

P-05-879 Add Mental Health Education to the mandatory teaching curriculum for all schools in Wales, Correspondence - Cardiff Metropolitan University to Chair, 08.07.19

Programmes 2018-19			
Programme	Hours	Provision	Content
PGCE Primary	16 hours	Lectures/Seminars	Safeguarding, Equality and Diversity; Child Development (inc emotional development); Mindfulness (for teachers); ALN Conference (some seminars address emotional needs); Action on Bullying; Positive Relationships; Mindfulness and Power of Effort (for pupils)
	Student effort	Assignment	Child Development (inc emotional development)
PGCE Secondary	12 hours	Seminars	Being a resilient and healthy professional; Bullying and truancy; Looked after Children; ALN and mental health
All programmes	1 hour	Personal Tutor Support	Individual support for student teachers' personal and professional development
All programmes	ongoing	Reasonable Adjustments Support	Bespoke support for student teachers who have been identified as needing ALN or mental health support in university and on school placement
All programmes	ongoing	Online support	Dedicated well-being online support materials specifically targeted at student teachers.
All programmes	ongoing	Mentor training	Mentor training includes input on supporting the student teacher's wellbeing. This is to ensure student teachers continue to be support on school placement.

Programmes 2019-20			
Programme	Hours	Provision	Content
PGCE Primary and PGCE Secondary programmes	25 hours	Lectures/seminars	<p>Wellbeing, including Personal Development and Planning: develops approaches to assist student teachers to manage their own wellbeing, as well as their ability to contribute to the wellbeing of the pupils in their care. Seminars include:</p> <ul style="list-style-type: none"> • Resilience and receiving feedback • Support for student wellbeing • Managing stress and conflict • Mindfulness • Communication with parents and external agencies

			<ul style="list-style-type: none"> • Dealing with issues of social inclusion and equal opportunity • Working with additional adults • Pupil voice • Monitoring and supporting pupil attendance and punctuality • Using different types of data to track pupil wellbeing • Bullying
PGCE Primary and PGCE Secondary programmes	15 hours	School-based training day in a lead partnership school (jointly planned between schools and University) plus directed enquiries	In Pursuit of Happiness / Nurturing Needs: focuses on supporting social and emotional development and positive relationships within the classroom for pupils and, also, for the student teacher themselves. Directed tasks and accompanying reading materials provided.
PGCE Primary and PGCE Secondary programmes	15 hours	School-based training day in a lead partnership school (jointly planned between schools and University) plus directed enquiries	Great Expectations: focuses on mindfulness and mind-set for pupils and, also, for the student teacher themselves. Directed tasks and accompanying reading materials provided.
BA (Hons) Primary QTS	300 hours effort	Lectures/ Seminars / Assignment	30 credit level 6 module on Professional Practice and Well-being Aims are to help student teachers critically reflect on the contemporary professional demands facing today's primary school practitioners; see themselves as part of a larger community and recognise the impact that their decisions and actions have on those around them; to effect change and be responsive to the situations and environments in which they operate; to consider how to use qualities of own professional practice positively to influence the practice of others.
BA (Hons) Primary QTS	25 hours	Lectures / seminars	Successful Futures (I), level 4 module contains content on: <ul style="list-style-type: none"> • Partners in learning: the role of parents/carers, colleagues and others • Meeting the needs of pupils with additional learning needs to ensure equity • Promoting a positive wellbeing culture, including health and healthy relationships education; mutli-agency

			<p>working; fostering a growth mindset; spiritual and ethical beliefs; social and emotional wellbeing.</p> <ul style="list-style-type: none"> • Safeguarding, including UNCRC and understanding and preventing bullying.
BA (Hons) Primary QTS	30 hours	Lectures / seminars / directed task	Introduction to Child Development and Clinical Practice, level 4 module contains significant input on child development, emotional development; attachment theory; and the factors that can promote or hinder effective learning including the impact of pupils' backgrounds, identities, values and beliefs.
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