

PROGRAMME SPECIFICATION

Course record information

Name and level of final award	MSc Integrative Health and Wellbeing The MSc. Integrative Health and Wellbeing is a Masters degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards	Postgraduate Diploma Integrative Health and Wellbeing Postgraduate Certificate Integrative Health and Wellbeing
Awarding body/institution	University of Westminster
Teaching Institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	School of Life Sciences
Language of delivery and assessment	English
Mode, length of study and normal starting month	One year full time. January start.
QAA subject benchmarking group(s)	
Professional statutory or regulatory body	n/a
Date of course validation/Revalidation	April 2020
Date of programme specification approval	May 2020
Valid for cohorts	2020-21
Course Leader	Deputy - Justin Haroun
Course URL	westminster.ac.uk/courses/postgraduate
Westminster course code	PMHAW01F (FT)
HECoS code	101317 Environmental and Public Health
UKPASS code	

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: westminster.ac.uk/courses/postgraduate/how-to-apply

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information: westminster.ac.uk/recognition-of-prior-certified-learning.

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 Integrative 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 (Reflective Practice: facilitation and coaching skills). 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).

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.

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.
- 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.
- Through knowledge exchange activities within the School staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

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.

Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Knowledge and understanding (KU)

On successful completion of the course, a student will be able to:

1. Defend and communicate the ideas and concepts underpinning the importance of the use of qualitative and quantitative research methods in integrative health.
2. Critically interpret the evidence base supporting a current theoretical range of therapeutic approaches and interventions.
3. Develop systematic and rigorous understanding of professional relationship theories as they relate specifically to their own professional working environment.
4. Critically evaluate and discuss health and wellbeing policies in relation to changing conceptions of Social Prescribing in health and social care
5. Demonstrate deep and systematic understanding of theories of reflection as they apply to professional practice in Integrative Health and Wellbeing.
6. Discuss in depth the evidence-base of integrative practice and how this affects the way the knowledge base is interpreted and practiced.
7. Evaluate a range of ethical frameworks, viewpoints and boundaries justifying how they intersect with wider professional practice and ethical dimensions in Health and Wellbeing.

Specific skills (SS)

On successful completion of the course, a student will be able to:

1. Identify and synthesise both the qualitative and quantitative evidence that informs integrative health policy.
2. Design and implement a research project in a topic relating to integrative health and wellbeing.
3. Develop critical responses to existing practice and flexibly/creatively apply knowledge, synthesise ideas or information in innovative ways. Generate transformative solutions to resolve challenges with relevant stakeholders.
4. Critically evaluate complex, incomplete or contradictory evidence/data and judge the appropriateness of the enquiry methodologies used. Recognise and argue for alternative approaches.
5. Develop competence and confidence to professionally bid for and deliver programmes for Integrative Health and Wellbeing in the workplace, demonstrating entrepreneurship.
6. Effectively communicate complex and sensitive information, relevant to health and wellbeing, to individuals or a range of stakeholders.
7. 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.

8. Use personal reflection and reflective cycles to analyse self and own actions in order to become a reflective practitioner.
9. Influence decision making, incorporating ethical viewpoints to advance professional standards.

Key transferable skills (KTS)

On successful completion of the course, a student will be able to:

1. Interrogate and critically evaluate the literature using a range of appropriate resources and databases.
2. Undertake independent research projects, apply appropriate methodologies and synthesise information from different sources.
3. Engage confidently in academic and professional communication with others in a variety of formats and in relation to the requirements of a range of settings.
4. 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.
5. Critically reflect on their own learning to develop strategies for personal and professional development.
6. Demonstrate autonomous learning, critical self- and intellectual awareness.
7. Develop the attributes needed to give and receive peer feedback; respond to tutor feedback; act independently in planning, undertaking and evaluating tasks using appropriate resources.
8. Demonstrate an ability to address uncertain and multiple interpretations, such as may be encountered in research and professional practice, justifying specific methodologies and methods in relation to other methods.
9. Incorporate critical, ethical dimension to their research and practice, managing the implications of ethical dilemmas in professional relationships with other Health and Wellbeing stakeholders.

Table 1: Map of MSc Integrated Health and Well-being Learning Outcomes to core modules

Course Learning Outcome	Research Methods 1 7HMNT015W 20 credits	Research Methods 2 7HMNT018W 40 credits	Global approaches to health & wellbeing 20 credits	Dynamics in professional relationships 20 credits	Wellbeing and Resilience in the workplace 20 credits	Reflective Practice: facilitation and coaching skills 20 credits	Policy and practice of Social Prescribing and wellbeing 20 credits
Credits	20	40	20	20	20	20	20
Knowledge and Understanding (KU)							
KU 1	✓	✓					
KU 2			✓				
KU 3				✓			
KU 4	✓	✓					✓
KU 5						✓	
KU 6		✓	✓		✓		✓
KU 7		✓	✓	✓	✓	✓	
Specific Skills (SS)							
SS 1	✓	✓					✓
SS 2	✓	✓					
SS 3				✓	✓	✓	✓
SS 4	✓	✓	✓				✓
SS 5					✓		
SS 6	✓	✓	✓	✓	✓	✓	✓
SS 7					✓		
SS 8						✓	
SS 9			✓				
Key Transferrable Skills (KTS)							
KTS 1	✓	✓					✓
KTS 2	✓	✓					
KTS 3	✓	✓					✓
KTS 4				✓		✓	
KTS 5						✓	
KTS 6	✓	✓		✓		✓	
KTS 7				✓	✓	✓	✓
KTS 8		✓	✓		✓		✓
KTS 9		✓	✓	✓	✓	✓	
Schedule	SEM 1	SEM 2 & 3	SEM 1	Yearlong	SEM 1	Yearlong	SEM 2

Learning, teaching and assessment methods

Learning:

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.

Teaching:

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:

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), briefing notes and policy document (Policy and Practice of Social Prescribing and Wellbeing), information sheet and social media communication (Global Approaches to Health and Wellbeing).

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.

Table 2: Summary of assessments and weightings proposed for the core modules and option modules

Title	Research Methods 1	Research Methods 2	Global Approaches to Health and Wellbeing	Dynamics in Professional Relationships	Wellbeing and Resilience in the Workplace	Reflective Practice: Facilitation and Coaching skills	Policy and Practice of Social Prescribing and Wellbeing	Option module
Credits	20	40	20	20	20	20	20	20
Module code	7HMNT015W	7HMNT018W	7HMNT022W	7HMNT023W	7HMNT026W	7HMNT024W	7HMNT025W	See Table 2 For Details
Formative assessment	-Weekly SPSS tasks -Reading and choice of project area		Paper critique	Reflective narrative (Peer and lecturer assessed)	Inter-professional dialogue	Reflective writing	Policy presentation	
Assessment 1	Critical Appraisal (CASP) (50%)	Design study (10%)	Evidence review (70%)	Critical appraisal: Leadership (50%)	Learning journal blog (50%)	Critical appraisal: Theory and practice (35%)	Briefing notes paper of social prescribing (50%)	
Assessment 2	Data Analysis using SPSS and written report (50%) Week 8	Project notebook (10%)	Information sheet and Social media communication (30%)	Reflective Narrative (50%)	Tender Business white paper (50%)	Presentation: Facilitation (35%)	Policy document (50%)	
Assessment 3		Dissertation (80%)				Blog: peer group (30%)		
Schedule								

Title	Assessment of Health & Fitness	Science, technology and commercialisation	Policy and Governance in Public health Nutrition	Communicating Science
Credits	20	20	20	20
Module code	7BIOM004W	7BIOT004W	7HMNT014W	7HMDS002W
Formative assessment	Presentation			
Assessment 1	Critical review and summary for lay audience: Client assessment and report (50%)	Pitch presentation (10%)	Reflective diary (30%)	Live presentation (25%)
Assessment 2	Oral presentation (20%)	Business plan (40%)	Policy analysis document (70%)	Newspaper article (25%)
Assessment 3		Exam (50%)		Video production (Group work) (25%)
Assessment 4				Weekly personal blogging (25%)
Schedule				

Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate student study 180 credits per year.

Credit Level 7				
Module code	Module title	Status	UK credit	ECTS
7HMNT015W	Postgraduate Research Methods for Health Sciences I	Core	20	10
7HMNT018W	Research Methods II and Research Project for Health Sciences	Core	40	20
7HMNT025W	Policy and Practice of Social Prescribing and Wellbeing	Core	20	10
7HMNT022W	Global Approaches to Health and Wellbeing	Core	20	10
7HMNT023W	Dynamics in Professional Relationships	Core	20	10
7HMNT024W	Reflective Practice, Facilitation & Coaching skills	Core	20	10
7HMNT026W	Wellbeing and Resilience in the Workplace	Core	20	10
7BIOM004W	Assessment of Health and Fitness	Option	20	10
7BIOT004W	Science, Technology and Commercialisation	Option	20	10
7HMDS002W	Communicating Science	Option	20	10
7HMNT014W	Policy and Governance in Public Health Nutrition	Option	20	10

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

Professional Body Accreditation or other external references

Currently there is no awarding body.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations. In some cases course specific regulations may be applicable.

How will you be supported in your studies?

Course Management

The course is managed on a day-to-day basis by the MSc Integrative Health and Wellbeing course leader, module leaders and other lecturers. This group meets regularly to monitor the provision and ensure issues raised by students, staff and the university are disseminated, discussed and actioned. The School of Life Sciences offers a range of undergraduate, postgraduate and short courses in the areas of biomedical science, human and health science, molecular & applied science and complementary medicine, all of which are the overall responsibility of the Head of School of Life Sciences.

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 westminster.ac.uk/blackboard.

Learning Support

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.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students¹ 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 at 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 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 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 in 2020. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

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 evidence of student achievement, reports from external examiners in order to evaluate the effectiveness of the course.

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?

¹ Students enrolled at Collaborative partners may have differing access due to licence agreements.

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.
- The University also has an annual Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

Please note: 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 s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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