Partnerships in Learning & Teaching (PLanT) Projects Application Form 2025-2026

Reference Number (CQSD use only): 001/2025-2026

Lead student contact details

Name: One of the 6 students recruited from the list below will be the Lead Student contact – see Project Team
School: Institute of Education
Degree programme: Primary PG ITE – all pathways (SEND, 3-7 and General) and both recruited routes (University and Lead Partner), including both QTS only and PGCE
Year group: 1
Email:

Lead staff member contact details

Name: Scarlett Murphy
Job title: Lecturer in Primary English
School: Institute of Education
Email: s.l.e.murphy@reading.ac.uk

How did you hear about the PLanT scheme? (tick all that apply)

I have applied previously		Email from CQSD	✓
Staff portal	✓	Word of mouth (staff)	✓
Student Rep training session		Word of mouth (student)	
PLanT webpage		Other (please specify):	

Project title

Developing a Student-Led Mental Health Training Course for Primary Initial Teacher Education (ITE)

Project team

Project team name: Institute of Education
Other members of the team (including students and staff) Include name, year group and degree programme of student partners

Primary ITE trainee representatives x 6 (co-designers and evaluators) from the list above
Charlie Waller Institute (consultative partner on mental health and wellbeing training, providing initial materials to be adapted) – Jeevan Kang and Stella Chan

Team of 20 students who have already expressed an interest in taking part – we will then advertise through Campus Jobs to recruit 6 who will be part of the planning and review team and be paid for their role. The remaining students will have the option to pilot the programme in school but not be part of the planning stages.

[student names removed]

Project description (maximum 700 words in total)

Please refer to the PLanT scheme criteria and PLanT - Guidance for applicants when completing your application.

Describe the proposed project including the following:

Project outline, rationale and strategic alignment (Criterion 1)

This project will design, pilot, and evaluate an optional, student-led online training course to enhance the mental health literacy of Initial Teacher Education (ITE) trainees. The course will build trainees' confidence and practical skills to recognise, understand, and support children's mental health in school settings.

Project outline:

1. Co-design an online mental health training course with Primary ITE trainees.
2. Pilot the course with a volunteer cohort and collect evaluative feedback.
3. Develop digital materials and a WordPress platform for accessible online delivery.
4. Evaluate trainee outcomes, focusing on knowledge, confidence, and classroom application.

5. Disseminate findings within IoE and the wider UoR community to encourage adoption across other programmes.
6. Continue offering the course to following cohorts and all teacher training courses creating a sustainable model.

Supporting children's mental health is an increasingly vital aspect of teachers' professional practice. A 2021 survey found that 74% of early career teachers felt their Initial Teacher Training did not prepare them to manage their own or children's wellbeing (Mental Health Foundation, 2021). In the past 2 years, students have reported rising mental health needs in classrooms and difficulty managing these, with SSPG meetings requesting more support in this area.

The Institute of Education (IoE) has identified prioritised showcasing UoR research within partnership work, including developing the Mental Health Partnership with the Charlie Waller Institute, as one of their priorities for 2025-2026, alongside enhancing the quality of teaching and learning through innovative, student-centred practice (University Strategic Plan). The project aligns with the University's T&L Strategy by exemplifying student / staff partnership, embedding digital and research-informed innovation, and promoting inclusive, wellbeing-focused education that develops reflective, resilient, and professionally prepared graduates equipped to address real-world challenges in schools.

Developed in partnership with students, the project embodies the PlanT ethos of collaboration and co-creation. Trainees will contribute to all stages, shaping learning outcomes, developing activities, and piloting the course.

The course will draw upon resources from the Senior Mental Health Lead training by the Charlie Waller Institute and adapted for ITE context. It will be hosted on WordPress to allow flexible, accessible delivery. Participants will engage with online learning and apply strategies in their placement schools, sharing insights collaboratively through online forums and reflective sessions.

The pilot will establish a sustainable, scalable model that can be integrated into ITE provision and adapted for secondary PG and undergraduate trainees in future, or any other students who undertake placements with children across the university (e.g. Students in schools) Annually, there are over 500 students on the ITE programmes who will be encouraged to participate on a voluntary basis.

Partnership (Criterion 2)

Students will be embedded throughout the project as:

- Co-designers: shaping course content, activities, and format (student partners)
- Testers and evaluators: providing iterative feedback during pilot delivery (all participants)
- Champions and disseminators: helping to promote the course to peers.

Their input will directly influence decisions, ensuring the course reflects trainees' real experiences and priorities in school placements. Co-design sessions will follow the University's Student Partnership Principles, fostering genuine collaboration and mutual respect.

Impact and evaluation (Criterion 3)

Expected impact includes:

- Improved trainee confidence and competence in supporting children's mental health.
- Strengthened student–staff partnership culture within the IoE.
- A sustainable course for future trainee teachers and students in schools to complete to enhance their training and knowledge.

Evaluation will assess both process and outcomes, using:

- Surveys measuring confidence and understanding before and after participation through online forms and feedback meetings, including in SSPG.
- Reflective logs and focus group discussions completed by all who undertake the course
- Engagement analytics from the WordPress platform.
- Positive feedback from partnership schools on observed impact in classroom settings through feedback forms and steering groups.

Outputs will include a pilot-tested WordPress course and a summary report shared internally via the IoE Staff Day and externally through CQSD case studies.

Findings will be submitted to the UoR Teaching and Learning Conference (2026) and the "Connecting Research" blog. They will also be published on the T&L Exchange. Student partners will be asked to contribute to these.

The digital materials will remain available as an open resource, allowing integration into future ITE cohorts and adaptation for Early Career Teachers or other subject phases.

Word count: 688

Project start date: November 2025
Project end date: July 2026

Budget details

Brief outline of project activities	Activity start date and end date	Approximate costs associated with the activity (**Note**: All claims and/or expenses need to be arranged before 30th June 2026)
• Consultation sessions with Primary ITE students to identify content priorities. • Joint review of existing Senior Mental Health Lead training materials. • Collaborative creation of module structure and activities.	Co-design (Autumn Term 2025/ early Spring 2026)	Student co-design workshop - advertised through Campus Jobs to ITE students – Student Ambassador / Focus group rate of pay (12.25/hour) 6 students x £12.25 = £73.50 X 2 hours = £147
• Build the course on WordPress with interactive activities, reflective prompts, and practical school-based tasks. • Deliver the pilot with volunteer trainees; facilitate online	Development and Pilot (Spring Term 2026)	WordPress site plan – Premium to include resources and videos £84 (excluding taxes) (£7 per month) – in future, we may explore creating a Blackboard organisation for the materials if the pilot is

discussions and feedback.		successful and adopted by more programmes / schools 1 hour training session for whole group, co-led with 6 students x £12.25/hour = £73.50 Review meeting – 1 hour session with 6 students x £12.25/hour = £73.50
• Gather trainee reflections, pre- and post-course surveys, and focus group data (student partners). • Share outcomes via IoE Staff Day, CQSD events, and UoR Teaching & Learning blog.	Evaluation and Dissemination (Summer Term 2026)	1 hour meeting led by 6 students with whole group to gather feedback and analyse findings 6 students x £12.25/hour = £73.50 Post reflection session with project lead to review materials for following year and publish findings 6 students x £12.25/hour = £73.50

Total funding applied for £500 (the remaining £25 will be covered internally)

Signature of lead student	**Signature of lead staff member**
Date	**Date 5.11.25**

Applicants must convert the completed application into one pdf file and submit this electronically to Martin Wise (**m.wise@reading.ac.uk**) by 17:00 on the day of the submission deadline.