

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	MSc Mental Health and Wellbeing in Education
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Education
Award Title (including separate Pathway Award Titles where offered):	MSc Mental Health and Wellbeing in Education
Pathways (if applicable)	
FHEQ level of final award:	7
Other award titles available (exit qualifications):	Postgraduate Certificate Postgraduate Diploma
Accreditation details:	
Length of programme:	2 years part-time 3 years part-time
Mode(s) of Study:	Part Time
Mode of Delivery:	Distance learning
Language of study:	English
QAA Subject Benchmark(s):	Education Studies (2019) (L6, adapted to L7)
Other external reference points (e.g. Apprenticeship Standard):	
Course Code(s):	MSMHWEDP
UCAS Code(s):	
Approval date:	01/12/2022
Date of last update:	

2. Programme Summary

The MSc MHWE is designed to address the needs of professionals within or in support of the education system, and those that have to serve or support 'learners' of any age (i.e. 'early years', through school, college and university, to 'third age') - on matters related to mental health and wellbeing. As such, the course may appeal to you from professions working both in the education system such as teachers, head teachers, school managers, and those who support pupils or learners, including social workers, police officers and counsellors. The programme offers you a detailed exploration of the context of mental health and wellbeing in the education system overall, conceivably at any age. It then explores the nature of leadership and influence any professional already involved in or in support of the educational system might offer in encountering issues related to mental health and

wellbeing. The programme will offer professionals an understanding of leading-edge research evidence and interventions that may support positive change in mental health and wellbeing.

The programme offers those involved in educational practice, or in support of pupils or learners the opportunity to understand and undertake simple psycho-social interventions or practices, some conversational, some based on teaching process and content that may influence the mental health and wellbeing of themselves or others. Additionally, this will support adults involved in these occupations insight into their own mental health and wellbeing and practices which may support them. It is recognised that this is not training to be a professional in mental health, but training in how to recognise, respond to and constructively influence mental health and wellbeing needs in roles and work associated with education practice or in support of pupils and learners in education.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Critically explore and evaluate the nature and meaning of mental health and wellbeing across the lifespan with particular emphasis on its relationship to educational contexts
2. Critically evaluate leading research-based evidence, practices and actions that may influence mental health and wellbeing in education
3. Develop and utilise research and practice skills as part of professional practice that identify and under-pin evidence-based influences on mental health and wellbeing in education
4. Critically reflect from a multi-disciplinary perspective to promote and influence mental health and wellbeing in education in inclusive and accessible ways

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Demonstrate a critical awareness of the broad context of mental health in education settings from a range of occupational and professional standpoints.
K2	Reflect critically on the nature and meaning of mental health and wellbeing across the lifespan with particular emphasis on its relationship to educational contexts.
K3	Demonstrate knowledge and critical understanding of pedagogy related to mental health and wellbeing and wider communities of learning.
K4	Establish a critical understanding of theoretical and research approaches to mental health and wellbeing that may be used to inform professional practice.
K5	Apply a critical understanding of research methodologies to education contexts.

Analysis and Criticality (C)

On successful completion of the programme you will be able to:

ID	Learning Outcome
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C1	Critically evaluate appropriate theoretical concepts and models relating to mental health and wellbeing in the context of educational practice.
C2	Critically reflect on personal and professional developmental practice in selected areas of mental health and wellbeing.
C3	Critically assess the impact of applying mental health and wellbeing theory in a personal and/or professional context.
C4	Critically discuss the challenges and opportunities of applying mental health and wellbeing theory in a personal and/or professional context.

Application and Practice (P)

On successful completion of the programme you will be able to:

ID	Learning Outcome
P1	Demonstrate creativity in addressing issues of mental health within an identified education context.
P2	Examine approaches to leadership and their role in supporting wellbeing.
P3	Apply a systematic and ethical approach to developing mental health and wellbeing within an educational context.
P4	Demonstrate originality in developing interventions that may influence mental health and wellbeing in your professional practice.

Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

ID	Learning Outcome
T1	Use a range of communication, numeracy, and literacy skills (including appropriate digital technologies) in a manner fit for audience and purpose.
T2	Critically discuss ethical issues associated with research in education contexts.
T3	Critically examine local, national and international policies that inform and influence education and professional practice.

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through developing and applying a critical understanding of the nature and meaning of mental health and wellbeing with particular emphasis on its relationship to educational contexts (K1-K5, C1, C4). Learners are encouraged to show creativity in how learning is applied through proposed wellbeing interventions in personally relevant professional contexts (P1, P4). Reflective practice and is emphasised throughout with a focus on the relationship between one's own wellbeing and the support and promotion of mental health and wellbeing for others, thus developing leadership and self-development (C2, C3, P2). Social and ethical awareness and responsibility are further developed from both a researcher and practitioner perspective through applied project work (P3, T2, T3).

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- Applicants to this programme would have some form of professional qualification, training and experience linked to their occupation and activity that is equivalent to 'level 6' education. In undergraduate degree terms this would be a minimum of a 2.2. Degree classification, preferably in a social sciences subject. This could be in teaching, social work, policing, or any professional role already associated with working with and supporting pupils or learners in education. This Programme is anticipated as contributing to developing and deepening professional practice.
- The course team are open to applications that might involve alternative educational qualifications, and / or an accreditation of prior learning and will liaise with applicants to guide, assess and process these possibilities.
- Any module may be purchased as individual professional training, and where a sufficient number are acquired, the credits may be 'APL'ed towards work of a learner on an appropriate 'award' (post graduate certificate, diploma or MSc). A learner adopting this approach to study would have to APEL onto the course overall by a maximum of 120 credits.

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with BNU's [accreditation of prior learning](#) (APL) process.

5. Programme Structure

Pathway 1 or stand-alone course [add further tables for each additional pathway]

Level	Modules (Code, Title and Credits)	Exit Awards
Level 7 Year 1	<p>Core modules: EDU7004 Wellbeing and Self-Care for Practitioners: Theory and Practice (20 credits) EDU712 Mental Health Across the Lifespan (20 credits) EDU7005 Positive Education and Other Evidence-Based Interventions (20 credits) EDU7003 Applied Research Methods (20 credits)</p>	<p>Postgraduate Certificate, awarded on achievement of 60 credits at Level 7</p>
Level 7 Year 2*	<p>Core modules: EDU7009 Reflection and CPD in an Evolving Professional Landscape (20 credits) EDU7007 Leading Change for Inclusive Practice (20 credits) EDU7008 *Extended Research Project (60 credits) (may also be done in Year 3)</p>	<p>Postgraduate Diploma, awarded on achievement of 120 credits at Level 7</p> <p>Masters Degree, awarded on achievement of 180 credits at Level 7, of which 60 credits via an Extended Research Project</p>

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

6. Learning, Teaching and Assessment

Learning and teaching

The programme delivery is via distance learning. This means you will be encouraged to engage regularly with both synchronous and asynchronous learning activities as a way of exploring module content as it applies to your own context. Synchronous activities will typically be 'live' online teaching sessions, via our VLE, allowing small group discussion of module content. These sessions will also be recorded so that they can be viewed asynchronously.

Additional asynchronous activities will invite you to further explore the application of module content to yourself and your own professional roles.

One-to-one and small group tutorials will support you in interpreting and tailoring module content as it applies to the development of specific assessments and to your practice.

Assessment

A range of assessment approaches are used, aligned to the aims of each of the modules. Assessment strategies are designed to provide you with opportunities to critically engage with course content and link this to your own context and professional development.

While assessments will always include extended reflective writing for the purposes of applying course learning to practice, they are likely to also feature a range of practical and oral assessment methods, including presentations and/or professional conversations. The focus of your engagement with the assessment process will be negotiated with a member of the programme team to ensure that assessed work responds to your interests and career aspirations.

Your second year of study will include the development of an extended research project. This project may also be done in a third year. Again, the focus of this submission will be negotiated with a member of the course team, and you will be supported throughout by a supervisor. This assessment is an exciting opportunity to frame a significant piece of work in your area of interest with a view to sharing this externally either through implementation or publication.

Contact Hours

You can expect to receive approximately 3 hours of scheduled learning activities per week. This will typically include 'live' (i.e., synchronous) online teaching sessions, seminars, workshops and asynchronous online reflective and discussion-based activities. As each 20-credit module equates to 200 notional learning hours, you will see that the majority of these will come via independent study and work towards assessment tasks.

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Academic Assessment Regulations

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The QAA Master's Degree Characteristics Statement
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors

- The University Strategy

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard: Education Studies (L6) Subject benchmark statement (adapted to L7)	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Systemic knowledge of the underlying values, theories and concepts relevant to education	x		x	x	x	x						x	x							
Critical understanding of the diversity of learners and the complexities of the education process	x	x	x			x		x	x				x	x						
Advanced knowledge of the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers)	x	x	x			x		x	x		x		x							

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	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5	
Benchmark / Standard requirement																					
can influence the learning process																					
Critical understanding of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process	x	x	x			x		x	x			x		x				x			
Critically analyse educational concepts, theories and issues of policy in a systematic way	x		x			x			x			x	x					x			
Identify and critically reflect on potential connections and discontinuities between each of the aspects of subject knowledge and	x	x	x			x	x				x							x			

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	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5	
Benchmark / Standard requirement																					
their application in educational policies and contexts																					
Accommodate new principles and understandings				x	x						x										
Judiciously select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding	x	x	x	x	x	x						x									
Critically employ a range of evidence to formulate appropriate and justified ways forward and potential changes in practice	x	x	x	x	x	x	x	x	x			x	x	x			x				

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	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Critically apply theories and concepts to a range of real-world educational contexts	x	x	x	x	x	x	x	x	x			x		x			x	x		
the ability to critically reflect on their own and others' value systems							x	x			x	x	x				x			
the ability to use their advanced knowledge and understanding critically to locate and justify a personal position in relation to the subject	x	x	x	x		x	x		x											
An advanced understanding of the significance and limitations of theory and research	x	x	x	x	x	x			x											

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	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Question concepts and theories encountered in their studies	x	x	x	x	x	x					x	x					x			
Interrogate the assumptions underpinning theory and research				x	x	x						x					x			
Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary to a range of audiences	x	x	x	x	x	x							x							
Critically use technology to enhance reflective study							x	x	x							x				
Collect and critically apply numerical data, as appropriate				x	x											x				

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	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Present data in a variety of formats, including graphical and tabular				x	x											x				
Critically analyse and interpret both qualitative and quantitative data				x	x									x		x				
Collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities with initiative														x						
Articulate their own approaches to learning and organise an effective work pattern, including working to deadlines							x													

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	Benchmark / Standard requirement	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on an advanced knowledge of relevant theoretical perspectives	x	x	x	x	x	x				x		x	x			x		x			

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 7																					
Wellbeing and self-care for practitioners: theory and practice	x	x		x			x	x	x		x		x	x		x					
Mental Health Across the Lifespan	x	x		x		x			x		x	x		x		x		x			
Positive education and other evidence-based interventions	x	x	x	x		x	x	x	x			x	x	x		x		x			
Applied research methods				x	x	x			x		x		x	x		x	x				
Reflection and CPD in an evolving professional landscape		x	x	x			x	x	x			x				x		x			
Leading for inclusive practice	x		x	x			x	x	x			x				x					
Extended research project	x	x	x	x	x	x	x	x	x		x	x	x	x		x	x	x			