

Please read [Guidance 3xviii](#) in order to complete this form.

### New Module Form/Module Narrative

1.	<b>Module code:</b>	M04
2.	<b>Title:</b>	Social, Emotional and Mental Health Needs
3.	<b>Credit points:</b>	30
4.	<b>FHEQ level:</b>	7
5.	<b>Start term:</b>	Autumn, Spring, Summer
6.	<b>Module leader:</b>	Sarah Norris
7.	<b>Accredited by:</b>	
8.	<b>Module restrictions:</b>	
	(a) Prerequisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	PG
	(d) Other restrictions or requirements	
9.	<b>Aims:</b>	<p>Social, Emotional and Mental Health Needs aims to develop student's knowledge of theories influencing approaches to working with children with SEMH, allowing them to understand both the characteristics of children and young people with SEMH and the therapeutic approaches to pupils' well being that could be used to support them. This module will provide opportunities to identify and develop strategies to support children who are experiencing SEMH, including more specific mental health needs and well being issues, by adopting a multi-agency approach.</p>
10	<b>Learning outcomes:</b> <i>(Knowledge and Skills sections can be merged if appropriate)</i>	<p>On successful completion of this module, the student will:</p> <ol style="list-style-type: none"> <li>1. Have an in-depth understanding of the nature of SEMH as understood through a therapeutic lens including typical and atypical social/emotional development, the development of attachment, factors that can contribute to young people's mental health and development, and the interface between SEMH and risk and resilience.</li> <li>2. Have an in-depth knowledge of behavioural science and the link with well-being, including issues of intersectionality and identity. This will include neuropsychology of mental health and critically evaluating the impact of well-being on cognitive functioning in young people.</li> <li>3. Select and apply a range of approaches to working with children with SEMH and effective provision for children and young people who may be experiencing poor mental health.</li> <li>4. Respond effectively to pupils' well-being needs and consider the well-being of the school community, making informed decisions about possible onward referrals based on evidence of effective intervention practice and their understanding of health inequalities.</li> <li>5. Critically analyse the current research, good practice guidance and psychological theories using 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>

11	<p><b>Syllabus:</b></p> <p>Introduction to SEMH:          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.          Educational entitlement, 'emotional literacy', behavioural science, neuropsychology and well-being and children with SEMH.          Positive support for pupils with SEMH: effective and inclusive practice, interventions which work for the most complex and vulnerable children and young people.          Resilience and risk factors; theories of attachment and impact of well being on pupils cognition and behaviour.</p>
12	<p><b>Learning and teaching strategy:</b></p> <p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Allows students to manage and track their progress through the activities and assessments.</li> <li>● Allows the flexibility for students to work at their own pace, around their individual schedule and to revisit all materials at any point in their studies.</li> <li>● Enables students to submit their evidence and assignments, and receive feedback from their tutors.</li> </ul> <p>These are supported by activities that promote review and reflection and provide access to relevant theory, policy, case study and exercises. There is access to supporting content including:</p> <ul style="list-style-type: none"> <li>● Directed reading of selected papers, book chapters, specialist online materials.</li> <li>● Use of case study examples, videos and other learning materials.</li> <li>● Practical activities and reflection on own practice, structured through 'learning log' online entries.</li> </ul> <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> <li>● Fellow students via online discussions to problem-solve issues raised by delegates from real-life settings, to critically analyse ideas and research, and respond to practical case studies.</li> <li>● Interaction with tutors including receiving formative feedback, and more general support (for learning, technical questions and course administration) via private messaging and forums.</li> <li>● Both students and tutors via webinars (both live and recorded) by tutors and visiting professionals and academics.</li> </ul>

13	<b>Assessment scheme:</b>				
	<b>(a) Formative assessment scheme</b>				
	All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.				
	<b>(b) Summative assessment scheme</b>				
	<p><b>Task: Critical analysis 1</b> - Critically analyse two psychological theories that can support your understanding of a learner’s mental health needs. How can these models help your understanding of a learner and what are the limitations?</p>				
	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
	33.3%	2000 words	1, 2	X No <input type="checkbox"/> Yes	X No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
	<p><b>Task 2: Reflective analysis</b> - Using one or more anonymous learners as a case study, reflect on the use of the framework of intersectionality to support the understanding of, and support for, the mental health needs of learners in your setting.</p>				
	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
	33.3%	2000 words	3, 4	x No <input type="checkbox"/> Yes	x No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
	<p><b>Task 3:</b> Practice analysis (2000 words). A powerpoint presentation outlining interventions and support available within the setting in relation to evidence of best practice the the universal, targets and specialist level.</p> <p>The presentation should be aimed at professional colleagues in a chosen phase/stage of education (Primary Key Stages 1 and 2, Secondary Key Stages 3 and 4 or post 16/adult).</p>				
	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
	33.3%	15 mins – equivalent to 2000 words	5	x No <input type="checkbox"/> Yes	x No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
	In order to pass the module, the student will be required to achieve either:				

	<input type="checkbox"/> an overall aggregate of grade 16; <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component <input checked="" type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component						
	<table border="1"> <tr> <td>Seen examination</td> <td>.....%</td> </tr> <tr> <td>Unseen examination</td> <td>.....%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100 %</td> </tr> </table>	Seen examination	.....%	Unseen examination	.....%	Coursework (no examination)	100 %
Seen examination	.....%						
Unseen examination	.....%						
Coursework (no examination)	100 %						
14	<b>Timetabled examination required</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>						
15	<b>Length of exam</b> .....hours						
16	<b>Learning materials</b> <ul style="list-style-type: none"> <li>• Essential</li> <li>• Recommended</li> </ul> <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> <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>Bombèr, L. M., Golding, K. S., &amp; 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 <a href="https://www.devon.gov.uk/support-schools-settings/document/toolkit-of-evidence-based-interventions-to-promote-inclusionof-children-with-semh-needs/">https://www.devon.gov.uk/support-schools-settings/document/toolkit-of-evidence-based-interventions-to-promote-inclusionof-children-with-semh-needs/</a></p> <p>Gerhardt, S. (2009) <i>Why Love Matters: How Affection Shapes a Baby’s Brain</i>. Taylor &amp; Francis Ltd</p> <p>McCrory, 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 <a href="https://uktraumacouncil.org/resources/childhood-trauma-and-the-brain">https://uktraumacouncil.org/resources/childhood-trauma-and-the-brain</a></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 <a href="https://schoolswellbeing.org.uk/sites/default/files/uploads/attachments/20200901_SecondaryRecoveryTool_001_0.pdf">https://schoolswellbeing.org.uk/sites/default/files/uploads/attachments/20200901_SecondaryRecoveryTool_001_0.pdf</a>							
<b>In addition, for in-house, joint and franchised programmes only</b>								
17	<b>UNISTATS - assessment</b>							
.	Please indicate summary of the following assessment types #:							
	COURSEWORK	.....%						
	EXAM	.....%						
	PRACTICAL	.....%						
18	<b>UNISTATS – learning and teaching</b>							
.	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	<b>Module run (NB These should be set up four years in advance):</b>							
.	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
20	<b>Timetabling information:</b>							
.	(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

<b>Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):</b>		
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

<b>Validated collaborative partner (if applicable):</b>
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)