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Module Code:	HLT708
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Module Title:	Health, Mental Health and Wellbeing in Education Settings
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Level:	7	Credit Value:	30
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Cost Centre(s):	GAHW	<u>HECoS</u> code:	100653
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Faculty	SLS	Module Leader:	Dr Sharon Wheeler
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Scheduled learning and teaching hours	20 hrs
Placement tutor support	0 hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	20 hrs
Placement / work based learning	0 hrs
Guided independent study	280 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MSc Health, Mental Health and Wellbeing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Validated as a stand alone module		

Pre-requisites
None.

Office use only	
Initial approval: 20/05/2020	Version no: 1
With effect from: 28/09/2020	
Date and details of revision:	Version no:

Module Aims

In the Curriculum for Wales 2022, 'Health and Wellbeing' is identified as one of the six Areas of Learning and Experience (ALE). The vision of the Welsh Government is that learners aged 3 to 16 have access to and acquire the experiences, knowledge and skills needed for employment, lifelong learning and active citizenship in today's society. Also, that the curriculum contributes to the goals set out in the Well-being of Future Generations (Wales) Act 2015 to develop healthy and confident individuals. Having Health and Wellbeing as one of the ALE is an important step forward towards recognising its importance and viewing health and wellbeing in a more holistic sense than the traditional approach of delivering separate Physical Education, Personal and Social Education and Sex Education subject areas. This module will provide students with knowledge and understanding related to the Health and Wellbeing ALE. It will explore the topics of health, mental health and wellbeing as they relate to young people in today's society, as well as consider the content, design and delivery of this ALE and examine innovative teaching pedagogy that could be utilised by teachers to develop healthy and confident learners.

Module Learning Outcomes - at the end of this module, students will be able to

1	Demonstrate critical awareness of children and young people's health, mental health and wellbeing and the determinates of these in today's society
2	Critically identify and discuss the strengths and challenges associated with the content, design and delivery of the Curriculum for Wales 2022
3	Critically appraise the evidence base underpinning particular strategies for developing health and wellbeing of individual learners and/or whole education settings
4	Suggest innovative teaching pedagogy that could be utilised by teachers to develop healthy and confident learners

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I
Creative	IA
Enterprising	I
Ethical	I
KEY ATTITUDES	
Commitment	I
Curiosity	I
Resilient	I
Confidence	I

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	IA
Organisation	IA
Leadership and team working	I
Critical thinking	IA
Emotional intelligence	I
Communication	IA

Derogations
None.

Assessment:			
Indicative Assessment Tasks:			
<p>Students will be required to produce a 5,000-word case study that considers the implementation of the Health and Wellbeing ALE in an education setting of their choosing.</p>			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 to 4	Case Study	100%

Learning and Teaching Strategies:
<p>Core aspects of the module will be delivered on a weekly basis in a classroom setting (approx. 20 hours in total), which will be captured via lecture capture software such as Panopto. The software will capture the visual and audio aspects of the sessions and the recordings will be made available on the Virtual Learning Environment (VLE) to all students, alongside directed study. Students will be able to self-select which sessions they will attend face-to-face and which they will access by viewing online. It will be encouraged, but not required, that students attend a minimum of 5 scheduled learning and teaching hours relevant to the module, although they can study entirely online should they choose to.</p> <p>Learning and teaching activities in the classroom and VLE will include lectures, discussions, case studies, simulations, problem-based learning, workbooks, key readings and reflective activities.</p>

Syllabus outline:

The content will be updated regularly to reflect the evolving nature of the health, wellbeing and education landscape, however, indicative content is as follows:

- Health and wellness challenges among children and young people
- Determinants of health and wellbeing among children and young people
- A the lifelong benefits of developing health and wellbeing at an early age
- A whole school approach to health and wellbeing
- Motivation, resilience, empathy and decision-making
- The background, content and design of the Curriculum for Wales 2022
- Innovative teaching pedagogy for developing healthy and well learners
- Strengths and challenges associated with the Curriculum for Wales 2022
- Lessons learned from the Curriculum for Wales 2008

Indicative Bibliography:

Essential reading

Dowling, M. (2014), *Young Children's Personal, Social and Emotional Development*. 4th ed. London: Sage Publications Ltd.

Joslyn, E. (2015), *Resilience in Childhood*. London: Palgrave.

Hollinsley, J. (2018), *An Educator's Guide to Mental Health and Wellbeing in Schools*. Woodbridge: John Catt Educational Ltd.

Welsh Government (2019) Area of Learning and Experience Health and Wellbeing:
<https://hwb.gov.wales/curriculum-for-wales/health-and-well-being>

Other indicative reading

Boddington, N., King, A. and McWhirter, J. (2014), *Personal, Social, Health and Economic Education in Primary Schools*. London: Sage.

Glazzard, J. and Bancroft, K. (2018), *Meeting the Mental Health Needs of Learners 11-18 Years*. St Albans: Critical Publishing Ltd.

Glazzard, J. and Bligh, C. (2018), *Meeting the Mental Health Needs of Children 4-11 Years*. St Albans: Critical Publishing Ltd.

Glazzard, J. and Bostwick, R. (2018), *Positive Mental Health: A Whole School Approach*. St Albans: Critical Publishing Ltd.

Glazzard, J. and Mitchell, C. (2018), *Social Media and Mental Health in Schools*. St Albans: Critical Publishing Ltd.

Indicative Bibliography:

Jenson, J. and Fraser, M. (2015), *Social Policy for Children and Families: A Risk and Resilience Perspective*. 3rd ed. Los Angeles: SAGE.

Luxmoore, N. (2015), *Essential Listening Skills for Busy School Staff*. London: Jessica Kingsley Publishing.

Manning-Morton, J. (2014), *Exploring Well-Being in the Early Years*. Open University Press.

Peters, S. (2018), *My Hidden Chimp*. London: Studio Press Books

Rose, J., Gilbert, L., and Richards, V. (2015), *Health and Well-Being in Early Childhood*. London: Sage Publications Ltd.

Key Journals:

Community Mental Health Journal
Critical Public Health
European Journal of Public Health
Health & Social Care in the Community
Health Education & Behavior
Health Education Journal
Health Promotion International
Health Promotion Practice
International Journal of Public Health
International Journal of Qualitative Studies on Health and Well-being
Journal of Community Health
Journal of Health and Social Behavior
Journal of Public Health
Journal of Public Health Management & Practice
Journal of Public Health Policy
Mental Health & Prevention
The Lancet
The Lancet Child & Adolescent Health
The Lancet Global Health
The Lancet Public Health
Public Mental Health
Society and Mental Health