Programme Specification

Programme Title and Name of Award	MSc Psychology: Environment, Health and Wellbeing

Academic Level	7	**Total Credits**	180

Professional Body Accreditation / Qualification	N/A

Date of Professional Body Accreditation	N/A	**Accreditation Period**	N/A

UCAS Code	N/A
HECoS Code	100493
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/postgraduate/environment-health-and-wellbeing/
Teaching Institution	University of Cumbria
Owning Institute	Institute of Health
Programme delivered in conjunction with	N/A
Principal Mode of Delivery	Distance Learning; Blended Learning
Pattern of Delivery	Full Time, Part Time and Block
Delivery Site(s)	Distance Learning with optional residency (blended) Carlisle Fusehill Street HM Prison Haverigg, Cumbria (HLLP7066 only)
Programme Length	Full Time 1 year (4 years maximum)

	Part Time 2 years (4 years maximum)
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.
	PGCert Psychology (60 credits)
	PGDip Psychology (120 credits)
Period of Approval	August 2022

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpages.
https://www.cumbria.ac.uk/study/courses/postgraduate/environment-health-and-wellbeing/

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

Our MSc Psychology: Environment, Health and Wellbeing sees the development of blended and distance learning provision within our team. The purpose of this initiative is to capitalise on place, university expertise and to have a wide international appeal on an area that is globally important. When talking about social issues the term 'wellbeing' is used to refer to the quality of people's lives and covers both subjective and objective aspects. Subjective wellbeing focuses on how people are feeling, whereas objective wellbeing focuses on the conditions which affect those feelings, such as health or education. This pathway brings both together by looking at the interaction of mental health and the environment with wellbeing. The provision will be either: largely delivered online which will mean you can either attend at Fusehill Street and infill for your core modules or work remotely OR; delivered primarily face-to-face on campus supported with online VLE and activities (blended learning). There will then be three weeks per year where you will be invited to attend weeklong

modules at Ambleside campus (Outdoor Spaces Health and Wellbeing; Environmental Psychology; and a dissertation planning week). Attendance at these weeks is optional (and subject to additional costs for travel, accommodation and other living costs) given the need for international and wide national appeal, so there will also be the option to watch the online versions for non-attendees.

To support you in terms of your career planning and progress through the award you will be allocated a personal tutor [PT], charged with supporting you as they work to identify and then meet your individual personal and professional learning needs. The PT will assume an academic tailoring role which consists of moderating your journey through your programme of study, so that your choice of CPD opportunities focus of the assessments is appropriate to both your area of intended practice (career aspirations).

On entry to the MSc, you will be required to complete a learning plan [LP]. This plan, completed with the help of the personal tutor, will detail the desired target award, choice of negotiated learning topic selected by you, and the core modules that are required to complete the target award. The LP, which is subject to final approval by the programme leader will be recorded on a student database. It will be reviewed by you and PT on an annual basis and recorded in your Professional Development Record [PDR] which details on the role of the PT. It comprises a focus for personal tutor meetings and for maintaining a record of progress throughout your period of learning. The PDR will enable you and your PT to work together to maintain a record of the modules studied and your contribution to meeting the target programme learning outcomes. Communication between you and your personal tutor with regards to the LP and PDR may take place via face to face or telephone meetings or via the internet. The preferred process for meeting will be determined jointly by you and your PT. The process relating to the completion of LP and PDR documents will be monitored by then programme leader. Operational team meetings will provide the forum for communication on and development of these processes.

All MSc Psychology: Environment, Health and Wellbeing learners will be required to have undertaken the following core modules: Research Skills and Methods (20 credits), Professional Values and Ethics (20 credits) Negotiated Learning (20 credits), and a Dissertation (60 credits). You will also be required to complete three compulsory modules: Organisations and the Environment (20 credits), Outdoor Spaces, Health and Wellbeing (20 credits), and Environment Psychology (20 credits).

In addition to the flexible and specialist nature of the provision here within this Psychology programme, it also has a number of other distinguishing feature:

Disseminating research findings

We encourage you to get involved within the research community that exists in the team and provide opportunities to enhance your research skills. We have an in-house journal that is peer reviewed and gives you the chance to get your work published, and also a student conference that runs twice a year that gives you the chance to present your research findings to an audience.

Interdisciplinary learning and working

Working in an interdisciplinary team is something involved in many of the careers linked to our current and proposed provision. We give you the opportunity to learn alongside other students from different disciplines and often work together in group-based classroom activities and assignments. Appreciating and celebrating the diversity of experience and practice is something we feel is a real strength to our programme, it gives you the chance to develop these skills that will benefit you greatly in your future employment.

You will be given many opportunities within your classroom activities and your assessment to consider applied and work-based learning opportunities. For example, within court days, prison visits, student conferences, and other applied examples we offer students the opportunity to develop a better awareness of what psychology and psychological practice is like in the real world.

Work Experience

The programme team will encourage you to seek volunteering opportunities throughout your time at the University of Cumbria. This includes volunteering with organisations in and around Carlisle and also to taking part in the Research Student Volunteer Scheme that exists within the department.

The flexibility of this pathway is designed with work experience in mind. Alongside studying, you are strongly encouraged to gain work experience – either voluntary or paid – to increase your employability.   This MSc programme do not contain work placements and rather encourage extracurricular volunteering to help you demonstrate to employers that you have the drive and ability to arrange your own work. Volunteering is also strongly encouraged within the University to give real life applied experience alongside your MSc. There are volunteering opportunities within the University community e.g., PASS or voluntary research assistant work

Induction and support

We have an induction session that occurs before the start of your first week of teaching. We will introduce you to the programme, staff and other students, and help you settle into the wider psychology and social science team. From then on, we ensure opportunities for ongoing peer support, personal tutor support, and the wider university support systems.

Extracurricular activities

We have a full schedule of extracurricular activities that are available to you alongside our undergraduate programmes. We offer a range of activities such as Psychology Film Club, research seminars, workshops with our technical equipment.

Programme Learning Outcomes

By the end of this Programme learners will be able to:

1. Provide a motivating and challenging academic and scholarly environment for learners who wish to

progress their academic and professional development beyond undergraduate level

2. Facilitate the acquisition and understanding of complex and specialised knowledge and a critical awareness of issues at the forefront of their academic discipline.

3. Develop conceptual knowledge and understanding of how research methodologies enable the critical

analysis, interpretation, synthesis and application of evidence within the student's field of study and

professional practice

4. Through completion of a dissertation, contest existing knowledge and facilitate the development of new ideas and new ways of thinking.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.

- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.

- Generate new ideas and support the achievement of desired outcomes

- Accept accountability for decision making including the use of supervision

- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 180 credits of study (MSc) you will be able to demonstrate:

K1. A critical and specialist knowledge of contemporary theory and research in a range of applied social science domains

K2. A critical and expert understanding of professional, ethical and legal perspectives relating to professional practice in the applied social sciences. (BPS, Code of Human Research Ethics, 2010)

K3. A critical and specialist knowledge of factors that influence research, policy and practice within your chosen discipline area.

K4. Your ability to compare, contrast and critically evaluate issues at national and international level in your chosen field of enquiry.

After 120 credits of study (PGDip) you will be able to demonstrate:

K1. A critical and specialist knowledge of contemporary theory and research in a range of applied social science domains

K2. A critical and expert understanding of professional, ethical and legal perspectives relating to professional practice in the applied social sciences. (BPS, Code of Human Research Ethics, 2010)

K4. Your ability to compare, contrast and critically evaluate issues at national and international level in your chosen field of enquiry.

After 60 credits of study (PGCert) you will be able to demonstrate:

K2. A critical and expert understanding of professional, ethical and legal perspectives relating to professional practice in the applied social sciences. (BPS, Code of Human Research Ethics, 2010)

K4. Your ability to compare, contrast and critically evaluate issues at national and international level in your chosen field of enquiry.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

S1. Your competence and expertise in planning, undertaking and completing a critically engaged, coherent, substantial and advanced piece of research

S2. That you are able to produce work to a professional standard in readiness for publication

S3. That you are able to clearly, concisely and professionally communicate your ideas, findings and conclusions (orally or through a range of written media e.g. formal reports, posters, literature reviews)

S4. Your ability to work independently and to manage your own learning.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

QAA Subject Benchmark Statement: Psychology (2016) (priority area)

QAA Subject Benchmark Statement: Sociology (2016)

QAA Subject Benchmark Statement: Criminology (2014)

UoC Strategic Plan

UoC Learning, Teaching and Assessment Strategy

UoC Academic Regulations and Academic Procedures and Processes

Graduate Prospects

Students undertaking this programme will find it valuable in future careers within a range of sectors. Within each of these sectors there are employers who provide statutory services, voluntary and charitable services and private services. These sectors can include education, social care, health and well-being, working with young people, the criminal justice system and many more. This provides you with a wide range of job opportunities where you will find the content and skills developed on this programme will be useful. Our recent graduates from our pathways tell us that they enjoy working in a number of professions including working with children and young people, working within mental health settings, engaging in further research training (e.g., doctoral study), research assistant work, project managers and working within the criminal justice system (e.g., probation, victim support and prison services). Within this programme, we offer a range of teaching and assessment activities that allow you to develop a wide range of skills and subject content. You would be qualified for roles within organisational psychology, academia, doctoral levels studies and other broader psychology roles. Within these pathways, we offer a range of teaching and assessment activities that allow you to develop a wide range of skills and subject content. We feel that graduates from our pathways are equipped with skills that will help you stand out from others in future postgraduate training and job applications, for example some of our unique selling points are:

- Our inclusive approach to research methods
- Our ability to tailor learning to your interests
- Our specialist and multidisciplinary teaching team
- The opportunity to learn with students from other pathways
- Opportunities to get involved in extracurricular activities and volunteering both within and outside the team
- The applied nature of the practical work mean that you graduate

Your personal tutor will be able to discuss your career options and ways to help develop your skills in preparation. The flexible nature of the pathways model allows students to gain an MSc that suits their own specific career goals.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Learning and Teaching

In line with UoC Learning, Teaching and Assessment Strategy 2017-22, our learning and teaching methods:

- Promote the development of inclusive practice and address a range of learner types through a wide range of teaching and learning activities.
- Use learning technology to promote student learning and achievement.
- Provide active learning and social learning opportunities through a range of extracurricular activities offered within the department.
- Embed principles of internationalisation and draw on global perspectives across the range of disciplines covered across these pathways.
- Embed principles of employability skills development in all modules on the MSc.
- Utilise research informed teaching in a department that includes a range of subject specialists and research active staff.
- Foster aspiration and career readiness through work-based, experiential and inter-professional learning.
- Foster interdisciplinary learning across all our core modules.
- Are relevant to the needs of the workplace, emphasising problem-solving and the interaction of theory and practice.
- Use research-informed teaching, drawing on industry-based knowledge and expertise.

This programme has been designed to be flexible, utilising a full range of UoC digital resources and supported communication through learning technology as appropriate. Use will be made of UoC learning technology such as Blackboard, Pebblepad and the availability of resources suitable for mobile learning (such as downloadable video's podcasts and associated transcripts, discussion boards, wiki's and blogs). Learning will be based on academic study. Students are actively facilitated to use, apply and integrate their developing knowledge within their employment contexts. In adopting a reflective approach, we endorse an enquiring, evaluative style to academic study. Learning and assessment are considered to be interrelated. Everything that the student undertakes – and the products of that learning – are embedded through active participation and formative opportunities for dialogue and feedback throughout. Modules include formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nichol & McFarlane-Dick, 2006). Summative assessment is authentic, in that assessment clearly aligns to

programme and module level learning outcomes, encourages and enables progressive development through feedback, and is of relevance to either further academic progression or their current and future employment needs. Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skill development in their learning and where relevant employment contexts in order to develop their ability to make sound professional judgments.

The MSc follows a series of key principles of teaching and learning and it is important to note that all modules consider formative assessment to be of considerable benefit. The formative work is developmental in nature and prepares students for the summative assessment work.

For those studying at a distance, there will be primarily asynchronous delivery of materials and associated tasks and activities. There will be options to attend online live sessions and seek online tutorial and assessment support.

For those following the blended learning options, this approach is a feature of all modules, by this we refer to the use of face-to-face lectures, seminars and workshops online activities. The online activities supplement and support the face-to-face work that we do. The online activities will serve to prepare, supplement and add value to the learning experience to the face-to-face delivery.

Summative and Formative Assessment

In line with the UoC Learning, Teaching and Assessment Strategy 2017-22 and the HPSS Assessment Strategy 2016-2020, our assessment methods:

- Are designed to provide a creative and balanced strategy across the programme

- Provide a range of engaging and challenging opportunities

- Enable the valid testing of the programme learning outcomes

- Are optimised for your chosen modes and patterns of programme delivery

- Are designed in such a way as to avoid the 'bunching' of submission deadlines

- Promote the concept of 'assessment for learning' to enable the development of independent and autonomous thinkers

- Provide a relevant and practicable workload for both students and staff which enables anonymous marking and timely feedback

- Are relevant to the needs of the workplace, allowing for authentic assessment and effective feedback to enable student success

The breadth of assessment methods acknowledges that graduate and employability skills are many and varied and so students need opportunities to develop, practice and be assessed on as full a range of skills as possible. The traditional methods (e.g. essay) are supplemented by applied and ecologically valid methods (portfolio, case analysis, intervention design and evaluation, multi-agency meeting planning and execution) for the workplace. We use "portfolio" as an umbrella term but within these portfolios, we include a range of different assessment methods. For example, for one module it may include a presentation and an essay, for another module it may include a literature review and a poster. Each year as a course team, we reflect on the different methods used and ensure students have the opportunity to engage in a range of these methods. Our assessment methods include:

- *Case analysis*

- *Problem based learning*

- *Intervention design and evaluation*

- *Literature review*

- *Reflective Account*
- *Academic essay*
- *Evidence based analysis*
- *Portfolio*
- *Presentation*
- *Web pages*
- *Written report*
- *Online assessment*
- *Research proposal*
- *Dissertation*
- *Written examination*
- *Academic Poster*
- *Multi-Agency Meetings*

Formative Assessment

Formative assessment is an important feature within the programme. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment. Formative work may include in-class or on-line activities such as presenting draft assignments, work in progress, or multiple-choice tests. Peer and self-assessment are also used to give students speedy feedback on formative tasks.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction: Initial and ongoing induction

A postgraduate induction is timetabled for the week before the programme delivery starts.

Students who cannot attend may follow the sessions via blackboard. The Induction day is

followed by a series of bespoke sessions on information literacy (appropriate for Level 7

students), library induction, study skills and time management sessions.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. Within the programme there are opportunities for individual and group tutorials embedded. However, you are encouraged to book

appointments if and when you feel in need of some support. All students have access to the discussion boards and email. Students can request skype tutorials and our intranet blackboard provision includes a range of functions to make the learning interactive for example, voice recorded ppt lectures using camtasia. In addition, the international office supports all international students with a range of activities. Student Union clubs and societies are also available to join on all campus sites. You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy.

Personal Development Planning

All students have the opportunity to complete a PDP this is a facilitated process and is embedded within the course and available through pebblepad.

Library Services and Academic Skills

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's online reading and resource list system.

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/

An Ask a Librarian service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/

The Skills@Cumbria service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- Workshops
- Email: skills@cumbria.ac.uk
- Appointments
- Webinars
- Learn Well at Cumbria
- Study from Home Webpage
- Digital Capabilities and LinkedIn Learning Pathways

Preparing for Postgraduate Study This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent IT facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the IT Services website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Accommodation: Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via Instagram: UoC Accommodation

Careers and Employability: The Careers and Employability team is here to help you with all things career-related. Through the career hub My Career Enriched, you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Chaplaincy: Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

Disability and Specific Learning Needs: The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

Health and wellbeing: Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and wellbeing service for appointments. We've highlighted a couple of specifics to get started:

- Register for Together All an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: Live Well at Cumbria.

UoC Active: Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

International Student Support: Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: intss@cumbria.ac.uk

Money Advice: The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about Equality, Diversity and Inclusion (EDI). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: Safeguarding.

Student Voice

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support .

Programme Curriculum Map – Distance Learning Route

Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	HLLP7008	Research Skills and Methods	20	Core	K1-2; S2-4
7	HLLP7010	Professional Values and Ethics	20	Core	K2-3; S2-4
7	HLLP7006	Dissertation	60	Core	K1-4; S1-4
7	HLLP7066	Negotiated Learning	20	Core	K1-4; S2-4
7	HLLP7060	Outdoor Spaces, Health and Wellbeing	20	Compulsory	K1-4; S2-4
7	HLLP7061	Environmental Psychology	20	Compulsory	K1-4; S2-4
7	HLLP7050	Organisations and the environment	20	Compulsory	K1-4; S2-4

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

A failed student will not be permitted to re-register on the same programme.

Students exiting with 60 credits at Level 7 would receive PGCert Psychology

Students exiting with 120 credits at Level 7 would receive PGDip Psychology

Students exiting with 180 credits at Level 7 would receive an MSc Psychology: Environment, Health and Wellbeing

Module pass mark: 50% (Postgraduate).

Programme Curriculum Map – Blended Learning Route

Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	HLLP7008	Research Skills and Methods	20	Core	K1-2; S2-4
7	HLLP7010	Professional Values and Ethics	20	Core	K2-3; S2-4
7	HLLP7006	Dissertation	60	Core	K1-4; S1-4
7	HLLP7066	Negotiated Learning	20	Core	K1-4; S2-4
7	HLLP7062	Outdoor Spaces, Health and Wellbeing	20	Compulsory	K1-4; S2-4
7	HLLP7063	Environmental Psychology	20	Compulsory	K1-4; S2-4
7	HLLP7050	Organisations and the environment	20	Compulsory	K1-4; S2-4

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

A failed student will not be permitted to re-register on the same programme.

Students exiting with 60 credits at Level 7 would receive PGCert Psychology

Students exiting with 120 credits at Level 7 would receive PGDip Psychology

Students exiting with 180 credits at Level 7 would receive an MSc Psychology: Environment, Health and Wellbeing

Module pass mark: 50% (Postgraduate).

* Key to Module Statuses	
Core Modules	Must be taken and must be successfully passed

Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)

Programme Delivery Structure: Distance Learning Route (Full-Time)

Module Code	Module Title	Delivery Pattern Sept – Dec Jan – May June - Aug	Method(s) of Assessment	Indicative week number of Assessment Deadline
HLLP7050	Organisations and the Environment	Block One (Oct-Nov)	Portfolio	End of Block
HLLP7061	Environmental Psychology	Block One (Oct-Nov)	Portfolio	End of Block
HLLP7010	Professional Values and Ethics	Block Two (Nov-Jan)	Portfolio	End of Block
HLLP7008	Research Skills and Methods	Block Two (Nov-Jan)	Portfolio	End of Block
HLLP7060	Outdoor Spaces, Health and Wellbeing	Block Three (Feb-Mar)	Portfolio	End of Block
HLLP7066	Negotiated Learning	Block Three (Feb-Mar)	Portfolio	End of Block
HLLP7006	Dissertation	Yearlong (October to September)	Dissertation and Presentation	End of Block

Programme Delivery Structure: Distance Learning Route (Part-Time)

	Module Title	Delivery Pattern		

Module Code		Sept – Dec Jan – May June - Aug	Method(s) of Assessment	Indicative week number of Assessment Deadline
		Year 1		
HLLP7061	Environmental Psychology	Block One (Oct-Nov)	Portfolio	End of Block
HLLP7010	Professional Values and Ethics	Block Two (Nov-Jan)	Portfolio	End of Block
HLLP7060	Outdoor Spaces, Health and Wellbeing	Block Three (Feb-Mar)	Portfolio	End of Block
		Year 2		
HLLP7050	Organisations and the Environment	Block One (Oct-Nov)	Portfolio	End of Block
HLLP7008	Research Skills and Methods	Block Two (Nov-Jan)	Portfolio	End of Block
HLLP7066	Negotiated Learning	Block Three (Feb-Mar)	Portfolio	End of Block
HLLP7006	Dissertation	Yearlong (October to September)	Dissertation and Presentation	End of Block

Programme Delivery Structure: Blended Learning Route (Full-Time)

Module Code	Module Title	Delivery Pattern Sept – Dec Jan – May June - Aug	Method(s) of Assessment	Indicative week number of Assessment Deadline
HLLP7050	Organisations and the Environment	Block One (Oct-Nov)	Portfolio	End of Block
HLLP7063	Environmental Psychology	Block One (Oct-Nov)	Portfolio	End of Block
HLLP7010	Professional Values and Ethics	Block Two (Nov-Jan)	Portfolio	End of Block
HLLP7008	Research Skills and Methods	Block Two (Nov-Jan)	Portfolio	End of Block
HLLP7062	Outdoor Spaces, Health and Wellbeing	Block Three (Feb-Mar)	Portfolio	End of Block
HLLP7066	Negotiated Learning	Block Three (Feb-Mar)	Portfolio	End of Block
HLLP7006	Dissertation	Yearlong (October to September)	Dissertation and Presentation	End of Block

Programme Delivery Structure: Blended Learning Route (Part Time)

Module Code	Module Title	Delivery Pattern Sept – Dec Jan – May June - Aug	Method(s) of Assessment	Indicative week number of Assessment Deadline

		Year 1			
HLLP7063	Environmental Psychology	Block One (Oct-Nov)	Portfolio	End of Block
HLLP7010	Professional Values and Ethics	Block Two (Nov-Jan)	Portfolio	End of Block
HLLP7062	Outdoor Spaces, Health and Wellbeing	Block Three (Feb-Mar)	Portfolio	End of Block
		Year 2			
HLLP7050	Organisations and the Environment	Block One (Oct-Nov)	Portfolio	End of Block
HLLP7008	Research Skills and Methods	Block Two (Nov-Jan)	Portfolio	End of Block
HLLP7066	Negotiated Learning	Block Three (Feb-Mar)	Portfolio	End of Block
HLLP7006	Dissertation	Yearlong (October to September)	Dissertation and Presentation	End of Block

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	• Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners
Date of Programme Specification Production:	May 2021
Date Programme Specification was last updated:	May 2023
For further information about this programme, refer to the programme page on the University website	

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK	
Is the placement requirement more than 50% of the programme?	No
If yes, what % of the programme is the placement requirement?	*N/A*
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	No