

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School (ICE / SAC / SSHS)	School of Social and Health Sciences
Department	Department of Sport, Health and Physical Education
Professional accreditation body (if applicable)	N/A
Final award (eg. BA Hons)	MSc
Title of programme(s)	MSc Health and Wellbeing
Subsidiary award(s) (if any)	Postgraduate Diploma in Health and Wellbeing Postgraduate Certificate in Health and Wellbeing
Honours type (Single / Joint / Combined)	N/A
Duration and mode(s) of study	1 year, 1.5 years full-time 2 years, 2.5 years part-time
Month/year of approval of programme	June 2021
Start date (this version) (month and year)	September 2021
Periodic review next due (academic year)	2025/26
HECoS subject code(s)	100473 (100%)
UCAS course code & route code (available from Admissions)	N/A
SITS codes (Course / Pathway / Route) (available from Student Administration)	HLWELB PTMSHWF (full time) PTMSHWP (Part time)
Delivery venue(s)	Leeds Trinity University, Online distanced learning

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 **MSc 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 MSc Health and Wellbeing is one space that offers such training.

Recent delivery of the programme has demonstrated that graduates are well prepared to take advantage of growing job opportunities in preventative health care and strategic wellbeing intervention leadership. Graduates will also have the knowledge and skills needed to progress your careers in your current professions. Successful completion of the programme will allow fitness industry professionals, nurses, community health practitioners, alternative health professionals etc. to offer more informed and evidenced-based advice and direction for your clients.

There is a set of philosophical values for the MSc in Health and Wellbeing. Each module will incorporate these values in some way:

- Make a positive difference to our community
- Inspire and support change embracing diversity
- Respect for individuals and the environment
- Critical evaluation of knowledge.

Students on the MSc Health and Wellbeing will gain diverse knowledge of 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 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 Programme Aims are to:

- Develop your 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 you to make a positive contribution to the development of interventions, policy, strategy and guidance which aims to address health and wellbeing issues;
- Develop your research and academic skills to enable you 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.

MSc Health and Wellbeing

On successful completion of 180 credits at Level 7, you 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 interventions and associated methodologies 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;
- P1 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- P2 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- P3 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;

- E4 **Problem- solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** - the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** - the ability to identify and use the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

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)

All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).

The QAA Master's Degree Characteristics published in 2020 have been utilised when developing the MSc Health and Wellbeing.

4. Learning outcomes for subsidiary awards

Generic learning outcomes for the award of Postgraduate Diploma

On successful completion of 120 credits at Level 7, you 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.

Generic learning outcomes for the award of Postgraduate Certificate

On successful completion of 60 credits at Level 7, you 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.

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

There are four key themes that are embedded within this programme, with students given the opportunity to choose option modules to allow them to focus on the themes they prefer as their focus. First is a focus on policy and responses to health and wellbeing challenges. This is introduced in Leading and Managing Change in Health and Wellbeing where students will develop their understanding of policy from various perspectives and how to lead and manage change. The second theme is that of health topics, with students able to choose to focus on mental health, the impact of the built and structural environment on health or weight management. The third theme is a focus on specific target groups, where students can choose to consider ageing populations in Healthy Ageing, the health and wellbeing issues of diverse populations in Contemporary Issues for Specific Populations or focus on wellbeing in workplace settings. The final theme, that 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

HEALTH AND WELLBEING - HLWELB

Duration:	1 or 1.5 years full-time / 2 or 2.5 years part-time
Total credit rating:	180 (90 ECTS)
Award aim:	Master of Science (MSc) 180 credits
Subsidiary awards:	Postgraduate Diploma 120 credits; Postgraduate Certificate 60 credits

Full-time	Credits
Core: Students are required to take: SHN7023 Leading and Managing Change in Health and Wellbeing Semester 1	30

SHN7033	Research Practice		Semester 2	30
Option Semester 1: Students are required to choose 30 credits from:				
SHN7043	Mental Health and Wellbeing in Contemporary Society		Semester 1	30
SHN7053	Weight Management: Social and Behavioural Aspects		Semester 1	30
SHN7063	The Healthy Environment		Semester 1	30
Option Semester 2: Students are required to choose 30 credits from:				
SHN7073	Workplace Wellbeing		Semester 2	30
SHN7083	Healthy Ageing		Semester 2	30
SHN7093	Contemporary Issues for Specific Populations		Semester 2	30
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.				
SHN7106	Dissertation	Sem 2/Summer (1 yr FT mode) or Sem 1/Year 2 (1.5 yr FT mode)		60
SHN7116	Work-Based Project	Sem 2/Summer (1 yr FT mode) or Sem 1/Year 2 (1.5 yr FT mode)		60
Part-time Year 1				
Core: Students are required to take:				
SHN7023	Leading and Managing Change in Health and Wellbeing		Semester 1	30
Option: Students are required to choose 30 credits from:				
SHN7073	Workplace Wellbeing		Semester 2	30
SHN7083	Healthy Ageing		Semester 2	30
SHN7093	Contemporary Issues for Specific Populations		Semester 2	30
Part-time Year 2				
Option: Students are required to choose 30 credits from:				
SHN7043	Mental Health and Wellbeing in Contemporary Society		Semester 1	30
SHN7053	Weight Management: Social and Behavioural Aspects		Semester 1	30
SHN7063	The Healthy Environment		Semester 1	30
Core: Students are required to take:				
SHN7033	Research Practice		Semester 2	30
Core: Students are required to choose of the two 60 credit options for study either Year 2 Semester 2 or Year 2 Summer period or Year 3 Semester 1.				
SHN7106	Dissertation	Sem 2 (Summer) (2 yr PT mode) or Sem 1 (Year 3) (2.5 yr PT mode)		60
SHN7116	Work-Based Project	Sem 2 (Summer) (2 yr PT mode) or Sem 1 (Year 3) (2.5 yr PT mode)		60
<u>Progression to MSc Health and Wellbeing from PGCert in Health and Wellbeing in the Workplace</u>				
Part-time				
Option: Students are required to take one 30 credit option from:				
SHN7043	Mental Health and Wellbeing in Contemporary Society		Semester 1	30
SHN7053	Weight Management: Social and Behavioural Aspects		Semester 1	30
SHN7063	The Healthy Environment		Semester 1	30
Core: Students are required to take:				
SHN7033	Research Practice		Semester 2	30
Core: Students are required to choose one of the two 60 credit options for study either Summer after Semester 2, or Semester 1 of the following year:				
SHN7106	Dissertation	Sem 2/ Sem 1 (year 3)		60
SHN7116	Work-Based Project	Sem 2/ Sem 1 (year 3)		60

7. Learning, teaching and assessment

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

The MSc will be delivered through online, distance learning which includes a substantial asynchronous component, supported with a range of additional group and individual virtual 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, study and other commitments. 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. In addition, this supports students with a range of disabilities such as learning disabilities that might affect the amount of time they can spend studying at one period of time and/ or the pace at which they are able to do so.

The programme is strongly aligned to the principles, priorities and vision set out in the Learning, Teaching and Assessment Strategy 2020- 2023 and the Race Equality Charter. The nature of jobs in health and wellbeing requires consideration for dignity, respect, social justice, equality and inclusion, all of which are embedded in the module content. For example, the Leading and Managing Change in Health and Wellbeing module discusses core topics in the sociology and psychology of health and wellbeing, considering national and international perspectives. Various definitions of wellbeing, and social explanations for health inequalities based on social class, ethnicity, gender and age are also explored. In addition, modules across the programme address issues such as disability and unemployment, sickness/absence, chronic health issues and considers individualised interventions and support. Students and staff have rich and diverse lived-experiences and these will be foregrounded in the approach to teaching adopted. Students will be encouraged and supported in bringing to bare their experiences to teaching and learning activity. In addition, national and international policy and practice will be contrasted with local and community-based experiences, helping students contextualise their experiences within a national and global landscape. There are a variety of opportunities within this programme to engage with employers, with both learning content and development of assessments. For example, in the Workplace Wellbeing and the Contemporary Issues for Specific Populations modules where employers sharing their knowledge and experiences would be valuable contributions to students developing real world understanding of the issues.

There is a set of philosophical values for the MSc Health and Wellbeing, each module will incorporate these values in some way:

- Make a positive difference to our community
- Inspire and support change embracing diversity
- Respect for individuals and the environment
- Critical evaluation of knowledge.

Modules will be taught through distance learning 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 webinars delivered at a time negotiated with the students. Individualised support will be provided through tutorials delivered via MS Teams and email.

Students will be informed of the expectation to engage with online tasks and positive cultures to support learning task engagement embedded into the programme and will be encouraged to draw upon their own lived experiences. 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 post graduate 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 both subject specific, academic, practical and transferrable 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 provided via the University Learning Hub and the Liaison Librarians. The programme has a commitment to Equality, Diversity and Inclusivity and all students have access to a Personal Tutor and all Student Support services throughout their course. A range of activities will be provided to students during induction week and will be available to students throughout their studies to assist their learning, taking into consideration the range of backgrounds and reasons for joining the programme (such as referencing guide, guides for how to use relevant technology and tasks based around developing critical writing for Masters level).

7b) Programme assessed learning outcomes covered

	K1	K2	K3	K4	K5	I1	I2	I3	I4	P1	P2	P3
	Global, social, political perspectives	Physical, psychosocial, sociological factors	Problem, insights & responses	Techniques	Knowledge & practical understanding	Research & advanced scholarship	Interventions & methodologies	Ethics & values	Knowledge, skills & experience	Problem-solving	Communication	Application of information technology
<i>Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.</i>												
SHN7023 Leading and Managing Change in Health and Wellbeing												
SHN7033 Research Practice												
SHN7043 Mental Health and Wellbeing in Contemporary Society												
SHN7053 Weight Management: Social and Behavioural Aspects												
SHN7063 The Healthy Environment												
SHN7073 Workplace Wellbeing												
SHN7083 Healthy Ageing												
SHN7093 Contemporary Issues for Specific Populations												
SHN7106 Dissertation												
SHN7116 Work-based Project												

7c) Programme Employability Skills covered

	E1	E2	E3	E4	E5	E6	E7	E8	E9
	Self-management	Team- working	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of Information Technology	Entrepreneurship/ enterprise	Social, cultural & civic awareness
<i>Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.</i>									
SHN7023 Leading and Managing Change in Health and Wellbeing									
SHN7033 Research Practice									
SHN7043 Mental Health and Wellbeing in Contemporary Society									
SHN7053 Weight Management: Social and Behavioural Aspects									
SHN7063 The Healthy Environment									
SHN7073 Workplace Wellbeing									
SHN7083 Healthy Ageing									
SHN7093 Contemporary Issues for Specific Populations									
SHN7106 Dissertation									
SHN7116 Work-based Project									

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 Principles and Guidelines 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)

Programme Regulations for Taught Postgraduate Degrees

10. Prerequisites

Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

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

No modules are exempt from the University's regulations for Marginal Failure (condonement).

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. This programme is delivered solely online and therefore access to facilities is not relevant, however accessibility to online materials is addressed within the programme adheres to the University guidelines for supporting students with a range of disabilities such as hearing and visual impairments.



Approved May 2018
 Effective from September 2018 for MSc Health and Wellbeing

PROGRAMME SPECIFICATION

1. General information

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

2. Aims of the programme

Rationale and general aims, including what is special about this programme <i>(from the student's and a marketing perspective)</i>
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.

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.