



PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Delivery Location(s)	Frenchay Campus, UWE
Faculty responsible for programme	Health and Life Sciences
Modular Scheme title	Life Sciences
Professional Statutory or Regulatory Body Links (type and dates)	British Psychological Society
Highest award title	MSc Health Psychology
Default award title	None
Interim award titles	PG Cert HE Health Psychology PG Dip HE Health Psychology
UWE progression route	None
Mode(s) of delivery	Full Time/ Part Time
Codes: UCAS code CB8942	JACS code(s):
ISIS code	HESA code
Relevant QAA subject benchmark statements	
On-going/valid until* (*delete as appropriate/insert end date)	On-going
Valid from (insert date if appropriate)	
Original Validation Date: Jan 2002	
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Latest Committee Approval: Quality and Standards Committee Date: December 2011	
Version Code: 3	

Section 2: Educational aims of the programme

The general aims for students taking the award are:

To develop student autonomy in the learning process and to encourage self directed learning

To develop power of analysis shown by comprehensiveness of approach and depth of understanding

To develop expertise in practice and application

To achieve a high level of presentation and defence of own work

The specific aims are:

To develop an in depth understanding of theory research and practice in health psychology

To develop expertise in research methods to underpin a dissertation in health psychology and equip students with the necessary research skills for a career in health psychology

To equip students with transferable professional and practical skills appropriate to a career in health psychology

Section 3: Learning outcomes of the programme

A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment
Strategies

A Knowledge and understanding of:

1. Depth and systematic knowledge of current psychological theory and new developments in health psychology.
2. Awareness and ability to manage the implications of and provide solutions for ethical issues
3. Comprehensive understanding of current research methods in health psychology.

Teaching/learning methods and strategies:

Acquisition of 1- 3 is through framework lectures and research planning exercises to prepare students for independent learning. Seminars, presentations, workshops and tutorial contact challenge and support an appreciation of competing perspectives and approaches. They also provide a context for students to test their ideas amongst peers and in a broader academic context through the presentation of reports and critiques of their own and published work.

Throughout, the learner is required to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

Assessment:

Testing of the knowledge base (1-3) is through assessed coursework, formal examinations (seen and unseen) seminar presentations, poster presentations, research critiques, a dissertation and oral presentations.

B Intellectual Skills

<p>B Intellectual Skills</p> <p>Is able to:</p> <ol style="list-style-type: none">1. Critically analyse relationship of current theoretical developments in health psychology and their relationship to practice.2. Synthesis complex and competing information currently used within health psychology in an innovative manner.3. Critically evaluate competing research methodologies and their utility in health psychology.4. Demonstrate initiative and originality in addressing current issues related to health psychology practice.	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills (1-4) are developed through framework lectures and research planning exercises to prepare students for independent learning. Seminars, presentations, workshops and tutorial contact challenge and support an appreciation of competing perspectives and approaches. They also provide a context for students to test their ideas amongst peers and in a broader academic context through the presentation of reports and critiques of their own and published work. Skills of analysis, synthesis, evaluation and application are developed in a wide range of contexts from critiquing research papers, systematic reviews, planning and executing original research, interpreting analytic data to the application of theory to self directed behaviour change.</p> <p>Intellectual skills are synthesised across the full range of modules.</p> <p>Throughout, the learner is required to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>Assessment</p> <p>Testing of 1-4 is through assessed coursework, formal examinations (seen and unseen), seminar presentations, poster presentations, research critiques, the redesign of research papers from competing philosophical positions, the design implementation and analysis of an original piece of independent research, oral presentations, a critical incidents journal and counselling skills assessments.</p>
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C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills

- *able to: ...*

1. plan, conduct and report a programme of independent research and address relevant ethical issues.
2. apply professional skills independently to a range of problems and situations.
3. demonstrate a clear understanding and awareness of professional ethical practice and can apply this to current issues in health psychology.

Teaching/learning methods and strategies

Skills are synthesised across the range of modules (1-3). The relationship between theory and practice, ethical issues and current research and professional practice developments are also addressed across modules. The use of debates and workshops on current issues and specialised input from a range of health psychologists facilitates this. Professional practice skills are addressed in the Professional Skills and Dissertation modules in particular. In the former students are required to maintain a critical incidents journal throughout the course and to apply theory to practice. They also have a well developed programme with health psychologists drawn from a variety of specialist areas. In the latter students exercise initiative and personal responsibility in research practice and to fulfil ethical requirements set by the University and their professional body.

Assessment

Testing of 1-3 is through a range of assessed from coursework, formal examinations (seen and unseen), seminar presentations, poster presentations, research critiques, the redesign of research papers from competing philosophical positions, the design implementation and analysis of an original piece of independent research, oral presentations, a critical incidents journal and counselling skills assessments.

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
<p>- <i>able to:</i></p> <ol style="list-style-type: none"> 1. Work effectively within a group taking on a variety of roles. 2. utilise a variety of learning resources. 3. undertake self reflection and to reflect on others, providing constructive feedback. 4. undertake independent research to a high standard. 5. act as an independent and self critical learner. 6. engage confidently in academic and professional communication. 	<p>Psychology graduates with GBR have already demonstrated a high level of cognitive skills, numeric, IT and research skills to achieve their first degrees. The award builds on these skills and aims in particular to develop research, communication and counselling skills.</p> <p>Transferable skills such as problem solving, utilising learning resources, self reflection, the management of information and autonomy are developed to a very high standard across all modules and especially in the masters dissertation.</p> <p>Communication skills are developed in seminars where there is the opportunity to argue, debate and exchange ideas. Students carry out different types of written assignments, present papers and critiques both in writing and orally. They receive feedback on both content and presentation. They also produce posters and a carefully structured masters dissertation. These activities develop written, graphical, visual and verbal communication skills.</p> <p>Personal effectiveness skills such as time management, goal setting, and management of learning are required in all modules and especially the dissertation.</p> <p>Professional skills involves the development and assessment of counselling skills and requires self evaluation and reflection. Seminars also develop self reliance, self confidence and co-operative group skills in a variety of roles.</p> <p>Throughout, the learner is required to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>Assessment</p> <p>Testing of 1-6 is through assessed coursework formal examinations (seen and unseen) seminar presentations, poster presentations, research critiques, the redesign of research papers from competing philosophical positions, the design implementation and analysis of an original piece of independent research, oral presentations, a critical incidents journal and counselling skills assessments.</p>

Section 4: Programme structure

STRUCTURE DIAGRAM

Full Time (1 year 180 M level credits)

USPJF5-20-M Applications in Health Psychology	USPJME-20-M Qualitative & Quantitative Methods in Psychology	USPJES-10-M Stress and Coping		USPJET-10-M Health and Illness Cognitions
USPJER-20-M Biomedicine	USPJV7-10-M Introduction to Cognitive Behavioural Therapy	USPJM7-10-M Lifespan Perspectives on Health and Illness	USPJEV-20-M Professional Skills and Applications in Health Psychology	USPJM8-60-M Dissertation in Psychology

Level M

Compulsory modules

- USPJF5-20-M Applications in Health Psychology
- USPJME-20-M Qualitative and Quantitative Methods in Psychology
- USPJES-10-M Stress and Coping
- USPJET-10-M Health and Illness Cognitions
- USPJER-20-M Biomedicine
- USPJM7-10-M Lifespan Perspectives on Health & Illness
- USPJV7-10-M Introduction to Cognitive Behavioural Therapy
- USPJEV-20-M Professional Skills and Applications in Health Psychology
- USPJM8-60-M Dissertation in Psychology

Core modules

- **N/A**

Optional modules

- **N/A**

Interim Awards:

Post Graduate Certificate of Higher Education
 Credit requirements: 60

Award/s:

Masters Degree
 Credit requirements: 180

Part Time (2 years):

Year 1 (70 M level credits)

USPJV7-10-M Introduction to Cognitive Behavioural Therapy		
USPJF5-20-M Applications in Health Psychology	USPJME-20-M Qualitative & Quantitative Methods in Psychology	USPJEV-20-M Professional Skills and Applications in Health Psychology

Year 2 (110 M level credits)

USPJER-20-M Biomedicine	USPJM7-10-M Lifespan Perspectives on Health and Illness	USPJET-10-M Health and Illness Cognitions	USPJES-10-M Stress and Coping	USPJM8-60-M Dissertation in Psychology
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Level M – Year 1

<p>Compulsory modules</p> <ul style="list-style-type: none"> • USPJV7-10-M Introduction to Cognitive Behavioural Therapy • USPJF5-20-M Applications in Health Psychology • USPJME-20-M Qualitative and Quantitative Methods in Psychology • USPJEV-20-M Professional Skills and Applications in Health Psychology
<p>Core modules</p> <ul style="list-style-type: none"> • N/A
<p>Optional modules</p> <ul style="list-style-type: none"> • N/A
<p>Interim Awards: Post Graduate Certificate of Higher Education Credit requirements: 60</p>

Year 2

<p>Compulsory modules</p> <ul style="list-style-type: none"> • USPJES-10-M Stress and Coping • USPJET-10-M Health and Illness Cognitions • USPJER-20-M Biomedicine • USPJM7-10-M Lifespan Perspectives on Health & Illness • USPJM8-60-M Dissertation in Psychology
<p>Core modules</p> <ul style="list-style-type: none"> • N/A
<p>Optional modules</p> <ul style="list-style-type: none"> • N/A
<p>Interim Awards: Post Graduate Diploma of Higher Education Credit requirements: 120</p>
<p>Award/s: Masters Degree Credit requirements: 180</p>

Section 5: Entry requirements

Applicants should possess at least a second class honours degree and preferably an upper second class honours degree in Psychology. The degree should confer the Graduate Basis for Registration for Membership of the British Psychological Society.

Section 6: Assessment Regulations

The regulations follow the standard University regulations:
UWE Academic Regulations and Procedures

Section 7: Student learning: distinctive features and support

A student handbook is provided for induction that includes information on the Faculty, the University, its regulations and procedures and is supplemented at an award level by an award handbook and module guides. Students are supported during their time at UWE by, student advisers and by central student support services.

Support is also given to students via a personal tutor and through the maintenance of a critical incidents journal. This journal facilitates reflection and forms part of the assessment for the Professional Skills module. Career planning and support is provided through the Professional Skills module.

Student autonomy and self direction is also developed through interaction with peers and private study. The dedicated School of Life Sciences Postgraduate Room provides an invaluable space where students can meet to exchange ideas and a quiet location for private study with appropriate specialist resources.

Section 8: Reference points/benchmarks

This specification provides a concise summary of the main features of the programme and the 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 learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.