

## Programme Specification



Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

|                                |                                 |
|--------------------------------|---------------------------------|
| <b>1. Programme title</b>      | Psychology Health and Wellbeing |
| <b>2. Awarding institution</b> | Middlesex University            |
| <b>3. Teaching institution</b> | Middlesex University            |
| <b>4. Final qualification</b>  | MSc                             |
| <b>5. Academic year</b>        | 2018/19                         |
| <b>6. Language of study</b>    | English                         |
| <b>7. Mode of study</b>        | Full-time or part-time          |

### **9. Criteria for admission to the programme**

Students should normally possess a good honours degree in an appropriate subject area (such as psychology, health studies, counselling, mental health, nursing, public health etc.) which should include a research methods component. This should be a high 2:2 or better and particular consideration will be given to performance in undergraduate research methods modules and the dissertation. In addition to this, international students need to have obtained a minimum IELTS score of 6.5.

Accreditation of Prior and Experiential Learning (APEL): Applicants who have extensive learning from experience, learning achievement from a previously unaccredited course or prior certificated learning may apply for APEL. A claim for APEL may be made for up to 50% of the taught credits (i.e. 60 credits) on the MSc Psychology Health and Wellbeing. The responsibility rests with the applicant for making a claim to have acquired knowledge and skill accredited and for supporting the claim with appropriate evidence. The learning derived from experience must be able to be identified in order to be assessed. Prior learning is identified through systematic reflection on experience, the writing of clear statements about what was actually learned and the collection and collation of evidence to support those statements. The claim will be assessed by the programme team and the admissions team. It will be assessed against individual module learning outcomes.

## 10. Aims of the programme

The programme aims to:

- Equip students with an advanced and mature understanding of current concepts, theories and controversies within health psychology, wellbeing and psychotherapy
- Facilitate students' ability to apply psychological skills, knowledge and values to clinical problems in complex and unpredictable situations using a range of psychological theories
- Familiarise students with applications of psychology, health and wellbeing in a comprehensive range of settings
- Equip students with advanced research skills covering research design, analysis and dissemination
- Facilitate students' development of a range of high level skills, such as practising clinical skills, designing and evaluating interventions and decision-making
- Facilitate students' development of high level communication skills enabling them to communicate effectively with patients from a variety of cultural and ethnic backgrounds
- Facilitate students' development of a range of transferable skills such as numeracy and team-working in order to aid employability
- Equip students with an ethical and reflective approach to their practice

## 11. Programme outcomes

:

**A. Knowledge and understanding** On completion of this programme the successful student will have knowledge and understanding of

1. Psychosocial foundations of health, illness and disease;
2. Psychological processes of acute and long-term conditions;
3. Psychological processes of health care delivery or psychological trauma and its effects
4. Applications of health psychology;
5. Counselling and Psychotherapy;
6. Research methods in applied psychology

### Teaching/learning methods

Students gain knowledge and understanding through interactive lectures and workshops (all outcomes) involving significant learner activity, which allows students to engage with the material and encourages a deep approach to learning.

### Assessment Method

Students' knowledge and understanding is assessed by a range of methods including formative assessments. Assessment includes essays (outcome 1), health behaviour change reflection (outcome 1), systematic review (outcome 2), case study report (outcome 3), designing and evaluating interventions or services (outcomes 4 & 5), research reports and in-class tests (outcome 6)

|  |   |
|--|---|
| <p><b>B. Cognitive (thinking) skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Reason analytically;</li> <li>2. Discuss in-depth issues in health and wellbeing and health psychology by drawing on relevant evidence;</li> <li>3. Comprehensively and critically evaluate research and theories in health and wellbeing and health psychology;</li> <li>4. Evaluate research methodology;</li> <li>5. Make decisions about implementing research and interventions in complex and uncertain environments</li> <li>6. Reflect in depth on learning and development</li> </ol>           | <p><b>Teaching/learning methods</b></p> <p>Students learn cognitive skills through interactive lectures and workshops (all outcomes) involving significant learner activity, which encourages discussion and debate and encourages critical thinking and a deep approach to learning.</p> <p><b>Assessment Method</b></p> <p>Students' cognitive skills are assessed by a range of methods including formative assessments. Assessment includes an essay, systematic review and case studies (outcomes 1-4), health behaviour reflection (outcomes 1, 2 &amp; 3), designing and evaluating interventions (inc. two formative, outcomes 3 &amp; 5), research reports (outcomes 1, 3, 4, &amp; 5), reflective log (outcome 6), dissertation (all outcomes)</p>      |
| <p><b>C. Practical skills</b></p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Plan, conduct and write-up research that addresses important and relevant psychology, health and wellbeing issues;</li> <li>2. Analyse quantitative and qualitative data;</li> <li>3. Design health-related interventions;</li> <li>4. Critically evaluate interventions or services;</li> <li>5. Make decisions about patients' needs and welfare through evidence-based reasoning.</li> <li>6. Identify and apply clinical skills</li> <li>7. Take an ethical and reflective approach to their practice</li> </ol> | <p><b>Teaching/learning methods</b></p> <p>Students learn practical skills through interactive lectures (outcomes 1-5 &amp; 7), research and statistics workshops (outcomes 1, 2 &amp; 4), , and professional practice workshops including role play (outcomes 4, 5, 6 &amp; 7). All of these methods will provide opportunities for experiential learning</p> <p><b>Assessment Method</b></p> <p>Students' practical skills are assessed by a range of methods including formative assessments. Assessment includes a case study report (outcome 5), designing and evaluating interventions (outcomes 3, 4 &amp; 7), research reports (outcomes 1 &amp; 2), essay and log book (outcome 6), reflective log (outcome 7), dissertation (outcomes 1, 2 &amp; 7)</p> |

| <b>D. Graduate Skills</b>   | <b>Teaching/learning methods</b>   |
|---|--|
| <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Chart, plan and reflect on their personal and career development;</li> <li>2. Learn effectively in order to be able to demonstrate mastery of issues in the field of psychology, health and wellbeing;</li> <li>3. Communicate effectively with peers, tutors and others;</li> <li>4. Work effectively as part of a team;</li> <li>5. Use information technology to produce reports, search literature and analyse data;</li> <li>6. Demonstrate advanced quantitative reasoning skills that are required to research and practice in the field of psychology, health and wellbeing</li> <li>7. Disseminate work through reports, articles, posters and presentations</li> </ol> | <p>Students acquire graduate skills through reflective logs (outcome 1 &amp; 2), workshops on communication and other professional and clinical skills (outcomes 1 &amp; 3), statistical workshops (outcomes 5 &amp; 6), and team work (outcomes 3, 4 and 7).</p> <p><b>Assessment Method</b></p> <p>Students' graduate skills are assessed by a range of methods including formative assessments. Assessment includes research reports (outcomes 5, 6 &amp; 7), poster presentations (outcome 3 &amp; 7), reflective log (outcomes 1 &amp; 2), systematic review (outcomes 3 &amp; 4); dissertation (outcomes 2, 3, 5, 6 &amp; 7)</p> |

## 12. Programme structure (levels, modules, credits and progression requirements)

### 12.1 Overall structure of the programme

The MSc is assessed at 180 credit points. The programme includes four 30 credit compulsory level 7 taught modules (Research methods in applied psychology, Foundations and applications of health psychology, Psychological processes of illness and health care delivery or Trauma Impact and Intervention and Counselling and Psychotherapy), and a compulsory 60 credit level 7 dissertation. In general, 30-credit modules run from October to May.

The MSc programme can be studied over 12 months full-time or 24 months part-time. Part-time students take 60 taught credits in year 1 and 60 taught credits in year 2. In addition, they begin planning their 60-credit dissertation from the outset of their studies and thus this module runs over 24 months for part-time students and over 12 months for full-time students.

All the modules focus specifically on helping students to develop professional, research and graduate skills. These modules help students to develop research skills and prepare them for their dissertation, help them to develop counselling and communication skills, and help them to develop skills in delivering interventions. The dissertation module encourages students to work independently and develop expertise in a particular area of psychology, health and wellbeing.

If students are obliged to terminate their studies early, they may apply for the award of Postgraduate Certificate in Psychology Health and Wellbeing, assessed at 60 credit points. If students are obliged to terminate their studies before completion of the dissertation, they may apply for the award of Postgraduate Diploma in Psychology Health and Wellbeing, assessed at no less than 120 credit points. There are no special module requirements for either of these two exit awards.

### 12.2 Levels and modules

#### Level 7 (4)

#### COMPULSORY

Students must take all of the following:

- |         |  |
|---------|--|
| PSY4009 | Foundations and applications of health psychology (30 credits)   |
| Psy4012 | Research methods in applied psychology (30 credits)              |
| Psy4115 | Counselling and Psychotherapy in applied psychology (30 credits) |
| PSY4035 | Research: Practice and Reporting (60 credits)                    |

Either PSY4110 or PSY4223

- |         |  |
|---------|--|
| PSY4110 | Psychological Processes of Illness and Healthcare Delivery |
| PSY4223 | Trauma Impact and Intervention                             |

### 12.3 Non-compensatable modules

| <b>Module level</b> | <b>Module code</b>   |
|---------------------|--|
| PSY4009             | Foundations and applications of health psychology (30 credits) |
| Psy4110             | Psychological processes of illness and health care delivery    |
| Psy4012             | Research methods in applied psychology                         |
| PSY4035             | Research: Practice and Reporting                               |
| Psy4115             | Counselling and Psychotherapy in applied psychology            |
| PSY4223             | Trauma Impact and Intervention                                 |

### 13. A curriculum map relating learning outcomes to modules

See Curriculum Map.

### 14. Information about assessment regulations

Assessment regulations can be found in the University Regulations. All assessment components must be passed.

### 15. Future careers

The programme supports career development in a variety of ways. The programme itself emphasises the development of graduate skills such as communication, numeracy and team working, as well as subject specific professional skills such as practising clinical skills, designing and evaluating interventions or services and writing research proposals. These skills are all assessed and students are required to reflect on their learning and development.

Visiting external speakers working in the NHS, academia, public health, mental health and industry contribute to the programme in order to help students consider their future careers.

Career opportunities in the field of psychology health and wellbeing include health promotion in the workplace, the community or public health; smoking cessation; stress management; the management of chronic illness including pain, cardiovascular disease or HIV; mental health, research and teaching. Thus students may work in a variety of settings including the NHS, public health, charities, industry and academia. In addition, post-graduation, students may also pursue further postgraduate training and/or study such as a PhD or gain a certificate in counselling skills and students who have GBC may pursue, for example, training as a Clinical or Counselling Psychologist.

### 16. Particular support for learning

Significantly research active staff and visiting external speakers working in the NHS, academia, public health and industry contribute to the programme and support effective learning and skills development.

Specific tutorial hours are available with the Programme Leader and the various Module Leaders to support learning on each module and all members of staff can be reached by telephone and e-mail.

The Learning Resources service provides a variety of supports and the Learning Enhancement Team provides support for academic writing and language and maths, stats and numeracy. The Learning Resources Centre also provides computer rooms and loans out laptops. The psychology department has three computer laboratories and a psychophysiology laboratory for psychology students.

Additional support required by disabled students, mature students, overseas students etc. is readily available to ensure that all students enjoy equality of opportunity at Middlesex (e.g. lecture notes can be made available in hard copy as well as on UniHub, assessment feedback can be provided by email or in hard copy and/or students can meet with module leaders for verbal feedback).

|  |  |
|--|--|
| <b>17. JACS code (or other relevant coding system)</b> | PGC845   |
| <b>18. Relevant QAA subject benchmark group(s)</b>     | None at M-level but H-level QAA psychology subject benchmark statement |

**19. Reference points**

- Quality Assurance Agency (QAA) Framework for Higher Education Qualifications
- QAA Code of Practice
- QAA Master's Degree Characteristics
- QAA H-level Psychology subject benchmark statement
- BPS National Occupational Standards for Psychology
- BPS Division of Health Psychology Training Committee core curriculum
- Health and Care Professions Council Standards of Proficiency: Practitioner Psychologists
- University Guide and Regulations
- University Learning and Quality Enhancement Handbook

## Curriculum Map

### Curriculum map for MSc Psychology Health and Wellbeing

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

#### Programme learning outcomes

| Knowledge and understanding |  | Practical skills |   |
|-----------------------------|--|------------------|---|
| A1                          | Psychosocial foundations of health, illness and disease;   | C1               | Plan, conduct and write-up research that addresses important and relevant applied psychology health and wellbeing;                            |
| A2                          | Psychological processes of acute, long-term conditions and psychological trauma                    | C2               | Analyse quantitative and qualitative data;  |
| A3                          | Psychological processes of health care delivery;   | C3               | Design health-related interventions;  |
| A4                          | Applications of health psychology;   | C4               | Critically evaluate interventions or services;  |
| A5                          | Counselling and Psychotherapy  | C5               | Make decisions about patients' needs and welfare through evidence-based reasoning.  |
| A6                          | Research methods in applied psychology;  | C6               | Identify and apply clinical skills  |
|                             |  | C7               | Take an ethical and reflective approach to their practice   |
| Cognitive skills            |  | Graduate Skills  |   |
| B1                          | Reason analytically;   | D1               | Chart, plan and reflect on their personal and career development;   |
| B2                          | Discuss in-depth issues in psychology health and wellbeing by drawing on relevant evidence;        | D2               | Learn effectively in order to be able to demonstrate mastery of psychology, health and wellbeing;   |
| B3                          | Comprehensively and critically evaluate research and theories in psychology health and wellbeing;  | D3               | Communicate effectively with peers, tutors and others;  |
| B4                          | Evaluate research methodology;   | D4               | Work effectively as part of a team;   |
| B5                          | Make decisions about implementing research and interventions in complex and uncertain environments | D5               | Use information technology to produce reports, search literature and analyse data;  |
| B6                          | Reflect in depth on learning and development   | D6               | Demonstrate advanced quantitative reasoning skills that are required to research and practice in the field of psychology health and wellbeing |

|  |  |    |   |
|--|--|----|---|
|  |  | D7 | Disseminate work through reports, articles, posters and presentations |
|--|--|----|---|

### MSc Psychology Health and Wellbeing

| Programme outcomes                      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| A1                                      | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |    |
| Highest level achieved by all graduates |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| L7                                      | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 | L7 |

| Module Title  | Module Code by Level | Programme outcomes |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |  |
|---|----------------------|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
|   |                      | A 1                | A 2 | A 3 | A 4 | A 5 | A 6 | B 1 | B 2 | B 3 | B 4 | B 5 | B 6 | C 1 | C 2 | C 3 | C 4 | C 5 | C 6 | C 7 | D 1 | D 2 | D 3 | D 4 | D 5 | D 6 | D 7 |  |
| Foundations and applications of health psychology           | PSY4009              | X                  |     |     | X   | X   |     | X   | X   | X   |     | X   |     |     |     |     | X   | X   |     |     |     | X   |     | X   | X   |     | X   |  |
| Psychological processes of illness and health care delivery | PSY4110              |                    | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   |     |     |     | X   | X   | X   | X   |     | X   |     |     | X   | X   | X   |  |
| Trauma Impact and Intervention                              | PSY4223              |                    | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   |     |     |     | X   | X   | X   | X   |     | X   |     |     | X   | X   | X   |  |
| Research methods in applied psychology                      | PSY4012              |                    |     |     |     |     | X   | X   |     |     | X   | X   |     | X   | X   |     |     |     |     |     |     |     |     |     | X   | X   |     |  |
| Counselling and psychotherapy in applied psychology         | PSY4115              |                    |     |     | X   | X   |     | X   | X   | X   |     | X   | X   |     |     |     | X   | X   |     | X   | X   | X   | X   | X   | X   |     |     |  |
| Research: Practice and Reporting                            | PSY4035              |                    |     |     | X   |     | X   | X   | X   | X   | X   |     | X   | X   |     |     |     |     |     | X   |     | X   | X   |     | X   | X   | X   |  |