



LEEDS
BECKETT
UNIVERSITY

Course Specification

MA Leadership of Schools Mental Health and Wellbeing

Course Code: MSMHW

2026/27

leedsbeckett.ac.uk

MA Leadership of School Mental Health and Wellbeing (MSMHW)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at October 2025

General Information

Award	Master of Arts Leadership of School Mental Health and Wellbeing
Contained awards	Postgraduate Certificate Leadership of School Mental Health and Wellbeing Postgraduate Diploma Leadership of School Mental Health and Wellbeing
Awarding body	Leeds Beckett University
Level of qualification and credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England.
Course lengths and standard timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is: <ul style="list-style-type: none">• 2 years (part time)
Part time study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that defined within this information set but the modules offered within each level are consistent. Please note that a work placement option is not generally available to PT students.
Location(s) of delivery	The teaching on your course will take place at Headingley Campus and Distance Learning
Entry requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .
Course fees	Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk .

Policies, Standards and Regulations

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

Standard regulations apply to this course.

Timetable

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Key Contacts

Your course director Claire Sewell

Your course administrator education@leedsbeckett.ac.uk

Course Overview

Aims

The aims of the programme are to:

1. The confidence, knowledge, independence of thought and skill to evaluate their school's current approach to mental health, using a sound grasp of the evidence base
2. The understanding and application of theory and recent education and health policy to develop and implement a sophisticated, original and highly effective school mental health improvement plan
3. Deeper self-awareness and self-critique of their own views on mental health and experiences leading these changes across the school
4. Critical enquiry skills to confidently evaluate and understand global best practice when it comes to school mental health support
5. Specialist in-depth knowledge of how they can support the fostering of student resilience across their school community
6. Critical enquiry skills to develop an up-to-date map of local mental health provision available to their students, understanding which services will be most useful to assist them.

Course learning outcomes

At the end of the course, students will be able to:

1	Demonstrate knowledge, originality and increased confidence in combining skills as leaders of mental health across their school
2	Demonstrate critical evaluation skills to reflect on current school practice and identify innovative and sophisticated solutions which improve mental health within their school
3	Demonstrate multidisciplinary specialist theoretical knowledge in the field of promoting whole school approach to positive mental health and supporting student resilience
4	Critically evaluate international contemporary approaches to mental health support in different educational settings
5	Critically evaluate local mental health provision, identifying where these services may be of benefit to their students
6	Demonstrate critical understanding of self in relation to mental health, school leadership and their work with individual students
7	Demonstrate the ability to select and employ ethically approved and methodologically robust research strategies and approaches

Teaching and Learning Activities

Summary

The programme will develop communities of practice through face-to-face and distance teaching and learning. Most modules will utilise a conference style event for group discussion, presentations, feedback

and collaborative learning and will be led by colleagues with relevant professional practice and research expertise.

All modules require senior leadership role in a school, either primary or secondary. The course will involve students critically reflecting upon their professional practice, the current and potential activities within their school, their learning on the course and the interconnectedness of a community of practice.

For **Major independent study**, each student will be allocated a supervisor who will guide the student in drawing up their research proposal and developing and investigating a negotiated line of enquiry in order to develop as an independent practice-researcher.

The VLE (MyBeckett) will be used in the following ways:

- As a repository for learning materials and resources;
- As a forum for discussions;
- As a means of feedback and formal assessment.

For Distance Learners, the VLE will be shaped through the involvement of the University's Distance Learning Unit to ensure a consistent and interactive approach.

Use of Blended Learning

This course will be offered both as face-to-face and distance. The aim is to create learning communities for both modes of delivery. Given the busy professional roles undertaken by students on the course, the development of online materials and communities for distance learners will also facilitate blended learning opportunities for face-to-face students.

Your modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 7

Compulsory modules

Module title	Credits	Semester/ teaching period
A whole school approach to mental health A	20	1
Leading student resilience across the school	20	1
A whole school approach to mental health B	20	1
Major Independent Study	60	1-2
Working with local mental health support agencies	20	2
Evaluating global perspectives on mental health in schools	20	2
Critical Case Review	20	2
Number of credits of compulsory modules	180	

Assessment and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director, but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 7

This course is assessed by a broadly even mix of coursework and presentations. There is a major independent study module which is assessed by a 10,000 word dissertation.

Workload

The number of hours of workload generally equates to 1200 per level for an honours degree or 1800 for a Masters programme, corresponding to the national standard of 10 notional hours of learning for each UK HE credit point.

Overall Workload	Level 7
Teaching, learning and assessment	150 hours
Independent study	530 hours
Placement	1120 hours

