

Assessment Brief: Portfolio of resources for use to support emotional and mental wellbeing.

100% PORTFOLIO (comprising a presentation and critical essay)

Your assessment for this module consists of an electronic portfolio that will consist of the following two elements, each of which is worth 50% of the overall assignment mark:

Element 1: A 15 minute individual presentation: Critically reflect on the challenges of supporting a) your learners' emotional and mental health and wellbeing and b) your own wellbeing within your professional setting	Element 2: A 2,500 written analytical commentary. Critically discuss the research evidence underpinning an early intervention of your choice and how this could be applied and evaluated in your own professional setting.
Submission date: 08.01.26 You will need to include a copy of your presentation slides in one portfolio with the essay. Your oral presentation must be pre-recorded using an appropriate package and further guidance will be provided on this by your individual HEI.	

The following guidance may help you get started with your assessment. Remember that both elements of this assessment are combined to produce the overall module mark, so approach it as one overall assessment. Therefore, you may find it helpful to structure your presentation and essay according to the guidance below:

Element 1: A 15 minute individual presentation: Critically reflect on the challenges of supporting a) your learners' emotional and mental health and wellbeing and b) your own wellbeing within your professional setting.

The purpose of this specific assignment is to enable you to demonstrate your critical understanding of the challenges faced in supporting not only the emotional and mental health and wellbeing of your learners but also on your own emotional and mental health and wellbeing within your specific professional context. To do this well, your presentation will need to draw upon relevant policy and apply them to your own professional context.

You may choose to focus the main part of your presentation on one specific challenge that you have encountered within a relevant setting, or you may choose to cover a range of challenges. Importantly, it is not enough to simply describe the challenges and/or offer your own personal opinion about the causes, consequences or solutions to these challenges. What you must do is support each of the key points you make with evidence. This is what is known as critical reflection, and this should be at least partly informed by the research and critical commentary documented within the second element of this assessment, your written essay (see below).

Presentation:

- Briefly introduce your own professional context and professional setting.
- Identify the specific policies you will be drawing on for your presentation
- Identify the specific challenges you are going to focus on and link these to relevant theory and research evidence.
- Make some evidence-based suggestions as to how to continue support emotional and mental health and wellbeing within your context. You should also consider your own professional development needs in relation to addressing some of the challenges.
- Draw your presentation to a conclusion by suggesting some clear strategies for continuing to ensure the sustainability of initiatives designed to support emotional and mental health and wellbeing in your professional setting.

Some top tips for effective presentations:

- Keep to time – marks will be taken off for presentations that go over time
- Do not overload your slides with too much text. The slides are there to support your oral presentation so should be visually appealing and easy to follow.
- Avoid an overly scripted delivery of the oral presentation and make sure it is engaging and dynamic.
- Where possible, record yourself on video delivering the presentation as this will present a much more professional and engaging overall presentation.
- Ensure your presentation contains key references to support your points throughout the presentation. It is sufficient to include authors and date in the main slides, and then present the full references either at the end of the presentation or at the bottom of the relevant slide.

Element 2: Critically discuss the research evidence underpinning an early intervention of your choice and how this could be applied and evaluated in your own professional setting

This assignment requires you to produce a 2,500 written essay that enables you to demonstrate your critical understanding of a theory-informed early intervention approach that could be applied to supporting wellbeing of your learners. Your essay must be referenced appropriately throughout and contain an accurate reference list at the end of the essay (this is not included in the word count).

Written Essay

In your written essay you are looking to provide an analytical commentary that supports/informs elements of your presentation by providing a critical review of the underpinning evidence base of a specific early intervention. You should think about your essay having three parts – an introduction, a main body, and a conclusion. **Please note – you are NOT expected to implement this intervention in your setting for the purposes of the assignment. You are only to critically discuss how it COULD be implemented/evaluated.**

Introduction:

- Provide an overview of the current systems to support wellbeing in your setting and how these map onto current legislation and policy in this area. Briefly introduce your chosen intervention and why you have selected these for this essay.

Main body:

- Describe the theoretical and policy base of the intervention, using appropriate theoretical and policy references.
- Critically discuss how the intervention was developed, implemented and evaluated.
- Critically analyse the extent to which existing research, including international research evidence, supports this intervention strategy.
- Critically reflect on how you would embed your chosen intervention into your professional setting, and discuss how you would demonstrate whether or not it is effective. If you are choosing to discuss an intervention that is already applied in

your setting, you **MUST** critically evaluate whether or not this is evaluated well and whether alternative approaches could be considered.

Conclusion:

- Draw your essay to a close by summarising, based on the evidence presented in your essay, the potential effectiveness and applicability of your chosen intervention within your own professional setting

Assessment Criteria:

Both elements of your assessment are designed to enable you to assess the extent to which you have met the module learning outcomes through demonstrating your ability to:

	Weighting	Learning outcomes
Critically evaluate a range of theories that apply to issues of wellbeing within education and the inter-relationships that impact negatively upon children's wellbeing.	19%	LO1
Critically examine current legislation, policy and practice concerning models of health and wellbeing, happiness, resilience and children's rights and the evidence underpinning these.	19%	L02
Critically examine the international research evidence on emotional health, mental health, physical health and well-being to gain multiple perspectives.	19%	L02 & L03
Critically evaluate a range of early interventions in relation to the promotion and protection of child / adolescent mental health and wellbeing, whilst also assessing the evidence concerning the efficacy of a range of preventative measures.	19%	LO4
Critically evaluate and (where appropriate) apply their knowledge of the theories and international evidence (relating to emotional health, mental health and wellbeing) to their personal /professional context.	19%	LO5
Referencing	5%	

Assessment Criteria		Assessment Rubric
Ability to critically evaluate a range of theories that apply to issues of wellbeing within education and the inter-relationships that impact negatively upon children's wellbeing	Distinction (70+)	Very good critical engagement with a range of theories that apply to issues of wellbeing within education and the inter-relationships that impact negatively upon children's wellbeing
	Merit (60+)	Good critical engagement with a range of theories that apply to issues of wellbeing within education and the inter-relationships that impact negatively upon children's wellbeing
	Pass (50+)	Some critical engagement with a range of theories that apply to issues of wellbeing within education and the inter-relationships that impact negatively upon children's wellbeing
	Fail (0-49)	No/Limited critical engagement with a range of theories that apply to issues of wellbeing within education and the inter-relationships that impact negatively upon children's wellbeing
Ability to critically examine current legislation, policy and practice concerning models of health and wellbeing, happiness, resilience and children's rights, and the research evidence base that supports them, using selected international models as comparative, contextual frameworks.	Distinction (70+)	Very good critical examination of current legislation, policy and practice, including extensive supporting research and a strong critical awareness of the international context.
	Merit (60+)	Good examination of current legislation, policy and practice, including supporting research and a critical awareness of the international context.
	Pass (50+)	Satisfactory examination of current legislation, policy and practice, including some supporting research and/or some critical awareness of the international context.
	Fail (0-49)	No / Limited description examination of current legislation, policy and practice, with no/little supporting research or critical awareness of the international context.
Ability to critically examine the international research on emotional health, mental health, physical health and well-being to gain multiple perspectives.	Distinction (70+)	Very good critical examination of the international research on emotional health, mental health, physical health and well-being and strong understanding of multiple perspectives.
	Merit (60+)	Good critical examination of the international research on emotional health, mental health, physical health and well-being and good understanding of multiple perspectives.
	Pass (50+)	Some critical examination of the international research on emotional health, mental health, physical health and well-being and some understanding of multiple perspectives.
	Fail (0-49)	No/Limited critical examination of the international research on emotional health, mental health, physical health and well-being and little/no understanding of multiple perspectives.
Ability to critically evaluate a range of early interventions in relation to the promotion and protection of child / adolescent	Distinction (70+)	Very good critical evaluation of a range of early interventions in relation to the promotion and protection of child / adolescent mental health and wellbeing, including strong evaluation of the

mental health and wellbeing, whilst also assessing the evidence concerning the efficacy of a range of preventative measures.		evidence concerning the efficacy of a range of preventative measures.
	Merit (60+)	Good critical evaluation of a range of early interventions in relation to the promotion and protection of child / adolescent mental health and wellbeing, including good evaluation of the evidence concerning the efficacy of a range of preventative measures.
	Pass (50+)	Some critical evaluation of a range of early interventions in relation to the promotion and protection of child / adolescent mental health and wellbeing, including some evaluation of the evidence concerning the efficacy of a range of preventative measures.
	Fail (0-49)	No/Limited critical evaluation of a range of early interventions in relation to the promotion and protection of child / adolescent mental health and wellbeing, with little/no evaluation of the evidence concerning the efficacy of a range of preventative measures.
Ability to critically evaluate and (where appropriate) apply their knowledge of the theories and international evidence (relating to emotional health, mental health and wellbeing) to their personal /professional context.	Distinction (70+)	Very good critical evaluation and application of knowledge of theories and international evidence to personal /professional context.
	Merit (60+)	Good critical evaluation and application of knowledge of theories and international evidence to personal /professional context.
	Pass (50+)	Some critical evaluation and application of knowledge of theories and international evidence to personal /professional context.
	Fail (0-49)	No/Limited critical evaluation or application of knowledge of theories and international evidence to personal /professional context.
Ability to demonstrate strong professional and transferable skills in relation to the ability to communicate accurately and clearly through a range of media (oral and written) to appropriate audiences.	Distinction (70+)	Very good demonstration of professional and transferable skills
	Merit (60+)	Good demonstration of professional and transferable skills
	Pass (50+)	Some demonstration of professional and transferable skills
	Fail (0-49)	No/limited demonstration of professional and transferable skills
Referencing	Distinction (70+)	Harvard referencing is excellent, and used correctly and consistently throughout the assignment to acknowledge sources clearly. Sources are listed completely, clearly and correctly in the bibliography / reference list.
	Merit (60+)	Harvard referencing practice is good, and used throughout the assignment to acknowledge sources clearly, but with some errors and/or inconsistencies. Sources are generally listed correctly and clearly in the bibliography / reference list, but with some errors
	Pass (50+)	Harvard referencing practice is broadly sound, and used to acknowledge sources, but with a number of recurrent errors and inconsistencies. Sources are listed in the bibliography / reference list with a number of recurrent errors.

	Fail (0-49)	Harvard referencing practice is poor, with sources acknowledged in an inconsistent and/or incoherent manner. Bibliography / reference list is highly inconsistent, with errors throughout, and may be incomplete.

FAQs

What do I do I don't know where to start or get lost with my assessments? We recognise that this will be your first assessment for your MA and it may be natural to feel a bit lost at times. Please remember that there is clear assessment guidance, including the information shared at each National Conference Saturday, so take your time to look back through these whenever you start to feel a bit lost. Also remember your module team is there to support you with general queries at specified times, although we will not be giving individual feedback on your work.

What reference style should I use? Please use Harvard referencing unless your host institution requires you to use another system. Whichever system you use you must reference consistently within the text and in the reference list. Please only include references in your reference list that you cited in your text i.e., do not include wider sources of reading if you have not specifically referred to them in your work.

Can I present in the first person? Yes you can – the nature of this presentation means that it is appropriate to present in the first person for your oral presentation. The slides can also be presented in first person if you feel appropriate.

Can I write my written essay in the first person? As the analytical commentary required for this essay is not a reflective piece then we generally recommend that you write in the third person rather than first person. This is because the essay needs to be a strong academic critical review of the research evidence that underpins your chosen intervention(s) and should be written in the style of an academic journal review. If you choose to write your essay in the first person, please ensure that the academic style is appropriate.

How should I create and submit my presentation? Please ask your host institution for further guidance, but we would recommend that you use Powerpoint with the voice over recording option (preferably with the video feature so that we can see you presenting) as this system is accepted by most submission systems. If you wish to use a different option then please just check with your host institution that it is compatible with their submission system. The important thing is that you **MUST** have clearly presented slides and you **MUST** have an accompanying voice over that together produces a clear and logical oral presentation.

When is my last opportunity to ask the module team any questions about the assignment?

Your individual HEI team will have explained to you how they will support you with any questions about the assignment up until the end of term. There will be no individual responses to any student queries about assessments after 5pm Friday 6th December, as after this date/time academic staff will be taking leave. It is therefore your responsibility to ensure that you have asked any questions about your assessment before midday on Friday 6th, so that they can be answered before the end of term. After that, there will be minimal opportunity to have queries answered in the New Year prior to your submission deadline, as at that point you will only have a few days to complete your assessment. Please think ahead and plan your time accordingly.