

GENERAL INFORMATION	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution</i>	University of Bath
<i>Validated/Franchised (if appropriate)</i>	
<i>Programme accredited by (including date of accreditation)</i>	MSc Health Psychology accredited by British Psychological Society 1999, 2003, 2008 & 2014
<i>Programme approved by (including date & minute number of Senate)</i>	First approved by Senate (12/10/94; Minute number S9568)
<i>Final award</i>	PG Certificate PG Diploma MSc
<i>Programme title</i>	Health Psychology
<i>UCAS code (if applicable)</i>	N/A
<i>Subject Benchmark Statement</i>	N/A
<i>Intended level of completed programme (in line with FHEQ e.g. 5, 6, 7,)</i>	Level 7 = M
<i>Duration of programme & mode of study</i>	1 year full time taught 2 years part time taught
<i>Date of Specification preparation/revision</i>	Revision approved by FT&QC 20/02/08; June 2012; Feb 2013; May 2013, and ULTQC 9.7.13 (partial exemption from NFA); update FLTQC 3.12.15
<i>Applicable to cohorts (eg. for students commencing in September 2007 or 2007/08 – 2008/09)</i>	For students commencing in September 2016

Synopsis and academic coherence of programme

The programme is the responsibility of the Department of Psychology and was established in 1996. We have built an excellent track record for the training of health psychologists since it began. Our programme was one of the first in Britain to be accredited by the British Psychological Society (BPS) in 1999. The content of the programme closely follows the syllabus recommended by the British Psychological Society.

The programme aims to provide the first stage in the training of Chartered Health Psychologists working in Britain. The inclusion of a placement in the programme provides practical experience with a psychologist working in a health-related setting, as well as the opportunity to integrate applied psychology. We also aim to provide a multidisciplinary

programme through our own teaching and with the assistance of colleagues working on other health disciplines.

Educational aims of the programme

The Masters in Health Psychology will enable students:

- To develop students' knowledge and understanding of health psychology
- To develop the general critical and analytical powers of the student
- To develop critical, analytical problem-based learning skills and the transferable skills to prepare the student for postgraduate employment or further study
- To enhance the development of the students interpersonal skills
- To develop research skills
- To provide the student with opportunities for collaborative learning with others
- To assist the student to develop the skills required for both autonomous and team work

Intended learning outcomes (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

Learning outcomes

Students gaining an award from this programme should be able to:

- Identify and engage critically with appropriate and representative literature in the field of health psychology
- Understand current contributions to health psychology
- Demonstrate clarity of thought and quality of argument in health psychology theory and application
- Have the ability to conduct appropriate statistical analysis
- Appreciate the uses of qualitative and quantitative methods and their application
- Locate issues and concerns of health psychology in the wider health sciences research context
- Understand the psychological processes involved in the consultation and provision of treatment
- Appreciate how ill people cope with chronic and acute health conditions

In addition to the above, students successfully completing the placement and dissertation and therefore who are awarded the Masters in Health Psychology should be able to demonstrate the ability to:

- Select and justify the focus, scope and methodology of a study in health psychology
- Carry out independent research in health psychology
- Critically review, employ and engage with the appropriate literature on the study area
- Draw appropriate conclusions from the research study, being aware of its strengths and limitations
- Work independently and as part of a multidisciplinary team
- Effectively and efficiently apply principles of health psychology within a variety of health contexts

Teaching and learning methods

Lead lectures, tutor-led seminars and tutorials, student-led seminars, practical workshops, guided reading, group work, active participation in research seminar programmes, monitoring of personal development with personal tutor and problem-based scenarios.

Assessment

Written unseen examinations, coursework, practical presentations, placement report, dissertation, research protocol

Progression and interim awards

The first phase of work, which can result in an exit award of Postgraduate Certificate, should the student wish, offers students the opportunity to study the fundamental concepts of health psychology and to gain an understanding of the theoretical basis of health psychology. In addition, students develop their statistical skills.

The second phase of work, which can result in an exit award of Postgraduate Diploma, should the student wish, provides an opportunity to further explore concepts of health psychology and develops the students understanding of both the development and practice of research in health psychology.

The third phase of work, which results in an exit award of a Masters in Health Psychology, provides students with the opportunity to develop their skills as a scientist-practitioner by working closely with a psychologist working in a health setting. Students also further develop their research skills as they put into practice some of the methods, theories and skills that they have learned.

➤ Knowledge & Understanding:	<ul style="list-style-type: none">• Knowledge of the theoretical basis of learning processes and effective learning.• Fundamental concepts of health psychology relevant to the student becoming an effective practitioner.• Theoretical basis of health psychology.• Current developments in practice and research in health psychology• To understand how these knowledge outcomes apply in work based situations.
➤ Intellectual Skills:	<ul style="list-style-type: none">• To think creatively and analytically• To communicate an argument• To evaluate others arguments and research• To learn independently and to be able to assess own learning needs.• To critically evaluate and assess research and evidence as well as a variety of other information.• To gather information, data, research and literature from a number of different sources.• To synthesise information from a number of sources in order to gain a coherent understanding.• To utilise problem solving skills.• To work independently• To communicate an argument to other health professionals
➤ Professional Practical Skills:	<ul style="list-style-type: none">• To reflect upon new technology and innovation within social sciences and to make decisions regarding legitimacy, reliability and effectiveness.• To effectively and efficiently apply principles of health psychology within a variety of health contexts.• To develop sensitivity to the values and interests of others.
➤ Transferable/Key Skills:	<ul style="list-style-type: none">• Study and learning skills.• Basic information and computing technology skills.

	<ul style="list-style-type: none"> • To be aware of ethical issues in carrying out research. • Inter-personal and communication skills. • Essay research, preparation and writing skills. • Revision and examination skills. • Time management and administration skills. • Presentation skills and verbal communication. • Advanced information technology and computing technology (e.g. SPSS) • Team and group working skills. • To reflect on his/her academic and professional performance and take responsibility for personal and professional learning and development. • To solve problems in a variety of situations. • To prioritise workloads. • Independent and group working skills • Advanced oral communication skills • Advanced numeracy skills • Leadership skills • To understand career opportunities and challenges ahead.
Structure and content of the programme (including potential stopping off points)	
<p>The Masters in Health Psychology is studied as a one-year full-time programme or a two-year part-time programme. The formally taught units are offered between September and April. The programme includes a placement over the summer months for those who progress to the Masters in Health Psychology. The programme is divided into three phases each consisting of a number of units and the Programme Description in Annex 1 lists these (the programme description). Details of unit contents can be found from the Unit Catalogue from http://www.bath.ac.uk/catalogues/other.html - please note that these are updated in July of each year to list units for the following academic year.</p> <p>The first phase of work, involves successful completion of five, 6 credit units. Units PS50029, PS50030 and PS50031. These units provide a grounding in health psychology theory and core approaches and offer students the opportunity to critically review and evaluate alternative approaches within the field of health psychology. PS50033 provides an opportunity to explore the application of research approaches and PS50148 focuses on the use of multivariate statistics and offers students the opportunity of analysing datasets. Successful completion of these units results in the award of 30 credits.</p> <p>The second phase of work relating to a further 4 six credit units has a more applied focus. These units provide an opportunity to develop a proposal for a health promotion intervention moving from needs assessment to evaluation (PS50162). They also provide the opportunity to develop analytical skills around approaches to public health (PS50160) and the collection and analysis of qualitative data (PS50161) Students also complete a more advanced statistics unit (PS50112) which equips them with the skills to use and interpret advanced multivariate statistics.</p> <p>At this point in the programme, students who do not progress to the Masters are also required to complete an extended essay (PS50081), which allows them to develop a more in-depth understanding of a key health psychology issue of their own choice. Students are not permitted</p>	

to defer to the diploma option once they have commenced the placement and dissertation phase of the programme

The third phase of work involves the successful completion of a placement (PS50051) which provides students with the opportunity to develop their skills as a scientist-practitioner by working closely with health professionals working in research and practice settings. Students also further develop their research skills as they put into practice some of the methods, theories and skills that they have learned by carrying out an independent research project which they write up in the form of a dissertation (PS50055 – **30 credits**). Successful completion of phases 1, 2 and 3 results in the award of 90 credits.

Details of work placements / work-based learning / industrial training / study abroad requirements

Integral to the Bath MSc in Health Psychology is the summer placement, a unique aspect not currently offered by other MSc health psychology courses in the UK. All students complete a summer placement of 16 weeks working closely alongside an academic or health professional. This provides an excellent opportunity to put into practice some of the methods and theories that the students have learned during the programme and to build professional skills. Most students' work with health professionals in Britain, but some have taken the opportunity to complete placements abroad e.g., Greece, USA. Candidates may be required to seek a Standard or Enhanced Disclosure from the Disclosure and Barring Service prior to undertaking their placement. Part time students may complete their placement part time over these same four months in the first and second year of the programme or full time in the second year of the programme.

Details of support available to students (e.g. induction programmes, programme information, resources)

All taught students will be allocated a Personal Tutor and postgraduate research student a supervisor who is responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation sports schemes are sometimes available for older children during the school holidays.

Admissions criteria (including arrangements for APL/APEL)

The programme is open to graduate psychologists.

UK graduates will normally be expected to have been awarded a good honours degree in Psychology (upper second class or above) and to have completed a programme that is recognized by the British Psychological Society (The Graduate Basis for Registration).

Applicants must submit a personal statement that provides evidence of how their academic, professional and personal experiences equip them to meet the demands of the programme. As part of the statement they will also be asked to document their reasons for wishing to study health psychology at University of Bath and to outline their subsequent career intentions.

Overseas students with equivalent qualifications will be admitted in accordance with the University's regulations. Overseas applicants must seek approval for their course from the British Psychological Society before they can be admitted to the programme.

These admissions criteria are a baseline expectation for all candidates.

English requirements:

IELTS 7.0 (with at least 7.0 in each of the four components), .

These are the minimum levels required.

Students may be interviewed by telephone.

Summary of assessment and progression regulations

The rules of progression require students to pass all units before progressing to the placement and dissertation stage of the programme.

The programme assessment and progression regulations are covered by the University's "New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes (NFAAR-PGT)" which can be found at

<http://www.bath.ac.uk/registry/nfa/index.htm>.

Specific regulations for the Masters are summarised in Appendix 11 at

<http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf>.

Details of 'Stage Required Units' and 'Designated Essential Units' can be found in the Programme Description in Annex 1.

If a student fails a unit in phase 1 (Semester 1), a BEP will meet in February to agree supplementary assessment recommendations for approval by the Board of Studies and for completion during phase 2 of the programme (Semester 2). If a student fails a unit in phase 2 (Semester 2) and is permitted to undertake supplementary assessment by the BEP in April to be completed by September, they will not be permitted to progress to the next Stage of the programme (Placement and Dissertation) until the supplementary assessment has been passed. Results of supplementary assessment for phase 2 units will be considered at the November BEP.

All decisions will be based on the Persistent Generic PGT Rules for the programme (<http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf>).

In the case of **Part-Time students**, decisions on condoning and/or supplementary assessment requirements will be made at each February or April BEP *during* and at the end of the Taught Stage (Stage 1) to avoid the student having to wait until they have completed all their taught units. Any decisions regarding supplementary assessment requirements will be based on the Persistent Generic PGT Rules *for the whole Taught Stage* (<http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf>). It should be noted however that, very occasionally, those decisions made *during* the Stage may have to be reconsidered at a subsequent BEP, depending on the students' performance during the remainder of the Stage, taking into account the timeframe in which supplementary assessment has to be

completed. Given the extended durations for dissertations, final award decisions may be delayed beyond the normal November BEP to the following February or April BEP.

Indicators of quality and standards (e.g. professional accreditation)

(For more general information on each part of the framework, click on the link)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies :
<http://www.bath.ac.uk/quality/cop/statements.html>
2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
Governance:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc>
Review and Monitoring:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc>
3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc>

Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSStuVoice.doc>

A more detailed overview of the University's Quality Management framework is set out in this summary document: <http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf>

The University's management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, the enhancement of learning opportunities. The University was commended on its provision of information.

The British Psychological Society requires particular standards and content in our programmes so that students exit able to claim professional registration or recognition, enabling them to progress successfully in their subsequent careers. Current professional accreditations are reviewed periodically by the bodies concerned. They are shown against each relevant programme in the prospectus. The full list can be seen here: [QA8 RegisterofAccreditationsCurrent.pdf](#) .

Professional or industrial placements for a year or a semester are particularly supported at Bath by specialised staff and these arrangements are demonstrably effective for improving degree grade and employability within six months of graduation.

Sources of other information

Programme web page

<http://www.bath.ac.uk/study/pg/programmes/msc-in-heal-psyc>

British Psychological Society

<http://www.bps.org.uk/careers-education-training/undergraduate-and-postgraduate-psychology/undergraduate-and-postgraduate->

Programme code	THPS-AFM01 MSc Health Psychology (Full-time) THPS-APM01 MSc Health Psychology (Part-time)
Programme title	MSc HEALTH PSYCHOLOGY
Award type	
Award title	MSc in Health Psychology, with the following intermediate qualifications. THPS-AFC01 PG Cert Health Psychology (Full-time) THPS-AFL04 PG Dip Health Psychology (Full-time)
Mode of Attendance	FULL TIME / PART TIME
Length	12 months (F/T) or 24 months (P/T)
State any designated alternative programme(s)	PG Certificate in Health Psychology (DAP for PGDip and MSc) comprising 30 TSC of which units PS50029 and PS50148 are compulsory PG Dip Health Psychology (DAP for MSc) comprising 60 TSC
Approving body and date of approval	FLTQC February 2015 for 2015/16 onwards

2015/16

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes
4	1	S1	PS50029	Introduction to issues in health & health beliefs	C	6	DEU	SRU	TSC	
			PS50030	Biopsychosocial mechanisms in health	C	6	DEU	SRU	TSC	
			PS50031	Communication in Health	C	6	DEU	SRU	TSC	
			PS50148	Multivariate statistics for use in health contexts	C	6	DEU	SRU	TSC	
			PS50033	Advanced research design in health	C	6	DEU	SRU	TSC	
		S2	PS50160	21st Century Public Health	C	6	DEU	SRU	TSC	
			PS50161	Advanced Qualitative Analysis	C	6	DEU	SRU	TSC	
			PS50162	Informing Interventions with Health Psychology	C	6	DEU	SRU	TSC	
			PS50112	Advanced statistics for use in health contexts	C	6	DEU	SRU	TSC	
			Students wishing to be considered for a postgraduate diploma should take PS50081 Part-time student should take PS50081 in Year 2							
			PS50081	Extended essay in Health Psychology	O	6	-	SRU	TSC	

2	S2/ Summer	PS50051	Placement	C	6	DEU	SRU	DPC	
		PS50055	Dissertation	C	30	DEU		DPC	

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-PGT decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm
1	60%	All assessment:
2	40%	All assessment

Key: SRU Stage required units TSC Taught stage credit DEU Designated essential unit