

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b>	Glyndŵr University
<b>Details of accreditation by a professional, statutory or regulatory body</b>	N/A
<b>Final award/s available</b>	MSc Psychology of Religion PG Dip Psychology of Religion PG Cert Psychology of Religion
<b>Award title</b>	MSc Psychology of Religion
<b>UCAS code</b>	N/A
<b>Relevant QAA subject benchmark statement/s</b>	Psychology 2007 (produced for undergraduate programmes, an M-level statement is not yet available)
<b>Other external and internal reference points used to inform the programme outcomes</b>	Master's Degree Characteristics March 2010 (QAA) The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ), 2008
<b>Mode/s of study</b>	Part-time 3 years; full-time 1 year On-line delivery
<b>Language of study</b>	English
<b>Date at which the programme specification was written or revised</b>	July 2011

### Aims of the programme

This course provides an opportunity to study and engage with the developing field of the psychology of religion. The course provides the opportunity for students to engage in the following areas:

- Individual differences and religion;
- Mental health, religion and culture;
- Social psychology of religious experience, belief and behaviour;
- Positive psychology of religion.

The course is delivered by e-learning. The student will engage with the course using a virtual learning environment, including provision of reading material, on-line forums, etc. Student will receive regular feedback from engagement exercises. All students will be appointed a personal tutor who will support them throughout the course alongside the module tutors. The course will be assessed through assignments based on practical exercises/research, and an empirical dissertation.

Thus 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 to a publishable standard.

#### **Intended learning outcomes of the programme\***

**On completion of the Postgraduate Certificate in Psychology of Religion, students will be able to:**

***a) knowledge and understanding***

**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.

***b) Intellectual skills***

**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.

***Subject skills***

**C1** independently generate and explore complex hypotheses and research questions.

**C2** critically evaluate quantitative and qualitative methods employed in the psychology of religion.

***Practical, professional and employability skills***

**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.

**On completion of the Postgraduate Diploma in Psychology of Religion, in addition to the above, students will be able to:**

***a) knowledge and understanding***

**A3** demonstrate a critical and systematic understanding of contemporary developments within the psychology of religion.

***b) Intellectual skills***

**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***

**C3** initiate, design and conduct empirical-based studies involving a variety of methods of data collection.

**C4** synthesise and critically evaluate complex findings.

***Practical, professional and employability skills***

**D4** employ complex evidence based reasoning.

**D5** demonstrate skills in critical academic enquiry.

**On completion of the MSc Psychology of Religion, in addition to the above, students will be able to:**

***Subject skills***

**C5** undertake a significant piece of research that fully and critically explores key issues.

***Practical, professional and employability skills***

**D6** produce a report to a publishable standard of a piece of research, showing critical awareness of the implications of findings for both theory and practice.

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

		<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>B5</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5</b>	<b>D6</b>
<i>Level 7</i>	<i>Psychology of Religion: an introduction</i>	X				X	X			X					X	X	X			
	<i>Research Methods</i>		X		X	X	X				X				X	X	X			
	<i>Mental Health, Religion and Culture</i>			X				X	X			X	X							
	<i>Individual Differences and Religion</i>			X				X	X			X	X					X	X	
	<i>The Social Psychology of Religious Experience, Belief and Behaviour</i>			X				X	X			X	X					X	X	
	<i>Positive Psychology and Religion</i>			X				X	X			X	X					X	X	
	<b>MSc</b>																			
	<i>Dissertation</i>													X						X

### **Distinctive features of the programme**

The programme will provide students with an evidence-based course within the Psychology of Religion. It provides an opportunity for students to explore religious belief, practice, experience and values and the complex interactions between these.

Some students may already be engaged in some form of work that is in close contact with religion (e.g. Ministers of Religion, R.E. teachers, researchers, and psychologists), and therefore the course can be utilised as part of the students CPD programme.

Each module is set up to enable the students to develop their own practical study in the Psychology of Religion. It is envisaged that a significant number of the students will engage at a high enough level to enable them to seek publication of their work in peer review journals.

Delivery by e-learning will provide student with flexibility in their studies.

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

The MSc Psychology of Religion will be a distance learning course. Course material will be provided via the University's virtual learning environment, Moodle. All students will engage with an introductory session to Moodle before they begin their course. This introductory session will be delivered by a member of the course team via email and Moodle. This will ensure that students are confident in working within the Moodle environment. Ongoing support with Moodle will be provided by members of the course team if required. The student's personal development plan will enable support to be targeted and will incorporate the student's responsibilities in regard to their own learning. All students will be 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).

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, lines of 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 will be required to confirm safe receipt of study materials and if not confirmation is received then an email asking for confirmation will be sent. All email communication will be sent using the *confirm receipt* facility. Thus confirming the student has successfully received the communication. Moodle as the facility to review when and for how long students have accessed the learning environment.

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

The peer group study will be conducted through Moodle and Adobeconnect using discussion fora and blogs with their module tutor. Students will be 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 will be 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 will enable the module tutor to monitor student progress and also ensure that the student and module tutor are in regular contact.

Each student will be required to work closely with their module tutor to agree their title 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 will be expected to deal with emails in a timely manner during normal working hours. Module leaders will set the expectation that students will submit their weekly exercise each Thursday and will receive feedback by the following Tuesday.

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

### **Part-time**

All the modules in year one and year two are 20 credits. In year one all students will complete the three core modules. The first core module is Psychology of Religion: an introduction. This module will introduce students to the interface between psychology and religion. The second core module is Research Methods. This module will examine the analytic tools the students will need to enable them to both undertake their own independent research, as well as critique available published research. The third core module is Mental Health, Religion and Culture. In year two students will take two core modules: Individual Differences and Religion and Positive Psychology and Religion. They will take a third module the Social Psychology of Religious Experience, Belief and Behaviour. In year three students will undertake a dissertation (60 credits). The dissertation will encourage students to undertake an extended piece of research that will make an original contribution to knowledge. It is envisaged that the dissertation will prepare students to proceed to a research degree (MPhil/PhD/Prof Doc).

### **Full-time**

In semester one students will complete the three core modules: Psychology of Religion: an introduction; Research Methods; Mental Health, Religion and Culture. In semester two students will complete three modules. These modules are Individual Differences and Religion, The Social Psychology of Religious Experience, Belief and Behaviour and Positive Psychology and Religion. In semester three students will undertake a dissertation (60 credits). The dissertation will encourage students to undertake an extended piece of research that will make an original contribution to knowledge. It is envisaged that the dissertation will prepare students to proceed to a research degree (MPhil/ PhD/Prof Doc).

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. A member of the course team is Welsh speaking so essays submitted in Welsh will be able to receive feedback in Welsh.

### **Assessment strategy used to enable outcomes to be achieved and demonstrated**

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 mitigating 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 4,000 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.

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.

<b>Module</b>	<b>Core/ optional</b>	<b>Level</b>	<b>Credit value</b>	<b>Assessment</b>	<b>Approx Submission</b>	
Psychology of Religion: an introduction	Core	7	20	Coursework portfolio (4000 words)	End of semester	
Research Methods	Core	7	20	Coursework portfolio (4000 words)	End of semester	
Individual Differences and Religion	Core	7	20	Coursework portfolio (4000 words)	End of semester	
Mental Health, Religion and Culture	Core	7	20	Coursework portfolio (4000 words)	End of semester	
The Social Psychology of Religious Experience, Belief and Behaviour	Core	7	20	Coursework portfolio (4000 words)	End of semester	
Positive Psychology and Religion	Core	7	20	Coursework portfolio (4000 words)	End of semester	
Dissertation	Core	7	60	Dissertation (20,000 words)	End of semester	

<b>Assessment regulations that apply to the programme</b>
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Glyndŵr University Taught Masters Degrees
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**Programme structures and requirements, levels, modules, credits and awards****Programme structure**

<b>Module Title</b>	<b>Core/ Optional</b>	<b>Level</b>	<b>Existing Module Code*</b>	<b>Credit Value</b>	<b>Semester of delivery</b>
Psychology of Religion: an introduction	Core	7	N/A	20	PT: Year 1 Sem 1 FT: Year 1 Sem 1
Research Methods	Core	7	N/A	20	PT: Year 1 Sem 2 FT: Year 1 Sem 1
Mental Health, Religion and Culture	Core	7	N/A	20	PT: Year 1 Sem 3 FT: Year 1 Sem 2
Individual Differences and Religion	Core	7	N/A	20	PT: Year 2 Sem 1 FT: Year 1 Sem 1
The Social Psychology of Religious Experience, Belief and Behaviour	Core	7	N/A	20	PT: Year 2 Sem 3 FT: Year 1 Sem 2
Positive Psychology and Religion	Core	7	N/A	20	PT: Year 2 Sem 2 FT: Year 1 Sem 2
Dissertation	Core	7	N/A	60	PT: Year 3 Sem 1-3 FT: Year 1 Sem 3

**Requirements for the satisfaction of each award, including exit awards****PGC Psychology of Religion**

Students who have successfully completed three core modules (including Psychology of Religion: an introduction and Research Methods) and achieved 60 credits will be entitled to exit with the award PG Certificate in Psychology of Religion, should they be unable or not wish to continue with their studies.

**PGD Psychology of Religion**

Students who have successfully completed 120 credits will be entitled to exit with the award PG Diploma in Psychology of Religion, should they be unable or not wish to continue with their studies

**MSc Psychology of Religion**

Students who have successfully completed the full programme, including the dissertation will be entitled to be awarded MSc Psychology of Religion.

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### Criteria for admission to the programme

Entry onto the programme will be in accordance with the University regulations and Glyndŵr University's access and equal opportunities policies. These are designed to make higher education accessible to the broadest range of participants. They ensure that all applicants will be considered solely on the basis of their merits, abilities and potential to succeed in their chosen course.

For entry onto the programme students will usually have a first degree (2ii or above) in a subject that has an element of psychological content and be subject to an interview (telephone or face-to-face). Where appropriate an International English Language Teaching System Score of 6.5 or above will be required. All prospective students will be provided with appropriate advice and guidance on the nature, demands and requirements of the programme. Prospective students will require the support of referees who are able to commend their academic capabilities.

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 or APEL.

### Programme 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;
- Organizing 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 mitigating 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;
- Organizing 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 – 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;
- Arranging peer review of teaching;
- Making staff development needs known to the Programme Leader.

Quality assurance mechanisms are well established at University level 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 Academic Subject 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. The software Adobeconnect will be used to enable students on the course to appoint a student representative. The student representative will take part in the Staff Student Consultative Committee either via Skype or Adobeconnect. Actions will be reported back to students via Moodle or have the option to attend in person.

#### **Programme Team:**

Sally-Ann Baker  
 Professor Christopher Alan Lewis, Academic leader  
 Fiona Lintern  
 Dr Sahar Nadeem Hamid  
 Phillip J de Prez  
 Dr Mandy Robbins, Programme leader  
 Dr Emyr Williams  
 Victoria Woodward

#### **Research and Scholarly activity underpinning the curriculum**

##### **General**

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. Whilst scholarship is to be regarded as a basis for original research work, it is also acknowledged that the range, diversity and quality of scholarly activities undertaken by the team are vital to the continuing reputation and profile of the University and subsequently to securing Research Degree Awarding Powers (rDAPs). Within the area of Psychology research is broadly focused into three areas:

Health Psychology  
 Learning and Teaching  
 Psychology of Religion

**Professor Christopher Alan Lewis**

Professor Christopher Alan Lewis is Academic Lead of the area of Psychology and also Dean of the University, Institute for Health Medical Science and Society. He holds postgraduate degrees in both Psychology and Education from the University of Ulster, 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.

**Dr Mandy Robbins**

Dr Mandy Robbins 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 Values and Managing Editor of the journal *Rural Theology*. She is also on the editorial board of the *Welsh Journal of Psychology*. 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 member of the APA, BPS and the Institute of Educational Assessors.

**Dr Sahar Nadeem Hamid**

Dr Sahar Nadeem Hamid is an active researcher within cognitive psychology and perception. She received her PhD in Psychology from the University of Texas at Austin in 2008. Her research has been on memory and navigational abilities, as well as on decision making skills in times of uncertainty. Sahar has published her work in the *Vision Sciences Journal* and has presented at the VSS and Psychonomics conferences.

**Phillip J de Prez**

Phillip J de Prez has experience of instigating and developing courses for a diverse client base including Local Government, FE and HE institutions, the Health Care sector and private organisations with continuing professional development and research in several areas including stress and team structure and functioning. Phill is integrating research from his MSc, PGCPD and PhD studies to investigate the processes involved in learning from an individual perspective and in a group/team environment. If it is conceded that organisations are increasingly less reliant upon hierarchical structures and focus more on a flatter team based structure, Phill's interest lies with the implications for individuals to learn the skills associated with the new roles expected of them. His interest focuses partly on the

developmental learning processes that begins in education's early primary years and extends into Higher Education and beyond that form the basis of how individuals prefer to work, autonomously or as part of a team. The intention is to build upon this work by attending relevant conferences and seminars. Phill is also a member of the editorial board of the *Welsh Journal of Psychology* and a member of the BPS and PSI.

### **Fiona Lintern**

Fiona Lintern has taught Psychology for over twenty years in a range of FE and HE Institutions. Her particular interests focus on issues related to post-16 psychology teaching, learning and assessment. She has held a variety of external examining roles including Chief Examiner for A-level Psychology (OCR), and is currently Reviser for A-level Psychology (OCR), Principal Examiner for the new pre-U Psychology qualification and Assistant Examiner and Vetter for the International A-level Psychology examinations. She was involved in writing the most recent OCR A-level Psychology specification. She has also written several A-level Psychology texts and was series editor for the suite of materials published by Heinemann to support the OCR A-level specification. She is a member of the Higher Education Academy, The Association for the Teaching of Psychology, The Institute of Educational Assessors and is a member of the editorial board for *The Welsh Journal of Psychology*. Fiona is also a member of the Institute of Educational Assessors, Association of Teachers of Psychology and the Society for the Teaching of Psychology.

### **Sally-Ann Baker**

Sally-Ann Baker's interest is in service evaluation, health promotion and illness prevention is a specific area of interest, and is the focus of a number of projects (such as Heart of Flintshire, Food and Nutrition, Food and Fitness, All Wales Dietetics Evaluation) which draw upon psychological models and theories. She has a range of publications, conference presentations and more recently has been invited to speak at events run by organisations such as the Food Standards Agency and the Children and Young Peoples Network. Whilst more quantitative in approach, Sally-Ann has experience of a range of research designs including survey, action research, quasi experimental, case study, qualitative, and mixed methods which directly underpins each of the *Research Design, Methods and Statistics* modules. As a member of the Glyndŵr University ethics committee, Sally-Ann has a sound knowledge of research ethics, current legislation (e.g. Data Protection Act, Mental Capacity Act) and processes. Sally-Ann's research knowledge is kept current through involvement with the BCUHB Internal Review Panel, as an external reviewer for projects for NIHR and NHS SDO, through attendance at research seminars, short courses and conferences in addition to her own reading. Sally is also a member of the editorial board of the *Welsh Journal of Psychology* and a member of the BPS.

### **Victoria Woodward**

Victoria Woodward is an active researcher in the field of health psychology, specifically women and HIV. Her involvement as a Trustee with Sahr House in Liverpool, the Merseyside HIV support centre has underpinned the direction of her research, which specifically looks at the effect of HIV-related stigma on mental health and coping skills. The first work which looks at changing motivation towards examination time is almost ready for publication. This is part of an ongoing research group targeting improvement in module delivery. Vicki continues to research actively in the field of substance use, looking at substance misuse with HIV. She has been a volunteer support worker with 'The Elms' (Wrexham NHS Drug and Alcohol Services) and Cais, which has informed her knowledge and research direction. Her work has been published in *Contemporary Ergonomics* and presented at the Ergonomics Society Conference. Vicki has presented at several conferences including at Glyndŵr University and Keele University. Vicki is also a member of the BPS and a Fellow of the H.E Academy member of the Editorial Board of the *Welsh Journal of Psychology*.

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

A number of lecturers on the programme have qualification in teaching and education or are studying towards such a qualification: de Prez (PGCPD, FHEA), Lewis (PGCUT, MEd, MSc, FHEA, MIEA), Lintern (QTS), Robbins (PGCtHE, AMIEA), Williams (currently undertaking a PGCPD [Jan 2012])

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### **Particular support for learning**

#### **Student experience**

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 will be available at designated times to communicate with students, through Moodle or Adobeconnect, email and telephone. Staff will respond to student enquiries in a timely manner.

Students on the programme will receive the following further forms of support and guidance.

#### **Admissions**

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.

#### **Induction**

New students on the programme will undergo an on-line induction programme which will provide them with an introduction to the course, and includes elements of work on study skills and the use of Moodle. There will also be 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.

#### **Student Handbook**

All students on the programme will 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.

#### **Dissertation module**

Students will be assigned a supervisor who has appropriate expertise in their area of study. The supervisor will be appointed as the student comes toward the end of completion of their last module so as to ensure a seamless transmission from module to dissertation. The personal tutor (please see below) will also continue to play a role in the support of the student throughout their dissertation.

#### **Personal Tutors**

Each student will be allocated a personal tutor, and he or she will be the nominated main contact person for the student's study and progression throughout the entire programme. In practice, however, it is likely that there will be regular and on-going access to a bank of staff who will be able provide academic, tutorial and personal support and guidance for students. Dr Emyr Williams is a Welsh speaking member of the team and students will be given the option of being provided with a Welsh speaking personal tutor if they wish.

#### **Learning resources**

As well as the provision made by Moodle and Adobeconnect, 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.

### **Equality and Diversity**

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.