

School of Health and Social Work

Title of Programme: PgCert / PGDip /MSc Mental Health Recovery and Social Inclusion
(Online)

Programme Code: HSWMHR

Programme Specification

This programme specification is relevant to students entering:
01 September 2017

Associate Dean of School (Academic Quality Assurance):
Cheryl Holman



Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme

Date	Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification MSc Mental Health Recovery and Social Inclusion

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane(Online)
Programme accredited by	Not applicable
Final Award (Qualification)	PGCert, PGDip, MSc
All Final Award titles	MSc Mental Health Recovery and Social Inclusion
(Qualification and Subject)	PGDip Mental Health Recovery and Social Inclusion PGCert Mental Health Recovery and Social Inclusion
FHEQ level of award	7
Language of Delivery	English

A. Programme Rationale

The MSc Mental Health Recovery and Social Inclusion is designed to recruit students internationally on to a programme aimed at professionals from all mental health disciplines, service users, carers, service managers, policy makers and those who aspire to be leaders in their areas of expertise and in their country.

This part-time course will provide students with the knowledge and skills to make a difference to the recovery and social inclusion of people experiencing mental distress.

This is an innovative e-learning MSc developed through interactive partnerships between experts by experience, practitioners and academics in the areas of mental health, social inclusion, leadership and recovery, funded by the EU ERSAMUS Life Long Learning Programme.

The MSc is a product of Partnerships between:

- University of Hertfordshire (UK)
- New University Lisbon (Portugal)
- The University of Torino (Italy)
- The Maria Grzegorzewska Academy of Special Education (Poland)
- Azienda Sanitaria Locale ASL AT, Asti (Italy)
- Experts by experience
- National Advisory Groups

Professor Larry Davidson, Yale University, USA.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- Provide students with the knowledge and skills to work with service users, carers, and agencies, to develop policies practice and manage mental health work to aid the recovery and social inclusion of people experiencing mental distress

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- Develop understanding of national and international processes for, and developments in, the recovery and social inclusion of people experiencing mental distress

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding:	Teaching/learning methods & strategies	Assessment
<p><i>For the PG Cert at least two of the first five outcomes will be achieved dependent on module choice.</i></p> <p>A1 - The conceptual framework of recovery and social inclusion and be able to apply the knowledge to the practice and research.</p> <p>A2 - Policies and legislation concerning recovery and social inclusion and a critical and comprehensive grounding in the issues.</p> <p><i>In addition for the PG Dip the following must be achieved:</i></p> <p>A3 - Key characteristics of leadership and to be able to identify, critically discuss and consider how to apply innovative change in practice.</p> <p>A4 - Quantitative and qualitative research methodology and a critical appreciation of both approaches.</p> <p>A5 - The relevant literature of the key questions asked in recovery and social inclusion research a critically reflective grounding in the pertinent issues.</p> <p><i>In addition for the MSc the following will be achieved:</i></p> <p>A6 - The characteristics of effective leadership and the resources that can help participants personally develop to be able to lead innovative change in practice, manage said change and be able to identify and critically discuss these characteristics.</p>	<p>Acquisition of knowledge and understanding is through a combination of methods to include e.g. online seminars and tutorials; online video and visual media; articles and written/ web resources; electronic assessments and reporting systems. Students will be guided on how to make best use of this approach to learning through structured training sessions, guided self-help on-line tutorials and one to one sessions with their nominated tutor.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>Knowledge and understanding are assessed through each module. In Year 1 there are 2 summative assessments and in Year 2 1 summative assessment.</p> <p>There will be formative work before all of the summative assessments so that students will have feedback to know if they are able to show that they understand what is required.</p>

Intellectual skills:	Teaching/learning methods & strategies	Assessment
<p><i>For the PG Cert at least two of the first five outcomes will be achieved dependent on module choice.</i></p> <p>B1 - Critically appreciate the conceptual frameworks of recovery and social inclusion, and be able to synthesise different elements of learning in order to appraise and make reasoned suggestions on applying this conceptual framework in mental health work.</p> <p>B2 - Understand the process of policy formation and the dilemmas that face policy makers.</p> <p>B3 - Demonstrate a critical appreciation of a range of theories and methods that enhance the policies and practice in the area of mental health that promote social inclusion and recovery based approaches and values.</p> <p>B4 - Identify and critically analyse different ways to assess and monitor service changes and their impact on recovery rates.</p> <p><i>In addition for the PG Dip the following must be achieved:</i></p> <p>B5 - Have a critical appreciation of the main methodologies and methods applied in recovery and social inclusion research.</p> <p><i>In addition for the MSc the following will be achieved:</i></p> <p>B6 - Use assessment activities to apply learning to the participant's role and/or setting, e.g. as service user, carer, professional, manager, educator.</p>	<p>Intellectual skills are developed through a combination of methods to include e.g. online seminars and tutorials; online video and visual media; articles and written/ web resources; electronic assessments and reporting systems. Students will be guided on how to make best use of this approach to learning through structured training sessions, guided self-help on-line tutorials and one to one sessions with their nominated tutor.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Intellectual skills are assessed through online tutorials and group discussions, quizzes, and written assignments.</p>
Practical skills:	Teaching/learning methods & strategies	Assessment
<p><i>For the PG Cert at least two of the first five learning outcomes will be achieved dependent on module choice.</i></p>	<p>Practical skills are developed through a combination of methods including e.g. online seminars and tutorials; online video and visual media; electronic assessments and</p>	<p>Practical skills are assessed through students having to consider in all assessments how they will apply their learning to mental health</p>

<p>C1 - Enable user and carer collaboration in recovery-oriented research and practice. C2 - Critically discuss current global recovery policy and legislation, and identify best practice in policy C3 - Critically examine the impact of research on the development of policy and practice and leadership.</p> <p><i>In addition for the PG Dip students must achieve the following:</i></p> <p>C4 - Apply key skills in applying research to practice. C5 - Critically appraise research methodologies which emphasise participation, user and carer involvement.</p> <p><i>In addition for the MSc the following will be achieved:</i></p> <p>C6 - Demonstrate the ability to apply in the delivery of recovery based processes in services knowledge of users', carers' and mental health professionals' perspectives: Medical, Psychological and Social contexts of helping; resilience; effects of stigmatisation; the place of employment issues for mental health service users' recovery process</p>	<p>reporting systems. Students will consider in these ways how they will apply their learning to mental health issues in practice and policy.</p>	<p>issues in research methods, practice and policy</p>
<p>Transferable skills:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p><i>For the PG Cert at least two of the first five learning outcomes will be achieved dependent on module choice.</i></p> <p>D1 - Communicate effectively both verbally and in writing. D2 - Discuss/ evaluate key issues in formulating viable policies and legislation. D3 - Have knowledge and understanding of the process of policy change and how it can be impacted upon. D4 - Have knowledge to critically appraise and reflect upon collaboration and leadership approaches with service users' and carers' involvement in services.</p>	<p>Transferable skills are developed through written assessments, quizzes, oral presentations, and online discussion groups. Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills are assessed through coursework, online group discussions and tutorials, and written assignments.</p>

In addition for the PG Dip and MSc the following must be achieved

- D5 - Devise a small scale research proposal.
- D6 - Plan a project designed for service improvement and innovation

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in part time mode, normally over 2 years and leads to the award of an MSc Mental Health Recovery and Social Inclusion. Entry is normally at level 7. Intake is normally in September of each year. It is possible to take an individual 30 credit module in Semester A or Semester B.

Professional and Statutory Regulatory Bodies

No accreditation

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

	Semester A	Semester B
Year 1	7WHS0017 Innovation in Mental Health Recovery Theory and Practice (30 credits)	7WHS0021 Research in Mental Health Recovery Practice (30 credits)
Year 2	7WHS0019 Legislation and Policy: Mental Health Recovery and Social Inclusion (30 credits)	7WHS0022 Leadership and Collaborative Practice for Innovation (30 credits)
	7WHS0020 Mental Health Recovery and Social Inclusion Project Report (60 credits) <i>(starts in Semester A and extends into semester C)</i>	

Mode of study Part Time

Entry point Semester A in each of the 2 years

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Innovation in Mental Health Recovery Theory and Practice	7WHS0017	30	English	0	100	0	A
Legislation and Policy: Mental Health Recovery and Social Inclusion	7WHS0019	30	English	0	100	0	A
Research in Mental Health Recovery Practice	7WHS0021	30	English	0	100	0	B
Leadership and Collaborative Practice for Innovation	7WHS0022	30	English	0	100	0	B
Mental Health Recovery and Social Inclusion Project Report	7WHS0020	60	English	0	100	0	ABC

The award of an MSc degree requires 180 credit points passed at level 7, including the Masters project.

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Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of (normally):	Programme Learning Outcomes developed (see above)
Masters	MSc Mental Health Recovery and Social Inclusion	180 credit points including at least 150 at level 7	4 Semesters	All programme learning outcomes (see Table 2)
Postgraduate Diploma	Postgraduate Diploma Mental Health Recovery and Social Inclusion	120 credit points, including at least 90 at level 7	5 Semesters	A1-5, B1-5, C1-5, D1-6
Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Certificate	Postgraduate Certificate Mental Health Recovery and Social Inclusion	60 credit points, including at least 45 at level 7	2 Semesters	2 of first five learning outcomes in A, B, C, D.

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in [UPR AS14](#), Section D and the students' handbook are met.

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) (*delete as applicable*) and [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

None

Further points of clarification and interpretation relevant to this specific programme are given below:

None

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- A Programme Leader/Personal Tutor
- Student representatives on programme committees
- Designated Programme Administrators
- Module Leaders

Support

Students are supported by:

- Two weeks induction at the beginning of the first academic session
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support etc.
- Office of Dean of Students, incorporating Chaplaincy, Counselling and nursery.
- StudyNet, a versatile online interactive intranet and learning environment.
- Guided student-centred learning on StudyNet module sites
- Access to extensive digital and print collections of information resources
- University Disability Office
- An Equality Office

- **Careers Advice and Employment Centre**
- The Students Union

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [A-Z of the University of Hertfordshire](#) is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA's role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students' learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA's report can be accessed at: <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE>

G. Entry requirements

The normal entry requirements for the programme are:

Normally a good first degree or equivalent, therefore demonstrating the ability to study at level 7. We will consider applicants without a first degree; these applicants should be involved in some way in mental health services delivery, or be a recipient thereof. We wish to encourage applications from non-traditional students (particularly service users and carers) who may have missed the opportunity to become graduates but who nonetheless can demonstrate potential to work at Masters Level. Applicants without the required academic qualifications will be set a written task to demonstrate their motivation, potential and knowledge to work at Masters Level. This task will demonstrate the students' ability to critically digest and discuss a relevant article, and reflect upon and articulate perceived personal challenges involved in working at level 7. Those applying to study an individual module will also be required to undertake the written task if they do not have the requisite existing qualifications.

English language requirements: All students from non-majority English speaking countries require proof of English language proficiency. The following qualifications and grades will be considered:
GCSE English language grade A-C, or equivalent
IELTS 6.5 (with no less than 6.5 in any band). Other English language tests and means to assess appropriate skill are accepted.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact:
AskUHOnline@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

MSc Mental Health Recovery and Social Inclusion(Online)

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																							
		Knowledge & Understanding						Intellectual Skills						Practical Skills						Transferable Skills					
Module Title	Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Innovation in Mental Health Recovery Theory and Practice	7WHS0017	x	x					x			x	x	x	x			x	x	x	x			x		
Research in Mental Health Recovery Practice	7WHS0021	x	x		x			x			x	x	x	x	x	x	x	x	x	x			x	x	x
Leadership and Collaborative Practice for Innovation	7WHS0022	x		x		x		x	x	x	x	x	x	x			x	x	x	x		x	x		
Legislation and Policy: Mental Health Recovery and Social Inclusion	7WHS0019		x					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Mental Health Recovery and Social Inclusion Project Report	7WHS0020	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. The conceptual framework of recovery and social inclusion and be able to apply the knowledge to practice and research.
- A2. Policies and legislation concerning recovery and social inclusion and a critical and comprehensive grounding in the issues.
- A3. Key characteristics of leadership and to be able to identify, critically discuss and consider how to apply innovative change in practice.
- A4. Quantitative and qualitative research methodology and a critical appreciation of both approaches.
- A5. The relevant literature of the key questions asked in recovery and social inclusion research a critically reflective grounding in the pertinent issues.
- A6. The characteristics of effective leadership and the resources that can help participants personally develop to be able to lead innovative change in practice, manage said change and be able to identify and critically discuss these characteristics.

Intellectual Skills

- B1. Critically appreciate the conceptual frameworks of recovery and social inclusion, and be able to synthesise different elements of learning in order to appraise and make reasoned suggestions on applying this conceptual framework in mental health work.
- B2. Understand the process of policy formation and the dilemmas that face policy makers.
- B3. Demonstrate a critical appreciation of a range of theories and methods that enhance the policies and practice in the area of mental health that promote social inclusion and recovery based approaches and values.
- B4. Identify and critically analyse different ways to assess and monitor service changes and their impact on recovery rates.
- B5. Have a critical appreciation of the main methodologies and methods applied in recovery and social inclusion research.
- B6. Use assessment activities to apply learning to the participant's role and/or setting, e.g. as service user, carer, professional, manager, educator.

Practical Skills

- C1. Enable user and carer involvement in research for recovery-oriented practice.
- C2. Critically discuss current global recovery policy and legislation and identify best practice in policy.
- C3. Critically examine the impact of research on the development of policy and practice and leadership.
- C4. Apply key skills in applying research to practice.
- C5. Critically appraise research methodologies which emphasize participation, user and carer involvement.
- C6. Demonstrate the ability to apply in the delivery of recovery based processes in services knowledge of users', carers' and mental health professionals' perspectives: Medical, Psychological and Social contexts of helping; resilience; effects of stigmatization; the place of employment issues for mental health service users' recovery process.

Transferable Skills

- D1. Communicate effectively both verbally and in writing.
- D2. Discuss/evaluate key issues in formulating viable policies and legislation.
- D3. Have knowledge and understanding of the process of policy change and how it can be impacted upon.
- D4. Have knowledge and critically appraise and reflect upon collaboration and leadership approaches with service users' and carers' involvement in services.
- D5. Devise a small scale research proposal.
- D6. Plan a project designed for service improvement and innovation.

Section 2

Programme management

Relevant QAA subject benchmarking statements	None
Type of programme	Postgraduate Online programme
Date of validation/last periodic review	September 13
Date of production/ last revision of PS	December 15
Relevant to level/cohort	All students entering September 2017
Administrative School	School of Health and Social Work

Table 3 Course structure

Course details					
Course code		Course description			JACS
HSWMHRPGC		PgCert Mental Health Recovery and Social Inclusion (Online)			L510
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
MHRWPGCSEP1DP	A	Mental Health Recovery and Social Inclusion (Part-time)	1	UH Hatfield	Distance (PT)

Course details					
Course code		Course description			JACS
HSWMHRPGD		PgDip Mental Health Recovery and Social Inclusion (Online)			L510
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
MHRWPGDSEP1DP	A	Mental Health Recovery and Social Inclusion (Part-time)	1	UH Hatfield	Distance (PT)
MHRWPGDSEP2DP	A	Mental Health Recovery and Social Inclusion (Part-time)	2	UH Hatfield	Distance (PT)

Course details			
Course code		Course description	JACS
HSWMHRM		MSc Mental Health Recovery and Social Inclusion (Online)	L510

Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
MHRWMSEP1DP	A	Mental Health Recovery and Social Inclusion (Part-time)	1	UH Hatfield	Distance (PT)
MHRWMSEP2DP-1	A	Mental Health Recovery and Social Inclusion (Part-time)	2	UH Hatfield	Distance (PT)
MHRWMSEP2DP-2	A	Mental Health Recovery and Social Inclusion (Part-time)	2	UH Hatfield	Distance (PT)

The programme is managed by;

- Dean of School
- Head of Department
- Associate Dean (Academic Quality Assurance)
- Programme Tutor who is responsible for the day – to- day management of the Programme
- A dedicated Programme Administrator who is responsible for the day – to- day administration associated with the Programme
- Module Co-ordinators who are responsible for individual modules
- A programme committee, the membership of which includes employer representatives, service users and carers, student representatives for both years, teaching staff, and the designated Information Manager.