Please read this Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
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1. Welcome to the course

Welcome to the University of Central Lancashire (UCLan) and your course, MSc Sustainability, Health and Wellbeing. In this Handbook you will find information about the course, its educational focus, the tutors and the facilities available to help you to succeed.

The course sits within the School of Community Health and Midwifery, which means that it has the support of this School and also follows the procedures of the School. The School publishes a Student Handbook that is updated in September each year. Please read the School Student Handbook alongside this Course Handbook because it contains important information about the procedures relevant to students in the School of Community Health and Midwifery.

The Head of your School is Dr Deborah Kenny and her welcome to the School is in the Student Handbook of the School of Community Health and Midwifery which is available in the course area on Blackboard. The Student Handbook also explains the mission statement of the School and the staffing structure.

We sincerely hope that the course fulfils your expectations and that your time with us will prove to be an enjoyable experience.

1.1 Rationale, aims and learning outcomes of the course

This course has been directly tailored to address the pressing need to confront sustainability issues related to health, wellbeing and healthcare provision.

In the United Kingdom the Sustainable Development Strategy for the Health, Public Health and Social Care System 2014-2020, launched in January 2014, highlights that we need, ‘education, training and development to equip leaders and the workforce with the necessary knowledge and skills to function in changing times and climates’. Furthermore, the advice to bodies and agencies responsible for setting standards in training and practice is that they may wish to ‘start considering how sustainability is appropriately addressed for different professional groups and included in their curricula’. The development of this course is evidence of a direct response to this advice.

Moreover, sustainability, health and wellbeing are global issues. The Global Climate and Health Alliance, established in 2011 to tackle climate change and to protect and promote public health, is bringing together health organisations from around the world. Every nation is facing grand challenges and many of these have a shared foundation. Climate change is broadly recognised as the biggest global health threat. Together with other factors such as an increasingly aging population, multimorbidity, disability, microbial resistance, depleting resources and issues related to wide scale health and wealth inequality, the challenges facing global health are substantial.

This course seeks to explore the shared global challenges, as well as those being specific to individual regions, and hence be applicable to public health and healthcare personnel around the world. It has been designed to meet the needs of those holding strategic
positions within organisations as well as individual public health and healthcare workers who wish learn more about how to enhance sustainability, health and wellbeing.

On successful completion of the course students will be awarded MSc Sustainability, Health and Wellbeing. The specific aims of the programme are as follows:

- To explore the underpinning theories and principles of sustainability, health and wellbeing; evaluate the dynamic interplay between them and develop a critical appreciation of the connections between social, environmental and economic considerations.

- To examine the key 21st challenges facing societies and the requirements for achieving synergistic sustainability, health and wellbeing outcomes in an equitable and just manner, for current and future generations.

- To explore the sustainability impacts of health and care systems and increase understanding of the potential health and wellbeing co-benefits of minimising negative and maximising positive impacts.

- To provide a forum for the exchange of perspectives and experiences between professionals from a range of disciplines and from different regions, on topics related to sustainability, health and wellbeing.

- To enhance academic skills, including the abilities to engage in critical thinking and reflection, to synthesise information from a diverse range of sources, and to enable evaluation of contemporary policy and research at an advanced level.

- To meet the developmental needs of those holding strategic positions within organisations and of individuals who wish learn more about how to facilitate sustainable health and social care and promote healthy, sustainable and resilient communities.

- To promote leadership in the planning, development and critical evaluation of procedures and activities related to sustainability, health and wellbeing in order to meet the needs of diverse cultures in changing times and climates.

1.2 Course Team
The course leader, Hazel Partington, is responsible for the management of your course. Please contact Hazel if you have any general queries about the course or if you are unclear about who to contact for a specific issue.
Each module has a module leader who is responsible for that module. Please contact your module leader for any module-specific or assignment-related questions. Every student is also assigned an academic advisor.
Some staff work part-time and some days your tutors may work from home. Hence it is normally best to contact tutors via email in the first instance. If you wish to speak with your
tutor please contact them to arrange a convenient time for an online meeting or telephone call.

Course team

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Telephone</th>
<th>Skype</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Hazel Partington</td>
<td><a href="mailto:hpartington@uclan.ac.uk">hpartington@uclan.ac.uk</a></td>
<td>0044 1772895558</td>
<td>hazel.partington1</td>
</tr>
<tr>
<td>(Course leader)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Jean Duckworth</td>
<td><a href="mailto:jeduckworth@uclan.ac.uk">jeduckworth@uclan.ac.uk</a></td>
<td>0044 1772893710</td>
<td>Jean.Duckworth</td>
</tr>
<tr>
<td>(Module leader)</td>
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<tr>
<td>Dr Graeme Tobyn</td>
<td><a href="mailto:gwtobyn@uclan.ac.uk">gwtobyn@uclan.ac.uk</a></td>
<td>0044 1772893788</td>
<td>graemetobyn</td>
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<tr>
<td>(Module tutor)</td>
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<tr>
<td>Dr Brigit Ramsingh</td>
<td><a href="mailto:bramsingh@uclan.ac.uk">bramsingh@uclan.ac.uk</a></td>
<td>0044 1772896370</td>
<td>brigit.ramsingh</td>
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<tr>
<td>(Module leader)</td>
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<tr>
<td>Prof. Mark Dooris</td>
<td><a href="mailto:mtdooris@uclan.ac.uk">mtdooris@uclan.ac.uk</a></td>
<td>0044 1772893670</td>
<td>markdooris</td>
</tr>
<tr>
<td>(Course adviser)</td>
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1.3 Expertise of staff

Your tutors are qualified to teach in higher education and hold a Postgraduate Certificate in Education (or equivalent). They are also Fellows of the Higher Education Academy ([https://www.heacademy.ac.uk/professional-recognition](https://www.heacademy.ac.uk/professional-recognition)). Your core team of tutors are those listed below but there will be additional input from specialists in the university on specific topics as needed. For example, in the module, MW4202 Principles of Sustainability, some key lectures are delivered by experts from across the university on particular sustainability-related topics such as tourism, food and waste management.

**Hazel Partington** - Hazel has a background of over 20 years in health care practice and has also provided education consultancy for Complementary and Alternative Medicine (CAM) registering organisations. Her interest in practitioner development and education inspired Hazel's research for her Professional Doctorate in Education exploring professional identity and the potential of online learning to foster transformative learning experiences. Hazel is an active qualitative researcher in practitioner education and development, transformative learning, communities of practice, and future directions in complementary health research.

**Mark Dooris** is Professor in Health and Sustainability and Director of the Healthy & Sustainable Settings Unit, which is the first and only unit of its kind in the UK. He and his team are engaged in research, evaluation, teaching, training, network development and programme delivery. They currently co-ordinate the UK Healthy Universities Network; lead a pan-regional prison health and wellbeing programme within the North West of England; and are partners in a North West Sustainable Food Research Collaboration. From 2011-2014, he was responsible for the establishment and co-ordination of the UK Healthy Cities Network.
and management of the operational delivery of the World Health Organization Collaborating Centre for Health in Prisons. Mark is a member of the National Sustainable Food Cities Network Expert Group, was a member of the evaluation team for Phases III and IV of WHO’s European Healthy Cities Programme and has undertaken consultancy work relating to Healthy Cities, community participation and sustainable development. Mark is particularly interested in collaborating across disciplines and institutions to carry out action-focused research and development exploring the connections and interfaces between health, sustainability and community wellbeing. This concerns the linkages between nature, green space and health; and a focus on resilience and transition – recognising that climate change, resource depletion and environmental degradation are not only economic and ecological threats, but also potentially the biggest public health challenges facing us in the early 21st century.

**Jean Duckworth** - Jean has a background in law, medical ethics and homeopathy and currently teaches across a number of modules including research, ethics and leadership modules. For her PhD Jean used phenomenological methodology to investigate the philosophy and practice of midwife homeopaths. Jean is also involved in a range of external activities associated with the legal and ethical conduct of practitioners and researchers.

**Graeme Tobyn** – is course leader on MSc Integrated Healthcare. He has a background as an experienced medical herbalist, and work within the NHS. Graeme's doctoral studies focussed on the history of medicine. He is interested in the (herbal) remedies of the past and how history can support medical competencies on contemporary training programmes.

**Brigit Ramsingh** - Brigit is an historian of food safety and has researched the development of international food safety standards, with particular focus on the UN's Codex alimentarius (the "Food Code"). Prior to this research, she has worked in areas of food policy and food legislation at Health Canada's Food Directorate as well as on the development of a framework for microbial food safety policy research in Canada. Her current research interests include food waste and alternative food practices.

**1.4 Academic Advisor**
You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

**1.5 Administration details**
Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Course specific information is also available via school Blackboard sites.
1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We normally try to answer emails within 3 working days but some of your tutors work part-time and hence it may take longer to receive a reply. Tutors will inform you of their normal working days and when they will be taking leave.

1.7 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The External Examiner for this course is Dr Paul Pilkington Senior Lecturer in Public Health, Faculty of Health and Applied Sciences, University of the West of England, Bristol.

2. Structure of the course

2.1 Overall structure
The course is offered on a part-time basis only. The standard length of the course is 3 years, however it may be possible to complete the course over 4-5 years. If this is something you wish to explore then please speak to your academic advisor or the course leader about options. The course is divided into a number of modules, students may elect to study five 20 credit modules and two 40 credit modules to make a total of 180 credits, or they may choose to study four 20 credit modules, one 40 credit module and one 60 credit module. Students usually study three modules in year one and one double and one single module in year two. In year three, students have a choice between studying a 40 credit or a 60 credit project/dissertation module, if the 40 credit module is selected, then they also choose an additional 20 credit module. The first year modules are all core modules and must be taken,
whereas in the second year there is one compulsory double module (Connecting sustainability, health and wellbeing) and one option single module. The availability of the option modules may vary depending on student numbers and staff availability.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MODULES</th>
<th>CREDITS</th>
<th>CUMULATIVE TOTAL</th>
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<tbody>
<tr>
<td>1</td>
<td>3 core modules (compulsory)</td>
<td>3 X 20 credits</td>
<td>60 credits</td>
</tr>
<tr>
<td>2</td>
<td>1 core double module 1 option single module</td>
<td>40 credits 20 credits</td>
<td>120 credits</td>
</tr>
<tr>
<td>3</td>
<td>1 core double module (project) 1 option single module OR 1 core triple module (dissertation)</td>
<td>40 credits 20 credits 60 credits</td>
<td>180 credits</td>
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These are the modules that are included in the course:

**Year 1**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>MW4201 Health and Wellbeing</td>
<td>MW4202 Principle of Sustainability</td>
</tr>
<tr>
<td>NU4025 Introduction to Postgraduate Research</td>
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</table>

**Year 2**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>MW4200 Connecting Sustainability, Health and Wellbeing</td>
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</table>

Plus one option module from:  
NU4086 Applying Methods in Health Research  
HP4006 Research, Ethics and Governance  
PG4114 Healthy and Sustainable Settings: Theory, Policy and Practice  
MW4036 Organisational Leadership and Management  
XS4031 International Food law  
HP4007 Student Initiated Module

**Year 3**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tr>
<td>NU4053 Dissertation OR PG4115 Applied Health Project</td>
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Plus one option module (Same choices as above for year 2)  
NU4086 Applying Methods in Health Research
2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

<table>
<thead>
<tr>
<th>Year available</th>
<th>Aims of the Module</th>
<th>Core/optional</th>
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| 1              | **MW4201 Health and Wellbeing**  
This module will provide opportunities for examination of both the theoretical and practical implications of different conceptualisations of health and wellbeing. Through the process of critical reflection, students will challenge and analyse personal assumptions about health and wellbeing, and be encouraged to develop new and integrated conceptualisations within the context of contemporary thinking and debate. | Core          |
| 1              | **MW4202 Principles of Sustainability**  
This module will provide opportunities for examination of the broad-ranging, underpinning principles of sustainability. Students will explore a range of issues pertaining to sustainability and sustainable development that provide an overarching view of the multifaceted and complex nature of sustainability. | Core          |
| 1              | **NU4025 Introduction to Postgraduate Research**  
The module presents a broad overview of the principles of research beginning with ethical, epistemological and theoretical perspectives, and moving through qualitative and quantitative research designs, analysis and synthesis. Students will focus on the evidence relevant to one particular topic in their specialty, exploring the philosophical and theoretical underpinnings of this evidence and the impact of research design on knowledge generated. | Core          |
| 2              | **MW4200 Connecting Sustainability, Health and Wellbeing** | Core          |
Students will explore the connections between sustainability, health and wellbeing, and examine ways in which sustainability principles and values can be applied effectively within the context of public health and health and social care. This will entail the synthesis of information from a broad range of disciplines and the critical analysis of multiple perspectives (e.g. environmental, economic, social, political, cultural, ethical). Students will also evaluate the practical implications of adopting co-ordinated and integrated approaches at different levels, from individual and organisational through to national and global.

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| 3 | **PG4115 Applied Health Project**  
To enable students to complete an empirical or literature based investigation in a topic relevant to their course. Students may test a hypothesis, explore a research question or solve a problem. They will be expected to design and conduct their own investigation and analysis, use appropriate methodologies, conceptual frameworks and analytical skills. The topic may involve the practical application of knowledge, skills and analysis to an issue within their own practice. The choice of topic will depend on access to appropriate resources and information and on department research themes and staff interests and expertise | Core (alternative to NU4053) |
| 3 | **NU4053 Dissertation**  
The aim of this module is to facilitate the student in the synthesis of prior knowledge and professional and clinical experience, which will be channelled into the production of a dissertation grounded in the student’s professional and clinical context and academic needs. | Core (alternative to PG4115) |
| 2/3 | **NU4086 Applying Methods in Health Research**  
This module aims to build upon knowledge and skills obtained in NU4025 (Introduction to Postgraduate Research) to focus in an in-depth manner on methods specifically used in health and health service research. Through examination of the practical application of research methods in this field it aims to support students in the development of the necessary skills for undertaking an independent piece of qualitative or quantitative research. | Optional |
| 2/3 | **HP4006 Research, Ethics and Governance**  
This module aims to facilitate progression from theory to practice in research within a clear ethical framework. It acts as a bridging module between the theoretical study of research and governance to the conduct of an approved empirical research project. It aims to familiarise students with meta-ethical theories and practical ethical issues surrounding different forms of research and with the principles of research governance. It will help students develop a real research proposal and to | Optional |
<table>
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<tr>
<th>Code</th>
<th>Module</th>
<th>Description</th>
<th>Optional</th>
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<tbody>
<tr>
<td>2/3</td>
<td><strong>PG4114 Healthy and Sustainable Settings: Theory, Policy and Practice</strong></td>
<td>This module aims to enable students to develop a critical, analytical and integrative understanding of theory, policy and practice related to healthy and sustainable settings.</td>
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<tr>
<td>2/3</td>
<td><strong>MW4036 Organisational Leadership and Management</strong></td>
<td>This module aims to develop practitioners as leaders and or managers who are able to think critically, strategically and able to facilitate change and influence policy. It is also suitable for non UK students as it is not directly focused on the National Health Service within the UK.</td>
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<tr>
<td>2/3</td>
<td><strong>XS4031 International Food law</strong></td>
<td>This module aims to review the role of government/non-government bodies in relation to food legislation internationally and identify the implications for manufacturers, retailers and consumers.</td>
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<tr>
<td>2/3</td>
<td><strong>HP4007 Student Initiated Module</strong></td>
<td>To give an opportunity to students to extend their knowledge and analytical skills around a topic of their own choosing and to further develop their capacity to work independently.</td>
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<tr>
<td>2/3</td>
<td><strong>NU4084 Inspiring Education</strong></td>
<td>The module aims to provide the healthcare teacher/practitioner/researcher with a forum to debate and discuss the contemporary issues, policy and initiatives which are constantly emerging both nationally and internationally. The module aims to enable students to draw upon past experience and knowledge; to access and use current thinking, dialogue and debate and expand their vision of professional education.</td>
<td></td>
</tr>
<tr>
<td>2/3</td>
<td><strong>NU4084 Transforming Integrated Health and Social Care</strong></td>
<td>This module aims to provide opportunities to examine the, context, drivers and practical implications of the transformation of an integrated health and social care system or service. Through examination of working models and exploration of contemporary issues, students will critically analyse and explore the opportunities, challenges and benefits of transforming and integrating health and social care.</td>
<td></td>
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<tr>
<td>2/3</td>
<td><strong>MW4045 Social Prescribing</strong></td>
<td>The module aims to provide opportunities to explore and critique different models of social prescribing and their application, delivery and evaluation. Students will develop an understanding of the underpinning principles of social prescribing and the potential</td>
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</table>
2.3 Module Registration Options
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time

2.4.1 Weekly timetable
A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at online sessions and time spent in private study.

2.4.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to Hazel Partington hpartington@uclan.ac.uk

In addition to regular use of materials on Blackboard you are asked to access the materials at least once per week and to contribute to the discussion boards, chat rooms and on-line tutorials. Participation in both live (two-way) and message board discussions will enhance the learning experience on this course and students are expected to take an active role in discussion groups.

If you are not able to attend a scheduled online session, you are asked to email the module leader and copy your email to Hazel Partington, the Course Leader (hpartington@uclan.ac.uk). This process enables us to offer support to you when you need it.

If you do not communicate with your module or course leaders advising them of your absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

3. Approaches to teaching and learning
3.1 Learning and teaching methods
The QAA (2008) suggest that holders of a Master level qualification will be able to deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data... demonstrate self-direction and originality in tackling and solving problems... continue to advance their knowledge and understanding and make decision in complex and unpredictable situations. This means that you will be expected to tackle complex issues and discuss them with your fellow students, to take responsibility for your own learning and develop the independent learning ability required for continuing professional development. The QAA also requires that the student develops a comprehensive understanding of methods used in research and enquiry, and you will be expected to develop the skills needed to critically evaluate current research and advanced scholarship without bias.

The University has an established Learning and Teaching strategy that shapes the delivery of the programme which endeavours to develop your ability to learn and change as a person not just acquire new knowledge. We aim to foster a learning climate in which we will all develop as individuals and as part of a group. You will develop the ability to evaluate both the course material and your own evolving understanding. An essential part of this process is developing the ability to reflect on the meaning and implications of various theories and models proposed to help understand health, wellbeing and the nature of sustainability.

This unique e-learning programme uses tutorial workshops in which students are required to take an active, and in many cases a leading role. You will learn through interacting with lecturers and other course members, attending on-line tutorials and interactive sessions, but also through your own personal development. Bringing learning to the forefront of what we, the lecturers and you the students do, facilitates a mutually supportive learning relationship. Learning will mainly be achieved by way of structured directed study and debate through discussion with other students using online discussion tools within the virtual 'managed on-line learning environment', Blackboard. The idea of an electronic tutorial in this context involves the undertaking of various learning activities, using the internet, over a period of time.

Each module has a series of units. Each unit includes questions that have provided the main focus for study and for discussion. This will enable consideration of relevant theoretical perspectives and thus enhance application to practice.

The course is designed for individuals who bring a variety of expertise and life experiences and we encourage you to use your own experience to assist the learning process. The diversity of experience enables the use of a variety of approaches to learning and teaching, particularly the use of problem-based learning, experiential learning, web-based learning, seminars, debate and other informal, interactive methods. These approaches are further enhanced by the commitment to shared learning. We emphasise learning by experiencing, engaging in an educational process that encourages active involvement with your own learning. Students are encouraged to accept increasing responsibility and active ownership of learning as they progress through their award pathway. The award structure and learning strategies are designed to encourage this development. The overall aim is to encourage you to develop self-learning and self-assessment capabilities and take responsibility for your own commitment to on-going learning.
Over the years your tutors at UCLan have made increasing use of online teaching materials and most of your learning materials will be made available on Blackboard. Although the focus and direction of your study will be provided electronically, there is still an important role for printed material. In certain modules we may recommend that you purchase books where they provide an integrated overview of a subject. Seeking information using information technology is a transferable skill i.e. it is useful in many different professional and employment situations. You will develop further skills in searching and accessing databases on your course and this skill is an integral part of the course.


3.2 Study skills

Students will start the course with a range of experience in study skills, in the use of academic sources online and in academic writing. We provide extra learning materials using eLearn on the skills needed to search for academic papers, for academic writing and for referencing. Your academic advisor is here to guide you so please ask.

Support in study skills is also available through WISER and you can access their resources via Blackboard or by linking to:
WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1 or http://www.uclan.ac.uk/students/study/wiser/index.php
LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1

Study Skills - ‘Ask Your Librarian’

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions are available using Skype for off-campus students and will help with questions such as “My lecturer says I need a wider variety of sources in my references, what do I do?”
"I need to find research articles, where do I start?"
"How do I find the Journal of ...?"
"How do I use RefWorks?"

Students are expected to use good "netiquette" at all times, this includes:
- Checking the discussion boards frequently, responding appropriately and on subject.
- Not capitalising words unless to highlight a point or for titles.
- Being professional and careful with your online interaction; not forwarding someone else’s message without their permission.
- Taking care with humour which can be misunderstood without face-to-face cues.

3.3 Learning resources

3.3.1 Learning and Information Services (LIS)
The best place to start when exploring the Library resources available to you is;
- Your ‘Subject Guide’ can be found in the Library Resources
- Your ‘My Library’ tab in the Student Portal
- Library search
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. The library opening hours can be found here.

3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. You will quickly become familiar with Blackboard which is the name for the Virtual Learning Environment (VLE) that the University uses. The induction guide gives further information on how to access and search the library online, and sessions will be made available during your first semester to help guide you. All University students are allocated a Blackboard space for each module they are studying. Once logged into your Blackboard area you can access all your modules including the module descriptors, timetable, learning materials and messages from your module leader. Each module leader will discuss the use of Blackboard and their module with you during the first session.

You can call LIS Customer Support on +44 (0)1772 895355 or email liscustomersupport@uclan.ac.uk for help with any problems you may have with IT or the library. There is also a FAQ section available by linking to http://www.uclan.ac.uk/students/faq/

Adobe Connect is used alongside Blackboard as a learning tool for all modules. Live on-line tutorials are run through Adobe Connect where students have discussion sessions with each other in the on-line meeting rooms. Students need to have a webcam and headset as part of the course, and will receive instruction in the use of this method at the beginning of the course. We hope that you will support us as we develop use of this technology. Note that the majority of the discussions in the live online sessions are recorded so that you will be able to go back to the sessions for revision.

Continuing module discussions outside of the scheduled sessions
You are welcome to use other online meeting rooms for your own study and interaction. We suggest coordinating times and places via the discussions boards which are hosted on Microsoft Teams. Details of how to use Microsoft Teams for asynchronous discussions with your tutors and fellow students will be provided during induction.

3.4 Personal development planning
Personal development planning (PDP) is a structured and supported process that will support your learning by helping you to reflect upon your learning, performance and achievement and to plan for your personal and professional development. The policy of the QAA (2009) is for universities to integrate PDP into courses to help students to develop the ability to reflect and thus to plan their learning. Taking responsibility for your own self development and learning needs is fundamental to the
course. The modules studied within your course will help you develop skills that form part of your continuing personal and professional development and life-long learning. These key skills include: self-awareness, reflection and reflective practice, communication skills, team working, problem solving skills, information technology, presentation skills, writing skills and numeracy.

The course uses Personal Action Plans for you to evaluate and develop your skills and this will be discussed with your academic advisor. The School Student Handbook discusses PDP and useful information on PDP can be found on the “Student Office” which may be accessed through eLearn.


3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It’s your future: take charge of it!

Careers offers a range of support for you including:-
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

Your choice of option modules in years 2 and 3 may impact upon your employability in certain ways. For example, if you wish to become more involved in research you may find it beneficial to take the research module options. If you are, or may be, in a position of leadership then the leadership module may be most helpful. You will have scheduled opportunities to speak with your academic advisor and the module tutors about the best options for you.
4. Student Support

Information on the support available is at: https://www.uclan.ac.uk/students/

You will be allocated a named Academic Advisor to provide support and help you connect into central services.

There are many sources of support for you throughout the course. For module specific queries you can contact the module leader; for course specific queries, then contact the course leader.

The 'I' is a central Student Information Centre and you can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits etc.

LIS customer support (see 3.3.1) can be contacted for all matters related to library and university systems access.

Your academic adviser can help as described below and is a good starting point if you are unsure about whom to speak to.

4.1 Academic Advisors

An academic advisor will be allocated to you in the first week of the course. Your academic advisor will contact you within the first two weeks of the course and you should reply as soon as possible. An academic advisor offers general academic support and advice and you will meet on-line at least twice a year. Your academic advisor will support you throughout the three years of the course and help you develop your study skills as well as monitoring your progress through the course. The academic advisor is there to support your study but also discuss any other issues which affect your studying. You can check the names and contact details of your Academic Advisor and your teaching team via the Starfish system. Contact is primarily through e-mail. You can also access us via phone and Skype using the contact information provided.

4.2 Students with disabilities

Colette Eaton is the disability co-ordinator within the School of Community Health and Midwifery. You can contact her direct for further advice/support on ceeaton@uclan.ac.uk. You can also use Starfish to identify who your Inclusive Support Adviser is.

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and
to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Support for students with specific learning needs/disabilities is discussed in the School Handbook which gives the contact details for the School Disability Co-ordinators. Disability Information for Students can be found here:
https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Students' Union
The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:
http://www.uclansu.co.uk/

5. Assessment
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy
All modules are assessed within the module and there are no set examinations. The assessments have been carefully selected to give a variety of strategies for learning and to enable students to explore conventional as well as innovative ways of expressing their conceptual, cognitive and practical development.
Each module in higher education has learning outcomes. The learning outcomes describe the skills that the module is intended to develop in students. The assessments are designed to show whether the student has met the learning outcomes of the module. Preparing the assessment is an important element in the learning process, and the assessment themes are normally described in general terms so that the individual student can choose a particular theme to develop to demonstrate that the learning outcomes have been met.

<table>
<thead>
<tr>
<th>Module</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW4201 Health and Wellbeing</td>
<td>Written assignment 4000 words (Critical reflection)</td>
</tr>
<tr>
<td>MW4202 Principles of Sustainability</td>
<td>Written assignment 4000 words</td>
</tr>
<tr>
<td>NU4025 Introduction to Postgraduate Research</td>
<td>Written assignment 4000 words (Research critique)</td>
</tr>
<tr>
<td>MW4200 Connecting Sustainability, Health and Wellbeing</td>
<td>Patchwork text 8000 words</td>
</tr>
<tr>
<td>PG 4115 Applied Health Project</td>
<td>Project/thesis 12000 words</td>
</tr>
<tr>
<td>NU4053 Dissertation</td>
<td>Dissertation 15000 words</td>
</tr>
<tr>
<td>NU4086 Applying Methods in Health Research</td>
<td>Written assignment (Research proposal) 3000 words</td>
</tr>
</tbody>
</table>
The Assessment policies and procedures of the School of Community Health and Midwifery are explained in the School Student Handbook. The School operates a standard policy for the marking and moderating of student work and the publication of results. Courses in the School follow these guidelines in all circumstances. All work is marked according to the School Guide to Academic Standards and the Grades for Assessed work. M level modules use the Level 7 mark sheet.

The School operates a standard system of penalties that apply if the word limit for a theory assessment is exceeded. Please refer to the School Student Handbook for this information. The pass mark for assignments is 50%. If you fail to achieve a mark of 50% then you will be granted a second attempt but if you are successful at the second attempt, the overall grade for the assessment is capped at 50%. Second attempts are normally due about 6 weeks after the date of the Assessment board.

Please read your module guidelines carefully. For all modules, you must pass all parts of the assessment.

Students come to this course with different experiences and expectations about the marks they achieve for assignments. Remember that for a Masters degree an average mark (from all 9 modules) of 60-69% is granted award with merit and over 70% is award with distinction. Only a very few students will achieve a mark of over 70%. Marking at Masters level follows strict criteria so marks over 50% can be considered a good start early in the course.

Assessments are described as formative or summative. The aim of a formative assessment, such as a class presentation is for you to work towards the skills needed to achieve the learning outcomes of the module. Formative assessments allow the tutors to give you
You will have the opportunity to submit a draft of your assessment or parts for your module tutor to comment on.

5.2 Notification of assignments and examination arrangements
The requirements for individual assessments are contained within the module information pack available on Blackboard at the commencement of the module. Students should submit work via Turnitin in the module area on Blackboard by midnight UK time on the submission day. Marking criteria for level 7 work is available in the course area on Blackboard.

5.3 Referencing
Please refer to the School of Community Health and Midwifery referencing guidelines. The school uses APA 6th edition referencing.

5.4 Confidential material
If you refer to clinical practice in teaching sessions, discussion boards or written assessments you are bound by the Code of Conduct of your professional body (where relevant). You have a personal responsibility to ensure that you do not breach the confidentiality of patients in any way, and also that you respect the privacy of individuals, including professional colleagues and of organisations.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.
If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the University Student Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the University Student Handbook
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
• Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.

• Re-presentation is an attempt to gain credit twice for the same piece of work.

5.6 How do I know that my assessed work had been marked fairly?
Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students’ assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as ‘critical friends’ and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.
7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

Each module has an area on the discussion board for general comments and queries and we encourage you to post there at any time.

At the end of each module you will be asked to complete a module feedback questionnaire. This is totally anonymous and provides us with some insight into your experience.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.
The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and/or responses made and/or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting
- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National/UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Each September we ask that the course elect a course representative. On-line meetings are held each semester with the course leaders. These minutes are minuted and made available to students as are any actions taken as a result of the discussions.
### 8. Appendices

#### 8.1 Programme Specification(s)

<table>
<thead>
<tr>
<th><strong>1. Awarding Institution / Body</strong></th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Teaching Institution and Location of Delivery</strong></td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td><strong>3. University School/Centre</strong></td>
<td>School of Community Health and Midwifery</td>
</tr>
<tr>
<td><strong>4. External Accreditation</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>5. Title of Final Award</strong></td>
<td>MSc Sustainability, Health and Wellbeing</td>
</tr>
<tr>
<td><strong>6. Modes of Attendance offered</strong></td>
<td>E-learning, part-time</td>
</tr>
<tr>
<td><strong>7. UCAS Code</strong></td>
<td>ULSUWB500</td>
</tr>
<tr>
<td><strong>8. Relevant Subject Benchmarking Group(s)</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>10. Date of production/revision of this form</strong></td>
<td>December 2015 Revised February 2020*</td>
</tr>
</tbody>
</table>

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

**Sources of information on the programme can be found in Section 17**
**11. Aims of the Programme**

<table>
<thead>
<tr>
<th>Aim</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explore the underpinning theories and principles of sustainability, health and wellbeing; evaluate the dynamic interplay between them and develop a critical appreciation of the connections between social, environmental and economic considerations.</td>
<td></td>
</tr>
<tr>
<td>To examine the key 21st challenges facing societies and the requirements for achieving synergistic sustainability, health and wellbeing outcomes in an equitable and just manner, for current and future generations.</td>
<td></td>
</tr>
<tr>
<td>To explore the sustainability impacts of health and care systems and increase understanding of the potential health and wellbeing co-benefits of minimising negative and maximising positive impacts.</td>
<td></td>
</tr>
<tr>
<td>To provide a forum for the exchange of perspectives and experiences between professionals from a range of disciplines and from different regions, on topics related to sustainability, health and wellbeing.</td>
<td></td>
</tr>
<tr>
<td>To enhance academic skills, including the abilities to engage in critical thinking and reflection, to synthesise information from a diverse range of sources, and to enable evaluation of contemporary policy and research at an advanced level.</td>
<td></td>
</tr>
<tr>
<td>To meet the developmental needs of those holding strategic positions within organisations and of individuals who wish learn more about how to facilitate sustainable health and social care and promote healthy, sustainable and resilient communities.</td>
<td></td>
</tr>
<tr>
<td>To promote leadership in the planning, development and critical evaluation of procedures and activities related to sustainability, health and wellbeing in order to meet the needs of diverse cultures in changing times and climates.</td>
<td></td>
</tr>
</tbody>
</table>
### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

A1. Evaluate critically the underpinning theories and principles of sustainability.

A2. Evaluate critically the underpinning theoretical assumptions and practical implications of different conceptualisations of health and wellbeing.

A3. Assess critically the current and future requirements for co-ordinating and maximising the pursuit of sustainability, health and wellbeing.

A4. Reflect critically upon the ethical dimensions of sustainability.

#### Teaching and Learning Methods

The emphasis within this programme is upon the creation of a challenging, yet facilitative, on-line learning environment, supporting a student-led approach where possible. This is considered essential for the development of autonomous and proactive learners. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience enables them to explore and innovate within the learning experience.

Through their study, students are encouraged to challenge, deconstruct, debate and reconstruct their conceptual understanding of sustainability, health and wellbeing – and of their interconnections and interdependencies. In addition, through the use of examples drawn from real-life situations, the practical application of this understanding is explored with creative and evidence-based approaches to problem solving. This requires breadth of study, with critical analysis, reflexivity and synthesis of information from a broad array of disciplines, as well as depth of study, and careful attention to detail in specific scenarios.

Teaching and formative learning strategies include: e-learning materials available on-line; guided reading and study available on-line; on-going discussion via asynchronous discussion boards, live seminars and group discussions in virtual classrooms on-line, one-to-one tutorials on-line, group work and presentations.

Scheduled opportunities which provide the student with feedback about their progress towards meeting module and course learning outcomes are provided through synchronous learning, online discussion groups, email and tutorials.

#### Assessment methods

Depending on choice of optional modules, assessment will include: written assignments, critical reflective account, project work, oral presentation, patchwork text, preparation of papers for Research Ethics Committee, development of a research proposal, analytical report and thesis.

#### B. Subject-specific skills

B1. Evaluate critically the connections and dynamic interplay between sustainability, health and wellbeing.

B2. Appraise critically the environmental impacts of health and care systems.

B3. Synthesise information related to sustainability, health and wellbeing from a variety of perspectives and disciplines.
B4. Make reasoned suggestions for pragmatic measures to enhance economic, social and environmental sustainability for diverse cultures in changing times and climates.

Teaching and Learning Methods

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Assessment methods

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C. Thinking Skills

C1. Use critical reflection to challenge personal assumptions and behaviour on an ongoing basis.

C2. Explain and critique relevant policy and research at an advanced level.

C3. Synthesise information from a diverse range of sources, dealing with complex issues both systematically and creatively.

C4. Apply theoretical understanding to problem solving and strategy development.

Teaching and Learning Methods

The emphasis within this programme is upon the creation of a challenging, yet facilitative, on-line learning environment, supporting a student-led approach where possible. This is considered essential for the development of autonomous and proactive learners. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience enables them to explore and innovate within the learning experience.
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**Assessment methods**

Depending on choice of optional modules, assessment will include: written assignments, critical reflective account, project work, oral presentation, patchwork text, preparation of papers for Research Ethics Committee, development of a research proposal, analytical report and thesis.

**D. Other skills relevant to employability and personal development**

D1. Exercise initiative and act autonomously in the planning and delivery of individual study.

D2. Use information technology competently for learning, research and online exchange.

D3. Take systematic, evidence-informed and innovative approaches to problem solving.

D4. Use critical reflection to enhance self awareness and for personal development planning.

**Teaching and Learning Methods**

The emphasis within this programme is upon the creation of a challenging, yet facilitative, on-line learning environment, supporting a student-led approach where possible. This is considered essential for the development of autonomous and proactive learners. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience enables them to explore and innovate within the learning experience.

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**Assessment methods**

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### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level 7</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MW4202</td>
<td>Core modules</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MW4201</td>
<td>Principles of Sustainability</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU4025</td>
<td>Health and Wellbeing</td>
<td>20</td>
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<tr>
<td></td>
<td>MW4200</td>
<td>Introduction to Postgraduate Research</td>
<td>40</td>
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<tr>
<td></td>
<td>PG4115 OR</td>
<td>Connecting Sustainability, Health and Wellbeing</td>
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<tr>
<td></td>
<td>NU4053</td>
<td>Applied Health Project</td>
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<tr>
<td></td>
<td>NU4086</td>
<td>Optional modules</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>HP4006</td>
<td>Applying Methods in Health Research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PG4114</td>
<td>Research, Ethics and Governance</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MW4036</td>
<td>Healthy and Sustainable Settings: Theory, Policy and Practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS4031</td>
<td>Organisational Leadership and Management</td>
<td>20</td>
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<tr>
<td></td>
<td>HP4007</td>
<td>International Food law</td>
<td>20</td>
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<tr>
<td></td>
<td>NU4087</td>
<td>Student Initiated Module</td>
<td>60</td>
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<tr>
<td></td>
<td>MW4045</td>
<td>Inspiring Education</td>
<td>20</td>
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<tr>
<td></td>
<td>NU4084</td>
<td>Social Prescribing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transforming Integrated Health and Social Care</td>
<td>20</td>
</tr>
</tbody>
</table>

**Postgraduate Certificate** requires 60 credits at level 7

**Postgraduate Diploma** requires 120 credits at level 7

**Masters Degree** requires 180 credits at Level 7

### 14. Awards and Credits*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Postgraduate Certificate</td>
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<tr>
<td></td>
<td></td>
<td>requires 60 credits at level 7</td>
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<tr>
<td></td>
<td></td>
<td>Postgraduate Diploma</td>
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<tr>
<td></td>
<td></td>
<td>requires 120 credits at level 7</td>
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<tr>
<td></td>
<td></td>
<td>Masters Degree</td>
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<tr>
<td></td>
<td></td>
<td>requires 180 credits at Level 7</td>
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### 15. Personal Development Planning

Personal development planning (PDP) is a structured process which supports learning through reflection on learning, performance and achievement. The overall aim of PDP is to improve a student’s capacity for understanding what and how they are learning, and to review, plan and take responsibility for their own learning. The following opportunities for PDP are integrated within this course.

- Students are encouraged to develop skills of reflection within their first module, Health and Wellbeing, which requires the keeping of a learning journal and a critical reflective account as part of the assessment strategy.
- Students are encouraged to establish a learning contract with their module supervisors that will enable them to set goals, implement action plans and monitor and review their progress towards agreed goals.
- Students are advised to discuss PDP requirements with their personal tutor at regular intervals, via skype, telephone or email.
- Information technology, online literature searching, and online exchange skills are enhanced through use of the interactive e-learning resources.
- Group support is encouraged via the use of discussion boards on E-Learn.

16. **Admissions criteria** *
   (including agreed tariffs for entry with advanced standing)
   *Correct as at date of approval. For latest information, please consult the University’s website.*

- A recognised UK honours degree of 2.2 or above, or its equivalent.
- English language and writing skills at GCSE English (Grade C or above) or IELTS 6.5.
- Each applicant will be interviewed and applications considered on their own merits.
- Mature applicants with non-degree level qualifications and appropriate experience will be considered.

17. **Key sources of information about the programme**

- University website and course team
- Centre for Sustainable Healthcare and associated networks
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Programme Learning Outcomes</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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</thead>
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<td></td>
<td></td>
<td>A1 A2 A3 A4 B1 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3 D4</td>
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<tr>
<td>Year 1 (postgraduate certificate)</td>
<td>MW4202</td>
<td>Principles of Sustainability</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>MW4201</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>NU4025</td>
<td>Introduction to Postgraduate Research</td>
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<td></td>
<td>✓</td>
<td>✓</td>
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<td>LEVEL 7</td>
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<td>Year 2 (postgraduate diploma)</td>
<td>MW4200</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>NU4086</td>
<td>Applying Methods in Health Research</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>HP4006</td>
<td>Research, Ethics and Governance</td>
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<td>✓</td>
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<td></td>
<td>HP4007</td>
<td>Student Initiated Module</td>
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<td>✓</td>
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<tr>
<td>PG4114</td>
<td>Healthy &amp; Sustainable Settings: Theory, Policy and Practice</td>
<td>O</td>
<td>✓</td>
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<td>MW4036</td>
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<td>International Food law</td>
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<tr>
<td></td>
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<tr>
<td>PG4115</td>
<td>Applied Health Project</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>OR</td>
<td><strong>Dissertation (60 credits)</strong></td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>Option module (as for year 2 above)</td>
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<td>NU4053</td>
<td>Inspiring Education</td>
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<td>O</td>
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<td>NU4084</td>
<td>Transforming Integrated Health and Social Care</td>
<td>O</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
19. LEARNING OUTCOMES FOR EXIT AWARDS:

For each exit award available, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: Postgraduate Certificate Sustainability, Health and Wellbeing

Knowledge and Understanding

- Evaluate critically the underpinning theories and principles of sustainability.
- Evaluate critically the underpinning theoretical assumptions and practical implications of different conceptualisations of health and wellbeing.
- Assess critically the current and future requirements for co-ordinating and maximising the pursuit of sustainability, health and wellbeing.

Subject Specific Skills

- Synthesise information related to sustainability, health and wellbeing from a variety of perspectives and disciplines.
- Make reasoned suggestions for pragmatic measures to enhance economic, social and environmental sustainability for diverse cultures in changing times and climates.

Thinking Skills

- Use critical reflection to challenge personal assumptions and behaviour on an ongoing basis.
- Explain and critique relevant policy and research at an advanced level.
- Synthesise information from a diverse range of sources, dealing with complex issues both systematically and creatively.

Other Skills

- Use information technology competently for learning, research and online exchange.
- Take a systematic, evidence-informed and innovative approach to problem solving.
- Use critical reflection to enhance self awareness and for personal development planning.

Learning outcomes for the award of: Postgraduate Diploma Sustainability, Health and Wellbeing

Knowledge and Understanding

- Evaluate critically the underpinning theories and principles of sustainability.
- Evaluate critically the underpinning theoretical assumptions and practical implications of different conceptualisations of health and wellbeing.
- Assess critically the current and future requirements for co-ordinating and maximising the pursuit of sustainability, health and wellbeing.
- Reflect critically upon the ethical dimensions of sustainability.

Subject Specific Skills

- Evaluate critically the connections and dynamic interplay between sustainability, health and wellbeing.
• Appraise critically the environmental impacts of health and care systems.
• Synthesise information related to sustainability, health and wellbeing from a variety of perspectives and disciplines.
• Make reasoned suggestions for pragmatic measures to enhance economic, social and environmental sustainability for diverse cultures in changing times and climates.

Thinking Skills
• Use critical reflection to challenge personal assumptions and behaviour on an ongoing basis.
• Explain and critique relevant policy and research at an advanced level.
• Synthesise information from a diverse range of sources, dealing with complex issues both systematically and creatively.
• Apply theoretical understanding to problem solving and strategy development.

Other Skills
• Use information technology competently for learning, research and online exchange.
• Take a systematic, evidence-informed and innovative approach to problem solving.
• Use critical reflection to enhance self awareness and for personal development planning.