

Course record information

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| Name and level of final award | <ul style="list-style-type: none"> • Master of Science - Health Psychology <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 Psychology • Postgraduate Certificate (Pg Cert) - Health Psychology |
| 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) | Psychology |
| Professional statutory or regulatory body | British Psychological Society (2023) |
| Westminster course title, mode of attendance and standard length | <ul style="list-style-type: none"> • MSc Health Psychology FT, Full-time, September start - 1 year standard length • MSc Health Psychology PT, Part-time day, September start - 2 years standard length |
| Valid for cohorts | From 2026/7 |

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 programme

The MSc Health Psychology has been designed to provide an in-depth understanding of the theoretical and applied bases of psychology and health, illness and disease. Specifically it aims to:

- Provide students with a strong foundation in health psychology for work in the healthcare sector.
- Equip students with a systematic understanding and critical awareness of the role of the biopsychosocial model in the development and maintenance of health and illness.
- Provide a forum within which the methods of health psychology can be critically evaluated, assessed and debated in regard to their value, degree of scientific validity and the credibility of their guiding principles.
- Equip students with the skills to undertake, analyse and disseminate quantitative and qualitative research in health psychology according to ethical codes of practice.
- Develop students' ability to critically evaluate a range of health psychology interventions and develop practice-based skills for health psychology practice.
- Guide students in developing their professional identity through critical self-reflection and interprofessional learning.
- Satisfy the core curriculum criteria for accreditation by the British Psychological Society (BPS).

The MSc Health Psychology curriculum embeds equity, diversity, and inclusion (EDI) as a core component of professional and academic development. Students are encouraged to critically engage with how social, cultural, and structural factors shape health outcomes, research and psychological practice. This includes recognising that health experiences are mediated by intersecting identities such as ethnicity, gender, socioeconomic status, and disability. Our teaching team is committed to promoting inclusive, equitable learning environments, reflected in curriculum design (e.g. decolonising health psychology), research training and assessment. The course uses authentic, inclusive assessment methods that allow students to draw on their interests and experiences as well as supporting varied learning styles. By embedding EDI principles throughout the programme, we aim to prepare graduates to engage critically with health psychology in its wider social context and support the continued development of an inclusive, socially informed discipline. This approach also enhances graduates' employability by equipping them to work effectively with diverse professional teams and patient groups. We regularly invite student feedback on our EDI practices, ensuring a holistic educational experience that aligns with the University's core EDI policies and the QAA guidance.

In line with the University of Westminster's mission to make the world a more inclusive, sustainable, and healthier place, the MSc Health Psychology addresses United Nations Sustainable Development Goals – SDG 3 Good Health and Wellbeing and SDG 10 Reducing Inequalities.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. career/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 MSc Health Psychology is designed to confer BPS Stage 1 training towards Chartered Psychologist status for those holding Graduate Basis for Chartered Membership (GBC). As such it is a mandatory qualification for those wishing to pursue Stage 2 training and subsequent registration with the Health & Care Professions Council (HCPC) as a Practitioner Psychologist: Health Psychologist. At the time of writing, for those students who do not hold GBC, it is not possible to continue further training on an approved course. It should be noted, that it is not the responsibility of the University of Westminster to check whether students are eligible for GBC. It is the student's responsibility to check their eligibility for GBC directly with the BPS. If a student has declared on their application form that they are eligible for or hold GBC and this turns out not to be the case, and they are excluded from further HCPC approved training, the University of Westminster cannot be held liable.

Irrespective of GBC status, the course is suitable as preparation for undertaking a PhD in Psychology and for further postgraduate training (e.g. professional doctorates). The MSc Health Psychology provides a strong foundation for working in a wide range of settings, including healthcare organisations, the third sector, industry, health-related services and research environments.

Graduates typically progress into early-career roles in health, research and behaviour-change fields. Common destinations include assistant health psychologist posts, behaviour-change and public health practitioner roles, Psychological Wellbeing Practitioner positions, research assistant and academic roles, health advisor or specialist posts, health consultancy, and NHS service-improvement or project-support roles.

The MSc Health Psychology program is committed to integrating employability throughout the curriculum. Students benefit from workshops, lunchtime talks, and an optional work experience module designed to enhance career prospects. The regular 'Life after my MSc' talks feature speakers from diverse industries who share their professional journeys, offer guidance on where to seek opportunities, and provide potential contacts for collaboration and future work. The course also includes a wide and innovative portfolio of assessments to develop transferable skills which are geared to a future in professional health psychology.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as a 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)

Cognitive Skills, are learning outcomes that help build conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

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

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 001 Articulate and evidence a systematic and critical understanding of the role and application of health psychology in diverse health care settings. (KU SS)
- 002 Critically analyse and integrate evidence regarding the relationship between biological, psychological, and socio-cultural factors in the development and maintenance of health and illness. (KU SS CS)
- 003 Critically evaluate the practices, techniques, philosophies and principles which underpin the methods used in health psychology, recognising their strengths, limitations, and ethical implications. (KU PPP SS CS)
- 004 Critically evaluate and apply health psychology theory and evidence to address complex health issues in practice. (PPP SS)
- 005 Evidence critical self-reflection and application of appropriate appropriate quantitative and qualitative research methods to undertake ethically informed research in multidisciplinary health contexts. (PPP KTS SS)
- 006 Communicate complex ideas and evidence to academic, practitioner and public audiences through a range of appropriate mediums. (KU PPP KTS SS)
- 007 Collaborate effectively to complete subject-specific group assessments (PPP SS CS)
- 008 Critically consider how principles of equality, diversity, and inclusion shape health psychology research and interventions, including the limitations created by the under representation of marginalised groups. (KU PPP SS)
- 009 Critically reflect on global health inequalities and ethical practice in health psychology within the context of the United Nations Sustainable Development Goals. (KU PPP SS)
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How will you learn?

Learning methods

The course team believes that the student is at the centre of the learning process and students are expected to take responsibility for their own learning and manage their time effectively. In accordance with the University of Westminster's Student Engagement and Attendance Policy, all students are expected to attend every element of their programme, including lectures, seminars, workshops and assessments. This commitment to attendance is essential, especially as the course is accredited by the British Psychological Society (2023), ensuring that students have the best opportunity to achieve the Course Learning Outcomes and succeed in their studies. Regular engagement not only supports individual academic progress but also upholds the standards required by the accrediting body.

The approach manifest in the delivery of the MSc is one which facilitates a student's understanding of a broad range of theory and application in Health Psychology. It emphasizes the importance of an evidence based approach to Health Psychology and allows the student to gain skills and knowledge through taught sessions and independent study, and demonstrate critical thinking through a range of assessments.

Teaching methods

Course modules are taught by a mixture of lectures, seminars, workshops, student led learning, 'hands on computing' and one-to-one supervision as appropriate. In addition to formal contact, students are required to engage in private study and research primary resource material. Teaching methods are kept under review by the course team at all times, and student feedback is routinely gathered.

Assessment methods

Underpinning the design of the course, a wide range of assessment methods are used in order to develop critical evaluation and effective communication over a variety of different mediums. The course's novel and innovative assessments have been praised by external examiners, the BPS accreditation team and internal reviewers. Formative assessments, such as peer group sessions, provide early feedback to enable targeted improvement for the final summative assessments.

Examples of written assessments include: a critical review, quantitative and qualitative research reports, essays, reflective reports, conference poster, behaviour change diary and reflective essay, grant proposal, mini-systematic review, peer review paper and research portfolio (Research Based Project).

Oral presentations are geared towards both academic and health professional audiences. Examples include: a short poster conference presentation, group podcast, group Pecha Kucha, and presentation to health care workers (role play).

| Graduate Attribute | Evident in Course Outcomes |
|---|-----------------------------------|
| Critical and creative thinker | 001, 002, 003, 005, 008, 009, 009 |
| Literate and effective communicator | 001, 006, 007 |
| Entrepreneurial | 004, 006 |
| Global in outlook and engaged in communities | 004, 006, 009, 009 |
| Socially, ethically and environmentally aware | 001, 002, 003, 005, 008, 009, 009 |

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.

Modules

Level 7

For MSc: Core modules six 20 credit taught modules and 60 credit project.

For PG Diploma: Core modules six 20 credit taught modules.

For PG Certificate: Core modules three 20 credit taught modules.

Students will be registered for 7HPSY005W (core) or can choose 7PSYC029W AND 7PSYC023W

| Module Code | Module Title | Status | UK credit | ECTS |
|-------------|---|--------|-----------|------|
| 7PSYC001W | Data Handling and Research Methods for Applied Psychology | Core | 20 | 10 |
| 7HPSY002W | Health Psychology in Practice | Core | 20 | 10 |
| 7HPSY003W | Health Psychology: A Lifespan Development Perspective | Core | 20 | 10 |
| 7HPSY004W | Individual Differences: Health Stress and Disease | Core | 20 | 10 |
| 7PSYC026W | Specialist Topics for Applied Psychology | Core | 20 | 10 |
| 7HPSY001W | Theories and Perspectives in Health Psychology | Core | 20 | 10 |
| 7PSYC023W | Research based project | Option | 40 | 20 |
| 7HPSY005W | Research Based Project: Health Psychology | Option | 60 | 30 |
| 7PSYC029W | Work Experience in a Psychological Setting for MSc Students | 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 register for your first choice of option modules.

Professional body accreditation or other external references

The MSc Health Psychology is accredited by the British Psychological Society (BPS). It confers BPS Stage 1 training towards Chartered Psychologist status for those holding Graduate Basis for Chartered Membership (GBC).

Course management

The course is hosted in the School of Social Sciences, one of the four Schools within the College of Liberal Arts and Sciences. The course is directly managed by the course leader Dr Tina Cartwright within the School of Social Sciences. Each module on the course also has a designated module leader responsible for the administration and monitoring of its design and delivery. The Head of the School is responsible for all academic provisions in the school.

The course teaching team consists of staff from the School of Social Sciences. Key course team members meet regularly to identify and address ways of improving the design and delivery of the course. Staff involved in the course undergo annual appraisal and peer development of their teaching practice, provided by the Academic Engagement and Learning Development Team within the Centre for Education and Teaching Innovation (CETI). Staff also engage in their own research and/or scholarly activity. Staff teaching on the course also attend workshops organised by Academic Standards and the Teaching and Learning Groups for continuous development in teaching, learning and assessment approaches.

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 and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. 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 utilises 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. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule 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 our libraries, each of which holds 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.

Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and 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 annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and 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 for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities 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 – 2025©