



PROGRAMME SPECIFICATION

KEY FACTS

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|--------------------------|---|
| Programme name | Psychology of Health and Well-being |
| Award | MSc |
| Exit Awards | PG Dip, PG Cert |
| School | School of Health and Psychological Sciences |
| Department or equivalent | Health Services Research Management |
| Programme code | PYPPWB |
| Type of study | Full-time and Part-time |
| Total UK credits | 180 |
| Total ECTS | 90 |

PROGRAMME SUMMARY

Overview

Health behaviour plays a central role in avoiding ill health, promoting well-being and delivering high quality healthcare. Understanding and changing behaviours can help individuals lead healthier lives, cope effectively with long-term conditions, improve their well-being and enable health and social care professionals to deliver better quality care.

Psychologists aim to promote healthy behaviours through understanding the drivers of behaviour and using psychological and behavioural theories to design interventions to help change behaviour. These theories and interventions can be transferred across disciplines to improve health and well-being in diverse communities and patient populations.

Our programme is taught by a team of experts in health, well-being, psychology and behaviour change who are active researchers in the field, allowing them to bring both expert knowledge and practical experience to the programme.

Areas which are explored in-depth include:

- Clinical interventions: An introduction to psychological therapies and how they can be used to improve physical and mental well-being. How clinical interactions can impact healthcare and health outcomes.
- Population health promotion interventions (indicative examples of topics include obesity, vaccination, cancer screening)
- Management of long-term conditions (indicative examples include: diabetes, cardiovascular disease, Parkinson's disease, autism, multiple sclerosis, depression and anxiety, and technology-enabled care)
- Critical appraisal of research evidence

This programme is aimed at graduate psychologists, healthcare and well-being professionals working in the NHS, third-sector and private practice (e.g., nurses, dieticians, speech and language therapists, physiotherapists, well-being practitioners, social prescribers etc) or the wider public health field.

Undertaking this programme will enable you to understand how to help clients to change their behaviour and find ways to adjust to a long-term condition. The programme provides an excellent grounding in theory and research if you wish to pursue a career in the health, well-being, research and/or social care sectors (e.g. clinical or counselling psychology, health promotion). If you are currently a health or social care professional, you will also be able to incorporate behavioural and psychological approaches to improving health and self-care into your current work. The programme will also enable you to understand and appraise research evidence to inform your practice and develop your career.

The programme has a strong emphasis on transferrable employability skills and includes a work-based learning module to help you enhance your skills and develop your next career steps.

Aims

The programme aims to:

- combine academic rigour with the development of practical, transferable skills which you can apply in a wide variety of health and social care settings
- help you develop the theoretical knowledge and practical skills required to apply behavioural and psychological principles in research and practice
- introduce you to the key concepts and models of behaviour change as applied to individuals, small groups and communities and the values, principles, evidence and theories that underpin them
- provide a forum for sharing knowledge and experience with other participants through discussion and debate
- develop critically reflective practitioners or researchers who can appraise and implement current research evidence
- develop your theoretical and practical understanding of quantitative and qualitative research methodologies and apply these in an empirical research project or systematic review

By completing the MSc Psychology of Health and Well-being, you will have demonstrated the ability to apply appropriate theory and evidence to current issues within psychology, well-being, health and behaviour; you will be able to base your decisions from a range of different perspectives; and you will have broadened your expertise and skills in health promotion, disease prevention and management of long-term conditions. You will have acquired applied research skills to critically investigate health behaviours and have engaged in research that contributes new views to this area.

If you exit the programme with a Postgraduate Diploma in Psychology of Health and Well-being you will have critically explored theory and evidence relating to psychology, health and

behaviour. You will have acquired the applied research skills required to critically evaluate current evidence in the field and provided appropriate critiques of knowledge and techniques.

If you exit the programme with a Postgraduate Certificate in Psychology of Health and Well-being you will have been enabled to critically examine theory and evidence relating to psychology, well-being health and behaviour change. You will have gained critical insight into core topic areas in the discipline, and you will be able to consider problem-solving mechanisms. You will also be able to use a range of techniques to undertake scholarly work.

Registration period

The normal period of registration for this programme is one year (for full-time students) or two years (for part-time students) for the taught component.

The maximum period of registration for this programme is 3 years (full-time) or 5 years (part-time).

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this programme, you will be expected to be able to:

Knowledge and understanding

- Synthesise and evaluate knowledge of behavioural interventions to select a range of intervention options to tackle a variety of poor health outcomes.
- Synthesise evidence on the mechanisms of change underlying a range of psychological therapies and judge the appropriateness of competing therapies for supporting an individual's mental and physical well-being.
- Synthesise research evidence from various credible sources to support or oppose established psychological theories.
- Evaluate a range of theories of behaviour and be able to apply those theories in practice to explain poor health outcomes showing an appreciation of the strengths and limitations of each theory.

Skills

- Develop pragmatic research questions and choose appropriate methodologies.
- Develop and implement a systematic search strategy to identify research literature to answer a specified research question.
- Design, develop and write an original paper in a format suitable for publication in a peer reviewed journal
- Apply theory-driven and evidence-based approaches to the development of behavioural and technology-based psychological support interventions.
- Show the ability to judge competing intervention options and select the most appropriate option for a range of health conditions

- Demonstrate presentation skills that enable communication of information to different audiences in an appropriate format.
- Confidently develop a research proposal considering the strengths and weaknesses of opposing designs and choosing between options to select the most appropriate design to answer a specified research question.
- Critically reflect on your professional development over the MSc and use this reflection to develop a career action plan and identify further training needs
- Show the ability to analyse the social and cultural context of health behaviours and be able to identify the impact on health and well-being in diverse communities
- Communicate and discuss key debates in health, behaviour and psychology with a range of audiences.
- Maintain an effective working relationship with a supervisor.

Values and attitudes

- Demonstrate an awareness that ethical issues underpin all health-related research and practice.
- Show respect, empathy and sensitivity in all working relationships.
- Display tolerance of disagreement in a field characterised by the presence of alternative and sometimes conflicting epistemologies.
- Exhibit a willingness to work as an effective team member and learn from others to achieve common goals and manage time effectively.
- Exhibit a balanced view of theoretical critique, displaying awareness of both the strengths and limitations of each theoretical approach.
- Promote a flexible and pragmatic attitude towards intervention development that recognises real world constraints and values scientific rigour.
- Promote equality, diversity, cultural awareness, and inclusiveness in all aspects of the programme and professional life.

HOW WILL I LEARN?

The programme uses a blended learning approach, encompassing both on campus and online strategies to promote active learning. It makes full use of available learning technologies whilst recognising the value of face-to-face interaction and facilitation.

Teaching and learning will involve a substantial group work component, providing opportunities for networking and sharing of perspectives. The variety of methods used will develop your strengths and preferred learning styles but will also help you to acquire further educational strategies to meet the required outcomes of the programme.

A typical 15-credit module involves a total of around 30 hours of contact time (i.e. lectures, seminars and group activities). In addition, you will be expected to undertake 120 independent study hours for the module (for 30-credit modules, the hours will be double). Some of these hours will include use of online learning tools, such as Moodle. The final dissertation involves a small number of lectures/seminars, one-to-one supervision meetings and self-directed study.

A range of methods will be used throughout the programme, including:

- Lectures: a lecture enables information to be presented in a logical manner to groups of students. This is a useful method for presenting an overview of new material and in stimulating you to read further around the subject area. The majority of lecturers will be on campus but some may be synchronous or asynchronous online lectures.
- Seminars: these small group sessions are essential supplements to the lectures and give you the opportunity to apply the material covered in the lectures and your independent reading to real-world case studies and examples. The seminars will extend the depth and breadth of your knowledge and are designed to be motivating, enhance your presentation, communication and team working skills and develop your powers of reasoning.
- Guided independent study: during the programme you will have periods of time that are set aside for you to undertake prescribed activities individually or in study groups. These activities may form part of the formative assessment strategy to help you to complete the summative assessment or may be set tasks which you should complete prior to attendance at a taught session.
- Student-directed learning: a proportion of study time for each module will be self-directed and during these times you should explore areas of interest, read widely and prepare for assessments. Whilst this time counts towards the total hours allocated to the programme, it will be up to you to decide exactly how you spend this time and which areas of learning you wish to pursue.
- Online learning (or e-learning): all teaching and learning activities are facilitated and enhanced by Moodle, City's web-based Virtual Learning Environment. All programme materials, including lecture slides, reading lists and other learning resources, will be made available on Moodle. Extensive use will also be made of Moodle's communication and discussion features to facilitate information sharing and interaction between academic staff and students.

You will also have full access to City's other support services, including the Library Information Service, Computing Service, the Open Learning Centre, and other sources of personal support.

Student support

You will be supported and advised in a number of ways, including academic and pastoral support from the programme team.

Academic support will be provided throughout your time on the programme. The Academic Skills Team organises regular workshops on a range of topics to help you learn more effectively (<http://www.city.ac.uk/current-students/academic/study-skills-support>). These include study skills (such as reading strategies and essay planning), writing skills and time

management. One-to-one and group tutorials are also available on request. Extensive online learning resources are also provided via Moodle, the University's Virtual Learning Environment(<https://moodle.city.ac.uk/>).

You will also be allocated a personal tutor at the beginning of your programme who will be responsible for overseeing your pastoral well-being and will also be able to advise you on a range of academic issues.

Additional support services are provided by the Neurodiversity Support Team and the Disability Support team, who can provide advice and assistance, and offer one-to-one consultations ([Neurodiversity support | Student Hub | City, University of London](#)), and by the Student Counselling & Mental Health Service, which offers confidential psychological and practical support, enabling you to manage your well-being and academic studies and get the most out of your time at City (<https://www.city.ac.uk/study/student-support/counselling-and-mental-health-support>).

To find out more about the extensive range of student support services available at City, see <http://www.city.ac.uk/current-students>.

Student community

As students on the MSc Psychology and Health and Well-being you will be joining a thriving community that encompasses current and former students from a wide range of backgrounds, academics from various disciplines, practitioners and users of services. A number of events and opportunities will be offered throughout your studies to enhance your sense of value and community. These may include course and School social events, opportunities to attend extracurricular collaborative learning workshops and invitations to attend seminars by key researchers and academics in the field. The MSc incorporates a number of modules shared between post-graduate courses to allow networking and collaborative learning with students from other disciplines, enhancing your sense of belonging to the School of Health and Psychological Sciences.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessment and Assessment Criteria

In order to assess and promote learning, the programme uses a wide variety of methods. For example, critical review essays assess your critical analysis and knowledge of the field. You will be expected to develop a coherent line of argument, critically appraise the evidence base and critically reflect upon your own beliefs and assumptions. Research methodology is assessed via analytic reports, examination and your dissertation. Finally, there will be collaborative group assessments, which will evaluate your analysis, presentation, team working and communication skills. For the final dissertation you will undertake a substantial piece of original work focusing on an area of psychological approaches to physical and mental health. It may take the form of an empirical research project or a systematic review. Comprehensive information and guidance on what is required to complete each module assessment will be provided in class and made available on Moodle, and academic staff will be available to provide formative feedback and advice on written assessments prior to submission. All dates for submission of assessments will be notified in advance of the start of each module.

What do I have to do to pass?

Assessment Criteria are descriptions, based on the intended learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured. Grade-related Criteria are descriptions of the level of skills, knowledge or attributes that you need to demonstrate in order to achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks. Assessment Criteria and Grade-related Criteria will be made available to you to support you in completing assessments. These may be provided in programme handbooks, module specifications, on the virtual learning environment or attached to a specific assessment task.

Feedback on assessment

Lecturers and/or module leaders will be available to provide formative (written or verbal) feedback and advice on all module assessments prior to submission.

Feedback will be provided in line with our Assessment and Feedback Policy. In particular, you will normally be provided with feedback within three weeks of the submission deadline or assessment date. This would normally include a provisional grade or mark. For end of module examinations or an equivalent significant task (e.g. an end of module project), feedback will normally be provided within four weeks. The timescale for feedback on final year projects or dissertations may be longer.

Feedback is structured and provided in such a way as to help you to further develop your knowledge and skills as well as understand areas for development. Markers will be available to answer queries about the marks and feedback if these are not clear. A selection of all assessments will be internally moderated and sent to the external examiner. All initial marks will be therefore provisional, pending external examiner approval and ratification by the Assessment Board. The full Assessment and Feedback Policy can be found at: <https://www.city.ac.uk/about/education/quality-manual/6-assessment>

Assessment Regulations

In order to pass your Programme, you should complete successfully or be exempted from the relevant modules and assessments and will therefore acquire the required number of credits.

The pass mark for each module is 50%. In order to pass a module you must pass each component at 50%. The weighting of a module's different components may be found in the Module Specification for that module. If you fail an assessment component or a module, you will be offered one resit attempt.

You also need to pass each Programme Stage of your Programme in order to progress to the following Programme Stage.

If you fail an assessment component or a module, the following will apply:

Resit: where you are not eligible for compensation at the first attempt, you will be offered one resit attempt.

If you are successful in the resit, you will be awarded the credit for that module. The mark for each assessment component that is subject to a resit will be capped at the pass mark for

the module. This capped mark will be used in the calculation of the final module mark together with the original marks for the components that you passed at first attempt.

If you do not meet the pass the requirements for a module and do not complete your resit by the date specified, you will not progress, and the Assessment Board will require that you be withdrawn from the Programme.

If you fail to meet the requirements for the Programme, the Assessment Board will consider whether you are eligible for an Exit Award as per the table below.

If you would like to know more about the way in which assessment works at City, please see the full version of the Assessment Regulations at:

https://www.city.ac.uk/data/assets/pdf_file/0007/453652/s19.pdf

WHAT AWARD CAN I GET?

Master's Degree:

To qualify for the award of MSc Psychology of Health and Well-being you will be required to complete all the taught modules (totalling 120 credits), plus the 60-credit Dissertation module

| | HE Level | Credits | Weighting (%) | Class | % required |
|--------------|----------|---------|---------------|------------------------|------------|
| Taught | 7 | 120 | 67 | With Distinction | 70 |
| Dissertation | 7 | 60 | 33 | With Merit | 60 |
| | | | | Without classification | 50 |

Postgraduate Diploma:

To exit with the award of Postgraduate Diploma in Psychology of Health and Well-being you will be required to complete all the taught modules (totalling 120 credits).

| | HE Level | Credits | Weighting (%) | Class | % required |
|--------|----------|---------|---------------|------------------------|------------|
| Taught | 7 | 120 | 100 | With Distinction | 70 |
| | | | | With Merit | 60 |
| | | | | Without classification | 50 |

Postgraduate Certificate:

To exit with a Postgraduate Certificate in Psychology of Health and Well-being you will be required to successfully complete the following modules (totalling 60 credits): Health Promotion and Behaviour Change, Introduction to Clinical Interventions, Understanding and Managing Long-term Conditions and Psychology for Health and Social Care. If you do not meet the above requirements but achieve 60 credits by successfully completing any combination of modules from the range of core and elective modules you may exit the programme with a Postgraduate Certificate in Health Sciences.

| | HE Level | Credits | Weighting (%) | Class | % required |
|--------|----------|---------|---------------|------------------|------------|
| Taught | 7 | 60 | 100 | With Distinction | 70 |

| | |
|------------------------|----|
| With Merit | 60 |
| Without classification | 50 |

WHAT WILL I STUDY?

Taught component (120 credits):

You will take seven taught modules, up to the value of 120 credits. These will comprise of:

- The six core (compulsory) modules listed below (105 credits)

| Module Title | SITS Code | Module Credits | Core/ Elective | Compensation Yes/No | Level |
|---|-----------|----------------|----------------|---------------------|-------|
| Introduction to Clinical Interventions | HYM009 | 15 | Core | No | 7 |
| Psychology for Health and Social Care | APM003 | 15 | Core | No | 7 |
| Introductory Research Methods | HRM001 | 30 | Core | No | 7 |
| Health Promotion and Behavioural Interventions | HYM010 | 15 | Core | No | 7 |
| Understanding and Managing Long-term Conditions | HYM011 | 15 | Core | No | 7 |
| Work-based Learning | HYM012 | 15 | Core | No | 7 |

Plus one elective (optional) module chosen from those offered by the School of Health and Psychological Sciences, up to the value of 15 credits – see below for an indicative list.

| Module Title | SITS Code | Module Credits | Core/ Elective | Compensation Yes/No | Level |
|-------------------------------|-----------|----------------|----------------|---------------------|-------|
| Advanced Research Methods | HRM002 | 15 | Elective | No | 7 |
| Perinatal Mental Health | APM067 | 15 | Elective | No | 7 |
| Social Determinants of Health | PHM004 | 15 | Elective | No | 7 |

A full list of the postgraduate-level modules currently offered by the School can be found at: <https://www.city.ac.uk/study/courses/postgraduate>.

You will be notified of the elective modules available to you at the beginning of the academic year. Please note: all modules listed above and on the website are subject to availability in any given year and therefore may change. Information on individual modules can be found in the module specifications, which you will find on Moodle (<http://moodle.city.ac.uk/>).

Dissertation component (60 credits)

| Module Title | SITS Code | Module Credits | Core/ Elective | Compensation Yes/No | Level |
|---------------------|-----------|----------------|----------------|---------------------|-------|
| Dissertation Module | AMP002 | 60 | Core | No | 7 |

You are normally required to complete all the taught modules successfully before completing the dissertation.

TO WHAT KIND OF CAREER MIGHT I GO ON?

This programme is designed to teach a range of transferrable, professional skills including: understanding behaviour change and psychological interventions to improve health and well-being, identifying and comprehending research evidence, and conducting rigorous research to reach sound analytical conclusions. The work-based module is designed to teach practical transferrable skills to enhance your employability.

Many students will already be working within health and social care professions. This programme will enable them to enhance their current roles, developing their practice and facilitating career progression.

For those embarking on a new career in the health and social care sector this programme gives an excellent grounding in transferrable, professional skills necessary for both employment and further study. Many students may go on to careers in clinical or counselling psychology, public health or health research. The core skills required to apply for roles as an Assistant Psychologist or Research Assistant are central to the programme.

Career planning at City

Developing your skills and enhancing your employability while at university is becoming increasingly important in today's job market. The programme places a high value on career planning, and your career development is emphasised throughout the programme. As a City, University of London student you will enjoy full access to the University's Careers, Student Development & Outreach service, which provides a professional, high quality careers and information service for students and graduates of City, University of London. The service works closely with local, national and international employers, and with other University departments. Their aim is to support and develop you by providing the tools you need to enhance your employability. The service offers qualified advisors who can work with you to provide tailored, individual support and careers advice during your time at City, and after you graduate. It includes one-to-one coaching, CV advice and interview preparation to help you maximise your future opportunities. It also organises career, development and outreach activities, including skills sessions, employer events, community volunteering, widening participation, professional mentoring, and a Buddy Scheme. If you would like more information on the Careers support available at City, please go to:

<https://www.city.ac.uk/careers/your-career>

WHAT STUDY ABROAD OPTIONS ARE AVAILABLE?

None

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?

As part of the work-based learning module you will undertake a micro-work placement in the form of shadowing a health/research professional as part of the work-based module. We work with a number of professionals and organisations who can provide work experience. If you are already employed as a health professional or related employment you will not be expected to undertake work experience but will instead reflect on your own employment. If

this is not possible we will make alternative arrangements for you. Please note that dependent on circumstances a placement may not always be face to face and may be carried out remotely, for example collaborating on a research project. Demand for certain work experience placements may be higher than others in which case allocation will be on the basis of application.

When working under supervision you will keep a log book detailing the work you are doing and reflecting on the skills you are developing. Your work on this module is evaluated via a 3,000-word reflexive report plus logbook appendix.

Please speak to your programme director for further information.

WILL I GET ANY PROFESSIONAL RECOGNITION?

No

HOW DO I ENTER THE PROGRAMME?

Academic entry requirements

- A first degree (2:2 class or above, or international equivalent from an approved institution of higher education) in a related field (e.g. Psychology, nursing, allied health, health sciences, social care). Applicants without a first degree may be required to demonstrate academic aptitude for the programme (e.g. via a formative assessment, or professional or other qualifications) or experience of working in the health or social care sector. Please note that international students applying for a study visa are required to have a first degree.

English language requirements

If your first language is not English, one of the following qualifications is also required:

- A first degree from a UK university
- A first degree from an overseas institution recognised by City as providing adequate evidence of proficiency in the English language, for example, from institutions in Australia, Canada or the USA
- International English Language Testing Service (IELTS): a minimum score of 7.0 is required, with no subtest scoring below 6.5
- Pearson Test of English (Academic): a minimum score of 72 required.

Financial support

There are a variety of funding options available, including loans, bursaries and scholarships. Further details can be found on the University's website at <https://www.city.ac.uk/study/fees-and-funding>

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Information is provided subject to Terms and Conditions for study at City, University of London.