

Course record information

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| Name and level of final award | Master of Science - MSc Integrative Health and Wellbeing Master of Science - Integrative Health and Wellbeing with Professional Experience The award is Bologna FQ-EHEA second cycle degree or diploma compatible |
| Name and level of intermediate awards | Postgraduate Diploma (Pg Dip) - Integrative Health and Wellbeing Postgraduate Certificate (Pg Cert) - Integrative Health and Wellbeing |
| Awarding body/institution | University of Westminster |
| Teaching institution | University of Westminster |
| Status of awarding body/institution | Recognised Body |
| Location of delivery | Primary: Central London |
| Language of delivery and assessment | English |
| QAA subject benchmarking group(s) | N/A |
| Professional statutory or regulatory body | N/A |
| Westminster course title, mode of attendance and standard length | MSc Integrative Health and Wellbeing FT, Full-time, September start - 1 year standard length Integrative Health and Wellbeing with Professional Experience, Full-time, September start - 2 years standard length |
| Valid for cohorts | From 2021/2 |

Additional Course Information

For the two year course please see the specific term date information in the course structure.

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the course

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

The University of Westminster, Centre for Resilience provides high quality evidence based human resilience training consultancy and evaluation services to the corporate and public sector. Students will have opportunities to engage with this Centre, particularly within the module "Wellbeing and Resilience in the workplace"

Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision. The School of Life Sciences has an Employers' board with representatives from sport, nutrition and health professionals which feeds into the curriculum design.

Students undertaking this MSc, could seek employment in private industry, local authority public health teams, government departments, statutory bodies, public health teams, NHS Trusts, NHS England, large charities, policy organisations, higher and further education. Job roles might include: Workplace Wellness Programme Lead, Social Prescribing Manager, Community Health and Wellbeing Officer, Public Health Programme Manager, Student Wellbeing and Welfare Manager. The key skills and responsibilities that are desired for these types of wellbeing lead positions include cross sector working, ability to translate evidence into policy, to lead, manage and devise wellbeing strategies that improve workplace wellbeing, work-life balance and resilience (as exemplified by statements taken from health and wellbeing job adverts).

Societies and communities are facing wide ranging and complex challenges in relation to health and wellbeing. One size fits all approaches to health research, practice and policy often result in people and communities being left behind. This course aims to attract students from different backgrounds, values, beliefs, abilities and ways of thinking and supports them in becoming post-graduates and more importantly people that are able to embrace these diverse challenges in ways that are inclusive, ethical and salutogenic.

In addition to employment the course encourages entrepreneurship and social enterprise through collaboration with the polyclinic and students have opportunities to engage with the Creative Enterprise Centre.

In addition, the MSc. Integrative Health and Wellbeing with Professional Experience ensures that:

- Through the Extended Work Experience module students have the opportunity for integrated and extensive learning from the professional workplace

Map of MSc Integrated Health and Well-being Learning Outcomes to core modules.

| Course Learning Outcomes | Research Methods 1 7HMNT015W | Research Methods 2 7HMNT018W | Global Approaches to Health & Wellbeing 7HMNT022W | Dynamics in Professional Relationships 7HMNT023W | Wellbeing & Resilience in the Workplace 7HMNT026W | Reflective Practice: Facilitation & Coaching Skills 7HMNT024W | Policy & Practice of Social Prescribing & Wellbeing 7HMNT025W |
|--------------------------------|---------------------------------|---------------------------------|--|---|--|--|--|
| Credits | 20 | 40 | 20 | 20 | 20 | 20 | 20 |
| Knowledge & Understanding (KU) | | | | | | | |
| KNU1 | X | X | | | | | |
| KNU2 | | | X | | | | |
| KNU3 | | | | X | | | |
| KNU4 | X | X | | | | | X |
| KNU5 | | | | | | X | |
| KNU6 | | X | X | | X | | X |
| KNU7 | | X | X | X | X | X | |
| Specific Skills (SS) | | | | | | | |
| SS1 | X | X | | | | | X |
| SS2 | X | X | | | | | |
| SS3 | | | | X | X | X | X |
| SS4 | X | X | X | | | | X |
| SS5 | | | | | X | | |
| SS6 | X | X | X | X | X | X | X |
| SS7 | | | | | X | | |
| SS8 | | | | | | X | |
| SS9 | | | X | | | | |
| Key Transferable Skills (KTS) | | | | | | | |
| KTS1 | X | X | | | | | X |
| KTS2 | X | X | | | | | |

| | | | | | | | |
|----------|-------|-----------|-------|----------|------|----------|-------|
| KTS3 | X | X | | | | | X |
| KTS4 | | | | X | | X | |
| KTS5 | | | | | | X | |
| KTS6 | X | X | | X | | X | |
| KTS7 | | | | X | X | X | X |
| KTS8 | | X | X | | X | | X |
| KTS9 | | X | X | X | X | X | |
| Schedule | SEM 1 | SEM 2 & 3 | SEM 2 | Yearlong | SEM1 | Yearlong | SEM 2 |

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements of what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Upon successful completion of the the programme, students will have acquired the requisite knowledge and understanding to:

- KNU1 Defend and communicate the ideas and concepts underpinning the importance of the use of qualitative and quantitative research methods in integrative health. (KU)
- KNU2 Critically interpret the evidence base supporting a current theoretical range of therapeutic approaches and interventions. (KU)
- KNU3 Develop systematic and rigorous understanding of professional relationship theories as they relate specifically to their own professional working environment. (KU)
- KNU4 Critically evaluate and discuss health and wellbeing policies in relation to changing conceptions of Social Prescribing in health and social care. (KU)
- KNU5 Demonstrate deep and systematic understanding of theories of reflection as they apply to professional practice in Integrative Health and Wellbeing. (KU)
- KNU6 Discuss in depth the evidence-base of integrative practice and how this affects the way the knowledge base is interpreted and practiced. (KU)
- KNU7 Evaluate a range of ethical frameworks, viewpoints and boundaries justifying how they intersect with wider professional practice and ethical dimensions in Health and Wellbeing. (KU)
- KTS1 Interrogate and critically evaluate the literature using a range of appropriate resources and databases. (KTS)
- KTS2 Undertake independent research projects, apply appropriate methodologies and synthesise information from different sources. (KTS)
- KTS3 Engage confidently in academic and professional communication with others in a variety of formats and in relation to the requirements of a range of settings. (KTS)
- KTS4 Work effectively with a group as leader or member identifying and making appropriate use of the strengths of group members and negotiate to a mutually agreed outcome. (KTS)
- KTS5 Critically reflect on their own learning to develop strategies for personal and professional development. (KTS)
- KTS6 Demonstrate autonomous learning, critical self- and intellectual awareness. (KTS)
- KTS7 Develop the attributes needed to give and receive peer feedback; respond to tutor feedback; act independently in planning, undertaking and evaluating tasks using appropriate resources. (KTS)
- KTS8 Demonstrate an ability to address uncertain and multiple interpretations, such as may be encountered in research and professional practice, justifying specific methodologies and methods in relation to other methods. (KTS)
- KTS9 Incorporate critical, ethical dimension to their research and practice, managing the implications of ethical dilemmas in professional relationships with other Health and Wellbeing stakeholders. (KTS)
- SS1 Identify and synthesise both the qualitative and quantitative evidence that informs integrative health policy. (SS)
- SS2 Design and implement a research project in a topic relating to integrative health and wellbeing. (SS)
- SS3 Develop critical responses to existing practice and flexibly/creatively apply knowledge, synthesise ideas or information in innovative ways. Generate transformative solutions to resolve challenges with relevant stakeholders. (SS)
- SS4 Critically evaluate complex, incomplete or contradictory evidence/data and judge the appropriateness of the enquiry methodologies used. Recognise and argue for alternative approaches. (SS)
- SS5 Develop competence and confidence to professionally bid for and deliver programmes for Integrative Health and

Wellbeing in the workplace, demonstrating entrepreneurship. (SS)

- SS6 Effectively communicate complex and sensitive information, relevant to health and wellbeing, to individuals or a range of stakeholders. (SS)
- SS7 Lead groups in resilience and wellbeing practices with an ability to respond to and adapt to group needs to resolve conflict situations before they arise. (SS)
- SS8 Use personal reflection and reflective cycles to analyse self and own actions in order to become a reflective practitioner. (SS)
- SS9 Influence decision making, incorporating ethical viewpoints to advance professional standards. (SS)

Additionally, the students of the Integrative Health and Wellbeing with Professional Experience pathway will be able to:

- KTS10 Demonstrate work-based learning experience (KTS)

How will you learn?

Learning methods

A range of teaching methods are used, which include lectures, seminars, workshops, simulations, computer workshops, scientific problem-based learning, and self-directed learning. These are used in a structured way to support the development of specific areas of knowledge and understanding, practical and transferable skills. There are opportunities for students to work in groups and to engage in interprofessional dialogue.

Teaching methods

Research methods modules (I and II) use problem-based learning approaches: as individuals and as student groups. The Wellbeing and Resilience module will use workshops alongside the classroom-based sessions to measure parameters of stress. The other modules will use a mix of group learning, lectures, seminars and tutorials.

Students on this programme benefit from being part of a community of inquiry and learning where inclusivity is at the core of the subject. In practice this means that students are taught in ways that both recognise and support their needs as individuals to reach their full potential. Students are considered to be co-creators of teaching, learning and assessments, where they will be encouraged to work collaboratively, in an environment that advocates for and enables inclusive agency and participation.

Assessment methods

The course has been designed with the idea of inclusive assessment and all core modules include an element of formative assessment from which students can utilise feedback to feed forward into the summative assessments. The modules will implement the University generic grade descriptors for level 7 which have been designed to improve consistency of grading between markers and across subjects and for the sharing of expectations with students, these will be available in the course handbook.

The career and professional development of students is central to the design of this course and aspects of assessment have been conceived to enable students to communicate using tools pertinent to healthcare which include: business white paper tender (Wellbeing and Resilience in the Workplace), briefing notes and policy document (Policy and Practice of Social Prescribing and Wellbeing), information sheet and social media communication (Global Approaches to Health and Wellbeing).

The course also includes critical appraisal (individual qualitative paper critique using the Critical Appraisal Skills Programme CASP checklist for quality assurance), data analysis assignment using SPSS, design study, dissertation and reflective notebook, presentations, peer-review, critical review, case study, and reflective narrative. There are opportunities for ongoing assessment through the inclusion of reflective journals, blogs and online forums.

Summary of assessments and weightings proposed for the core modules and option modules

Core modules

| Title | Research Methods 1 | Research Methods 2 | Global Approaches to Health and Well-Being | Dynamics in Professional Relationships | Wellbeing and Resilience in the Workplace | Reflective Practice: Facilitation and Coaching Skills | Policy and Practice of Social Prescribing and Wellbeing | Option Module |
|-------------|--------------------|--------------------|--|--|---|---|---|---------------------------------|
| Credits | 20 | 40 | 20 | 20 | 20 | 20 | 20 | 20 |
| Module Code | 7HMNT015W | 7HMNT018W | 7HMNT022W | 7HMNT023W | 7HMNT026W | 7HMNT024W | 7HMNT025W | See 'Option Module' table below |

| | | | | | | | | |
|----------------------|---|------------------|--|---|-----------------------------|---|--|--|
| Formative Assessment | -Weekly SPSS tasks -Reading and choice of project area | | Paper Critique | Reflective Narrative (Peer & lecturer assessed) | Inter-professional dialogue | Reflective Writing | Policy Presentation | |
| Assessment 1 | Critical Appraisal (CASP) | Design Study | Evidence Review | Critical Appraisal: Leadership | Learning journal blog | Critical Appraisal: Theory and Practice | Briefing notes paper of social prescribing | |
| Assessment 2 | Data Analysis using SPSS & written report (week 8) | Project notebook | Information sheet and social media communication | Reflective Narrative | Tender Business White Paper | Presentation Facilitation | Policy Document | |
| Assessment 3 | | Dissertation | | | | Blog: peer group | | |
| Schedule | SEM 1 | SEM 2 & 3 | SEM 2 | Yearlong | SEM 1 | Yearlong | SEM2 | |

Option Modules

| | | | | | |
|----------------------|--|---|--|-------------------------------|--|
| Title | Assessment of Health & Fitness | Science, technology and commercialisation | Policy & Governance in Public Health Nutrition | Communicating Science | Medical English |
| Credits | 20 | 20 | 20 | 20 | 20 |
| Module Code | 7BIOM004W | 7BIOT004W | 7HMNT014W | 7HMDS002W | 7HMNT027W |
| Formative Assessment | Presentation | | | | Formative test, draft essay check |
| Assessment 1 | Critical review and summary for lay audience: Client assessment & report | Pitch Presentation | Reflective Diary | Live Presentation | On-Line communication skills portfolio 50% |
| Assessment 2 | Oral Presentation | Business Plan | Policy analysis document | Newspaper article | Oral presentation, skills portfolio 50% |
| Assessment 3 | | Exam | | Video production (group work) | Negotiated Essay 25% |
| Assessment 4 | | | | Weekly personal blogging | |
| Schedule | SEM 2 | SEM 2 | SEM 1 | SEM 2 | SEM 1 |

Summary of assessments and weightings proposed for the additional core module for students taking the MSc Integrative Health and Wellbeing with Professional Experience.

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| Extended Work Experience for Life Sciences | |
| Credits | 60 |
| Module Code | 7HMNT028W |
| Formative | Tutorials on progress of work log, draft of reflective log |

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|--------------|---|
| Assessment | Tutorials on progress of work log, draft of reflective log |
| Assessment 1 | Work Log 30% |
| Assessment 2 | Reflective Report 50% |
| Assessment 3 | Oral Presentation 20% |
| Schedule | Year long commencing straight after year 1 (June/July) |

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional information on the choices may also be included, for example where students must choose one of two modules. Course structures can be subject to change each academic year following feedback from a variety of sources.

Integrative Health and Wellbeing

| Level 7 | | | | |
|-------------|--|--------|-----------|------|
| Module Code | Module Title | Status | UK credit | ECTS |
| 7HMNT023W | Dynamics in Professional Relationships | Core | 20 | 10 |
| 7HMNT022W | Global Approaches to Health and Well-Being | Core | 20 | 10 |
| 7HMNT025W | Policy and Practice of Social Prescribing and Well-Being | Core | 20 | 10 |
| 7HMNT015W | Postgraduate Research Methods for Health Sciences I | Core | 20 | 10 |
| 7HMNT024W | Reflective Practice, Facilitation and Coaching Skills | Core | 20 | 10 |
| 7HMNT018W | Research Methods II & Research Project for Health Sciences | Core | 40 | 20 |
| 7HMNT026W | Well-Being and Resilience in the Workplace | Core | 20 | 10 |
| 7BIOM004W | Assessment of Health & Fitness | Option | 20 | 10 |
| 7HMDS002W | Communicating Science | Option | 20 | 10 |
| 7HMNT027W | Medical English | Option | 20 | 10 |
| 7HMNT014W | Policy and Governance for Public Health Nutrition | Option | 20 | 10 |
| 7BIOT004W | Science, Technology and Commercialisation | Option | 20 | 10 |

Integrative Health and Wellbeing with Professional Experience

| Level 7 | | | | |
|---|--|--------|-----------|------|
| <p>The MSc. has two 'pathways': Pathway 1 leading to the award of MSc. Integrative Health and Wellbeing: 180 credits taken over one year for FT students; Pathway 2 leading to the award of MSc. Integrative Health and Wellbeing with Professional Experience: 240 credits taken over two years for FT students. The modular content of Pathway 2 is identical to the content of Pathway 1 as listed above but it has an additional assessed 60 credit Extended Work Experience module.</p> <p>Students following the Integrative Health and Wellbeing with Professional Placement will normally commence their placement straight after the year 1 in June/July. This is to allow students flexibility to commence the year-long required placement during the summer. This allows more time once the placement is completed to focus on the completion of the Research Project which is submitted at the end of Year 2.</p> <p>Year 1</p> <p>Core and optional taught modules (140 credits)</p> <p>Year 2</p> <p>Extended Work Experience for Life Sciences (60 credits)</p> <p>Research Methods II and Research Project for Health Sciences (40 Credits)</p> | | | | |
| Module Code | Module Title | Status | UK credit | ECTS |
| 7HMNT023W | Dynamics in Professional Relationships | Core | 20 | 10 |
| 7HMN028W | Extended Work Experience for Life Sciences | Core | 60 | 30 |
| 7HMNT022W | Global Approaches to Health and Well-Being | Core | 20 | 10 |
| 7HMNT025W | Policy and Practice of Social Prescribing and Well-Being | Core | 20 | 10 |
| 7HMNT015W | Postgraduate Research Methods for Health Sciences I | Core | 20 | 10 |
| 7HMNT024W | Reflective Practice, Facilitation and Coaching Skills | Core | 20 | 10 |
| 7HMNT018W | Research Methods II & Research Project for Health Sciences | Core | 40 | 20 |
| 7HMNT026W | Well-Being and Resilience in the Workplace | Core | 20 | 10 |
| 7BIOM004W | Assessment of Health & Fitness | Option | 20 | 10 |
| 7HMDS002W | Communicating Science | Option | 20 | 10 |
| 7HMNT027W | Medical English | Option | 20 | 10 |
| 7HMNT014W | Policy and Governance for Public Health Nutrition | Option | 20 | 10 |
| 7BIOT004W | Science, Technology and Commercialisation | Option | 20 | 10 |

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

Currently there is no awarding body.

Course management

The course is managed on a day-to-day basis by the MSc Integrative Health and Wellbeing course leader, module leaders and other lecturers. This group meets regularly to monitor the provision and ensure issues raised by students, staff and the university are disseminated, discussed and actioned. The School of Life Sciences offers a range of undergraduate, postgraduate and short courses in the areas of biomedical science, human and health science, molecular & applied science and complementary medicine, all of which are the overall responsibility of the Head of School of Life Sciences.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

- Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.
- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2021©