Programme Specification

UNIVERSITY OF WESTMINSTER

Course record information

Name and level of final award	• Master of Science - Digital Health and Cyberpsychology MSc The award is Bologna FQ-EHEA second cycle degree or diploma compatible
Name and level of intermediate awards	• Postgraduate Diploma (Pg Dip) - Digital Health and Cyberpsychology • Postgraduate Certificate (Pg Cert) - Digital Health and Cyberpsychology
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Secondary/Tertiary Locations: Distance learning
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Health Studies (www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf)
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	• Digital Health and Cyberpsychology MSc, Open/Distance Learning Full time, September or January start - 1 year standard length • Digital Health and Cyberpsychology MSc, Open/Distance Learning Part time, September or January start - 2 years standard length
Valid for cohorts	From 2025/6

Admissions requirements

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

Aims of the programme

This Master's Course in Digital Health and Cyberpsychology aims to give students a comprehensive understanding of the intersection between technology, health, and psychology. Its main goal is to equip students with the skills and knowledge to become key actors in reducing regional, national, international and global disparities in health and well-being, considering structural, political and representational intersectionalit. As digital technologies continue transforming the healthcare sector, the course prepares students for careers in this dynamic and rapidly evolving field. It combines cutting-edge knowledge and practical experience, covering topics such as equitable and fair applications of artificial intelligence in medicine, digital technologies used to prevent illness and improve health in underserved and disadvantaged communities, and research methods that allow the evaluation of eHealth and mHealth solutions for people from minoritised or marginalised social groups. Through this course, students gain a deep understanding of digital health's ethical and social implications in line with recognised frameworks and national standards. They also learn about the psychological aspects of technology use to improve patient outcomes and support healthy behaviours. The course significantly emphasises research methodologies applied in digital settings, offering students the skills needed to design and implement evidence-based medical interventions and services. The course is delivered online, allowing students to balance their studies with other commitments and providing an excellent opportunity to learn at their own pace from digital health and cyberpsychology experts. The mode of attendance is 'distance learning', and the course can be delivered full-time (one year) or part-time (two years).

This programme is open to students with various professional and educational backgrounds, whether arts or science graduates. It aims to give them a strong foundation in digital health and cyberpsychology. Real-life case studies and interactive discussions with peers will help students apply their learning in practical contexts. Students will also have access to a broad range of electronic and online media resources, including academic journals, industry reports, and best practices in the field. Equipped with the knowledge and skills acquired from this programme, graduates will be able to undertake leadership roles in digital health, working towards better patient outcomes and promoting healthy behaviours in the digital age.

Course aims:

1. Equip students with a comprehensive understanding of digital health technologies and their impact on healthcare and patient outcomes, especially regarding health disparities and intersectionality.
2. Develop students' ability to understand digital health technologies' psychological and behavioural impacts and design supportive solutions for disadvantaged communities globally.
3. Equip students with skills to design and evaluate equitable, diverse, and inclusive digital health interventions.

Equity, diversity and inclusion

At the University of Westminster, the ethos of equity, diversity, and inclusion (EDI) is deeply embedded in our MSc Digital Health and Cyberpsychology programme. This commitment enters every aspect of our course design, from the curriculum and teaching methodologies to the assessment techniques. We take deliberate steps to ensure that our learning environment is not only accessible but also inclusive to students from all backgrounds and capabilities. Our programme adheres to the principles of Universal Design for Learning (UDL), thereby accommodating varied learning styles and eliminating barriers to educational engagement. All course materials, such as video lectures or assessments, are accessible and are tailored to serve the needs of students with diverse linguistic proficiencies and sensory requirements. Beyond accessibility, our course actively engages with issues of social justice and health inequality. The curriculum is designed to include a broad range of case studies and discussions that consider various demographic, socio-economic, and cultural dimensions, specifically focusing on underserved and marginalised communities. This includes applying digital health tools to improve health outcomes for communities facing systemic discrimination, such as sexual and gender minorities, individuals with disabilities, those from lower socioeconomic backgrounds, and racial minorities. This social justice orientation, married to our commitment to EDI, empowers our students to think critically about the intersectionality of technology, health, psychology and societal inequalities. We continually invite student feedback to enrich our EDI practices further, ensuring a holistic educational experience that aligns with the University's core EDI policies and the QAA guidance.

Employment and further study opportunities

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

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

The MSc in Digital Health and Cyberpsychology provides students with a well-rounded education that prepares them for a wide range of career opportunities. Graduates will be able to apply their digital health knowledge and skills to various roles, including leading digital health initiatives within healthcare organisations, working for technology companies, or pursuing entrepreneurship. In addition, graduates can specialise in areas such as telemedicine, mHealth, or digital health policy. Graduates will be highly sought after by employers, including healthcare organisations, government agencies, consulting firms, and technology companies. They will be able to demonstrate their knowledge and understanding of the latest trends and technologies in digital health and cyberpsychology, as well as their ability to apply this knowledge in real-world settings. The MSc in Digital Health and Cyberpsychology also offers opportunities for professional development through real-life case studies and a range of electronic and online media resources. Graduates will have access to a network of professionals in the digital health and cyberpsychology fields and be able to participate in events and stay current with the latest news and developments in the industry.

Graduates of a master's program in Digital Health and Cyberpsychology may pursue careers in a variety of settings, including:

- Healthcare organisations: They could work in hospitals, clinics, and healthcare practices, helping to integrate digital health technologies and implement telemedicine programs.
- Technology companies: They could work for software development firms that specialise in digital health technologies, helping to design and implement innovative solutions to improve patient outcomes.
- Government agencies: They could work for government organisations that oversee health policy and regulation, helping to shape the future of digital health and healthcare.
- Research institutions: They could work in academic or research institutions, researching the psychological and behavioural impact of digital health technologies.
- Consulting firms: They could work for consulting firms that provide advice and support to healthcare organisations, helping to implement digital health programs and improve patient outcomes.
- Non-profits: They could work for non-profit organisations that support implementing digital health programs and help bridge the digital divide in healthcare.
- Entrepreneurship: They could start their own businesses, develop digital health technologies and provide consulting services to healthcare organisations.
- The specific job responsibilities may vary depending on the type of organisation, but a common thread will be a focus on improving patient outcomes and supporting healthy behaviours in the digital age.

The following career pathways could be considered upon graduation: Health IT specialist or consultant, Health data analyst, Digital health program manager, Telemedicine and e-health expert, Healthcare cyber security specialist, Health informatics researcher, Healthcare innovation manager, Health information systems manager, Digital health project manager, Health technology vendor manager, Cyberpsychologist, Behavioural health informatics specialist, and Digital health policy analyst.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 001 Analyse ethical and social implications of digital health interventions through an equity lens, particularly related to healthcare disparities and vulnerable populations. (KU PPP)
- 002 Apply industry-standard software tools to analyse data, design digital health interventions, and implement online research methodologies for real-world healthcare improvement. (PPP KTS SS)
- 003 Apply professional skills such as grant writing, business case development, and project management to address regional, national, international and global health inequities. (PPP KTS SS)
- 004 Critically evaluate emerging health technologies such as wearables, telemedicine, and AI interventions and integrate them into digital health strategies, analysing technical specifications, user interfaces, and scalability. (KU PPP)
- 005 Select and apply appropriate qualitative and quantitative research methods to investigate questions relevant to digital health and cyberpsychology. (KU KTS SS CS)
- 006 Identify and address ethical issues in research designs and implementations involving vulnerable populations in digital contexts. (KU PPP)
- 007 Synthesise concepts and knowledge from psychology, healthcare, and information technology to develop an interdisciplinary understanding of digital health issues. (KU)
- 008 Explain key concepts and theories in digital health and cyberpsychology, such as the role of technology in healthcare delivery, patient engagement, and behaviour change. (KU)
- 009 Apply theoretical knowledge to real-world digital health settings focused on serving underserved communities. (PPP KTS)
- 010 Communicate research findings, discuss complex ideas, and convey innovations in digital health effectively. (KTS)

How will you learn?

Learning methods

The MSc in Digital Health and Cyberpsychology programme provides a versatile and enriching online learning experience that caters to our global student community's diverse needs and aspirations. The learning activities for modules in this program are designed to include both virtual synchronous and asynchronous teaching. Students should expect an average of 2 hours of live teaching sessions per week for each module, delivered remotely using video conferencing tools. Additionally, each module will involve around 1 hour per week of asynchronous teaching, consisting of pre-recorded lectures, readings, online discussion forums and other activities that students can complete more flexibly on their own schedule. Each week, students are expected to engage in independent study, which may also include journaling and reflections to enhance their own understanding of various biases and misconceptions when developing digital health research programmes. The programme employs Blackboard, the University's virtual learning environment, to offer interactive materials for online lectures, seminars and practical workshops. These include video sessions, quizzes, live presentations, practical demonstrations and discussion boards tailored to accommodate non-native English speakers and those with specific learning requirements. Students can also access academic journals and books through the University's online library without restriction. Our teaching approach employs various technologies, such as blogs, e-journals and conferencing platforms, to supplement the curriculum and create a dynamic, integrated learning environment, allowing students to interact with their peers and our teaching staff. Live Q&A sessions and real-life case studies further enrich the educational experience, letting students apply theoretical concepts practically. We prioritise formative learning and early feedback through practical skill workshops, online peer collaborations and group-led discussions. Assessments are varied and tailored for online interaction, including reflective coursework, online presentations, and creative co-production tasks such as video-based or podcast-based evaluations. The programme aims to develop critical and analytical thinking through online activities, hands-on tasks with industry-standard software, and tutor support.

Teaching methods

Digital inclusion is a fundamental aspect of our educational approach. We encourage collaboration among postgraduate students worldwide, fostering transferable skills essential for future professional endeavours. The curriculum enhances independent and collaborative working capabilities while covering contemporary digital skills relevant to digital health and cyberpsychology. Students can access course materials on various devices and are encouraged to monitor their progress, self-reflect, and participate in stimulating online discussions. Taught by active researchers or industry professionals with substantial experience, the MSc in Digital Health and Cyberpsychology aims to deliver a comprehensive and inclusive educational experience. This approach ensures that students acquire essential skills and knowledge and gain the practical know-how necessary for success in this rapidly evolving field.

We recognise that digital health engages with diverse populations around the world. Therefore, equity, diversity and inclusion are integral throughout this program's learning activities and assessments. Students will explore global case studies, perspectives, and health data from underserved communities to understand key issues and inequities in healthcare access and outcomes. As such, small group discussions and projects are structured to actively facilitate dialogue and knowledge sharing between classmates from different backgrounds. Course materials and interactions are designed to be culturally responsive and promote inclusive environments for international students. Integrating weekly virtual debates, collaborative work and individual reflective tasks will allow students to acquire competencies in applying an equity lens and designing equitable health solutions for people from disadvantaged, marginalised or underserved groups. Students will hone their expertise in equitable practices to address global, national and local disparities. By engaging students from diverse cultures, perspectives and experiences in understanding global digital health issues, our teaching methods aim to foster equity-focused leaders to tackle health inequities worldwide.

Assessment methods

Our MSc Digital Health and Cyberpsychology employs a diverse range of assessment methods that reflect the programme's multidisciplinary nature. Our assessment portfolio includes traditional elements, such as literature reviews, essays and research proposals, as well as innovative formats, such as multimedia presentations and technology-based projects, like designing chatbots and devising digital health intervention plans. Students will undergo both formative and summative assessments. Formative assessments, including online quizzes and interactive discussion boards, reinforce key module concepts and provide students immediate feedback for targeted improvement. Summative assessments involve a more comprehensive range of tasks, such as essays, analytical reports, and student-led presentations focused on real-world applications, particularly those aimed at reducing regional, national, international and global health inequalities. Our summative assessments include reflective components, allowing students to integrate experiences and feedback from earlier formative tasks. This combination of assessment methods measures both theoretical understanding and practical application, ensuring a comprehensive evaluation of student capabilities. Importantly, each assessment task addresses real-life challenges, particularly those affecting marginalised communities, highlighting the societal impact and relevance of the skills and knowledge acquired through the programme.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	004, 005, 006, 007
Literate and effective communicator	003, 010
Entrepreneurial	002, 003, 004, 009, 010
Global in outlook and engaged in communities	001, 004, 008, 009
Socially, ethically and environmentally aware	001, 006

Course Structure

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

Modules

Level 7

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7HPSY007D	Digital Research Methods	Core	1	20	10
7HPSY010D	Specialist Topics in Applied Digital Health	Core	1	20	10
7HPSY012D	Technology and Innovation as Applied in Digital Health	Core	1	20	10
7HPSY008D	Cyberpsychology and Online Behaviour	Core	2	20	10
7HPSY011D	Evaluation in Digital Health	Core	2	20	10
7HPSY009D	Work Experience in Digital Health Settings	Core	2	20	10
7HPSY006D	Research-Based Project in Digital Health	Core	Various	60	30

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

Professional body accreditation or other external references

Course management

The course is hosted in the School of Social Sciences, one of the four Schools within the College of Liberal Arts and Sciences. The course is directly managed by the course leader Dr Tom Nadarzynski within the School of Social Sciences. Each module on the course also has a designated module leader responsible for the administration and monitoring of its design and delivery. The head of the school is responsible for all academic provisions in the school. The course teaching team consists of staff from the School of Social Sciences. Key course team members meet regularly to identify and address ways of improving the design and delivery of the course. Staff involved in the course undergo annual appraisal and peer development of their teaching practice, provided by the Academic Engagement and Learning Development Team within the Centre for Education and Teaching Innovation (CETI). Staff also engage in their own research and/or scholarly activity. Staff teaching on the course also attend workshops organised by Academic Standards and the Teaching and Learning Groups for continuous development in teaching, learning and assessment approaches.

Academic regulations

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

Course specific regulations apply to some courses.

Academic Support

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

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

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students1 can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

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

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

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

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

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

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

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.

- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students.