

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:
21 September 2020

Assistant Associate Dean of School (Academic Quality Assurance):
Jenny Lorimer

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	Online
Programme accredited by	Not applicable
Final Qualification	MSc, PgDip, PgCert
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 nationally and 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 and originally 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.

The MSc MHRSI Programme was devised as an evidence-based course that would equip students to engage in the academic and practice discourse of recovery and social inclusion at all levels in different organisations. Co- production, service user involvement and participatory practices have become increasingly important in mental health experience, practice and research and have been at the heart of the revision process.

Co-production groups commented upon and suggested alterations to the module content including Programme and Module Learning Outcomes. Cross cutting themes were identified that were to be used in reviewing the modules. These themes were: research informed practice and teaching, participation, power

and empowerment, meaningful activity, co-production, education/psycho-education, stigma, peer support, carers, advocacy.

The Programme is intended to encourage new researchers and practitioners to engage meaningfully with research and evidence in the field and we have been guided by the four aspects of the Healy and Jenkins (2009) Research Informed Teaching perspectives in the teaching and learning outcomes, learning materials and online activities. The principles of this approach align with the view that we hold of the Programme as a Community of Learning to which everyone brings expertise and experiences that can be shared, discussed and debated. We encourage students within every module to think of themselves as research scholars as well as recovery and social inclusion scholars so that learning is embedded progressively through the Programme. We give students a thorough grounding in the specific methodologies and methods that are particularly relevant and encourage skills development and thinking about innovations in practice based on their learning.

Leadership been an evolving issue in health and social care over the last five years and we charged ourselves with revising the content with a patient leadership focus and involving a patient leader in writing new materials. We plan for one teaching week to be co-ordinated by a patient leader. In two of our modules the assessment task will be a group task with an individual reflection on the process supported by research and evidence on co-production ensuring a thorough grounding in the principles, challenges and opportunities that it provides.

A teaching and learning landscape has been developed during which students develop research skills, knowledge and understanding related to different theories, national and international practice, legislation and policy and leadership. This progressive development means that students are ready to engage with their final Project that has participatory methods of research, forefronts innovation in practice and reflects the centrality of co-production to all recovery work.

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 in a recovery focused way cognisant of national and international approaches to recovery and social inclusion of people experiencing mental distress.
- To develop students' skills and critical abilities in relation to theory and practice, research and enquiry, policies and legislation and leadership to aid 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 and learning methods	Assessment strategy
<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- An in-depth knowledge of the conceptual frameworks of recovery and social inclusion and how these</p>	<p>Programme co-production processes produced 15 cross cutting themes of: reflective practice.</p> <p>Democratic practices</p>	<p>Knowledge and understanding are assessed through each module.</p> <p>There will be formative work before summative assessments, which combined with the online activities will prepare students for the assessment tasks. The online activities involve critically</p>

have developed from related current experience.

A2- Policies and legislation concerning recovery and social inclusion and a critical and comprehensive grounding in the issues.

In addition for the PG Dip the following must be achieved:

A3- Key Characteristics of leadership and to be able to identify, critically discuss and consider how to apply innovative change in practice.

A4- Knowledge of recovery research key themes and methodologies, and a critical appreciation of Quantitative and Qualitative research evidence as they relate to recovery and social inclusion 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

In addition for the MSc the following will be achieved:

A6- The characteristics of effective leadership and the resources that can help participants personally develop to be able to lead innovation in practice, manage said change and be able to identify and critically discuss these characteristics.

Self and/or peer assessment
research informed practice
research informed teaching
participation power and
empowerment meaningful activity

co-production education /
psycho education stigma
peer support carers
advocacy international
innovative change

These themes have been used to review the documentation prepared for Periodic Review and will be used to shape module content. They are all lenses through which to view our subject content and to challenge thinking and practice.

Acquisition of knowledge, understanding and skills is through a combination of methods to include e.g. group activities, online seminars and tutorials; online video and visual media; articles and written/web resources; electronic assessments and reporting systems. We have looked carefully at the Programme to ensure that every module focuses on developing all four aspects of Healy and Jenkins (2009) research informed teaching and in this curriculum have concentrated on improving skills development.

Students will be guided on how to make best use of this approach to learning through Students will be guided on how to make best use of this approach to learning through a structured online induction with a synchronous online classroom session, guided self-help online tutorials and one to one sessions with their nominated tutor.

Online materials and activities encourage engagement with current research and evidence, skills development in relation to the module content and in relation to research and enquiry skills.

Students will critically discuss research papers with staff and amongst peers and undertake active learning exercises, practising research skills in interviewing etc.

evaluating recovery research and evidence in the fields of theory, practice, legislation and policy, research itself and leadership.

In year 1 there are two summative assessments in modules 1(theory and practice) and 2 (recovery research). This ensures early feedback for students on the level of their work. Students will develop critical and analytical knowledge and understanding of research and evidence in relation to mental health recovery and social inclusion theory and practice and research.

In addition in the research module students will be assessed in research skills focusing on literature reviews and interviewing.

In modules 1 (Year 1 theory and practice) and 4 (Year 2 leadership) students will engage in group activities that will allow them to develop skills in co-production and help them to understand the opportunities and challenges of such work. Group marks will be allocated to reflect realities of collaborative working to task. Assessed reflections will enable more individual knowledge development and a theoretical understanding of the research underpinning participatory practice.

In Year 2 one summative assessment in module 3 (legislation and policy) allows students more space to produce a more complex argument of the development of national/international policy and legislation in relation to mental health recovery and social inclusion. The module learning helps students to understand how legislation and policy can drive change and consider how participatory practice can

	<p>Students will increase their understanding of how crucial participatory practice is in recovery and social inclusion.</p> <p>Throughout, the learner is encouraged to undertake independent study to both supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>influence policy and policy makers</p> <p>In module 4 (leadership and collaborative practice) students learn about leadership approaches that align with mental health recovery and social inclusion, critically examine the evidence related to this and reflect on their own leadership styles within assessments.</p> <p>Module 5 allows students to use all aspects of their modular learning to develop (and implement if they wish to go through appropriate ethics approval routes) an innovative project that involves practice change.</p> <p>Assessments involve change management theory in order that students have a full appreciation of the impact of stakeholders and participatory practices in developing aspirational and pragmatic projects.</p>
<p>Intellectual skills</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>B1- Critically appreciate the conceptual frameworks of recovery and social inclusion and be able to synthesise different elements of learning.</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 mental health that promote social inclusion and recovery-based approaches and values.</p> <p>B4- Identify and critically evaluate different ways to assess and monitor service changes and their impact on mental health recovery</p>	<p>Teaching and learning methods</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 online 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>Assessment strategy</p> <p>Intellectual skills are developed through a range of online activities, individual and group tutorials, group tasks and written assignments.</p> <p>All online activities are set to challenge the students' intellectual skills development, encouraging them to think reflectively, critically and analytically about strengths and limitations of content and design of materials with which they are engaging.</p> <p>In the Legislation and Policy module (Year 2 module 3) there is an assignment that enables development of the intellectual skill of comparing and contrasting approaches internationally. Encouraging students to draw on worldwide research and evidence is one of the cross-cutting themes of the Programme but also an important part of modern</p>

<p>and social inclusion.</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 new learning to the participant's role and/or setting, e.g. as service user, carer, professional, manager, educator.</p>		<p>academic intellectual development and practice.</p> <p>The Project Module (5) allows students to engage intellectually with innovation and practice change and begin to reflect on the challenges and opportunities of participatory practices.</p>
<p>Practical skills</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>C1- Critically appraise research issues, particularly those which emphasise participation, user and carer involvement.</p> <p>C2- Critically discuss current global recovery policy and legislation, and identify best practice.</p> <p>C3- Critically evaluate the impact of research and evidence on the development of policy and practice and leadership.</p> <p>C4- Develop and demonstrate critical appraisal skills in the evaluation of the impact of research and evidence on mental health recovery and social inclusion.</p> <p>C5- Appreciate the centrality of user and carer collaboration and its application in recovery-oriented research and apply to practice.</p> <p><i>In addition for the MSc the following will be achieved:</i></p> <p>C6- Demonstrate the ability to identify and apply innovative approaches to recovery and social inclusion, based on a</p>	<p>Teaching and learning methods</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 reporting systems. Students will consider in these ways how they will apply their learning to mental health issues in practice and policy.</p>	<p>Assessment strategy</p> <p>Practical skills are assessed through students having to consider in all activities and assessments how they will apply their learning to mental health issues in research methods, practice and policy</p> <p>The opportunities and challenges of co-production (a central and cross-cutting theme in the Programme) will be assessed in modules 1 and 4 through group tasks that will allow practical skills development in participatory practice. Changing mark distribution allows for increasing development of critical and reflection skills through the programme.</p> <p>Module 5 requires skill development in change management requiring students to be both aspiring and pragmatic about what participatory practice means in real life settings.</p> <p>Students will develop research skills through online activities and assessments</p>

<p>sound understanding of research, policy and leadership issues.</p>		
<p>Transferable skills</p> <p><i>For the PG Cert at least two of the first four learning outcomes will be achieved dependent on module choice.</i></p> <p>D1- Demonstrate ability and confidence in using an online environment for communication, for learning and teaching, and for relationships.</p> <p>D2- Considering own and others perspective, as well as an awareness of literature, use reflective skills to make sense of and further understand experiences.</p> <p>D3- Discuss key issues regarding the formulating of viable policies and legislation.</p> <p>D4- Demonstrate ability in collaborative leadership approaches with service users' and carers' involvement in services.</p> <p><i>In addition for the PG Dip and MSc the following must be achieved:</i></p> <p>D5- Show awareness of how research skill contributes towards a better understanding of pertinent situations as well as consideration of effective strategies and solutions.</p> <p>D6- Show ability in independent project management through preparation of a project designed for service improvement and innovation</p>	<p>Teaching and learning methods</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>Assessment strategy</p> <p>Transferable skills are assessed through coursework, online group discussions and tutorials, and written assignments.</p> <p>Module 1 (theory and practice) encourages students to relate the theory of mental health recovery and social inclusion to their practice and experience. Module 2 (research) and 5 (project) encourages students to develop skills in relation to participatory research and collaborative practice and to develop skills in change management.</p> <p>Module 4 (leadership and collaborative practice) encourages students to think about their own skills and how they might improve and adapt to align themselves to a recovery and inclusive approach.</p>

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

N/A

Work-Based Learning, including Sandwich Programmes

N/A

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 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

	Semester A	Semester B
Year 1	7WHS0025 Innovation in Mental Health Recovery Theory and Practice (30 credits)	7WHS0029 Research in Mental Health Recovery Practice (30 credits)
Year 2	7WHS0027 Legislation and Policy: Mental Health Recovery and Social Inclusion (30 credits)	7WHS0026 Leadership and Collaborative Practice for Innovation (30 credits)
	7WHS0028 Mental Health Recovery and Social Inclusion Project Report (60 credits) (starts in Semester A and extends into semester C)	

Mode of study Part Time

Entry point Semester A in each of the 2 years

	Semester A	Semester B
Year 1	7WHS0025 Innovation in Mental Health Recovery Theory and Practice (30 credits)	7WHS0029 Research in Mental Health Recovery Practice (30 credits)
Year 2	7WHS0027 Legislation and Policy: Mental Health Recovery and Social Inclusion (30 credits)	7WHS0026 Leadership and Collaborative Practice for Innovation (30 credits)
Year 3	7WHS0028 Mental Health Recovery and Social Inclusion Project Report (60 credits) (starts in Semester A and extends into Semester C)	

Mode of study Part Time

Entry point Semester A in each of the 3 years

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Innovation in Mental Health Recovery Theory and Practice	7WHS0025	30	English	0	100	0	A
Legislation and Policy: Mental Health Recovery and Social Inclusion	7WHS0027	30	English	0	100	0	A
Research in Mental Health Recovery Practice	7WHS0029	30	English	0	100	0	B
Leadership and Collaborative Practice for Innovation	7WHS0026	30	English	0	100	0	B
Mental Health Recovery and Social Inclusion Project Report	7WHS0028	60	English	0	100	0	ABC

The award of an MSc requires 180 credits passed at Level 7 including the Masters' Project

The programme provides the following final and interim awards:

Table 1b Final and interim awards available

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	5 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	4 Semesters	A1-5, B1-5, C1-5, D1-6
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
Interim Award	Award Title	Minimum requirements	Available at end of (normally):	Programme Learning Outcomes developed (see above)
Postgraduate Diploma	Postgraduate Diploma Mental Health Recovery and Social Inclusion	120 credit points, including at least 90 at level 7	4 Semesters	A1-5, B1-5, C1-5, D1-6
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 complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

None

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

- Accreditation of prior learning (APEL/APCL) is available for this programme. Students wishing to claim APL must document their relevant prior learning or experience in detail and must provide full evidence for their prior achievement of the learning outcomes of this programme.
- Within the University's regulations, Final Compensatory Credit may be awarded by a Programme Board in appropriate circumstances for failed modules, in light of a student's overall profile at the point at which an award is considered.

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 with intensive targeted support from tutors
- Dedicated, responsive educational technology support important for online learning
- Dedicated, responsive administrative support important for online learners
- 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 [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

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.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

G. Entry requirements

Normally a good first degree or equivalent, therefore demonstrating the ability to study at level 7. We will consider applicants without a first degree who have lived experience of mental distress; 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.

Basic IT skills are a requirement for anyone wishing to study online. For example, you will need to be confident using an internet browser, communicating via email and using Microsoft Office tools (e.g. Word, Excel) or equivalent. An ability to learn and adapt to new technologies is also important, for example, you will be asked to participate in a virtual classroom session, contribute to a discussion forum and upload assignments to an online portal.

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:
a.campbell20@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

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	7WHS0025	x	x		x	x		x		x	x	x	x	x			x	x	x	x			x		
Research in Mental Health Recovery Practice	7WHS0029	x	x		x			x		x	x	x	x	x	x	x	x	x	x	x			x	x	x
Leadership and Collaborative Practice for Innovation	7WHS0026	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	7WHS0027	x	x			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	7WHS0028	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

For the PG Certificate, at least two of the first five outcomes will be achieved dependent on module choice.

A1. An in depth knowledge of the conceptual frameworks of recovery and social inclusion and how these have developed from related current experience, practice and research.

A2. Policies and legislation concerning recovery and social inclusion and a critical and comprehensive grounding in the issues.

In addition, for the PG Dip the following must be achieved:

Practical Skills

For the PG Certificate, at least two of the first five learning outcomes will be achieved dependent on module choice.

C1. Critically appraise research issues, particularly those which emphasise participation, user and carer involvement.

C2. Critically discuss current global recovery policy and legislation, and identify best practice.

C3. Critically evaluate the impact of research and evidence on the development of policy and practice and leadership.

A3. Key characteristics of leadership and to be able to identify, critically discuss and consider how to apply innovative change in practice.

A4. Knowledge of recovery research key themes and methodologies, and a critical appreciation of both approaches or Quantitative and qualitative research evidence as they relate to recovery and social inclusion 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.

In addition, for the MSc the following will be achieved:

A6. The characteristics of effective leadership and the resources that can help participants personally develop to be able to lead innovation in practice, manage said change and be able to identify and critically discuss these characteristics.

Intellectual Skills

For the PG Certificate, at least two of the first five outcomes will be achieved dependent on module choice.

B1. Critically appreciate the conceptual frameworks of recovery and social inclusion and be able to synthesise different elements of learning.

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 mental health that promote social inclusion and recovery-based approaches and values.

B4. Identify and critically evaluate different ways to assess and monitor service changes and their impact on mental health recovery and social inclusion.

In addition, for the PG Dip, the following must be achieved:

B5. Have a critical appreciation of the main methodologies and methods applied in recovery and social inclusion research.

C4. Develop and demonstrate critical appraisal skills in the evaluation of the impact of research and evidence on mental health recovery and social inclusion.

C5. Appreciate the centrality of user and carer collaboration and its application in recovery-oriented research and apply to practice.

In addition, for the MSc the following will be achieved:

C6. Demonstrate the ability to identify and apply innovative approaches to recovery and social inclusion, based on a sound understanding of research, policy and leadership issues.

Transferable Skills

For the PG Certificate, at least two of the first five outcomes will be achieved dependent on module choice.

D1. Demonstrate ability and confidence in using an online environment for communication, for learning and teaching, and for relationships.

D2. Considering own and others perspective, as well as an awareness of literature, use reflective skills to make sense of and further understand experiences.

D3. Discuss key issues regarding the formulating of viable policies and legislation.

D4. Demonstrate ability in collaborative leadership approaches with service users and carers' involvement in services.

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

D5. Show awareness of how research skill contributes towards a better understanding of pertinent situations as well as consideration of effective strategies and solutions.

In addition, for the MSc, the following will be achieved:

B6. Use assessment activities to apply new learning to the participant's role and/or setting, e.g. as service user, carer, professional, manager, educator.

D6. Show ability in independent project management through preparation of 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	November 18
Date of production/ last revision of PS	March 2020
Relevant to level/cohort	All students entering September 2020
Administrative School	School of Health and Social Work/ UH Online

Table 3 Course structure

Course details		
Course code	Course description	HECoS
HSWMHRPGC	PgCert Mental Health Recovery and Social Inclusion (Online)	100287
HSWMHRPGD	PgDip Mental Health Recovery and Social Inclusion (Online)	100287
HSWMHRM	MSc Mental Health Recovery and Social Inclusion (Online)	100287