



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>Professional accreditation body</b>	n/a
<b>Final award</b>	<b>MSc</b>
<b>Title of programme</b>	<b>Health and Wellbeing</b>
<b>Subsidiary awards</b>	<b>PG Certificate, PG Diploma</b>
<b>In the case of a Scheme of Study, the other Scheme(s) with which it may be combined</b>	n/a
<b>Duration and mode of study</b>	<b>2.5 calendar years part-time 1.5 calendar years full-time</b>
<b>Start date</b>	<b>September 2014</b>
<b>Periodic review next due</b> ( <i>acad. year</i> )	
<b>UCAS course code &amp; code name</b>	n/a
<b>Venue(s)</b> ( <i>if not Leeds Trinity</i> )	n/a

### 2. Aims of the programme

<p><b>Rationale and general aims</b></p> <p>The MSc will be delivered through blended learning which includes a substantial distance learning component. It addresses challenges to public health through curricular innovation and in so doing seeks to reduce inequalities and challenge prejudice and discrimination.</p> <p>The Masters in Health and Wellbeing reflects the current international demand for developing knowledgeable professionals in the field of preventative health. In many western countries governments are trying to reduce the massive medical cost due to 'lifestyle' diseases through preventative interventions and strategies. These can only be achieved with authoritative health professionals who have been trained in contemporary research regarding effective health strategies. The Masters in Health and Wellbeing will be one space that offers such training.</p> <p>It is anticipated that graduates from the Masters in Health and Wellbeing will be well prepared to take advantage of growing job opportunities in preventative health care. Students may also seek to improve their positions in their current professions. The successful completion of the Masters in Health and Wellbeing would allow gym workers, nurses, community health practitioners, alternative health professionals etc. to offer more informed and evidence-based advice and direction for their clients.</p>
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There is a set of philosophical values for the MSc in Health and Wellbeing. Each module will incorporate these values in some way:

- Making a positive difference to our community;
- Inspiring and supporting change embracing diversity;
- Respect for individuals and the environment;
- Critical evaluation of knowledge.

Students on the MSc Health and Wellbeing will gain a diverse knowledge in this subject area through a wide variety of learning and assessment tools. The course widens understanding by taking a global perspective, thus allowing the student enhanced vocational prospects. Students will learn to solve health-related problems both on an individual and community basis as they would in a professional setting. There is a focus on evaluation of effective health-related interventions. Students will frequently engage with critical analysis of a variety of health topics and measures that have been put in place to address these. Professional skills, including communication, using IT and group work, are developed. Finally students will enhance their independent learning skills with a challenging 12,000-word self-initiated research project, allowing them the opportunity to focus on a particular research area of interest.

### 3. Student learning outcomes of the programme

#### **Learning outcomes in terms of:**

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **physical skills specific to the subject (P)**
- **key / transferable skills (T)**

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme students will be able to:

- K1 Demonstrate a complex understanding of global, social and political perspectives of health and wellbeing
- K2 Demonstrate a critical awareness of physical and psychological factors affecting health and wellbeing;
- K3 Evaluate critically national and international interventions designed to promote health and wellbeing;
- K4 Evaluate critically current research and advanced scholarship in the field of health and wellbeing;
- K5 Demonstrate a comprehensive understanding of techniques applicable to their own research;
- I1 Demonstrate self direction in solving health and wellbeing problems in creative and innovative ways, both individually and in groups;
- I2 Critically evaluate national and international interventions designed to promote health and wellbeing;
- I3 Engage in consideration of ethics, values and disability relating to health and wellbeing;
- T1 Communicate effectively with colleagues and a wider audience in a wide variety of media;
- T2 Develop independent learning skills academically and professionally

## Statement of congruence with the relevant published subject benchmark statements

The QAA Masters Degree Characteristics published in 2010 have been utilised when developing the Masters in Health and Wellbeing. There are no QAA Masters benchmark statements for the area of health and wellbeing (nor any allied areas such as sport science or health psychology) and so the QAA Masters degree characteristics publication has been considered an appropriate reference point. The generic set of outcomes which should be met at Masters level is set out in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ 2008 [www.qaa.ac.uk](http://www.qaa.ac.uk)) as follows:

### **Descriptor for a higher education qualification at Level 7: Masters degree**

The descriptor provided for this level of the framework is for any masters degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other Level 7 qualifications, including postgraduate certificates and postgraduate diplomas.

### **Masters degrees are awarded to students who have demonstrated:**

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

- A comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- 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;
- 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.

### **Typically, holders of the qualification will be able to:**

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- Continue to advance their knowledge and understanding, and to develop new skills to a high level.

### **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.

Both the programme objectives and individual module objectives create an overall learning experience that meets all of the above framework points. This can be seen from the range of learning objective and assessment types across the modules and specifically from the online learning tasks themselves, which form the critical learning pathway for all students on the MSc.

Teaching, learning and assessment are all in line with the Masters degree characteristics as outlined by the QAA (March 2010). We have specifically looked at the overall synthesis of the programme in terms of component parts (module objectives) which together meet the programme objectives, along with a balance of assessment styles and learning experiences.

The QAA Masters degree characteristics document also outlines three broad types of Masters awards: 'research', 'specialised/advanced study' and 'professional practice'. The Masters in Health and Wellbeing falls into the category of specialised/advanced study, offering an extended learning experience for those already knowledgeable in the wide field of health.

Students on the MSc in Health and Wellbeing will gain knowledge that is at “the forefront of their discipline” (QAA Masters Degree Characteristics, March 2010). They will demonstrate “originality in their application of that knowledge and in addressing problems”. This is highlighted in the online learning tasks, which focus on innovative problem-solving following evaluation of international research and practice.

#### 4. Content

##### **Summary of content by theme**

(providing a ‘vertical’ view through the programme)

Congruent with the FHEQ Level 7 descriptors, all modules develop students’ ability to evaluate critically current research and advanced scholarship in the field of health and wellbeing. The two dedicated research modules: SHN7075 *Research Practice* and SHN7016 *Dissertation* enable students further to evaluate methodologies and to develop a comprehensive understanding of techniques applicable to their own research.

The Dissertation module, in particular, enables students to demonstrate self-direction and originality in solving problems but this is also evident in other modules including SHN7055 *Emotional Health and Wellbeing*, SHN7085 *Workplace Wellbeing* and especially in SHN7013 *Professional Practice*, which is a core module for all students.

As outlined in section 2, the underpinning philosophical values of the programme embrace ethics, diversity and disability. The programme seeks to develop professionals able to make a positive difference to communities e.g. SHN7105 *Professional Practice* and SHN7035 *Exercise Behaviour Across the Lifespan*; who can inspire and support change e.g. SHN7095 *Weight Management: Social and Behavioural Aspects* and who will demonstrate respect for individuals and the environment e.g. SHN7065 *The Healthy Environment*. The importance of an ethical approach to the research process is emphasised.

Students can follow two pathways through the MSc programme. The first is a full time pathway, where students will study towards four modules per semester, completing the taught elements in one academic year, with the final dissertation element being completed in an additional six months. The part-time option offers the students participation in two modules each semester, some of which are core and some of which are optional, with the full MSc being completed over two and a half years. The full structure of the MSc is detailed in Section 5. The two pathways have been designed to meet the needs of two potential student groups. Firstly a student group who is keen to complete their MSc programme in within a short time period and who may either be taking a break from employment to study the MSc, may be working part-time, or who may be continuing their studies and wish to complete the MSc as part of enhancing their preparation for employment. The part-time route is available, but not limited to, to students who may be working within the field of health and wellbeing already and be looking to further enhance their academic and subject based knowledge to advance or focus their career progression.

Students are initially introduced to the concept of health and wellbeing through *Context, Controversy and Consensus in Health and Wellbeing*. The depth of this subject area is unpacked through a critical analysis of controversial issues in health and wellbeing as well as examining what theories and beliefs are taken as consensual. Alongside this, students study *Exercise Behaviour across the Lifespan*, which looks at how to motivate and create successful interventions with different age groups. The combination of lifespan with exercise behaviour supports students to explore a range of demographic, social and health issue related groups, as part of the early process of specialisation in their chosen group or health issue of interest.

In the second semester of their first year, all students undertake another core module which critically examines international health strategies and policies reflecting on some of the different prevalent diseases across the world, with a specific focus on those that are lifestyle-led. Alongside this, students undertake *The Healthy Environment* which critically analyses the way in which our physical ‘built’ environment and political environment shape our health beyond our control. Completion of these four core modules gives the students a solid grounding in factors affecting

population health and wellbeing across a broad spectrum of issues and demographic groups. This can then begin to be focused more on students' group or health issue of interest as they move into the second series of modules.

Students build on their knowledge of research through the core *Research Practice* module which covers in depth the range of qualitative and quantitative methods that are used in health research. Students are encouraged to review critically the most effective research methods for specific research questions in preparation for their dissertation. Alongside this, students study *Professional Practice*, which will involve the student carrying out a specific reflective practice based project aimed at enhancing their own career prospects, within a health and wellbeing context. All students then study *Weight management, social and behavioural aspects*. This module provides critical information to begin to understand sociological and behavioural responses and causes of disordered eating and continues the process of tying together the themes of lifespan, behavioural factors, sociological explanations and psychological factors influencing health behaviour.

Following this, students choose one module from three option modules: *Emotional Health and Wellbeing in Contemporary Society* considers the critical way in which emotions, perspectives and beliefs shape our health; *Workplace Wellbeing* critically examines the wellbeing agenda from a workplace perspective, evaluating different approaches to addressing the health of the working age population. This module gives the students the opportunity to research, identify and justify a workplace intervention, followed with implementation and evaluation of this within the workplace. This module positions the students as leaders in workplace wellbeing in their own workplace and has strong links to enhancing their professional careers. The final optional module is *Healthy Ageing*, examines the most effective strategies to maintain good health and independent living at a time when there is an increasing elderly population.

Following the successful completion of 120 credits students may progress by undertaking the 12,000 word *Dissertation* on a health-related research project of their choice following discussions with their appointed supervisor. Students are introduced to the Dissertation module in the Research Practice module and are encouraged to seek ethical clearance as appropriate during the semester 2 preceding their dissertation.

Students will be advised via the Course Handbook and during each year's introductory weekends of potential pathways they might pursue eg.

Nutrition and Activity

- SHN 7095 Weight Management: Social and Behavioural Aspects (Core)
- SHN 7035 Exercise Behaviour Across the Lifespan (Core)
- SHN 7055 Emotional Health and Wellbeing in Contemporary Society (Optional)
- SHN 7065 The Healthy Environment (Core)

Life Stages and Settings

- SHN 7035 Exercise Behaviour Across the Lifespan (Core)
- SHN 7085 Workplace Wellbeing (Optional)
- SHN 7076 The Healthy Environment (Core)
- SHN 7045 Healthy Ageing (Optional)

5. Structure

MSc HEALTH AND WELLBEING

Duration: 2.5 years part-time  
1.5 years full-time

Total credit rating: 180

Core: candidates are required to take: Semester\* full time part time

SHN 7005 Context, Controversy and Consensus in Health and Wellbeing	Sem 1	15 credits	Year 1	Year 1
SHN 7035 Exercise Behaviour across the Lifespan	Sem 1	15 credits	Year 1	Year 1
SHN 7105 Professional Practice	Sem 1	15 credits	Year 1	Year 2
SHN 7075 Research Practice	Sem 1	15 credits	Year 1	Year 2
SHN 7015 Critical Analysis & Evaluation of International Health Strategies	Sem 2	15 credits	Year 1	Year 1
SHN 7065 The Healthy Environment	Sem 2	15 credits	Year 1	Year 1
SHN 7095 Weight Management: Social and Behavioural Aspects	Sem 2	15 credits	Year 1	Year 2
<b>Optional**:</b> candidates are required to choose 15 credits from				
SHN 7055 Emotional Health and Wellbeing in Contemporary Society	Sem 2	15 credits	Year 1	Year 2
SHN 7045 Healthy Ageing	Sem 2	15 credits	Year 1	Year 2
SHN 7085 Workplace Wellbeing	Sem 2	15 credits	Year 1	Year 2
<b>Dissertation</b>				
Progression requirements: 120 credits including 105 credits from core modules				
Core: candidates are required to take:				
SHN 7016	Dissertation	Sem 1	60 credits	Year 2 Year 3
*The above scheduling of semesters and years for the modules is for indicative purposes only. With the exception of SHN7016 Dissertation, modules may be run in any order as no modules have prerequisites.				
**The Optional modules will be offered subject to sufficient student numbers.				

## 6. Learning, teaching and assessment

### 6a) Statement of the strategy for learning, teaching and assessment for the programme

Each module will be taught through a blended learning approach involving an intensive face-to-face contact phase of lectures and workshops followed by a distance learning phase involving engagement with on-line tasks such as reading, data collection, analysis and synthesis of reports, problem-solving and discussion fora. On-line activities will help students to understand and transform information for themselves, relate their ideas to their own and others' prior knowledge and experiences and relate conclusions to evidence. Central to postgraduate level learning will be vigorous and critical questioning. Time-structured learning tasks will help students manage their study e.g. deadlines for posting discussion responses. Each module will include a scheduled on-line café and structured e-mail and/or telephone tutorial time with tutors, but other synchronous learning tasks will be kept to a minimum to afford students flexibility (one of the attractions of distance learning).

Students will be informed via a Learning Agreement of the requirement to engage with online tasks. Tutors will monitor engagement and provide formative feedback. Students will involve themselves in the development of assessment criteria and in formative, self- and peer-assessment where appropriate. Any student who misses two consecutive on-line contributions will be contacted.

In line with the institutional Learning, Teaching and Assessment Strategy 2008-13, learning and assessment activities develop effective communication, problem-solving and team-work skills. Modules such as *Professional Practice* require explicit reflection on the development of these and other transferable skills.

Specific student learning needs will be identified where possible at the application stage and then again during the introductory intensive weekend at the start of the programme. Students will be asked to complete a piece of diagnostic writing early in the first semester and be directed to support services where appropriate. Students will have access to all Student Support services throughout their courses.

## 6b) Module details

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form (eg. Assessed essay or Unseen paper)	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester numbers: 1 = Sept-Jan; 2 = Jan-Jun)		
SHN 7005 Context, Controversy and Consensus in Health and Wellbeing CORE	Lectures and workshops (intensive learning weekend) Online distance learning tasks Individual tutorial (1 hr)	Assessed essay	3,000 words	100%	End of Semester	<b>Nina Quinlan</b>	
SHN 7015 Critical Analysis and Evaluation of International Health Strategies CORE	Lectures and workshops (intensive learning weekend) Online distance learning tasks Individual tutorial (1 hr)	Portfolio	3,000-word equivalent	100%	End of Semester	<b>Nina Quinlan</b> Dr Lourdes Santos-Merx	
SHN 7035 Exercise Behaviour across the Lifespan CORE	Lectures and workshops (intensive learning weekend) Online distance learning tasks Individual tutorial (1 hr)	P.A. (Physical Activity) Intervention	3,000 words	100%	End of Semester	<b>Dr Nicola Eccles</b>	
SHN 7095 Weight Management: Social and Behavioural Aspects CORE	Lectures and workshops (intensive learning weekend) Online distance learning tasks Individual tutorial (1 hr)	Case-study analysis report Essay	1,000 words 2,000 words	30% 70%	Mid-semester (week 7) End of Semester	<b>Dr Lourdes Santos-Merx</b>	

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form (eg. Assessed essay or Unseen paper)	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester numbers: 1 = Sept-Jan; 2 = Jan-Jun)		
SHN 7075 Research Practice CORE	Lectures and workshops (intensive learning weekend)  Online distance learning tasks  Individual tutorial (1 hr)	Research Proposal  Research critique	1,000 words  2,000 words	25%  75%	End of Semester	<b>Dr Nicola Eccles</b> Kirstie Grace Dr Lourdes Santos-Merx	
SHN 7065 The Healthy Environment CORE	Lectures and workshops (intensive learning weekend)  Online distance learning tasks  Individual tutorial (1 hr)	Portfolio	3,000-word equivalent	100%	End of Semester	<b>Dr Nicola Eccles</b> Dr Lourdes Santos-Merx	
SHN 7105 Professional Practice CORE	Lectures and workshops (intensive learning weekend)  Online distance learning tasks  Individual tutorial (1 hr)	Reflective portfolio  Case-study	2,000 words  2,000 words	50%  50%	During and end of Semester  End of Semester  End of Semester	<b>Dr Ian Kenvyn</b> Dr Nicola Eccles	
SHN 7055 Emotional Health and Wellbeing in Contemporary Society OPTIONAL	Lectures and workshops (intensive learning weekend)  Online distance learning tasks  Individual tutorial (1 hr)	Portfolio  Case-study	1,000 word equivalent  2,000 words	30%  70%	During Semester  End of Semester	<b>Nina Quinlan</b>	



Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not College premises)
		Component form (eg. Assessed essay or Unseen paper)	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester numbers: 1 = Sept-Jan; 2 = Jan-Jun)		
SHN 7085 Workplace Wellbeing OPTIONAL	Lectures and workshops (intensive learning weekend)  Online distance learning tasks  Individual tutorial (1 hr)	Cost/benefit evaluation, case for implementation and action plan	3,000 words	100%	End of Semester	<b>Dr Ian Kenvyn</b> Nina Quinlan	
SHN 7045 Healthy Ageing OPTIONAL	Lectures and workshops (intensive learning weekend)  Online distance learning tasks  Individual tutorial (1 hr)	Portfolio	3,000-word equivalent	100%	End of Semester	<b>Dr Rosie Connell</b> Dr Nicola Eccles	
SHN 7016 Dissertation CORE	Lectures and workshops (intensive learning weekend)  Online distance learning tasks  Individual tutorial (5hrs)	Ethical Submission  Dissertation	2,000 words  10-12,000 words	20%  80%	1 month after start of module End of Semester 1, Year 2 or 3 depending on whether full time or part time.	<b>Dr Nicola Eccles</b> <b>Nina Quinlan</b> All module tutors	

## 6c) Programme objectives covered

<i>These must match module descriptors.</i>	<b>K1</b>	<b>K2</b>	<b>K3</b>	<b>K4</b>	<b>K5</b>	<b>I1</b>	<b>I2</b>	<b>I3</b>	<b>T1</b>	<b>T2</b>
<p><i>Darker shading indicates core modules.</i></p> <p><i>Lighter shading indicates option modules.</i></p>	Demonstrate a complex understanding of global, social and political perspectives of health and wellbeing	Demonstrate a critical awareness of physical and psychological factors affecting health and wellbeing	Critically evaluate national and international health interventions to promote health and wellbeing	Evaluate critically current research and advanced scholarship in the field of health and wellbeing	Demonstrate a comprehensive understanding of the techniques applicable to their own research	Demonstrate self direction in solving health and wellbeing problems in creative and innovative ways individually and/or in groups	Critically evaluate current policy recommendations relating to health and wellbeing	Engage in consideration of ethics, values and disability relating to health and wellbeing	Communicate effectively with colleagues and a wider audience in a wide variety of media	Develop independent learning skills academically and professionally
SHN 7005										
SHN 7015										
SHN 7035										
SHN 7045										
SHN 7055										
SHN 7065										
SHN 7075										
SHN 7085										
SHN 7095										
SHN 7105										
SHN 7006										

## 7. Entry requirements

### Postgraduate programmes

Applicants should normally have achieved the following prior to registration for the programme:

A good honours degree in a relevant subject (or equivalent).

For students whose first language is not English a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see the College's Assessment of Prior Learning (APL) procedures.

## 8. Progression, classification and award requirements

### Details of requirements for student progression between levels and receipt of the award(s)

(Modules which must be passed for progression and award; any deviation from the standard College stipulations for award classification)

Students will receive the MSc after successfully completing 180 credits.

Students can achieve the MSc at Pass, Merit or Distinction. The final award classification will be determined in accordance with Leeds Trinity University's Taught Course Academic Regulations for Postgraduate Study.

Students will be eligible to receive a Postgraduate Certificate (PGCert) after successfully completing 60 credits.

Students will be eligible to receive a Postgraduate Diploma after successfully completing 120 credits.

## 9. Prerequisites

### Details of modules which must be passed before enrolment on a module at a higher level

*Include the rationale which justifies imposition of the prerequisite(s).*

All modules must be passed. Students must pass 120 credits to be eligible to undertake the final dissertation element.

## 10. External examining arrangements

### External examining arrangements

(eg. joint with another programme or separate, single/multiple examiners and which modules covered by each)

A single external examiner will be used for the whole programme.

11. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, eg. study abroad, a field course, specific work placement

Students on the MSc Health and Wellbeing at Leeds Trinity will receive appropriate support in relation to the unique nature of the programme that combines four intensive learning weekends and online distance learning tasks. Each module will have a module co-ordinator and another member of staff to ensure that there is adequate staffing to answer any student queries or problems. Students will all receive individual tutorial times for each module, with increased tutorial time allocation for the dissertation module. During the intensive weekends students will have access to all on-site college facilities and will be given a full tour of the learning centre. All tutors are liaising with library staff to ensure that as many texts as possible are available as online texts to assist reading and learning.

12. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

(Key aspects of the Disability Impact Assessment for the Programme – see Form NP2G for further details)

Following the Disability Impact Assessment a number of actions have been taken (please refer to Form NP2G for all actions). These include making clear reference points to disability support within any correspondence with students, offering students access to QuickScan prior to their arrival and ensuring IT support is in place where needed.