PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	Accredited by The British Psychological Society. www.bps.org
What type of accreditation does this programme lead to?	This programme leads to Graduate Basis for Chartered Membership (GBC). GBC is an entry requirement for all Society accredited postgraduate training courses required to work towards becoming a Chartered Psychologist. The GBC is awarded through a successful application to become a Graduate Member of the Society
Is accreditation in some way dependent on choices made by students?	No, but to be eligible for GBC, graduates must achieve an Honours classification of 2:2 or above. Additionally, accreditation relates only to those graduates completing their programme at the University, and not to those completing their studies through any approved partner institution.
Final award/s available eg BSc/DipHe/CertHE	BSc (Hons) , BSc, Diploma of HE, Certificate of HE
Award title	BSc (Hons) Psychology
JACS 3 code	C800
UCAS code	C800
Relevant QAA subject benchmark statement/s	Psychology
Other external and internal reference points used to inform the programme outcomes	Criteria for accreditation of Graduate Basis for Registration by the British Psychological Society
Mode/s of study *(p/t, f/t, distance learning)*	Full Time and PartTime
Language of study	English with a proportion being available in Welsh
Date at which the programme specification was written or revised	February 2014

Criteria for admission to the programme

For entry onto the programme students will need:

either: a minimum of 260 points at level three or equivalent, to include two subjects at A2 level

or: a pass in a relevant Access to Higher Education programme.

Applicants must also have a good standard of numeracy and literacy, i.e., Grade C or above in GCSE Mathematics and English/Welsh Language or equivalent.

Applicants who do not have the academic entry requirements, but who can demonstrate they have relevant experience, are also eligible for entry under the University's non standard entry procedure. Such applicants will be invited to attend for interview and must be able to demonstrate the ability to cope with, and benefit from, the demands of the programme.

Glyndŵr University's Accreditation of Prior Learning (APL) procedures will be applied on an individual basis, within the parameters described in the procedures, to applicants seeking exemption from any part of the programme who are able to demonstrate they meet the criteria for APL. Normally only APL would be accepted for level 4 but it may be possible to APL into levels 5 and 6 if transferring from a programme considered to be very similar in content to the Glyndŵr University programme e.g. from a similar BPS accredited programme. If students APL into level 5, there can be no guarantee that they will be eligible for GBC and they would be made aware of this. Due to the specific nature of the curriculum, it is unlikely that Accreditation of Experiential Learning will be considered.

Aims of the programme

The main aim of the programme is to provide a thorough grounding in psychology to Honours level. Students will spend some time becoming acquainted with the range of underpinning philosophies and approaches; consider claims for and against scientific rigour; and discover a variety of paradigms against which to examine the array of individual human behaviour.

Specifically the programme is designed to enable students to:

- develop a scientific understanding of the mind, brain, behaviour and experience, and of the complex interactions between these;
- present multiple perspectives in a way that fosters critical evaluation;
- understand real life applications of theory and relate them to the full range of experience and behaviour;
- develop an understanding of the role of empirical evidence in the creation and constraint of theory;
- acquire knowledge of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently;
- manage own learning, and to exercise initiative and personal responsibility;
- become expert, with a well-structured and detailed knowledge of their subject, and associated skills and attitudes, informed by an understanding of how knowledge in their subject is developed and its current limits;
- be enterprising, with the ability to identify or create opportunities and take advantage of them to launch new and imaginative ventures for economic or social development in the prevailing context;

- act professionally, with professional attitudes and behaviours in working environments;
- become independent thinkers with the self-confidence in their personal skills, leading to an ability to appreciate and critically evaluate theory, research findings, and applications;
- develop the ability to be able to develop, hold and communicate an independent view;
- become lifelong learners with the curiosity and ability to develop intellectually and as a whole person in any employment, academic or social context, and to respond positively to innovation and change;
- have an international and future-oriented perspective with insight into, and concern for, the global and sustainability implications of their subject area and their personal actions, and an ability to adapt to different international and cultural contexts.

Distinctive features of the programme

This programme encompasses all the core areas of the subject of psychology designated by the British Psychological Society that equip graduates to progress to employment and/or provide a foundation from which they can continue to postgraduate study. Graduates would also be in a position to continue the route towards becoming professional psychology practitioners. The Department of Psychology also offers postgraduate programmes and several past students from the BSc (Hons) Psychology degree have progressed onto both Masters and PhD study.

Psychology students acquire an extensive range of generic skills which are widely accepted as providing an excellent preparation for many careers. In addition to subject skills and knowledge, graduates also develop skills in communication, numeracy, teamwork, critical thinking, computing, and independent learning. All are highly valued by employers. A degree in psychology facilitates progression into a range of careers including the media, marketing, government agencies, health and social care organisations, accountancy, and recruitment. With further postgraduate study, career paths open to graduates may include Clinical Psychology, Counselling Psychology, Forensic Psychology, Sport Psychology, or teaching and research. Many employers rate highly psychology degrees because of the transferable interpersonal skills gained by students on such courses. These skills equip students to work effectively in various roles.

Key distinctive features include:

- The programme has been voted No 1 in the United Kingdom for Student Satisfaction 2012 (independent website thecompleteuniversityguide.com) and is rated as one of the top ten Psychology departments in the United Kingdom in the Guardian University Guide 2013;
- Each taught module is "backed up" by a practical session. This allows students to "test" theory and knowledge and apply these to real life settings. For example a taught session may focus on visual perception, and the practical session might utilise the Flight Simulator to explore how individuals determine visual clues to land an aeroplane at night;
- The programme team has organised the Welsh Branch of the BPS Annual Conference twice in recent years and is planning an annual Glyndŵr University Psychology Conference which students are encouraged to attend and present;
- Students have instigated and developed a Psychology Society to which any student can apply for membership. The Society arranges trips to Conferences and exhibitions nationwide, and the logo used for the Society was designed by a past student as part of an assignment for the Social Psychology module.

Programme structures and requirements, levels, modules, credits and awards

The programme is delivered full time over three years or can be taken on a part time basis over six years. Full time students are expected to attend the University three days each week, normally

Wednesday, Thursday and Friday. Each day starts with two one hour lectures in the morning with practical sessions in the afternoon. The timing of the afternoon session can vary depending on the practicals planned for that day.   For example this would normally consist of two one hour sessions data collecting or in certain circumstances practicals make take place off site and be over a longer time frame (trip to Chester Zoo for example). Students are made aware in good time of the duration and content of practicals via Moodle.

Part time students take the same modules as full time students and take one module in trimester 1 and two modules in trimester 2, this pattern is reversed as students move through the programme (1- 2, 2-1 etc.)

Exit awards

Students successfully completing 120 Level Four credits or above and who find they are unable, or do not wish to continue with their studies may be awarded the Certificate of HE in Psychology.

Students successfully completing 240 Level Four and Five credits or above and who find they are unable, or do not wish to continue with their studies may be awarded the Diploma of HE in Psychology.

BSc Psychology (Ordinary) may be awarded to students who have successfully completed 300 credits, of which at least 60 are at Level Six. Note: the award of an Ordinary degree will not confer GBC.

BSc Psychology (Hons) may be awarded to students who have successfully completed 360 credits. Note: Students will be required to gain at least a 2:2 in order to be eligible for GBC.

The following tables give an indicative view of where in the timetable the modules will be delivered, the Module Leader and if the modules are core or optional. Table 1 relates to full time study. Table 2 refers to part time study.

Table 1

LEVEL 4
Level tutor Dr Mandy Robbins

MODULE CODE	MODULE	MODULE LEADER	CORE / OPTIONAL
PSY407 Trimester 1	Fundamental Psychology (Wednesday)	Victoria Woodward	Core
PSY406 Trimester 1	Study Skills for Psychology (Thursday)	Dr Mandy Robbins	Core
PSY408 Trimester 1	An Introduction to Research Design (Friday)	Sally Ann Baker	Core
PSY410 Trimester 2	An Introduction to Data Analysis (Wednesday)	Sally Ann Baker	Core
PSY405 Trimester 2	Psychology in Action (Thursday)	Phill De Prez	Core
PSY409 Trimester 2	Essential Psychology (Friday)	Dr Sahar Hamid	Core

LEVEL 5
Level tutor Dr Emyr Williams

MODULE CODE	MODULE	MODULE LEADER	CORE / OPTIONAL
PSY501 Trimester 1	Developmental Psychology (Thursday)	Victoria Woodward	Core
PSY504 Trimester 1	Cognitive Psychology (Friday)	Victoria Woodward	Core
PSY508 Trimester 1	Intermediate Research Methods (Wednesday)	Dr Emyr Williams	Core
PSY509 Trimester 2	Advanced Research Design (Friday)	Dr Emyr Williams	Core
PSY503 Trimester 2	Biological Psychology (Wednesday)	Dr Sahar Hamid	Core
PSY507 Trimester 2	Individual Differences (Thursday)	Dr Mandy Robbins	Core

LEVEL 6
Level Tutor Sally Baker

MODULE CODE	MODULE	MODULE LEADER	CORE / OPTIONAL
PSY617 Trimester 1	Social Psychology (Thursday)	Dr Emyr Williams	Core
PSY605 Trimester 1/2	Research Project (Wednesday)	Dr Mandy Robbins	Core
PSY613 Trimester 2	Work Based Learning (Friday)	Dr Sahar Hamid	Core
	Optional module one to be chosen only in each trimester (trimester 1 will run Friday, trimester 2 Thursday)		Optional
PSY607	Clinical Psychology	Dr Sahar Hamid	Optional
PSY608	Educational Psychology	Phill de Prez	Optional
PSY609	Forensic Psychology	Phill de Prez	Optional

PSY610	Health Psychology	Sally Ann Baker	Optional
PSY618	Negotiated Learning	Dr Sahar Hamid	Optional
PSY612	Occupational Psychology	Phill de Prez	Optional
PSY614	Counselling Psychology	Phill de Prez	Optional
PSY615	Psychology of Religion	Dr Emyr Williams	Optional

Table 2

For part time study, Level Four (years one and two) is shown as students will need to complete modules in this sequence as the earlier modules form an underpinning for the latter modules. However, as students progress to Level Five, the sequencing is not as important and therefore provided students are able to fit in with the full time timetable, they have more freedom to choose the order in which they study the modules.

Module	Year	Trimester
Study Skills for Psychology	One	One
Introduction to Research Design	One	One
Introduction to Data Analysis	One	Two

Module	Year	Trimester
Fundamental Psychology	Two	One
Psychology in Action	Two	Two
Essential Psychology	Two	Two

Intended learning outcomes of the programme

The programme has been designed on a thematic basis, and the learning outcomes overleaf demonstrate how student progress in the themes across the programme.

Students who elect not to take the Research Project module do not have to undertake the planning, carrying out and writing up of an empirical piece of work (10,000 words) and therefore some learning outcomes are specific to this module alone.

Similarly a number of learning outcomes at level 6 Honours will only be met through this module being completed. This demonstrates a key difference between the Ordinary and Honours degree, hence a number of Level Six outcomes will only be met at Honours level. An Ordinary degree may also be awarded to a student who has successfully passed the Research Project module but was not successful in another e.g. achieved 300 credits at the end of level 6.

	Level Four *On completion of Level Four, students will have acquired the following:*	*Level Five* *On completion of Level Five, students will have acquired the following:*	*Level Six Ord* *On completion of Level Six (Ord), students will have acquired the following:*	*Level Six Hons* *On completion of Level Six (Hons), students will have acquired the following:*
Knowledge and Understanding				
A1	a broad understanding of the way people develop abilities to perceive, think, feel, and act	a detailed understanding of the way people develop abilities to perceive, think, feel, and act	a comprehensive understanding of the way people develop abilities to perceive, think, feel and act	a comprehensive understanding of the way people develop abilities to perceive, think, feel and act
A2	a broad understanding of the relationship between psychology and cognate disciplines e.g. biology, sociology, psychiatry	a detailed understanding of the relationship between psychology and cognate disciplines e.g. biology, sociology, psychiatry	a comprehensive understanding of the relationship cognate disciplines e.g. biology, sociology, psychiatry	a comprehensive understanding of the relationship cognate disciplines e.g. biology, sociology, psychiatry
A3	a broad appreciation of the assimilation within psychology of themes, theories, methods, and findings from other discipline areas	a detailed appreciation of the assimilation within psychology of themes, theories, methods, and findings from other discipline areas	a comprehensive appreciation of the assimilation within psychology of themes, theories, methods, and findings from other discipline areas	a comprehensive appreciation of the assimilation within psychology of themes, theories, methods, and findings from other discipline areas
A4	a broad appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology	a detailed appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology	a comprehensive appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology	a comprehensive appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology
A5	a broad knowledge of a range of research methods and measurement techniques	a detailed knowledge of a range of research methods and measurement techniques	a comprehensive knowledge of a range of research methods and measurement techniques	a comprehensive knowledge of a range of research methods and measurement techniques

		Level Four *On completion of Level Four, students will have acquired the following:*	*Level Five* *On completion of Level Five, students will have acquired the following:*	*Level Six Ord* *On completion of Level Six (Ord), students will have acquired the following:*	*Level Six Hons* *On completion of Level Six (Hons), students will have acquired the following:*
Intellectual Skills					
B1		the ability to integrate simple ideas and empirical findings	the ability to integrate challenging ideas and empirical findings	the ability to integrate complex ideas and empirical findings	the ability to integrate complex ideas and empirical findings
B2		the ability to extrapolate and comprehend the application of elementary knowledge within the areas of psychology	the ability to display the ability to extrapolate and comprehend intermediate level knowledge within the areas of psychology	the ability to extrapolate and comprehend the application of higher level knowledge within the areas of psychology	the ability to extrapolate and comprehend the application of higher level knowledge within the areas of psychology
B3		the ability to display rudimentary critical thinking skills	the ability to display advanced critical thinking skills	the ability to display complex critical thinking skills	the ability to display complex critical thinking skills
B4		the ability to process information in a manner displaying rudimentary cognitive skills	the ability to process information in a manner displaying advanced cognitive skills	the ability to process information in a manner displaying complex cognitive skills	the ability to process information in a manner displaying complex cognitive skills
B5		the ability to define and appreciate simple problems	the ability to define and appreciate complex problems, propounding possible solutions	the ability to define and appreciate highly complex problems, propounding possible solutions	the ability to define and appreciate highly complex problems, propounding possible solutions
Subject and other skills					
C1		the ability to generate and explore simple hypotheses and research questions	the ability to generate and explore advanced hypotheses and research questions	the ability to generate and explore highly advanced hypotheses and research questions	the ability to generate and explore complex hypotheses and research questions

	Level Four	Level Five	Level Six Ord	Level Six Hons
	On completion of Level Four, students will have acquired the following:	*On completion of Level Five, students will have acquired the following:*	*On completion of Level Six (Ord), students will have acquired the following:*	*On completion of Level Six (Hons), students will have acquired the following:*
C2	the ability to initiate, design and conduct simple empirical-based studies involving a variety of methods of data collection	the ability to initiate, design and conduct complex empirical-based studies involving a variety of methods of data collection		the ability to initiate, design and conduct complex empirical-based studies involving a variety of methods of data collection
C3	the ability to analyze and use simple quantitative and qualitative methods	the ability to analyze and use advanced numerical, statistical and other data using both quantitative and qualitative methods		the ability to analyze and use complex numerical, statistical and other data using both quantitative and qualitative methods
C4	the ability to evaluate, present and communicate effectively simple findings by a variety of means	the ability to evaluate, present and communicate effectively advanced findings by a variety of means	the ability to evaluate, present and communicate effectively advanced findings by a variety of means	the ability to evaluate, present and communicate effectively complex findings by a variety of means
Professional Skills and abilities and Employability Skills and abilities				
D1	the ability to employ basic evidence-based reasoning	the ability to employ advanced evidence-based reasoning	the ability to employ highly advanced evidence-based reasoning	the ability to employ complex evidence-based reasoning
D2	the ability to use a variety of simple psychological tools	the ability to use a variety of advanced psychological tools	the ability to use a variety of complex psychological tools	the ability to use a variety of complex psychological tools

	Level Four *On completion of Level Four, students will have acquired the following:*	*Level Five* *On completion of Level Five, students will have acquired the following:*	*Level Six Ord* *On completion of Level Six (Ord), students will have acquired the following:*	*Level Six Hons* *On completion of Level Six (Hons), students will have acquired the following:*
D3	the rudimentary ability to communicate effectively by written, oral and visual means	the advanced ability to communicate effectively by written, oral and visual means	the further advanced ability to communicate effectively by written, oral and visual means	the further advanced ability to communicate effectively by written, oral and visual means
D4	basic computer literacy within the specific context of the subject	advanced computer literacy within the specific context of the subject	enhanced computer literacy within the specific context of the subject	enhanced computer literacy within the specific context of the subject
D5	the ability to retrieve and organise elementary information effectively	the ability to retrieve and organise advanced information effectively	the ability to retrieve and organise complex information effectively	the ability to retrieve and organise complex information effectively
D6	basic sensitivity to contextual and interpersonal factors	advanced sensitivity to contextual and interpersonal factors	enhanced sensitivity to contextual and interpersonal factors	enhanced sensitivity to contextual and interpersonal factors
D7				the ability to carry out an extensive piece of independent empirical research

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Level	Module Title	Knowledge understanding, intellectual skills, practical skills , professional and employability skills																				
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7
Level 4 / All core	Fundamental Psychology			x	x		x			x												
	Introduction to Research Design					x	x	x		x	x				x				x	x		
	Essential Psychology	x	x		x	x	x	x	x	x					x				x	x		
	Introduction to Data Analysis					x	x	x	x	x		x	x	x	x	x			x	x		
	Psychology in Action	x	x	x		x		x		x						x	x		x		x	
	Study Skills for Psychology	x				x	x	x	x	x		x			x	x	x	x	x		x	
Level 5 / All core	Developmental Psychology	x	x	x	x	x	x	x	x	x		x				x			x		x	
	Advanced Research Design			x		x			x		x	x	x	x	x	x		x	x		x	
	Biological Psychology	x	x	x	x		x	x	x	x	x					x			x		x	
	Cognitive Psychology	x		x	x		x	x	x	x	x						x		x			
	Intermediate Research Methods					x	x		x	x	x	x		x	x	x	x	x	x	x	x	
	Individual Differences	x				x	x	x		x							x		x		x	

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	Module Title	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7
Level 6	Clinical Psychology (opt)	x	x	x	x	x	x	x	x	x	x	x				x		x	x	x	x	
	Health Psychology (opt)	x	x	x	x	x	x	x	x	x		x				x		x	x	x		
	Negotiated Learning (opt)	x		x	x	x	x	x	x	x	x	x			x	x		x	x	x		
	Educational Psychology (opt)	x	x		x			x		x	x							x			x	
	The Psychology of Religion (opt)	x		x			x	x	x	x								x			x	
	Forensic Psychology (opt)		x	x		x	x		x		x				x	x	x			x		
	Counselling Psychology (opt)	x	x		x			x		x	x							x			x	
	Occupational Psychology (opt)		x		x	x	x	x			x						x	x		x		
	Work Based Learning	x		x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	
	Social Psychology	x	x			x	x	x	x	x	x	x	x	x	x	x			x	x		
	Research Project			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

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Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

It is the team's aim throughout this programme to help students gain a greater understanding of themselves and their preferred styles of learning and broader psychological functioning, to prepare them to be effective in their future beyond the programme, and to engender within them the desire to be lifelong learners. The team will strive to achieve this through a combination of support for learning, facilitation of self-directed learning, accommodation of diversity, personal enthusiasm for the subject and the embedding of the Glyndŵr Graduate attributes throughout the programme.

The overarching philosophy of this programme is to focus on making the links between individual 'real life' experience and the body of theoretical knowledge that is founded on empirical evidence. Level 4 is designed to provide a solid foundation of understanding of the intertwining of theory (Fundamental Psychology), its professional application (Psychology in Action), and its underpinning with research (Introduction to Research Design). Completed by support for learning through the module Study Skills for Psychology, the first year of the programme becomes one integrated whole which presents opportunities for students to identify and challenge their own beliefs and assumptions. In level 4 the students start to engage in Personal Development Planning which is taught and practised in the Study Skills for Psychology module.

To achieve this, the approach to learning and teaching at Level 4 will have an emphasis on interconnections and activity. For example, students may receive an introductory lecture on memory and follow this up with a small computer-based experiment on item recall. They may then look at applications of memory in professional practice settings, and spend some time considering how to improve their own memories. Small group working will be encouraged and, for some assessments, required, for example the Psychology in Action module focuses on interpersonal skills and introduces students to career options. Professional career advice begins in induction week and is provided through a full taught session in the Psychology in Action module. In level 6 work topics started in this module may be furthered through the Negotiated Learning and Work Based Learning modules which prepare students for career roles within psychology.

Level 5 continues the theme of topic inter-relatedness and underpinning by research, but is designed to encourage a more independent approach to learning. Thus there will still be a mix of lectures and practical activities, and some collaborative assessments, but the focus will be more on individual interpretation. Learning will continue to be guided but practical support will be provided on a more individual basis, as and when required (for which students may be referred to the various support units within the University). This level provides the bridge between the fundamental elements of academic knowledge and the ability and confidence required at Level 6 to execute a piece of independent empirical research. Theories and concepts will be studied in some depth, and approaches to research and methods of data collection and analysis (both quantitative and qualitative) will become more complex. On completion of Level 5 students will be equipped with a sufficiently broad stock of information and practical experience of techniques to make an informed decision about a topic for the Research Project at Level 6.

The culmination of the programme is the focus on the application of psychological theory and the range of situations in which this is done. Level 6 is arranged very specifically around the themes of theory, research, and practice. Modules are designed to demonstrate the ways in which research produces theory that, in turn, informs practice. Students will be provided with the opportunity to explore issues of long-standing debate in psychology, and those of current

topicality. Module delivery at this level, and research project supervision, exploit the expertise of programme team members. Each module has a designated module leader but delivery is likely to involve other members of the team.

Throughout the full programme students will be encouraged to work collaboratively both formally and informally. Moodle (Glyndŵr University's Virtual Learning Environment) will be used primarily as a supporting medium and to facilitate interaction in a flexible way. All contact will be face-to-face and additional material will be made available via Moodle. All module content is placed on Moodle at least three weeks before lectures take place, along with all substantive resources available for the whole trimester. Students will be trained in using the system in the module Study Skills for Psychology.

Another part of the programme strategy is the use of team teaching and the use of guest speakers / lecturers. All members of the programme team have a background in academic psychology.

The programme aims to give students both the academic skills and practical skills they will need to enter the workplace. The Work Based Learning module in level 6 will be delivered through a series of introductory lectures that will guide the students on the role of key professional psychologists and the benefits of vocational work experience, relevant placements and how they can benefit the vocational objective of the student. Tutorials will be arranged to discuss relevant placement dates and the progress of the experience. Placement opportunity/private study will then be agreed in a one to one tutorial session between tutor and student. In the tutorial, the tutor and student must come to an agreement on the specific topic or placement location and overall experience that the student wants to achieve. In the team's experience, most students have a part time job and it is in these organisations their work placement is based, or through professional links the psychology team have. Prior to any student commencing a work placement or work experience, the team will ensure that the workplace will offer appropriate learning experiences, and where needed appropriate support. This may involve a member of the team visiting or contacting the workplace and creating a learning plan or agreement setting out the boundaries and roles of all parties involved. It is envisaged there will be a specific named person from the organisation and university working collaboratively with the student.

Welsh Medium Provision

In line with the University's Welsh Language Scheme, students will be offered the opportunity to submit assessments through the medium of Welsh. This will be drawn to the attention of students through the student handbook and verbal reminders from the programme team. There is no specific requirement for fluency in the Welsh language in order to work as a psychologist in Wales but all members of the programme team will be encouraged to learn. Similarly, students on the programme will be encouraged to take up extra-curricular opportunities to commence or advance the learning of Welsh.

Additionally, approximately 17% of the programme can be available through the medium of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment is carried out in accordance with Glyndŵr University's Regulations for Initial Modular Undergraduate Degrees, Diplomas, Certificates, and Foundation Degrees.

Opportunities for formative assessments will feature regularly at Level 4 in order that students can gauge their own benchmarks and plot their own progress. These may include short pieces of writing, on-line exercises, or reflective diaries linked to PDP. Levels 5 and 6 will also include formative assessments but these will be less frequent and more self-directed i.e. students will be expected to be active in identifying their own strengths and limitations. The range of summative assessments has been designed to encompass the rigorous academic requirements of The British Psychological Society, and also to accommodate individual differences in preferred learning style. Consequently there is a mix of essays, on-line multiple-choice tests, reports of practical exercises, and oral presentations.

Assignments are set electronically (Moodle) and marked and returned by e-mail with students being given both electronic and verbal feedback on all assessments within an appropriate timescale determined by University regulations (currently three weeks). Assessment criteria are published in the student programme handbook issued at the beginning of the academic year, and are drawn from published good practice guidelines.

In order to maintain an approach where students can develop their own interests within psychology, the assignment questions can be answered from many different perspectives. However the design of the assessment task (outlined in further detail in the module specification) will ensure that the learning outcomes will be met, therefore within a cohort of students there may be several approaches to a single question.

Each level entails a similar amount of work from students in terms of the number and lengths of assessment tasks, but the content will become increasingly demanding to reflect the developing complexity of material at each stage.

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

Module	Level	Credit value	Assessment	Indicative submission date
Fundamental Psychology	4	20	Essay (2000 words) Essay (2000 words)	Wk 5 Wk 9
An Introduction to Research Design	4	20	Essay (2000 words) Research Report (2000 words)	Wk 8 Wk 12
Essential Psychology	4	20	Essay (2000 words) Multiple Choice (2 hrs)	Wk 20 Wk 27
An Introduction to Data Analysis	4	20	Essay (1500 words) Report (1500 words) Portfolio (1000 words)	Wk 19 Wk 25 WK 25
Psychology in Action	4	20	Presentation (20 mins) Case study (2000 words)	Wk 11 Wk 24
Study Skills for Psychology	4	20	Portfolio (equivalent 4000 words)	Wk 3,6 & 9

Developmental Psychology	5	20	Essay (2000 words) Report (2000 words	Wk 15 Wk 27
Intermediate Research Methods	5	20	Essay (1500 words) Report (1500 words) Portfolio (1000 words)	Wk 10 Wk 24 Wk 24
Biological Psychology	5	20	Essay (2000 words) Report (2000 words)	Wk 14 Wk 27
Cognitive Psychology	5	20	Report (2000 words) Report (2000 words)	Wk 16 Wk 27
Advanced Research Design	5	20	Portfolio (2000 words) Research Proposal (2000 words)	Wk 7 Wk 12
Individual Differences	5	20	Essay (2000 words) Report (2000 words)	Wk 16 Wk 27
Research Project	6	40	Research report (10000 words)	Wk 20
Social Psychology	6	20	Essay (2000 words) Report (2000 words)	Wk 19 Wk 25
Work Based Learning	6	20	Essay (2000 words) Journal (2000 words)	Wk 10 Wk 27
Clinical Psychology*	6	20	Essay (2000 words) Report (2000 words)	Wk 10 Wk 27
Health Psychology*	6	20	Essay (2000 words) Report (2000 words)	Wk 10 Wk 27
Negotiated Learning*	6	20	Portfolio (4000 words)	Wk 10 Wk 27
Educational Psychology*	6	20	Essay (2000 words) Report (2000 words)	Wk 10 Wk 27
Counselling Psychology*	6	20	Essay (2000 words) Report (2000 words)	Wk 10 Wk 27
The Psychology of Religion*	6	20	Essay (2000 words) Report (2000 words)	Wk 10 Wk 27
Forensic Psychology*	6	20	Essay (2000 words) Report (2000 words)	Wk 10 Wk 27
Occupational Psychology*	6	20	Essay (2000 words) Report (2000 words)	Wk 10 Wk 27

* denotes Optional Modules at Level 6

Assessment regulations that apply to the programme

Glyndŵr University's regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply to this programme.

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification;
- All level 6 modules must have been passed at the first attempt;
- The mark achieved for the 40 credit Project module is within the higher classification.

Whilst the University's academic regulations allow for classification to be calculated on levels 5 and 6, or level 6 only with a final award being that of most benefit to the students, the regulations say that for the BSc (Hons) Psychology, the degree classifications will always be calculated on the basis of level 5 and 6 modules due to the requirements of the professional body.

Programme Management

Programme Team:

Name	Post	Main responsibilities
Dr Mandy Robbins	Senior Lecturer	Level Tutor and Module Leader
Dr Emyr Williams	Senior Lecturer	Level Tutor and Module Leader
Sally Ann Baker	Senior Lecturer	Level Tutor and Module Leader
Dr Sahar Hamid	Senior Lecturer	Module Leader
Phillip J de Prez	Senior Lecturer	Programme / Module Leader
Victoria Woodward	Senior Lecturer	Module Leader
Helen Coleman	Lecturer	Module Deliverer
Professor Christopher Alan Lewis	Head of Department	Head of Department
Scott Howard	Technician	Technician
Anne Scard-Jones	Administrator	Administrator

There are three tiers of management of the programme; the Programme Leader, Level

Tutors, and Module Leaders. In broad outline, the Programme Leader holds a strategic overview; Level Tutors oversee the mechanics of delivery; 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;
- Implementing University 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;
- Arranging peer review of teaching;
- Dealing with 'student issues' such as extenuating circumstances, extensions and student concerns;
- Promoting and marketing the programme with the programme team;
- Liaising with the School Office for Undergraduate Studies over arrangements for assessment boards and liaising with the external examiners;
- Organising staff-student consultative meetings.

Each incoming cohort of students will be assigned a Level Tutor who will retain responsibility for that particular group during their three/six years on the programme.

Specifically, Level Tutors will:

- Oversee the day to day arrangements for the running of their level group;
- Assist in the planning of the programme in respect of their level group;
- Use quality assurance procedures required for the level group;
- Make representation to the Programme Leader regarding level group specific issues;
- Provide information relating to the level group for the AMR;
- Assist the Programme Leader with the marketing of the programme and the recruitment of students;
- Make staff development needs known to the Programme Leader.

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;
- Liaising with the Programme Leader and Level Tutor over management and delivery of module – timetabling, booking rooms, arranging speakers etc;
- 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;
- Making staff development needs known to the Programme Leader.

Quality assurance mechanisms are well established at University level and indicate that, 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 Programme Management Boards which are held three times a year. All of these are

overseen by the Academic Subject Board held twice a year, which is responsible for the management of academic quality and standards within Academic Departments.

Student feedback is sought through the Staff Student Consultative Committee which meets three times each year, twice in trimester 1 (week 6 and at the end of the trimester), and once in trimester 2, and through module feedback mechanisms e.g. SEM (Student Evaluation of Modules) questionnaires (this is carried out electronically via Survey Monkey). Actions will be reported back to students via Moodle and programme notice boards.

Research and scholarly activity

All members of the teaching team have a teaching qualification or are working towards one, have a PhD or are working towards one and are active researchers and most of the team are on the Board of the Welsh Journal of Psychology. Members of the team attend regularly and present at conferences and several students are engaged with assisting staff with research projects.

This range of activities provides excellent opportunities for the delivery team to use contemporary and pertinent research to inform both the curriculum and their learning and teaching strategies. For example;

- in the Individual Differences module, students have the opportunity to employ new scales that have recently been developed by the module tutor to operationalise different theories to explore their psychometric properties and consider their practical application;
- the modules Psychology of Religion, Social Psychology, and the four Research Methods based Modules (Introduction to Research Design, Introduction to Data Analysis, Intermediate Research Methods and Advanced Research Design) are underpinned by research by the module tutors' work on designing attitudinal measures which are tested against social psychological constructs.

Particular support for learning

Every student will be assigned a Personal Tutor (PT) whose predominant task is academic support. PT's are allocated to students in induction week for the entire programme length and are members of the programme delivery team. Students will have an opportunity to change PT's at any time without question. This might arise for instance if a student with aspirations to study a particular area of psychology in more depth became aware of an individual team member having expertise in that area; this might lead the student to naturally gravitate to that tutor.

The team operate an 'open door' policy and offer an appointment system for extra academic support to those students who require it. The open door policy allows students with immediate pressing concerns to see a member of staff within a short timeframe. The programme benefits from a full time dedicated administrator whose door is open during normal office hours if teaching staff are unavailable. For academic questions or less pressing issues an appointment process is in place. Students will also have technological support from the programme's dedicated technician, and through accessing the established networks within the University. These arrangements will be conveyed to students during induction sessions, via the programme notice boards, and Moodle along with all the contact details of the team. If tutors feel students would benefit from additional support from any of these facilities, they will make such a recommendation and / or set up seminars, for example extra research seminars based on effective search techniques from Student Services library

staff.

The programme team work closely with the Careers team with a dedicated link. After an initial introduction to the link person in induction week, specific careers advice starts in Level 4 (Psychology in Action module) where the link person delivers a full half day session. In level 5 there is a continued presence and in Level 6 a more detailed longer session on specific skills to assist students (CV writing, application form filling and interview skills etc.).

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, irrespective of age, gender, disability, sexuality, race or social background. Equality and diversity topics are a standing agenda item on the team meeting minutes.

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 assessed and acknowledged formally. This is done at induction where introductions to University support services are highlighted. The outcome of such an assessment has resulted, for example, in additional time being allowed for examinations, or the provision of further learning support. With one particular student with visual impairments the Department bought an Apple Laptop computer and facilitated tutorials in order for this student to be able to fully engage with the programme.