| OFFICE USE ONLY | |
|---|---|
| Date of validation event: | 27 June 2019 |
| Date of approval by Academic Board: | 10 October 2019 |
| Approved Validation Period: | *5 years from Sep 19* |
| Date and type of revision: | *Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)* |

**PART TWO PROGRAMME SPECIFICATION**

| 1 | **Awarding body** |
|---|---|
| | Glyndŵr University |
| 2 | **Programme delivered by** |
| | Glyndŵr University, across Faculty to be managed by the Researcher Development Team |
| 3 | **Location of delivery** |
| | Glyndŵr University Plas Coch Campus only. |
| 4 | **Faculty/Department** |
| | Researcher Development Team |
| 5 | **Exit awards available** |
| | Students will complete three 20 credit modules and exit with PG Certificate. |
| 6 | **Professional, Statutory or Regulatory Body (PSRB) accreditation** |
| | N/A |
| 7 | **Accreditation available** |
| | N/A |
| 8 | **Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)** |
| | N/A |
| 9 | HECoS **codes** |
| | 100962 |
| 10 | UCAS **code** |
| | N/A |
| 11 | **Relevant QAA subject benchmark statement/s** |
| | There are no specific benchmark statements currently available for this programme. However, the programme has been considered alongside Glyndŵr University Academic Regulations, the Characteristic Statement for Masters Degrees, the CQFW, and the Academic Quality Handbook Modular Curriculum Framework |

(postgraduate). The programme is in line with the University Strategy of supporting PGR students' development.

| 12 | **Other external and internal reference points used to inform the programme outcomes** |
|----|----|
| | See above. |

| 13 | **Mode of study** |
|----|----|
| | Full & part time |

| 14 | **Normal length of study** for each mode of study<br>*Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.* |
|----|----|
| | Full-time – one year of study.<br>Part-time – two years of study. |
| 15 | Maximum study |
| | Full time: within 2 years, Part time: within 4 years. |

| 16 | **Language of study** |
|----|----|
| | English |

## 17  Criteria for admission to the programme

**Standard entry criteria**

This Certificate is designed for students undertaking Postgraduate Research (MPhil/PhD/ProfDoc) to support the development of their skills set in relationship to research. Students will normally be expected to complete this certificate in their first year of registration of the research degree (full-time PGR) or within the first two years of registration of the research degree (part-time PGR). The entry criteria are successful acceptance on the PGR programme of study. Engagement with this Certificate will be an expectation of enrolling on the PGR programme of study.

Entry requirements are in accordance with the University's admissions policy: https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202020 17.pdf

The University's entry requirements are set out at: http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/

International entry qualifications are outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details).

**DBS Requirements**

No DBS required for the programme.

**Non-standard entry criteria and programme specific requirements**

Students will normally be expected to enrol on this programme following acceptance onto the PGR programme of study.

## 18 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. Any programme specific restrictions are outlined below.

**Programme specific restrictions**

Acceptance onto the PGR programme. Students will not be eligible to apply for RPL/RPEL for this programme unless they are direct entry PhD.

## 19 Aims of the programme

The aim of this programme is to provide accreditation for post-graduate research student training. It is mapped to the Concordat for Researchers but does not require formal accreditation. All PGR students are expected to engage in training throughout their time at WGU. This proposal will formalise this training for the first year for full-time PGR students and two years for part-time PGR students.

It is important that PGR students are equipped both for success in their MPhil/PhD studies and also with transferable skills for the job market beyond their research degree. This certificate will form a key part of PGR students' professional development and aims to provide students with new skills and the ability to become an effective researcher. The certificate maps to the Concordat for Researchers the gold standard for the sector. https://www.vitae.ac.uk/policy/vitae-concordat-vitae-2011.pdf

## 20 Distinctive features of the programme

This programme has been designed to map to the Concordat for Researchers. It is a flexible programme that accredits training PGR students undertake as part of their PGR process. This programme is normally available to WGU students only.

Exceptions may be made on a case by case basis at the discretion of the Associate Deans (Research). Students would be expected to engage in training/development activities to support their research degree studies. This programmes provides accreditation for these activities within a curricula framework. Students can choose (within certain parameters) which training events they wish to attend. WGU offers a comprehensive and innovative training programme which will map onto the three modules within this programme. This programme is for WGU PGR students only.

## 21  Programme structure narrative

Students studying on a full-time basis will complete three taught 20 credit modules across the academic year. The schedule will be mapped against PGR goals (e.g. research proposal) and training provided through the researcher development programme (e.g. the Art of Research). Assessment will be dependent on the session attended and the defined PGR goal. For example, the successful development and completion of the research proposal will be assessed by the supervisory team. Whereas successful completion of the Art of Research will be assessed by a presentation at Open House. The deadlines of completion for module related assignments will not exceed the beginning of September in the academic year.

Students will be expected to attend regular supervisor meetings with their team (a requirement of the PGR programme) and one training session per month (full-time) or one training session every two months (if part-time). PGR students can attend more training sessions if they wish. Training sessions vary in length but are between 1-6 hours in duration. One training session cannot be utilised for more than one assessment. The remainder of the study hours will be self-directed through assignment completion, and independent reading. All three modules will run over the full academic year (September – August) totalling minimum 16 hours contact time per student attendance at training events in addition to their PGR supervision. In order to pass a module, students will be required to attend the training session and complete and pass the assessment.

The only exit option available is a postgraduate certificate. A student will need to pass all three 20 credit modules to receive a postgraduate certificate.

Part-time route

Year one
Personal effectiveness (20 credits) and Engagement, influence and impact (20 credits)
Year two
Research governance and organisation (20 credits)

Full-time route

All modules to be completed in one year.

NB: There are two intakes for PGR students, October and February. Students' academic year begins from the time of enrolment. Students will have a 12-month period in which to complete the required modules.

## 22  Programme structure diagram

| | Level 7 | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Semester 1, 2, 3 | Mod title | Personal effectiveness | Mod title | Engagement, influence and impact | Mod title | Research governance and organisation | | |
| | Module code | EDS743 | Module code | EDS742 | Module code | EDS744 | | |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 | | |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core | | |
| | Mod leader | Mandy Robbins | Mod leader | Sue Liggett | Mod leader | Mandy Robbins | | |
| | | | | | | | | |

### 23 Intended learning outcomes of the programme

**Knowledge and Understanding**

|    | Level 7 |
|----|---------|
| A1 | *Have an increased knowledge in the applied areas of research, and their practice implications.* |
| A2 | *Have a greater awareness and knowledge of ethical principles and themes in research.* |
| A3 | *Have theoretical and practice knowledge of different research methods.* |
| A4 | *Develop understanding and knowledge of typical critical issues that arise across the lifespan.* |

**Intellectual Skills**

|    | Level 7 |
|----|---------|
| B1 | *Apply critical thinking to theory, models, and approaches.* |
| B2 | *Analyse data and information to formulate academic and critical understanding.* |
| B3 | *Develop skills in academic reading and reviewing.* |
| B4 | *Reach academically and theoretically informed personal contributions to the field.* |

**Subject Skills**

|    | Level 7 |
|----|---------|
| C1 | *Differentiate between various research methods and philosophies.* |
| C2 | *Reflect critically on their area of research.* |
| C3 | *Have a greater understanding of approaches to collecting information in their relevant field.* |
| C4 | *Differentiate between different approaches and their philosophical perspectives.* |

**Practical, professional and employability skills**

|    | Level 7 |
|----|---------|
| D1 | *Develop oral communication skills across contexts.* |
| D2 | *Develop academic and critical writing skills.* |
| D3 | *Develop team working skills.* |
| D4 | *Time management.* |

## 24  Curriculum matrix

For successful completion of PGCert The Confident Researcher, students will need to achieve all the following learning outcomes:

| | Module Title | Core or option? | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | |
| *Level 7* | Personal effectiveness | Core | ■ | ■ | ■ | □ | ■ | ■ | ■ | ■ | ■ | □ | □ | □ | □ | ■ | ■ | ■ |
| | Engagement, influence and impact | Core | ■ | ■ | □ | □ | ■ | ■ | ■ | ■ | □ | ■ | □ | ■ | ■ | ■ | ■ | ■ |
| | Research governance and organisation | Core | ■ | ■ | □ | ■ | ■ | ■ | ■ | ■ | □ | ■ | ■ | □ | □ | ■ | □ | ■ |

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## 25  Learning and teaching strategy

A variety of learning and teaching strategies will be used to provide students with varied styles of learning, to make the programme interesting, energising, and engaging. It is also hoped that the strategies will appeal to a variety of learning styles and make the ILOs more accessible for students. Below the various teaching strategies have been outlined that will be included in the programme.

*Supervision*
Students will have supervisory sessions with their supervisory team. The goals are monitored as part of the normal PGR process. The minimum number of meetings required are six per year for part-time students and twelve per year for full-time students. Meetings will be monitored via SPC(PGR).

*Training Sessions*
The Researcher Development team produce a list of seminars available at the beginning of each academic year. Each training session will be aligned to one of the three modules listed to enable students to make an informed decision about those they will need to attend.  A training session can only be used against one assessment. They will need to complete the assessment in order to fulfil the requirements of the respective modules.

*Seminars*
PGR seminars are run through the Open House for Research forum (please note that titles of seminars are subject to change). Three seminar events are held each academic year. Part-time students are expected to attend at least one session and full-time students are expected to attend two sessions.

*Guided Independent Study*
Alongside the face-to-face teaching strategies, students will engage in independent study through completing additional reading, engaging in forum discussions, and completing set assignments attached to each module.

Throughout the programme students will be expected to meet regularly with their supervisory team, engage in extracurricular activities such as involvement with relevant professional societies, attending guest lectures and the research seminar series.

## 26  Work based/placement learning statement

No work-based or placement learning takes place on this programme.

## 27   Welsh medium provision

The programme will be delivered through the medium of English. Students can request individual tutorials in Welsh with tutors and have the opportunity for any assignments to be submitted in Welsh, including the delivery of presentations and oral assessment.

## 28  Assessment strategy

Assessments have been designed to provide students with opportunities to develop their researcher development skills In order to support and enhance their PhD studies.  For example, research proposal skills; ethics; intellectual property; GDPR; qualitative methodological frameworks; quantitative methodological frameworks. In addition, other assignments have been designed to meet the learning outcomes that are more in line with transferrable skills, such as presentations for oral communication skills, and writing press releases.  Open House for Research provides a regular (three times a year) assessment opportunity for students either to present their own work for assessment and/or to contribute to their reflective practice.

| Module code & title | Assessment type and weighting | Assessment loading | Indicative submission date |
|---|---|---|---|
| Personal effectiveness | Attendance<br>Personal Development Plan 50%<br>Research proposal 50% | 1,000 words<br><br>2,000 words | Dependent on when training is delivered |
| Engagement, influence and impact | Attendance<br>Presentation on research project 40%<br>Portfolio 60% | 1,000 words<br>2,000 words | Dependent on when training is delivered |
| Research governance and organisation | Attendance<br>Portfolio 100% | 2,000 words | Dependent on when training is delivered |

## 29  Assessment regulations

Glyndŵr University Taught Masters regulations apply.

**Derogations**

None.

**Non-credit bearing assessment**

Students will be required to attend training sessions. Attendance is monitored through attendance lists. Moodle will be employed to support this for students registered on this programme.

**Borderline classifications (for undergraduate programmes only)**

N/A

**Restrictions for trailing modules (for taught masters programmes only)**

None.

## 30  Programme Management

### Programme leader

Professor Mandy Robbins

### Module Leaders

Professor Mandy Robbins
Dr Sue Liggett

### Technical Support

Hayley Dennis
Stewart Milne

## 31  Quality Management

The programme leader will be responsible for the smooth running of the overall programme, ensuring that students are given correct and clear information, arranging academic progression of students and troubleshooting any issues. Programme leader will also be responsible for the Annual Monitoring Report (AMR). Module leaders will provide direct feedback and information regarding the content of the modules. Module leaders will also be responsible for co-ordinating the marking of the academic work and returning this to students in line with University timeframes. Students will always be given the opportunity to raise any issues and feedback with their module leaders, supervisory team, or the programme lead.

Student evaluation forms will be used to collect and respond to student feedback. Student voice forums will also be arranged twice a year to facilitate open and supportive communication between students and the programme team. PGR students will select student representatives who will also act as a channel of communication between the students and the programme team.

## 32  Research and scholarship activity

The programme will be taught by staff who have academic and research backgrounds. The staff will normally be research active and have a working knowledge of the academic regulations governing research degrees.

## 33  Learning support

### Institutional level support for students

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

- Library & IT Resources
- Inclusion Services
- Careers Centre and Job Shop
- Zone Enterprise hub

- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

The training programme is currently available on Moodle. Moodle will be used to support this programme through a designated programme page and module pages.

## Faculty support for students

All PGR students at Wrexham Glyndŵr University have a supervisory team whose main responsibility is to act as the first point of contact for their research students and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support students and to help every student to succeed to the best of their ability.

## Programme specific support for students

The Researcher Development Team will provide the necessary support for students engaged on this programme. The team are Stewart Milne (Research Manager), Hayley Dennis (Research Development Officer), Sue Liggett (Associate Dean Research FAST), Mandy Robbins (Associate Dean Research FSLS). PGR students are also able to access the support to the relevant subject librarian.

## 34  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 Equality and Diversity Policy:
https://www.Glyndŵr.ac.uk/en/AboutGlyndŵrUniversity/EqualityandDiversity/
ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.