

## 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>'Parent' School</b> ( <i>ICE / SAC / SSHS</i> )	<b>SSHS</b>
<b>Academic Group</b> ( <i>or Cluster if clearer</i> )	<b>Health and Nutrition</b>
<b>Professional accreditation body</b> ( <i>if applicable</i> )	n/a
<b>Final award</b> ( <i>eg. BA Hons</i> )	<b>MSc</b>
<b>Title of programme(s)</b>	<b>Health and Wellbeing</b>
<b>Subsidiary award(s)</b> ( <i>if any</i> )	<b>Postgraduate Certificate in Health and Wellbeing (Fall-back award)</b>  <b>Postgraduate Diploma in Health and Wellbeing (Fall-back award)</b>
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	n/a
<b>Duration and mode(s) of study</b>	<b>Full time 1 year or 1.5 years</b> <b>Part time 2 years or 2.5 years</b>
<b>Month/year of approval of programme</b>	<b>April 2018</b>
<b>Start date</b> (this version) ( <i>month and year</i> )	<b>September 2018</b>
<b>Periodic review next due</b> ( <i>academic year</i> )	<b>2021/22</b>
<b>JACS subject code(s)</b> ( <i>Level 3</i> ) (Please refer to HESA listing on AQO website)	<b>B990 Subject Allied to Medicine (HECoS = 100473 Health Studies – 100%)</b>
<b>UCAS course code &amp; route code</b> (available from Admissions)	<b>HLWELB</b>
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> ) (available from Student Administration)	<b>PTMSHWF (full time)</b> <b>PTMSHWP (Part time)</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

### 2. Aims of the programme

**Rationale and general aims, including what is special about this programme  
(from the student's and a marketing perspective)**

The Masters in Health and Wellbeing reflects the current international demand for developing knowledgeable professionals with strategic awareness of the debates, dilemmas, challenges and

approaches to the field of preventative individual and population 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 educated in and are able to apply contemporary research to inform effective health strategies. The Masters in Health and Wellbeing is one space that offers such training.

The last six years of delivery of the programme have demonstrated that graduates from the Masters in Health and Wellbeing are well prepared to take advantage of growing job opportunities in preventative health care and strategic wellbeing intervention leadership. Employed students will also have the knowledge and skills needed to improve their positions in their current professions. 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.

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 programme widens understanding by taking a global perspective, thus allowing the student enhanced vocational prospects. Students will learn to solve health and wellbeing-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 or work-based project, allowing them the opportunity to focus on a particular research area of interest and specialise in their area of work or personal interest.

The overall aims of the programme are to:

- Develop students' knowledge of and ability to evaluate critically factors influencing the development of population and individual health and wellbeing issues, and political, strategic and practical responses to these;
- Enable students to make a positive contribution to the development of interventions, policy, strategy and guidance which aims to address health and wellbeing issues;
- Develop students' research and academic skills to enable them to conduct rigorous and ethically based research which makes a positive contribution to health and wellbeing knowledge and/or practice.

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **practical skills specific to the subject (P)**
- **employability skills (E)**

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

On successful completion of the programme students will have *demonstrated*

- K1 a systematic, coherent and detailed understanding of global, social and political perspectives on health and wellbeing;
- K2 a critical awareness of physical, psychological and sociological factors affecting population and individual health and wellbeing nationally and internationally;
- K3 a critical awareness of current problems, insights and responses to health and wellbeing challenges, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice;
- K4 a comprehensive and critical understanding of techniques applicable to their own research or advanced scholarship, in the field of health and wellbeing;
- K5 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 of health and wellbeing;
- I1 conceptual understanding that enables them to evaluate critically current research and advanced scholarship in health and wellbeing;
- I2 conceptual understanding that enables them to evaluate critically methodologies and interventions which aim to improve health and wellbeing, and, where appropriate, to propose new innovative responses or hypotheses;
- I3 conceptual understanding that enables them to engage in consideration of ethics and values, in relation to health and wellbeing interventions or strategic responses, and to embed these values in the development of new responses or solutions;
- I4 conceptual and reflective understanding of the limits of their own knowledge, skills and experience and the ability to act within and seek to broaden these limits;

*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 or robust data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in producing responses and solutions to individual or population health and wellbeing problems, acting ethically and autonomously in planning and implementing tasks at a professional or equivalent level;
- reflect on and continue to advance their knowledge and understanding, and to develop new skills to a high level;
- demonstrate the ability to apply their knowledge of political and strategic responses to health and wellbeing issues to the development of new or improved policy, guidance or practice;

*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 continued professional development.

See also the learning outcomes for subsidiary awards set out in section 4 below.

### 3a External benchmarks

#### **Statement of congruence with the relevant published subject benchmark statements** *(including appropriate references to any PSRB, employer or legislative requirements)*

The QAA Master's Degree Characteristics published in 2015 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

#### 4. Learning outcomes for subsidiary awards

##### **Generic Learning outcomes for the award of Postgraduate Certificate:**

On successful completion of 60 credits at Level 7, students will have demonstrated an ability to:

- (i) develop new skills to a high level and advance knowledge and understanding in the health and wellbeing discipline and/or area of professional practice;
- (ii) approach complex issues in a systematic and creative manner and make sound judgements in the absence of comprehensive information/data;
- (iii) communicate judgements and conclusions to different audiences;
- (iv) develop the qualities and transferable skills necessary for employment including the ability to exercise initiative and personal responsibility.

##### **Generic learning outcomes for the award of Postgraduate Diploma**

On successful completion of 120 credits at Level 7, students will have demonstrated, in addition to the outcomes for a Postgraduate Certificate:

- (i) the ability to utilise knowledge that is at, or informed by, the forefront of the discipline and/or area of professional practice to evaluate critically new insights and/or current issues;
- (ii) comprehensive knowledge of research techniques and how these can be critically applied to existing knowledge;
- (iii) Further development of the qualities and transferable skills necessary for employment including autonomous decision-making in complex situations.

#### 5. Content

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

(providing a 'vertical' view through the programme)

There are five key themes that are embedded within this programme. First is a focus on policy and responses to health and wellbeing challenges. This is introduced in *Context, Consensus and Controversy in Health and Wellbeing*, and then considered across each issue and target group specific module. The second theme is that of health topics, with both mental health and weight management being positioned as core modules due to the interaction that these issues have with every other element of the programme. The third theme is a focus on specific target groups, which considers ageing populations in *Healthy Ageing* and the health and wellbeing issues of diverse populations in *Contemporary Issues for Specific Populations*. The fourth theme is a focus on settings, where the broader influence of the built and structural environment is considered, along with a focus on workplace settings. Finally, academic and professional skills are both explicitly considered in *Research Practice* as well as the Dissertation and Work-Based Project elements, and are woven throughout all of the modules through tasks, learning opportunities and academic staff support and feedback.

6. Structure

**MSc HEALTH AND WELLBEING**

**Duration:** 1 or 1.5 years full-time / 2 or 2.5 years part-time

**Total credit rating:** 180 (90 ECTS)

With effect from September 2018

**Full Time**

**Core:** Students are required to take:

SHN7002	Context, Consensus and Controversy in Health and Wellbeing	Sem 1	20 credits
SHN7012	Mental Health and Wellbeing in Contemporary Society	Sem 1	20 credits
SHN7072	Research Practice	Sem 2	20 credits
SHN7092	Weight Management: Social and Behavioural Aspects	Sem 2	20 credits

Option: Students are required to choose 40 credits from:

SHN7062	The Healthy Environment	Sem 1	20 credits
SHN7082	Workplace Wellbeing	Sem 1	20 credits
SHN7042	Healthy Ageing	Sem 2	20 credits
SHN7022	Contemporary Issues for Specific Populations	Sem 2	20 credits

Progression Requirements: Students must have completed 120 credits before commencing the Dissertation or Work Based Project.

**Core:** Students are required to choose one of the two 60 credit options for study either Summer after Semester 2, or Year 2 Semester 1.

SHN7016	Dissertation	Sem 2/ Summer [1yr FT] Sem1 [1.5yr FT]	60 credits
SHN7026	Work-Based Project	Sem 2/ Summer [1yr FT] Sem1 [1.5yr FT]	60 credits

**Part-time Year 1**

**Core:** In Year 1, students are required to take:

SHN7002	Context, Consensus and Controversy in Health and Wellbeing	Sem 1	20 credits
SHN7012	Mental Health and Wellbeing in Contemporary Society	Sem 1	20 credits
SHN7072	Research Practice	Sem 2	20 credits
SHN7092	Weight Management: Social and Behavioural Aspects	Sem 2	20 credits

**Part-time Year 2**

**Option:** In Year 2, students are required to choose 40 credits from

SHN7062	The Healthy Environment	Sem 1	20 credits
SHN7082	Workplace Wellbeing	Sem 1	20 credits
SHN7042	Healthy Ageing	Sem 2	20 credits
SHN7022	Contemporary Issues for Specific Populations	Sem 2	20 credits

Progression Requirements: Students must have completed 120 credits before commencing the Dissertation or Work Based Project.

**Core:** Students are required to choose one of the two 60 credit options for study either Year 2 Semester 2, Year 2 Summer period, or Year 3 Semester 1.

SHN7016	Dissertation	Sem 2/ Summer [2yr PT] Sem1 [2.5yr PT]	60 credits
SHN7026	Work-Based Project	Sem 2/ Summer [2yr PT] Sem1 [2.5yr PT]	60 credits

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and assessment for the programme

The MSc will be delivered through blended learning which includes a substantial distance learning component, supported with a range of additional virtual and face-to-face interactions. This mode of delivery recognises the diversity of student backgrounds on the programme and ensures that the programme is available to students who are widely geographically located, or who are combining work and study. In this way, the innovative delivery of the programme seeks to reduce inequalities of access to higher education, alongside addressing the need to upskill the wellbeing workforce.

The learning and teaching strategy for this programme is informed by and embeds the aims and goals of the Leeds Trinity University Learning and Teaching Strategy (LTAS 2015-20). 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. The 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 scheduled on-line synchronous e-learning sessions (e.g. webinars) delivered throughout the module at a time negotiated with the students. Individualised support will be provided through tutorials delivered via telephone, email, skype or face-to-face.

Students will be informed via a Learning Agreement and through their Programme Handbook of the requirement to engage with online tasks and positive cultures to support learning task engagement embedded into the programme. For instance, in SHN7002 *Context, Consensus and Controversy in Health and Wellbeing*, which is delivered at the start of the programme, assessment of on-line contributions is embedded as part of the formal assessment for the programme. Additional tutor feedback on on-line tasks will provide both subject and academic skills related feedback that will act as formative feedback in relation to the development of academic skills at Masters level.

With regards to assessment, students will be able to customise their learning focus to suit their area of work or professional interest, through the integration of choice into the topic or target group for a range of modules on the programme. Further negotiated assessment opportunities are embedded into the final dissertation or work-based project, where the students will independently select their area of study, and for the work-based project, negotiate and develop both the project and the assessment criteria. Assessment methods are diverse and aim to develop the range of personal and professional skills needed for postgraduate employment or study and the assessment strategy

for the programme aims to give frequent opportunities for formative feedback to contribute towards the development of summative assessments.

The development of personal and professional skills and competences are embedded through the programme, with assessment methods requiring the demonstration of a range of appropriate means of communication, along with problem-solving, and personal and professional reflection. As can be seen in Table 7b, the learning outcomes for the programme combine subject specific, academic, practical and transferable skills and these are spread across all modules on the programme. Additionally, in recognition of the diversity of students who will be attracted to the programme, specific learning needs are identified both as part of the programme application, and through formative assessment early in the programme delivery. Alongside pastoral and academic support provided through the personal tutoring system, additional student support is then provided via the University Learning Hub and the Liaison Librarians. Students will also have access to all Student Support services throughout their courses.





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8. 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) (usually 2.2 or above).

For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) at 6.0 as a minimum with no component below 5.5, or accepted equivalent test.

*Other non-certificated requirements:*

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 Leeds Trinity's Guidelines and Procedure for the Recognition of Prior Learning.

9. Progression, classification and award requirements

**Details of requirements for student progression between levels and receipt of the award(s)**  
(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

Postgraduate Taught Course Academic Regulations apply.

10. Prerequisites

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

No prerequisites, as all modules are studied at Level 7.

11. Additional support needs

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

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.