

PROGRAMME SPECIFICATON

1	Awarding body	Glyndŵr University
2	Teaching institution	Glyndŵr University
3	Award title	
	Psychology of Religion	
4	Final awards available	
	PG Certificate; PG Diploma; MSc	
5	Professional, Statutory or Regulatory Body (PSRB) accreditation	
	N/A	
	Please list any PSRBs associated with the proposal	
	N/A	
	Accreditation available	
	No.	
	Please add details of any conditions that may affect accreditation (e.g., is it dependent on choices made by a student?)	
	No	
6	JACS3 code	C834
7	UCAS code	N/A
8	Relevant QAA subject benchmark statement/s	
		The Psychology Benchmark statement has been revised this year. This has been consulted for the purposes of this revalidation document. <i>Subject Benchmark Statement Psychology: draft for consultation</i> April 2016, QAA.
9	Other external and internal reference points used to inform the programme outcomes	
10	Mode of study	Online/distance learning part time
11	Language of study	English

Office use only
Academic Board Approval 22 September 16

12 Criteria for admission to the programme

Entry requirements are in accordance with the University's admissions policy
<http://www.glyndwr.ac.uk/en/media/Media,49536,en.pdf>

Standard entry criteria

UK entry qualifications

Applicants for postgraduate degrees require a minimum of 2:2 class undergraduate degree

International entry qualifications

Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.

Programme specific requirements

None.

Non-standard entry criteria

(e.g. industry experience)

English Language requirements

English language requirements of the University are set out at:

<http://www.glyndwr.ac.uk/en/Howtoapply/Readytoapply/>

- In addition to the academic entry requirements, all applicants whose first language is not English/Welsh require a UKVI Approved Secure English Language Test (SELT). The applicant must achieve an overall score of 6.5 with no component below 6.0
- If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an IELTS for UKVI test result will be accepted.

13 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential Learning (RPEL) in accordance with the University General Regulations. There are no programme specific restrictions.

Programme specific requirements

None.

14 Aims of the programme

This course provides an opportunity to study and engage with the developing field of the Psychology of Religion. The programme aims to challenge students to explore the interface between psychology, religion, and spirituality. Students will engage with current research through the on-line environment. They will be encouraged to undertake original research in the optional modules and the core dissertation module. The core introductory module and core research methods module aim to provide

students with the understanding and knowledge base they will need to branch out and undertake their own work within the field.

15 Distinctive features of the programme

The programme offers flexible online learning driven by an empirical perspective of the discipline. The staff are internationally recognised in their field and bring their research experience to the programme which enhances the student experience.

The programme is designed to:

- encourage a critical consideration of the interface between psychology and religion;
- equip students with the critical skills required to develop their own hypothesis and research projects;
- encourage students to develop a critical understanding of the contemporary debate/developments within the psychology of religion;
- develop the research skills of the students so they are able to undertake independent research.

16 Programme structure narrative

The programme is available for part-time distance learning study only. There are three core modules and five optional modules. Two modules must be taken from the five optional modules. The optional modules will be run in rotation with the exception of the negotiated learning module which will be available every year.

17 Programme structure diagram

Level seven						
Year One	Mod title	Psychology of Religion: An Introduction	Mod title	Research Methods	Mod title	
	Mod code	PSY734	Mod code	PSY735	Mod code	
	New/Exist	Existing	New/Exist	Existing	New/Exist	
	Credit value	30	Credit value	30	Credit value	
	Core/Opt	Core	Core/Opt	Core	Core/Opt	
	Mod leader	Mandy Robbins	Mod leader	Emyr Williams	Mod leader	

Year Two	Mod title	Individual Differences and Religion	Mod title	Mental Health, Religion and Culture	Mod title	The Social Psychology of Religious Experience Belief and Behaviour
	Mod code	PSY736	Mod code	PSY737	Mod code	PSY738
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	30	Credit value	30	Credit value	30
	Core/Opt	Option	Core/Opt	Option	Core/Opt	Option
	Mod leader	Mandy Robbins	Mod leader	Christopher A. Lewis	Mod leader	Emyr Williams

Year Two	Mod title	Positive Psychology and Religion	Mod title	Negotiated Learning	Mod title	
	Mod code	PSY739	Mod code	PSY740	Mod code	
	New/Exist	Existing	New/Exist	New	New/Exist	
	Credit value	30	Credit value	30	Credit value	
	Core/Opt	Option	Core/Opt	Option	Core/Opt	
	Mod leader	Dagmar Corry	Mod leader	Dagmar Corry	Mod leader	

Year Three	Mod title	Dissertation
	Mod code	PSY707
	New/Exist	Existing
	Credit value	60
	Core/Opt	Core
	Mod leader	Mandy Robbins

18 Intended learning outcomes of the programme

Knowledge and understanding	
	Level 7
A1	Critically and systematically demonstrate an understanding of the interface between psychology and religion.
A2	Demonstrate a critical understanding of a range of research and statistical techniques.
A3	Demonstrate a critical and systematic understanding of contemporary developments within the psychology of religion.
Intellectual skills	
	Level 7
B1	Identify and utilise literature from the disciplines of psychology and religion to identify pertinent research questions relating to the psychology of religion.
B2	Systematically gather and utilise research findings to construct an argument.
B3	Critically evaluate how theory and research in psychology can be applied to the psychology of religion.
B4	Display a critical understanding of complex ideas systematically making judgments on empirical findings.
B5	Plan research work which is original, coherent, and original in addressing research problems.
Subject skills	
	Level 7
C1	Independently generate and explore complex hypotheses and research questions.
C2	Critically evaluate quantitative and qualitative methods employed in the psychology of religion.
C3	Initiate, design, and conduct empirical-based studies involving a variety of methods of data collection.
C4	Synthesise and critically evaluate complex findings.
C5	Undertake a significant piece of research that fully and critically explores key issues.
Practical, professional and employability skills	
	Level 7
D1	Employ decision making in the use of a number of psychological tools.
D2	Present information clearly and concisely.
D3	Exercise initiative and personal responsibility.
D4	Employ complex evidence based reasoning
D5	Demonstrate skills in critical academic enquiry
D6	Produce a report showing critical awareness of the implications of findings for both theory and practice.

19 Curriculum matrix

For successful completion of the **Postgraduate Certificate Psychology of Religion**, students will complete the two core modules. Students will achieve learning outcomes A1, A2, B1, B2, B3, C1, C2, C4, D1, D2, and D3.

For successful completion of the **Postgraduate Diploma Psychology of Religion**, students will complete the two core modules and two of the optional modules. In addition to above, students will achieve learning outcomes A3, B4, B5, C3, D4, and D5.

For successful completion of the **MSc Psychology of Religion**, students will complete the two core modules, two of the optional modules and the dissertation. In addition to above, student will achieve learning outcome C5 and D6.

			A1	A2	A3	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	
Level 7	<i>Module Title</i>																					
	Psychology of Religion an Introduction	Core	■	■	□	■	■	■	□	□	■	□	□	■	□	■	■	■	□	□	□	
	Research Methods	Core	□	■	□	■	■	■	□	□	□	■	□	□	□	□	■	■	■	□	□	□
	Mental Health, Religion and Culture	Option	□	□	■	□	□	□	■	■	□	□	■	■	□	□	□	□	□	■	■	□
	Individual Differences and Religion	Option	□	□	■	□	□	□	■	■	□	□	■	■	□	□	□	□	□	■	■	□
	The Social Psychology of Religious Experience, Belief and Behaviour	Option	□	□	■	□	□	□	■	■	□	□	■	■	□	□	□	□	□	■	■	□
	Positive Psychology and Religion	Option	□	□	■	□	□	□	■	■	□	□	■	■	□	□	□	□	□	■	■	□
	Negotiated Learning	Option	□	□	■	□	□	□	■	■	□	□	■	■	□	□	□	□	□	■	■	□
	Dissertation	Core	□	□	□	■	■	■	■	■	■	■	□	□	■	■	□	■	■	■	■	■

20 Learning and teaching strategy

The MSc Psychology of Religion is a distance learning course. Course material is provided via the University's virtual learning environment, Moodle. All students are engaged with an introductory session to Moodle before they begin their course. This introductory session is delivered by a member of the course team via email and Moodle. This ensures that students are confident in working within the Moodle environment. Ongoing support with Moodle is provided by members of the course team if required. The student's personal development plan enables support to be targeted and incorporates the student's responsibilities in regard to their own learning. All students are expected to complete a personal development plan during their induction week to discuss via email with their personal tutor. Two members of the course team have extensive experience with distance learning on-line delivery (Dr Emyr Williams and Dr Mandy Robbins). Two members of the course team have worked on the current iteration of the programme since 2011 (Dr Dagmar Corry and Professor Christopher A. Lewis).

Moodle is a well-established and robust system for the delivery of the programme of study. University I.T. support have great experience of maintaining the environment for a number of student functions. It is not envisaged that the system will be unavailable for any length of time, however, should there be a short interruption to service communication can be maintained with students through use of email and telephone. During initial interview and discussions with students the necessity of a reliable access to internet facilities will be stressed and students will be asked to demonstrate access to the same. Students are required to confirm safe receipt of study materials and if no confirmation is received then an email asking for confirmation is sent. Email communication is sent using the *confirm receipt* facility, thus confirming the student has successfully received the communication. Moodle has the facility to review when and for how long students have accessed the learning environment.

Each module is supported on a week-by-week basis with reading material, short exercises, peer group study, and taught hours. Students are also expected to engage in private study. The on-line element includes engaging with texts, with an emphasis on research articles, engaging with audio/visual media, conducting and submitting weekly exercises. The weekly exercises accommodate individual differences in preferred learning style; and includes, but is not limited to, practical report reviews, book reviews, engagement in on-line fora, blogging, and producing reports on presentations.

Peer group study is conducted through Moodle using discussion fora and blogs with the module tutor. Students are encouraged to interact directly with their module leader on a weekly basis through a mixture of email and timetabled Skype and telephone contact. If there are technical problems students are encouraged to use alternative media other than Moodle such as email, Skype and telephone contact until such time as the problem is resolved.

The weekly short exercises enable the module tutor to monitor student progress and also ensure that the student and module tutor are in regular contact.

Each student is required to work closely with their module tutor to agree their title and topic area for each module and will be encouraged to develop their own research question(s) and develop the appropriate methodology for addressing that question. In this sense each student will employ the knowledge base gained through the study of the module in a unique and tailored way.

Staff working on the course are expected to deal with emails in a timely manner during normal working hours. Module leaders set the expectation that students will submit their weekly exercise and receive feedback either through the forum or via email.

Module leaders have been designated to capitalise on the particular interests and strengths of individual members of staff.

21 Work based/placement learning statement

N/A

22 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

23 Assessment strategy

Assessment processes for each of the modules will be fully in accordance with Glyndŵr University regulations and agreed procedures, and candidates will be assessed in accordance with these regulations. This includes procedures for submission and resubmission of assessment tasks, and regulations governing late submission, requests for extensions and for extenuating circumstances to be taken into account in the marking of assessments.

All modules will contain both formative and summative assessment. Only the summative assessment will contribute to the module mark. The formative assessment will include the student being encouraged to submit an essay proposal and, if appropriate, a completed ethics form to their tutor outlining the structure of their essay and the research methodology that will be employed. The module tutor will also read one draft copy of the assignment.

Modules (with the exception of the Dissertation module) will be assessed by means of a 6,000 word coursework portfolio. Coursework portfolios will vary according to the module undertaken but may consist of: critical literature reviews; book reviews; practical research reports; research projects. Where appropriate students will be encouraged to structure assignments within a format comparable to that encouraged by peer-review journals operating within the field. Normally, this will require:

- Abstract;
- succinct identification of the research problem;
- review of relevant research context;
- discussion of chosen research method;
- presentation of research-based evidence;
- discussion of research-based evidence in light of the research context;
- succinct conclusion;
- relevance for professional practice;
- recognition of limitations and suggestions for future research;
- reference list.

This method of assessment is a distinctive element of the course because it encourages students to write at a level and in a style suitable for submission to peer review journals. It is envisaged that module leaders will encourage students to make such submissions.

Prior to undertaking the negotiated learning module it will be necessary for the student to liaise with their module tutor to agree the suitability of the chosen topic and the methodology to be applied.

Students will be given feedback on all assessments within an appropriate timescale determined by University regulations (three weeks). Assessment criteria are published in the student programme handbook issued at the beginning of the academic year on Moodle, and are drawn from published good practice guidelines.

The following table outlines the type of assessment for each module; an approximate timetable of submissions; and illustrate student workload.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
PSY734 Psychology of Religion: an Introduction	Portfolio 45% Portfolio 45% Coursework/reflection 10%	2,500 words 2,500 words 1,000 words	End of semester 1
PSY735 Research Methods	Research proposal 40% Research project/report 60%	2,000 words 4,000 words	End of semester 2
PSY736 Individual Differences and Religion	Literature review or report 100%	6,000 words	End of semester 1/2
PSY737 Mental Health, Religion and Culture	Literature review or report 100%	6,000 words	End of semester 1/2
PSY738 The Social Psychology of Religion Experience, Belief and Behaviour	Literature review or report 100%	6,000 words	End of semester 1/2
PSY739 Positive Psychology and Religion	Literature review or report 100%	6,000 words	End of semester 1/2
PSY740 Negotiated Learning	Literature review or report 100%	6,000 words	End of semester 1/2
PSY707 Dissertation	Dissertation 100%	20,000 words	End of semester 2

The five optional modules may be taught in either semester 1 or semester 2. This will depend on student demand. Each year at the end of the second semester of year one students will be asked to take part in an on-line questionnaire that will enable them to choose which of the optional modules they would like to take in their second year of study. Only the modules which attract sufficient numbers of students will run in year two. The students will be made aware of this via on-line posts and within the student handbook.

24 Assessment regulations

Taught masters.

Derogations

None.

Non-credit bearing assessment

None.

Borderline classifications (for undergraduate programmes only)

N/A

Restrictions for trailing modules (for taught masters programmes only)

Does not apply for this programme.

25 Programme Management

Programme leader

Mandy Robbins

Programme team

Emyr Williams
Christopher A. Lewis
Dagmar Corry

Quality management

There are two tiers of management for the programme; the Programme Leader and Module Leaders. In broad outline, the Programme Leader holds a strategic overview and Module Leaders deal with the specific requirements of their modules.

Overall management of the programme rests with the **Programme Leader** who is responsible for:

- Ensuring that the programme runs smoothly and cost effectively including identification of module leaders when vacancies arise;
- Organising and chairing programme meetings;
- Developing policies and processes related to aspects of quality enhancement for the programmes;
- Working with the programme team on curriculum development;
- Collating programme information and producing reports etc. for various boards e.g. AMR;
- Leading on programme review, development and validation;
- Dealing with 'student issues' such as extenuating circumstances, extensions and student concerns;
- Promoting and marketing the programmes with the programme team;

- Planning dates for end of year assessment boards and liaising with the external examiners;
- Organising student consultative meetings.

The responsibilities of **module leaders** are broadly to ensure that their module is delivered to the best possible standard, i.e.:

- Developing the scheme of work for the module;
- Uploading and maintaining resources for the module on Moodle;
- Liaising with the Programme Leader over management and delivery of module
- Preparing the module handbook;
- Providing academic support for students in completion of assessments;
- Arranging marking and moderation for the module in discussion with the Programme Leader;
- Evaluating the module and forwarding results to the Programme Leader;
- Arranging peer review of teaching;
- Making staff development needs known to the Programme Leader.

Quality assurance mechanisms are well established at University level and at programme level, these are invoked via programme team meetings, assessment boards, and the annual monitoring report. At subject level, the Programme Leader reports to the Subject Group at its monthly meetings. All of these are overseen at Subject level by the School Board, which is responsible for the management of academic quality and standards within academic areas.

Student feedback is sought through the Staff Student Consultative Committee which will meet once per semester through module feedback mechanisms, e.g., SPOMs (Student Perception of Module) questionnaires. As this is a distance learning course student feedback may be sought in a number of different ways which may include: Adobe Connect; Skype; online forums.

Research and scholarship activity

It is recognised that the commitment to research is complemented by the University's on-going requirement to develop and evidence the forms and quality of scholarly activities undertaken by the team. This applies to a range of activities and forms of scholarship, including those which underpin the delivery of the curriculum, raising the external profile of Glyndŵr members of staff, or in relation to pedagogical effectiveness and the enhancement of learning and teaching.

Professor Christopher Alan Lewis

Christopher Alan Lewis is Professor of Psychology. He holds postgraduate degrees in both Psychology and Education from Ulster University, and Theology and Religious Studies from Bangor University. He is a Chartered Health Psychologist, a Fellow of the Higher Education Academy, and Member of the Institute of Educational Assessors. He is Editor of the international scientific journals *Mental Health, Religion and Culture* and the *Welsh Journal of Psychology*, and is a past Editor of the *Irish Journal of Psychology*. He has published over 200 research articles. His research and teaching interests include: psychology of peace, conflict and violence; positive psychology; psychology, learning and teaching; and the psychology of religion. He has served on the General Assembly of the European Federation of Professional Psychologists Associations (EFPA) and also the International Union of Psychological Science (IUPsyS). He is also a member of several professional governing bodies including the BPS, APA and PSI.

Dr Emyr Williams

Dr Emyr Williams is an active researcher within the psychology of religion, encompassing the fields of personality and individual differences, self-esteem, altruism, and meaning in life. Emyr has published widely within the field in international peer-reviewed papers. Emyr is also a regular contributor at international conferences, such as ISERT and the Annual Implicit Religion conference. Emyr's work continues to develop in the field of contemporary religious movements, and the correlates with socio-psychological constructs. Emyr is a member of the BPS, ISERT and BERA.

Professor Mandy Robbins

Mandy Robbins is professor of the psychology of religion and has been working and publishing in the field of the psychology of religion since 1995. The main focus of her research is personality and individual differences in religious beliefs, religious values, and religious practice. She is a regular participant at national and international conferences including the Society for the Scientific Study of Religion and the International Society of Empirical Research in Theology. She is a trustee of the International Seminar on Religious Education and she is also on the editorial board of the *British Journal for Religious Education*. She is regularly asked to peer review for journals including, *Journal for the Scientific Study of Religion* *North American Journal of Psychology*, *Mental Health*, *Religion and Culture*, and *Archives for the Psychology of Religion*. Mandy is a Chartered Psychologist and a Fellow of the Higher Education Academy. She is also a member of APA and the Institute of Educational Assessors.

Dr Dagmar Corry

Dr Dagmar Corry holds a PhD in Psychology from Ulster University (2011). Her research interests include positive mental health; resilience, strengths-based coping with a particular focus on spirituality and creativity; psychology of spirituality and religion; cultural differences; individual differences; emotion management; lifespan development; qualitative and mixed methods research designs. Dagmar is a regular participant at national and international conferences, e.g., of the International Association for the Psychology of Religion (IAPR), and the European Conference on Religion, Spirituality, and Health. She is a Chartered member of the BPS, a member of the APA (Div. 36), and IAPR. She is a Chartered Psychologist, and an Associate Fellow of the Higher Education Academy. She regularly peer-reviews for academic journals including *Journal of Religion and Spirituality*, and *Health Psychology Report*. She is engaged in collaborative research at national and international level, and is a Research Associate with the Bamford Centre for Mental Health and Wellbeing at Ulster University in Northern Ireland.

All lecturers on the programme have academic qualifications in psychology, coupled with higher degrees and/or relevant practitioner experience.

26 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop

- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndwr Students' Union

All students seeking admission to the programme have the opportunity to review their application with staff, and receive appropriate advice and guidance prior to admission.

New students on the programme undergo an on-line induction programme which provides them with an introduction to the course, and includes elements of work on study skills and the use of Moodle. There is also an induction at the beginning of each module. Inductions will set out the expectations for the course/module on levels of engagement on a week-by-week basis and the nature of the formative and summative assessment.

All students on the programme have access to the student handbook via Moodle. This will contain details and guidance on all aspects of the course and forms of student support and guidance, programme-based, graduate school and institutional.

School support for students

Each student is allocated a personal tutor, and he or she is the nominated main contact person for the student's study and progression throughout the entire programme. In practice, however, there is regular and on-going access to staff who are able to provide academic, tutorial and personal support and guidance for students. Students will be given the option of a Welsh speaking personal tutor if available.

Programme specific support for students

As the previous sections have made clear, the programme will be delivered through the virtual learning environment (Moodle) supported by designated programme staff. Programme staff are available at designated times to communicate with students, through Moodle, Skype, email and telephone. Staff will respond to student enquiries in a timely manner.

Students are assigned a supervisor who has appropriate expertise in their area of study. The supervisor is appointed as the student comes toward the end of completion of their last module in their second year of study so as to ensure a seamless transmission from module to dissertation. The personal tutor also continues to play a role in the support of the student throughout their dissertation.

As well as the provision made by Moodle and Adobe Connect, students will have access to Glyndwr's University's library catalogue that lists in excess of 2500 psychology texts and more than 50 full text journals. Many journals are available electronically and this provision is increasing. During the on-line induction programme students will be introduced to the SCONUL system and will be encouraged to explore the breadth of university libraries to which they may have access.

27 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

As part of the University's Disability Policy, students with a physical disability or learning difference are encouraged to contact the University Disability Adviser to ensure their needs are acknowledged formally. The outcome of such an assessment could result, for example, in additional time being allowed for examinations, or the provision of further learning support.