently and in partnership with others to advocate appropriate solutions and develop understanding across professional boundaries</p> <p>D6. Demonstrate confidence with research methods, evaluation and presentation of research findings.</p>	<p>Transferable skills are developed through participation and engagement with creative assessments, written assessments, oral presentations, and in-person and online discussion groups. Learners are encouraged to keep a record of their skills development and learning throughout the programme.</p> <p>All students will be encouraged to participate confidently verbally in group sessions and to respond appropriately when views are challenged. The teaching team strive to ensure that this is a safe place to share views and opinions.</p> <p>Learning with a range of professionals will enhance understanding of interprofessional working and awareness of differing perspectives.</p>	<p>Transferable skills are assessed through a combination of coursework assessments such as presentations and essays, and a dissertation.</p>

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered part time only over two or three years and leads to the award of MA Mental Health and Wellbeing in Education. Entry for this course is at level 7. Intake is normally semester A

Professional and Statutory Regulatory Bodies
No Accreditation

Work-Based Learning, including Sandwich Programmes

The programme is open to people working in education and the wider voluntary sector in different roles. It is anticipated that students will be employed or working voluntarily for at least one day per week in Education settings but no assessment will take place in the workplace. Support will be provided to students should they need assistance to find an setting if required.

The role of the setting is to support the student to share their experiences and develop their practice as appropriate. There is no requirement for an employee to provide any formal academic support to the student. A representative from the setting will be required to sign to confirm their agreement that they will enable access for the student so that they can share experiences and develop their practice in relation to Mental Health and Wellbeing in Education.

Students would normally work in environments where they engage with mental health issues in education settings and are in positions that allow them to critically reflect and think about development of practice. Students will be required to confirm that

Programme Structure

The final award of **MA Mental Health and Wellbeing in Education** is offered part time (over 2 or 3 years. Students undertake 180 level seven credits, which is divided across 5 modules.

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Interim awards are identified in Table 1c and 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

2 Years part time Entry point Semester A

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Introduction to Mental Health and Wellbeing	7EDU2030	30	English	N/A	100	N/A	A
Mental Health and Wellbeing practice	7EDU2031	30	English	N/A	100	N/A	B
Exploring Approaches to Research	7EDU1091	30	English	N/A	100	N/A	C
Critical approaches to Mental Health and Wellbeing	7EDU2032	30	English	N/A	100	N/A	A

Mental Health and Wellbeing in Education Dissertation	7EDU2033	60	English	N/A	100	N/A	BC
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Table 1b

3 Years Part time

Entry point semester A

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Introduction to Mental Health and Wellbeing	7EDU2030	30	English	N/A	100	N/A	A
Mental Health and Wellbeing practice	7EDU2031	30	English	N/A	100	N/A	B
Exploring Approaches to Research	7EDU1091	30	English	N/A	100	N/A	A
Critical approaches to Mental Health and Wellbeing	7EDU2032	30	English	N/A	100	N/A	B
Mental Health and wellbeing in Education Dissertation	7EDU2033	60	English	N/A	100	N/A	AB

The award of an MA requires 180 credit points passed at level 7, including the masters dissertation.

Table 1c Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of (normally):	Programme Learning Outcomes developed (see above)
Masters	Mental Health and Wellbeing in Education	180 credit points including at least 150 at level 7	6 Semesters	All programme learning outcomes (see Table 1a and 1b above)

Table 1d

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Certificate	Mental Health and Wellbeing in Education	60 credit points at level 7	2 Semesters	A1,A2,A3,A4,A5,B1,B2,B3,B5,C1,C2,C3,C4 D1,D2,D3,D4,D5,D6
Postgraduate Diploma	Mental Health and Wellbeing in Education	120 credit points at level 7	4 Semesters	A1,A2,A3,A4,A5,A6,B1,B2,B3,B4,B5,C1,C2 ,C3,C4,C5,D1,D2,D3,D4,D5D6

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in [UPR AS14](#), Section D and the students' handbook are met.

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) and [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

Management

The programme is managed and administered through:

- An Admissions Tutor, to support all applicants from initial inquiries through to starting the course
- A Programme Leadership Team, who design, revise and disseminate information about the programme and opportunities available to students (including, but not limited to, tutorials and events).
- Student representatives who have regular opportunities for dialogue with fellow students and staff, to ensure a rich learning and teaching experience
- A designated programme administrator and a student hub.
- Module leaders who are responsible for designing all elements of the learning that takes place on the module and contribute to programme-wide learning and enrichment activities.

Support

Students are supported by:

- Academic and pastoral support throughout the programme, via module leaders, Student Success and Engagement Team, Library and Computing Services and the programme leadership team and designated Personal Tutor
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support
- School Student Success and Engagement Team
- Office of Dean of Students, incorporating Chaplaincy, Counselling and nursery
- StudyNet, a versatile on-line inter-active intranet and learning environment
- Guided student-centred learning on StudyNet module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 2 Learning Resources Centres
- Medical Centre
- University Disability Advisors
- An Equality Office
- Careers Enterprise and Employment Services
- The Students' Union
- Organised opportunities to undertake further practice-based qualifications

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme information unit within our virtual learning environment
- A Definitive Module Document (DMD) for each constituent module
- A Module Information Unit within our virtual learning environment for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are

available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

The normal entry requirements for the programme are:

- Evidence of a 2:2 (or equivalent) classification in any relevant undergraduate degree or international equivalent qualification.
- Evidence of GCSE or equivalent English Grade 4/Grade C and above is normally required
- Applicants from non-English speaking countries must provide evidence of English language proficiency equivalent to overall IELTS Academic score 7.0 with 6.5 minimum in each band
- Accreditation of prior credited learning will be considered

In some circumstances

Non graduates may be admitted who show potential to study at level 7. This is judged by the following criteria:

- Evidence of GCSE or equivalent English Grade 4/Grade C and above is normally required
- Applicants from non-English speaking countries must provide evidence of English language proficiency equivalent to overall IELTS Academic score 7.0 with 6.5 minimum in each band
- A successful review of entry essay documenting previous relevant experience and/ or professional qualifications or interest in mental health and wellbeing (no more than 1500 words)
- Applicants may be requested to meet with the admissions team.

For current entry tariff point requirements, please refer to the relevant page for the course on the University website or on the online prospectus.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: Christine Collins
c.collins5@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to dhaq@herts.ac.uk.

MA Mental Health and Wellbeing in Education

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																									
		Knowledge & Understanding							Intellectual Skills					Practical Skills					Transferable Skills								
Module Title	Module Code	A1	A2	A3	A4	A5	A6		B1	B2	B3	B4	B5		C1	C2	C3	C4	C5		D1	D2	D3	D4	D5	D6	
Introduction to Mental Health and Wellbeing	7EDU2030	x	x	x	x	x			x	x	x		x		x			x			x	x	x	x	x	x	
Mental Health and Wellbeing practice	7EDU2031	x	x	x	x	x			x	x	x		x			x	x				x	x	x	x	x	x	
Exploring Approaches to Research	7EDU0191						x				x	x						x	x		x	x	x	x	x	x	
Critical approaches to Mental Health and Wellbeing	7EDU2032	x	x	x	x	x			x	x	x		x		x	x	x				x	x	x	x	x	x	
Mental Health and Wellbeing in Education Dissertation	7EDU2033				x		x				x	x	x					x	x		x	x	x	x	x	x	

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding	Intellectual Skills
<p>A1. Systematic, in-depth knowledge of a variety of approaches to mental health and wellbeing in education</p> <p>A2. Systematic knowledge and understanding of central concepts of mental health and wellbeing in a variety of educational contexts</p> <p>A3. Systematic knowledge and understanding of the impact of personal and professional values in relation to mental health and wellbeing practice</p> <p>A4. Systematic knowledge of relevant multi-disciplinary literature relating to mental health and wellbeing research, theory, legislation and practice</p> <p>A5. Systematic knowledge of the issues and challenges associated with supporting mental health and wellbeing</p> <p>A6. Systematic knowledge and understanding of theoretical and participatory research paradigms and methodologies</p> <p>A1. Systematic, in-depth knowledge of a variety of approaches to mental health and wellbeing in education</p>	<p>B1. Systematically critique theory and practice and challenges in relation to an educational context</p> <p>B2. Systematically and critically consider social justice issues in relation to mental health and wellbeing in education</p> <p>B3. Systematically synthesise, analyse and critically evaluate literature, policy and current research developments in relation to mental health and wellbeing in education</p> <p>B4. Demonstrate reflexivity in systematic research investigations, methodologies, methods and ethical issues through the design and management of a dissertation</p> <p>B5. Evaluate and adapt innovative approaches and strategies that can be used to promote mental health and wellbeing in an educational context.</p>
Practical Skills	Transferable skills
<p>C1- Systematically articulate and critique values in relation to mental health and wellbeing in education</p> <p>C2. Systematically critique and analyse the complexities of multi-disciplinary approaches to mental health and wellbeing education practices</p> <p>C3. Analyse and demonstrate how newly developed values and strategies can be applied and developed in an educational context</p> <p>C4. Critically evaluate, apply and develop research methodologies, methods and ethical considerations</p> <p>C5. Systematically demonstrate ability to design, undertake and evaluate a dissertation with reference to ethical protocols</p>	<p>D1. Communicate effectively and pro-actively orally, in writing and using technology in learning, teaching and relationships with a variety of stakeholders</p> <p>D2. Active listening with an advanced awareness of literature and concepts in order to reflect on and analyse own views and experiences and those of others</p> <p>D3. Synthesise and apply approaches of inclusive practice in education</p> <p>D4. Systematically formulate innovative developments through identifying key concepts, literature and issues</p> <p>D5. Work independently and in partnership with others to advocate appropriate solutions and develop understanding across professional boundaries</p> <p>D6. Demonstrate confidence with research methods, evaluation and presentation of research findings.</p>

Section 2

Programme management

Relevant QAA subject benchmarking statements	None
Type of programme	Taught Postgraduate
Date of validation/last periodic review	October 21
Date of production/ last revision of PS	22/11/21
Relevant to level/cohort	Level 7 entering September 2022
Administrative School	School of Education

Table 3 Course structure

Course details		
Course code	Course description	HECOS
EDHWEM	MA Mental Health and Wellbeing	101246