

**M04A**  
**Social, Emotional and Mental Health Needs – Skills & Knowledge**

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| 1.  | Short Code  | M04A   |
| 2.  | Title   | Social, Emotional and Mental Health Needs – Skills & Knowledge |
| 3.  | Level   | 7  |
| 4.  | Credit Points   | 30   |
| 5.  | Start Term  | Autumn, Spring, Summer   |
| 6.  | Subject   | Special Educational Needs and Disability: SEMH                 |
| 7.  | Module Leader   | Sarah Norris   |
| 8.  | Accredited by   |  |
| 9.  | Module Requisitions   |  |
|     | (a) Pre-requisite   | None   |
|     | (b) Programme Restriction   | None   |
|     | (c) Level restrictions  | None   |
|     | (d) Other restrictions or requirements  | None   |
| 10. | Automatic deferral  | No   |
| 11. | <p><b>Aims</b></p> <ul style="list-style-type: none"> <li>● To develop participants' understanding of theories influencing approaches to working with children with SEMH.</li> <li>● To develop participants' understanding of the history of SEMH in the UK context.</li> <li>● To ensure that students understand key aspects of 'normal' child development and their likely relationship to SEMH.</li> <li>● To develop participants' understanding of the characteristics of children and young people with SEMH and how the labelling process works.</li> <li>● To develop participants' understanding of the legislation and current trends relating to SEMH.</li> <li>● To develop students knowledge and understanding of SEMH and the ways in which such difficulties can be both identified and appropriately supported in the learning and social contexts.</li> <li>● To provide opportunities for students to identify and develop strategies for the management of children who are experiencing SEMH.</li> <li>● To develop students ability to understand and respond with enhanced skills to more specific mental health difficulties and well being issues in children with SEMH.</li> <li>● To develop participants' understanding of other services working with children with SEMH and the effectiveness or otherwise of multi-agency approaches.</li> </ul> |  |

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|     | <ul style="list-style-type: none"> <li>● To develop participants' understanding of current trends, for example equal opportunities, disability and SEMH.</li> </ul>  |
| 12. | <p><b>Learning Outcomes</b></p> <p><b>Knowledge</b></p> <p>On successful completion of this module, students will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. The nature of SEBD/ SEMH: definitions, identification, and prevalence, relevant legislation, policy and guidance including consideration of controversial issues such as medical models and labelling.</li> <li>2. Typical and atypical social/emotional development, including the development of attachment. Factors that can contribute to young people's mental health and development, including the interface between SEMH and mental health theories about risk and resilience drawn from mental health research.</li> <li>3. Approaches to working with children with SEMH, effective provision for children and young people who may be experiencing poor mental health</li> </ol> <p><b>Skills</b></p> <p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> <li>4. Evaluate attitudes and provision in their setting in relation to children's SEMH needs. Lead colleagues to review and evaluate attitudes and practice in their setting in relation to identifying and supporting pupils with SEMH needs and develop action plan for improvement.</li> <li>5. Use enquiry techniques to research and evaluate provision for SEMH. Critically analyse the current research, good practice guidance and psychological theories</li> <li>6. Use what they have learnt to construct their own understanding, to reflect on their own practice, and evaluate their decisions made in terms of theory, working in a manner that is sensitive to child safety/ protection issues.</li> </ol> |
| 13. | <p><b>Syllabus</b></p> <p>Introduction to SEMHD: relevant legislation, definitions, history, prevalence. Psychological perspectives; theories of typical/atypical development; elements of child development and developmental psychology and their impact on the emotional and behavioural development of children.</p> <p>Educational entitlement, 'emotional literacy', well-being and children with SEMH. Identification and assessment.</p> <p>Positive management approaches to children with SEMH: effective and inclusive practice, interventions which work for the most complex and vulnerable children and young people.</p> <p>SEMH and mental health.</p> <p>Resilience and risk factors; theories of attachment and impact on pupils well being and behaviour.</p>   |
| 14. | <p><b>Learning and teaching</b> will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p>   |

Students access the study topics, including the learning activity instructions and supporting content through Campus Online.

Campus Online is an integrated environment that:

- Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.
- Allows students to manage and track their progress through the activities and assessments.
- Enables students to submit their evidence and assignments, and receive feedback from their tutors.

As this module is focused on Skills & Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.

There is access to supporting content including:

- Directed reading of selected papers, book chapters, specialist online materials.
- Use of case study examples, videos and other learning materials.

Campus Online also supports a collaborative learning environment with:

- Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.
- Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.
- Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.

### **Assessment Strategy**

Assessment is through coursework assignments covering the 10 learning outcomes and comprising two 3000 word or equivalent assignments, as follows (numbers in brackets refer to learning outcomes assessed):

- **Critical analysis 1 (3000 words or equivalent):** Changing policy and provision for pupils with social emotional and mental health needs: Describe recent and relevant policy documents that relate to young people's mental health, and reflect on the impact of these on practice and perceptions of mental health in schools. (1, 2, 6)
- **Assignment 2 Practice analysis & Reflection (3000 words or equivalent):** Awareness of the factors that can impact on young people's mental health, reflection on the delegates own provision in relation to supporting young people with SEMH, with regard to best practice and analysis in this area. (3, 4, 5)

Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia

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|     | approaches where suitable but will not be penalised for using text based submissions.   |      |
| 15. | <b>Assessment Weighting</b>   |      |
|     | Seen examination  | %    |
|     | Unseen examination  | %    |
|     | Coursework (no examination)   | 100% |
|     | Seen examination  | %    |
| 16. | Timetabled examination required   | No   |
| 17. | Length of exam  | N/A  |
| 18. | <p><b>Learning materials</b></p> <p>The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.</p> <p>Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p><b>List supplied for revalidation event:</b></p> <p>American Museum of Natural History, 2011, Science Bulletins: Attachment Theory—Understanding the Essential Bond. Available: <a href="https://www.youtube.com/watch?v=kwxjfuPIArY">https://www.youtube.com/watch?v=kwxjfuPIArY</a>. Last accessed 21/10/14.</p> <p>Armstrong, D, Hallett, F, 2012 Private knowledge, public face: Conceptions of children with SEBD by teachers in the UK – a case study, Educational &amp; Child Psychology, 29, 4, pp. 77-87, viewed 5 February 2013.</p> <p>British Educational Research Association, 2012, Pupil Behaviour Problems are 'Widespread'. Available: <a href="https://www.bera.ac.uk/wp-content/uploads/.../behaviour050912.docx">https://www.bera.ac.uk/wp-content/uploads/.../behaviour050912.docx</a>. Last accessed 20/10/14.</p> <p>Burton, D, Goodman, R, 2011, Perspectives of SENCOs and support staff in England on their roles, relationships and capacity to support inclusive practice for students with behavioural emotional and social difficulties, Pastoral Care in Education, 29, 2, pp. 133-149, viewed 5 February 2013.</p> <p>Chapter 2, 'Infant, Child and adolescent development' in Burton, M, Pavord, E &amp; Williams, B (2014). An Introduction to Child and Adolescent Mental Health. Sage.</p> <p>Cox, K.F., 2006, Investigating the Impact of Strength-Based Assessment on Youth with Emotional or Behavioral Disorders, Journal Of Child &amp; Family Studies, 15, 3, pp. 278-292, viewed 6 February 2013.</p> <p>Department for Children, Schools and Families, 2008, Targeted Mental Health in Schools Project: Using the evidence to inform your approach: a practical guide for</p> |      |

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