

Programme Specification

Course record information

Name and level of final award	<ul style="list-style-type: none">• Master of Science - Health and Wellbeing• Master of Science - Health and Wellbeing with Professional Experience <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none">• Postgraduate Diploma (Pg Dip) - Health and Wellbeing• Postgraduate Certificate (Pg Cert) - Health and Wellbeing
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none">• MSc Health and Wellbeing FT, Full-time, September start - 1 year standard length• MSc Health and Wellbeing PT, Part-time day, September start - 2 years standard length• MSc Health and Wellbeing with Professional Experience FT, Full-time, September start - 2 years standard length
Valid for cohorts	From 2024/5

Additional Course Information

For the two year course please see the specific term date information in the course structure.

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here:

<https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the course

This course pivots around the application of research methods to critique the Health and Wellbeing practices available for individuals, communities and societies. It is imperative that such policies and practices, founded upon evidence-based research, are developed to grow and support health and wellbeing in ways that are fit for purpose and sustainable. The modern health and social care challenges are complex and will require upstream interdisciplinary, systemic and community engaged solutions; these are explored and evaluated in this programme.

The course aims to bring together professionals from diverse backgrounds and is designed to equip students with the theoretical, scholarly and practical skills needed to meet societies' growing health and social care challenges. Students will learn in an integrative way drawing on experiential, interdisciplinary and community learning alongside collaborative co-creation of solutions to evaluate innovative real-world policies and subsequently implement Health and Wellbeing practices

Students will develop the scholarly skills needed to critically engage with both the academic and professional literature in order to develop as professionals who have the skills and attributes required to review, hypothesise and design research projects to evaluate aspects of Health and Wellbeing (Research Methods 1 and 2).

The evidence base supporting Integrative health and wellbeing approaches to health science is frequently incomplete, therefore a key aim of this program is to equip students with the critical skills to evaluate the evidence and critique the literature in order to synthesise their own conclusions and communicate these (Global Approaches to Health and Wellbeing). Students will explore Social prescribing from individual practices, to policy design and implementation (Policy and practice of Social Prescribing and wellbeing). On completion students will have a range of skills including facilitation, coaching and reflective practice (Dynamics in Professional Relationships). They will understand and apply wellbeing and resilience interventions; which are all key skills for professional leaders in health and industry (Dynamics in professional relationships). Furthermore, the programme emphasises entrepreneurship and students will have opportunities to consider both the economics and suitability of health interventions and write a business plan in the form of a tender (Wellbeing and Resilience in the workplace).

Students registered on the MSc Health and Wellbeing with Professional Experience have the opportunity to take an integrated Extended Work Experience module in addition to the taught components of the Course. Students taking this module will do a placement or internship of a minimum of 500 hours in a professional healthcare or allied healthcare setting straight after semester 2, year 1 of their studies, normally June/July. Students successfully completing this module will achieve an extra 60 credits and will be awarded the degree with the title: MSc Health and Wellbeing with Professional Experience. Please note the placement year credits will not count towards the degree classification.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

The University of Westminster, Centre for Resilience provides high quality evidence based human resilience training consultancy and evaluation services to the corporate and public sector. Students will have opportunities to engage with this Centre, particularly within the module "Wellbeing and Resilience in the workplace"

Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision. The School of Life Sciences has an Employers' board with representatives from sport, nutrition and health professionals which feeds into the curriculum design.

Students undertaking this MSc, could seek employment in private industry, local authority public health teams, government departments, statutory bodies, public health teams, NHS Trusts, NHS England, large charities, policy organisations, higher and further education. Job roles might include: Workplace Wellness Programme Lead, Social Prescribing Manager, Community Health and Wellbeing Officer, Public Health Programme Manager, Student Wellbeing and Welfare Manager. The key skills and responsibilities that are desired for these types of wellbeing lead positions include cross sector working, ability to translate evidence into policy, to lead, manage and devise wellbeing strategies that improve workplace wellbeing, work-life balance and resilience (as exemplified by statements taken from health and wellbeing job adverts).

Societies and communities are facing wide ranging and complex challenges in relation to health and wellbeing. One size fits all approaches to health research, practice and policy often result in people and communities being left behind. This course aims to attract students from different backgrounds, values, beliefs, abilities and ways of thinking and supports them in becoming post-graduates and more importantly people that are able to embrace these diverse challenges in ways that are inclusive, ethical and salutogenic.

In addition to employment the course encourages entrepreneurship and social enterprise through collaboration with the polyclinic and students have opportunities to engage with the Creative Enterprise Centre.

In addition, the MSc Health and Wellbeing with Professional Experience ensures that:

- Through the Extended Work Experience module students have the opportunity for integrated and extensive learning from the professional workplace.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Upon successful completion of the the programme, students will have acquired the requisite knowledge and understanding to:

- 01 Demonstrate proficiency in analysis and interpretation of quantitative and qualitative data, while also demonstrating the ability to critically review and synthesise relevant scientific literature to inform research endeavours. (KU PPP KTS)
- 02 Independently execute, and present a substantial research project in an aspect of integrative health and wellbeing, proficiently applying advanced research methods and techniques to address a specific research question or problem. This includes the adept demonstration of project management skills encompassing time management, resource allocation, ethical considerations and risk assessment (KU KTS)
- 03 Demonstrate deep and systematic understanding of theories of reflection as they apply to professional practice. Use personal reflection and reflective cycles to analyse self and own actions in order to become a reflective practitioner. (KU PPP)
- 04 Demonstrate systematic and rigorous understanding of professional relationship theories as they relate specifically to their own professional working environment. (KU PPP KTS)
- 05 Discuss in depth and critically interpret the evidence base supporting a range of therapeutic approaches and interventions in integrative practice, using a global framework. (KU)
- 06 Critically evaluate the principles and limitations of health promotion and behaviour change theories and programmes in achieving improved health outcomes while critically appraising the role of inequalities in improving health outcomes in global settings. (KU)
- 07 Critically reflect on and evaluate the theories relating to wellbeing and resilience. Lead groups in resilience and wellbeing practices with an ability to respond to and adapt to group needs to resolve conflict situations before they arise. (KU PPP)
- 08 Critically evaluate the use of Social Prescribing in health and social care, communicate current research on an aspect of social prescribing and use current research to inform a policy document (KU KTS)
- 09 Demonstrate competency in the effective communication of information and research findings relevant to health and wellbeing to diverse audiences, employing a range of formats such as written reports, oral presentations, policy documents and visual aids (KTS)
- 10 Work effectively with a group as leader or member identifying and making appropriate use of the strengths of group members and negotiate to a mutually agreed outcome. (PPP KTS)

Additionally, the students of the Health and Wellbeing with Professional Experience pathway will be able to:

- 11 Demonstrate a proactive and reflective approach to work-based learning, and link this meaningfully to future career aspirations. (PPP KTS)

How will you learn?

Learning methods

A range of teaching methods are used, which include lectures, seminars, workshops, simulations, computer workshops, scientific problem-based learning, and self-directed learning. These are used in a structured way to support the development of specific areas of knowledge and understanding, practical and transferable skills. There are opportunities for students to work in groups and to engage in interprofessional dialogue.

The School of Life Sciences is committed to the University of Westminster Equality, Diversity and Inclusion (EDI) policy with a local implementation based on three central elements:

- **Our commitment** is to ensure an inclusive, safe and supportive learning, working and social environment which enables scientific research and teaching to flourish and encourages our future scientists to grow and realise their true potential.
- **Our goal** is to empower all students and staff to critically reflect on their understanding and positionality, with respect to the wide-ranging global scientific perspectives (past and present); encouraging the open debate of differing points of view.
- **Our pledge** is to respect and value our diverse Life Sciences community (within and beyond the University of Westminster) and foster an equitable culture as we move forward in the field.

These three elements inform and direct all our learning, teaching and research activities and have been central to our course design process as can be seen in the learning outcomes at course and module level. All staff and students in the school of Life Sciences are expected to embrace and respect these values. The course is designed with the principles of equality and inclusion being at the heart of the program. The very nature of an integrative approach to health and wellbeing has at its core a need for inclusive thinking and practice, social justice, participation and empowerment. Student diversity is welcomed, embraced and supported on this course and is considered to be a strength for the future development of graduates that are able to meet diverse challenges in health. Students are encouraged to participate fully in discussions relating to EDI health issues and are welcome to inform teaching using their own personal experiences. Issues relating to race and gender inequality within healthcare are discussed within teaching sessions and a variety of academic speakers from various geographical locations and backgrounds contribute to teaching on the course. Global sources of information from varying countries worldwide are utilised to inform the course specific content and students are significantly encouraged to consider EDI issues throughout the duration of their course and beyond.

Teaching methods

Research methods modules (I and II) use problem-based learning approaches: as individuals and as student groups. The Wellbeing and Resilience module will use workshops alongside the classroom-based sessions to measure parameters of stress. The other modules will use a mix of group learning, lectures, seminars and tutorials.

Students on this programme benefit from being part of a community of inquiry and learning where inclusivity is at the core of the subject. In practice this means that students are taught in ways that both recognise and support their needs as individuals to reach their full potential. Students are considered to be co-creators of teaching, learning and assessments, where they will be encouraged to work collaboratively, in an environment that advocates for and enables inclusive agency and participation.

Assessment methods

The course has been designed with the idea of inclusive assessment and all core modules include an element of formative assessment from which students can utilise feedback to feed forward into the summative assessments. The modules will implement the University generic grade descriptors for level 7 which have been designed to improve consistency of grading between markers and across subjects and for the sharing of expectations with students, these will be available in the course handbook.

The career and professional development of students is central to the design of this course and aspects of assessment have been conceived to enable students to communicate using tools pertinent to healthcare which include: business white paper tender (Wellbeing and Resilience in the Workplace), poster presentation and policy document (Policy and Practice of Social Prescribing and Wellbeing), information sheet and social media communication (Global Approaches to Health and Wellbeing), practical assessment of group facilitation (Professional Development for Leadership) and development and evaluation of a healthcare App (Health Inequalities and Health Promotion).

The course also includes critical appraisal (individual qualitative paper critique using the Critical Appraisal Skills Programme CASP checklist for quality assurance), data analysis assignment using SPSS, design study, dissertation and reflective notebook, presentations, peer-review, critical review, case study, and reflective narrative. There are opportunities for ongoing assessment through the inclusion of reflective journals, blogs and online forums.

The additional core module for students taking the MSc Health and Wellbeing with Professional Experience will be assessed with the use of reflective reports, work logs and oral presentations which will enhance their ability to critically assess the work they have been undertaking and the particular skills and attributes they have acquired as part of the process. These assessments will also significantly enhance their written and oral communication skills, time management and adaptation and resilience skills which are imperative for a career within health and wellbeing.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	
Literate and effective communicator	11
Entrepreneurial	11
Global in outlook and engaged in communities	
Socially, ethically and environmentally aware	

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Health and Wellbeing

Level 7

The MSc has two 'pathways':

Pathway 1 leading to the award of MSc Health and Wellbeing: 180 credits taken over one year for FT students or 2 years for PT students;

Pathway 2 leading to the award of MSc Health and Wellbeing with Professional Experience: 240 credits taken over two years for FT students.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7HMNT031W	Health Inequalities and Health Promotion	Core	1	20	10
7HMNT025W	Policy and Practice of Social Prescribing and Well-Being	Core	1	20	10
7HMNT033W	Professional Development for Leadership	Core	1	40	20
7HMNT026W	Well-Being and Resilience in the Workplace	Core	1	20	10
7HMNT022W	Global Approaches to Health and Well-Being	Core	2	20	10
7HMNT015W	Postgraduate Research Methods for Health Sciences I	Core	2	20	10
7HMNT018W	Research Methods II & Research Project for Health Sciences	Core	2	40	20

Health and Wellbeing with Professional Experience

Level 7

The modular content of Pathway 2 is identical to the content of Pathway 1 as listed above but it has an additional assessed 60 credit Extended Work Experience module.

Students following the MSc Health and Wellbeing with Professional Placement will normally commence their placement straight after the year 1 in June/July. This is to allow students flexibility to commence the year-long required placement during the summer. This allows more time once the placement is completed to focus on the completion of the Research Project which is submitted at the end of Year 2.

Year 1

Core modules **other than** Research methods II and Research project (140 credits)

Year 2

Extended Work Experience for Life Sciences (60 credits)

Research Methods II and Research Project for Health Sciences (40 Credits)

Module Code	Module Title	Status	UK credit	ECTS
7HMNT022W	Global Approaches to Health and Well-Being	Core	20	10
7HMNT031W	Health Inequalities and Health Promotion	Core	20	10
7HMNT025W	Policy and Practice of Social Prescribing and Well-Being	Core	20	10
7HMNT015W	Postgraduate Research Methods for Health Sciences I	Core	20	10
7HMNT033W	Professional Development for Leadership	Core	40	20
7HMNT018W	Research Methods II & Research Project for Health Sciences	Core	40	20
7HMNT026W	Well-Being and Resilience in the Workplace	Core	20	10
7HMNT028W	Extended Work Experience for Life Sciences	Pathway Core	60	30

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

Currently there is no accrediting body in this area.

Course management

Your course is one of a number of programmes in the School of Life Sciences, part of the College of Liberal Arts and Sciences within the University of Westminster, and is managed by a designated course leader. In addition to the course specific role of the course leader, the Head of School, other senior school staff and the Associate Heads of College, also provide support and management at their respective levels. We also have a school employability director and global engagement coordinators who oversee employability and international study opportunities respectively. The course leader is also collectively supported in the management and running of the course by the course teaching team through their responsibilities for individual modules and contributions to planning. You will meet your course leader, teaching team and members of the school senior management during arrivals week, a programme of events designed to help you with enrolment, registration, and orientation to the university, its processes and the culture of higher education.

The course is monitored each year by the course leader and senior members of the School and College to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Each course will have Course Representative meetings throughout the year and staff will consider the outcomes from these meetings, evidence of student progression and achievement and the External Examiner's reports to evaluate the effectiveness of the course. All courses are reviewed annually as part of the School, College and University Continuous Improvement Processes, reporting finally to the Academic Council of the University which has overall responsibility for the maintenance of quality and standards in the University.

Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>.

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©