

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>	
<b>Awarding Institution</b>	UWE
<b>Teaching Institution</b>	UWE
<b>Delivery Location</b>	UWE
<b>Faculty responsible for programme</b>	Health and Applied Sciences
<b>Department responsible for programme</b>	Health and Social Sciences
<b>Modular Scheme Title</b>	
<b>Professional Statutory or Regulatory Body Links</b>	Accredited by British Psychological Society as Stage 1 of training in Health Psychology for students who already hold Graduate Basis for Chartership with the British Psychological Society
<b>Highest Award Title</b>	MSc Health Psychology
<b>Default Award Title</b>	MSc Psychology & Health
<b>Fall-back Award Title</b>	
<b>Interim Award Titles</b>	PG Diploma in Health Psychology PG Certificate in Health Psychology
<b>UWE Progression Route</b>	
<b>Mode(s) of Delivery</b>	Blended learning full and part time
<b>Codes</b>	<b>UCAS: CB8942</b> <b>JACS: C841</b> <b>ISIS2: CB8942</b> <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	
<b>CAP Approval Date</b>	
<b>Valid from</b>	September 2013
<b>Valid until Date</b>	September 2019
<b>Version</b>	2

**Part 2: Educational Aims of the Programme**

The specific aims are:  
To develop an in depth understanding of theory research and practice in health psychology and

## Part 2: Educational Aims of the Programme

health behaviour change

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 and health behaviour change

To prepare students who possess necessary qualifications with the additional training required to apply for stage two training in health psychology

To provide students with the opportunity to use learning outside formal HE settings to develop skills and knowledge in health psychology

The general aims for students taking the award are:

To develop student autonomy in the learning process and to encourage self-directed learning utilising and enhanced by suitable technology where appropriate.

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

## Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

N/A

## Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

### **A. Knowledge and Understanding (subject specific)**

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

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.

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.

### Part 3: Learning Outcomes of the Programme

#### **B. Intellectual Skills (generic)**

1. Critically analyse relationship of current theoretical developments in health psychology and their relationship to practice.
2. Synthesise 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.

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.

Intellectual skills are synthesised across the full range of modules.

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.

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.

#### **C. Subject/Professional/Practical Skills (subject specific)**

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 application of this to current issues in health psychology.
4. Apply theoretically grounded practical intervention skills to address health psychology issues.

Skills (1-4) are synthesised across modules including: the Dissertation, Health Psychology in Action and Applications and Professional Skills in Health Psychology. The relationship between theory and practice, ethical issues and current research and professional practice developments are also addressed across those 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 Applications 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.

Testing of 1-4 is through a range of assessed from coursework, formal examinations (seen and unseen), seminar presentations, poster presentations, research critiques, the redesign of

### Part 3: Learning Outcomes of the Programme

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 (generic)**

1. Work effectively within a group taking on a variety of roles.
2. Utilise a variety of learning resources.
3. Undertake self-reflection and reflect on others, providing constructive feedback.
4. Undertake independent research to a standard appropriate to Masters Level.
5. Act as an independent and self-critical learner.
6. Engage confidently in academic and professional communication
7. Manage time and organise personal workloads in relation to individual goals, with reference to agreed deadlines.

Psychology graduates with Graduate Basis for Chartership (GBC) 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.

Transferable skills such as problem solving, utilising learning resources, self-reflection, the management of information and autonomy are developed to a Masters standard across all modules and especially in the dissertation.

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 dissertation. These activities develop written, graphical, visual and verbal communication skills.

Personal effectiveness skills such as time management, goal setting, and management of learning are required in all modules and especially the dissertation.

Professional skills involve the development and assessment of counselling skills and require self-evaluation and reflection. Seminars also develop self-reliance, self-confidence and co-operative group skills in a variety of roles

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.

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.

### Part 3: Learning Outcomes of the Programme

<i>Learning Outcomes:</i>	Module: Health, Stress and Cognition (30)	Module: Biopsychosocial Approaches to Health Psychology (30)	Module: Health Psychology In Action (15)	Module: Applications and Professional Skills in Health Psychology (30)	Module: Conducting and evaluating psychological research(30)	Module: Dissertation in Psychology (45)	
<b>A) Knowledge and understanding of:</b>							
Depth and systematic knowledge of current psychological theory and new developments in health psychology.	x	x		x		x	
Awareness and ability to manage the implications of and provide solutions for ethical issues		x	x	x		x	
Comprehensive understanding of current research methods in health psychology.					x	x	
<b>(B) Intellectual Skills</b>							
Critically analyse relationship of current theoretical developments in health psychology and their relationship to practice.	x	x	x	x			
Synthesise complex and competing information currently used within health psychology in an innovative manner.	x	x		x	x	x	
Critically evaluate competing research methodologies and their utility in health psychology.	x		x	x	x	x	
Demonstrate initiative and originality in addressing current issues related to health psychology practice.	x	x	x	x		x	
<b>(C) Subject/Professional/Practical Skills</b>							
Plan, conduct and report a programme of independent research and address relevant ethical issues.						x	
Apply professional skills independently to a range of problems and situations.			x	x		x	
Demonstrate a clear understanding and awareness of professional ethical practice and can apply this to			x	x		x	

Part 3: Learning Outcomes of the Programme							
current issues in health psychology.							
Apply theoretically grounded practical intervention skills to address health psychology issues.			X	X			
<b>(D) Transferable skills and other attributes</b>							
Work effectively within a group taking on a variety of roles.	X	X	X	X	X	X	
Utilise a variety of learning resources.	X	X	X	X	X	X	
Undertake self-reflection and to reflect on others, providing constructive feedback.	X		X	X			
Undertake independent research to a high standard.						X	
Act as an independent and self-critical learner.	X	X	X	X	X	X	
Engage confidently in academic and professional communication.	X	X	X	X	X	X	
Manage time and organise personal workloads in relation to individual goals, with reference to agreed deadlines	X	X	X	X	X	X	

Part 4: Student Learning and Student Support
<p><b>Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated</b></p> <p>A day of induction activity is included in the programme prior to formal teaching commencing to orient students to the resources and facilities available to them. Opportunities to develop health psychology skills within and without UWE (for example, within the Wellbeing service at UWE, in Pain/chronic fatigue settings in secondary care in North Bristol Trust) are identified.</p> <p>Technology Enhanced Learning (TEL) is integral to the programme. All modules are supported through Blackboard. Student activity in the workplace, contributing to the “Health Psychology in Action” module, is managed by Web 2.0, form management, and VoIP interfaces in addition to face-to-face contact. The Conducting and evaluating psychological research module has a strong TEL component facilitating a blended delivery. This will include links to online materials prepared as a companion for the qualitative component course text (both electronic and course text written by the qualitative tutor), and online video material prepared by the quantitative team, focusing on common issues and questions (for example, sample size calculations).</p> <p>A student handbook is provided for induction that includes information on the Faculty, the University, its regulations and procedures and is supplemented by more specific module guides. Students are supported during their time at UWE by central student support services.</p> <p>Support is also given to students via an academic personal tutor who also acts as their supervisor for the “Health Psychology in Action” module, and through the maintenance of a critical incidents journal which forms part of the assessment for this module. Career planning and support is provided through the Professional Skills and Applications module.</p> <p>Student autonomy and self-direction is also developed through interaction with peers and private study, and direction to psychology/HLS bookable social learning areas and UWE wide</p>

## Part 4: Student Learning and Student Support

social learning facilities where students can meet to exchange ideas.

Face: face activities are described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated. For example, online discussion groups and wider social media will be used as appropriate to support preparation for taught sessions, and to follow up afterwards.

On the MSc Health Psychology programme, teaching is a mix of scheduled, independent and occupationally based learning.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; work based learning.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

**Occupationally based learning:** students will apply health psychology skills in a paid or voluntary setting over the course of this programme.

### Description of any Distinctive Features

This programme is recognised as stage 1 of the route to accreditation by the British Psychological Society (BPS) for students who have the Graduate Basis for Chartership with the BPS on enrolling, and can feed directly into the UWE Professional Doctorate in Health Psychology.

This programme shares 75 / 180 credits with other psychology postgraduate programmes (e.g. Dissertation in Psychology, and Conducting and evaluating psychological research). This both enables a more efficient delivery of the programme, and also facilitates students' multidisciplinary working, while retaining a meaningful cohort identity.

### MSc Psychology & Health – a default award for MSc Health Psychology

The MSc Psychology & Health is a default award for students who obtain 180 credits, but do not complete all of the necessary modules to be awarded MSc Health Psychology.

Specifically, students must pass the following modules (135 credits of the 180 credits which comprise the MSc Health Psychology) and any other 45 Masters level credits (either through one 15 credit module and one 30 credit module, or three 15 credit modules).

Health Stress and Cognition (30)

Biopsychosocial Perspectives on Health (30)

Professional Skills and Applications in Health Psychology (30)

Dissertation in Psychology (45)



#### Part 4: Student Learning and Student Support

Any other M level module (15 credits)  
Any other M level module (30 credits)

OR

Health Stress and Cognition (30)  
Biopsychosocial Perspectives on Health (30)  
Professional Skills and Applications in Health Psychology (30)  
Dissertation in Psychology (45)  
Any other M level module (15 credits)  
Any other M level module (15 credits)  
Any other M level module (15 credits)

#### Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

##### **Assessment Strategy**

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

##### Assessment strategy

The MSc Health Psychology is assessed formatively and summatively across the course. Assessments have been chosen in order to be valid (assess appropriate learning outcomes), discriminative by ability (differentiating amongst students), reliable, and fair. The purpose of assessment on this programme is to demonstrate to students and other stakeholders the quality of learning ability amongst graduates. Furthermore, feedback on assessment throughout the programme is designed to support students' ongoing learning and development.

Learners have different strengths and preferences for different assessment methods. Consequently, this programme deliberately utilises a range of alternative assessment approaches, including oral presentations, article critiques, traditional examination, critical incident analysis, case study analysis, statistical and qualitative data analysis,

However, they are designed to be mutually and incrementally supportive. For example, feedback on critical assessment of a paper presented orally in one module will feed into critical assessments of papers in written assignments in other modules.

A further aspect of the assessment strategy on this programme is the provision of student choice. Multiple career pathways are open to graduates of this programme, and often students have a clear route in mind. To this end, where possible within the parameter of the learning outcomes, students are encouraged to tailor assessments to topics of personal interest.



## Assessment Map

The programme encompasses a range of assessment methods; these are detailed in the following assessment map:

### Assessment Map for MSc Health Psychology

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
<b>Compulsory Modules Level M</b>	Module Health, Stress and Cognition (30)	A (50)						B (50)			
	Module Biopsychosocial Perspectives on Health (30)		A (50)				B (50)				
	Module Professional Skills and Applications in Health Psychology (30)				A (50)			B (25) C (25)			
	Module Conducting and evaluating psychological research (30)	A (50)						B (50)			
	Health Psychology in Action (15)										A (100)
	Dissertation in Psychology (45)								A (100)		

\*Assessment should be shown in terms of Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:  
 level and credit requirements  
 interim award requirements  
 module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
Year 1	Module number: USPJVW-30-M Module name: Health, Stress and Cognition (30 credits)	None		Postgraduate Certificate in Health Psychology (60 credits)
	Module number: USPJVV-30-M Module name: Biopsychosocial Approaches to Health Psychology (30 credits)			
	Module number: USPJVX-15-M Module name: Health Psychology In Action (15 credits)			
	Module number: USPJVU-30-M Module name: Applications and Professional Skills in Health Psychology (30 credits)			
	Module number: USPK7Y-30-M Module name: Conducting and Evaluating Psychological Research (30 credits)			
	Module number: USPJW9-45-M Module name: Dissertation in Psychology (45 credits)			

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**:

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
Year 1	Module number: USPJVW-30-M Module name: Health, Stress and Cognition (30 credits)	None		Postgraduate Certificate in Health Psychology (60 credits)
	Module number: USPJVV-30-M Module name: Biopsychosocial Approaches to Health Psychology (30 credits)			
	Module number: USPK7Y-30-M Module name: Conducting and Evaluating Psychological Research (30 credits)			
	Module number: USPJVU-30-M Module name: Applications and Professional Skills in Health Psychology (30 credits)			

Year 2	Module number:USPJVX-15-M Module name: Health Psychology In Action (15 credits)		Postgraduate Diploma in Health Psychology (120 credits)
	Module number:USPJW9-45-M Module name: Dissertation in Psychology (45 credits)		

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

Applicants should possess a minimum of an upper second class honours degree in psychology or equivalent behavioural/social sciences degree.

- Non standard entry to the postgraduate programmes:

Exceptionally, students without standard entry requirements may be admitted to the programme provided they can demonstrate that they can benefit from study at the appropriate level and are likely on the evidence presented to achieve the required standard.

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE

QAA Framework for Higher Education Qualifications:

The QAA Framework provides the points of reference for setting standards across various levels of education. UWE has incorporated these into its assessment and grading profiles, and this programme will adopt the Health and Applied Sciences standard marking and assessment criteria for level M. Some of the framework aspects are more closely tied to some modules than others: these are detailed below.

Master's degrees criteria (QAA framework)

\* A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice

“Dissertation in Psychology” module particularly, but all modules.

\* A comprehensive understanding of techniques applicable to their own research or advanced scholarship

“Conducting and Evaluating Psychological Research”

\* Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline

All modules, but especially “Applications and Professional Skill in Health Psychology” and “Health Psychology in Action” modules

\* Conceptual understanding that enables the student:

to evaluate critically current research and advanced scholarship in the discipline

to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

All modules

Typically, holders of the qualification will be able to:

\* Deal with complex issues both systematically and creatively, make sound judgments in the

## Part 8: Reference Points and Benchmarks

absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

All modules

\* Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

“Dissertation in Psychology” and “Health Psychology in Action” modules particularly, but all modules.

\* Continue to advance their knowledge and understanding, and to develop new skills to a high level.

All modules, but particularly “Applications and Professional Skills in Health Psychology”.

And holders will have:

\* the qualities and transferable skills necessary for employment requiring:

\* the exercise of initiative and personal responsibility

\* decision-making in complex and unpredictable situations

\* the independent learning ability required for continuing professional development.

Dissertation in Psychology module particularly, but all modules.

Benchmarking previously carried out for the MSc Health Psychology, which has been subject to internal and external review. There are no QAA subject specific benchmarks for psychology at M level. However, the programme has been developed to be consistent with the March 2010 QAA document, “Masters Degree Characteristics”.

In developing this programme the QAA Code of Practice has been consulted. Most issues highlighted in the Code of Practice are covered by general faculty or University systems, but specific attention has been paid to Career Education Information and Guidance.

Career education, information and guidance is embedded within the curriculum within the Applications and Professional Skills in Health Psychology module, as part of the emphasis within the programme on ensuring that students not only develop skills to enhance their employability, but also are able to articulate these and know where to best utilise them. The QAA code of practice states that where career education is embedded in the curriculum, awarding institutions ensure that intended learning outcomes contribute to the aims and objectives of the programme, clearly identify knowledge, understanding and skills, are assessed appropriately. This is clearly the case through the professional skills assessment and teaching, in particular through the work supporting students develop their ongoing professional development log within this module

For students with the appropriate academic background (Psychology degree recognised as conferring eligibility for Graduate Basis for Chartership with the British Psychological Society, the Professional Statutory Regulatory Body (PSRB) for M level psychology), the taught modules on this programme have been designed to meet the BPS criteria for postgraduate training in health psychology.

### University strategies and policies

Specifically relevant strategic partnership themes include "Being globally connected" though strengthening internationalisation at M level. Furthermore, it is also part of "Providing clear progression opportunities", as it would provide a route onto the professional Doctorate in Health Psychology at UWE, and explicitly and most obviously, be part of "Increasing postgraduate

## Part 8: Reference Points and Benchmarks

taught opportunities for international students".

A second aspect to the strategic partnership themes is around "Making Knowledge Exchange and Public Engagement thrive throughout UWE" by ensuring external facing provision is accessible, visible, and engages with interested users. As an applied discipline, health psychology modules are very attractive to potential students in the health workplace wishing to study them as CPD. This programme gives a route to not only attract such students in, but retain them with the potential of a full MSc award.

The delivery and ethos of the MSc aligns closely with the UWE Strategy 2020 – outstanding learning and teaching; ready and able graduates; research for the real world and partnerships.

The health psychology teaching team within the Department of Health and Social Sciences is research active, and forms the bulk of the likely REF entry for psychology staff. Health psychology is a superset of Appearance Psychology, and as such, an area of national and international expertise. The Department of Health and Social Sciences at UWE has long been one of the UKs leading centres for teaching and research in health psychology. The team comprises senior health psychologists who have held and do hold positions of national recognition within professional and scientific bodies, including the British Psychological Society and Health and Care Professions Council and the National Health Service.

*What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.*

Current students and former students have been consulted. The programme leader of the Professional Doctorate in Health Psychology has been integral to the redesign. Current and former members of the British Psychological Society Division of Health Psychology Training Committee have been consulted and involved in the design of the programme. This consultation has reinforced the view of the programme team that in order to be competitive with similar programmes elsewhere, and to promote employability amongst graduates, the "Health Psychology in Action" work based module is a timely and important aspect of the programme.

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, available on the [University's website](#).