

OFFICE USE ONLY	
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Approved Validation Period:	<i>September 2019 – September 2024</i>
Date and type of revision:	<p><i>Enter the date of any subsequent revisions</i>            (Detail the type of revision made and the implementation date)</p> <p>31/03/20 Admin corrections            22/7/2020 amendment to derogation and compensation and update on accreditation            03/03/2021 – PSY762 replaces PSY751 from Sep 2021            May 2023 – Teaching days changed from residential weekends to campus teaching days.</p>



## PART TWO PROGRAMME SPECIFICATION

### MSc Psychology Conversion

1	<p><b>Awarding body</b></p> <p>Glyndwr University</p>
2	<p><b>Programme delivered by</b></p> <p>Psychology Department, Faculty of Social and Life Sciences</p>
3	<p><b>Location of delivery</b></p> <p>A teaching facility, such as Plas Coch Campus</p>
4	<p><b>Faculty/Department</b></p> <p>Social and Life Sciences</p>
5	<p><b>Exit awards available</b></p> <p>Postgraduate Certificate Psychology            Postgraduate Diploma Psychology            MSc Psychology (Conversion)</p> <p>On completing three taught modules (1 year of study), students can exit the programme with a PGCert in Psychology.            On completing all six taught modules (2 years of study), but not a dissertation project, students can exit the programme with a PGDip in Psychology.</p>

Only those students who complete all six taught modules and a research project will achieve an MSc in Psychology. The associated 'conversion' status, also allowing students to graduate with Graduate Basis for Chartered (GBC) Membership with the British Psychological Society (BPS) is only able to be achieved if the course is completed in full, the research project passed, and with a minimum pass mark of 50%.

**6 Professional, Statutory or Regulatory Body (PSRB) accreditation**

This programme is accredited by the BPS, in order for students to gain GBC on graduating from the programme. A formal review visit took place in January 2020 to confirm ongoing accreditation and the next visit will take place in the 2025/26 academic year.

**7 Accreditation available**

As described by the BPS in their document; Standards for the accreditation of undergraduate, conversion, and integrated masters programmes in psychology (2016), studying this programme will allow graduates who complete the full MSc to gain GBC status to enable them to progress onto postgraduate study in the field of psychology and ultimately qualify as a practitioner psychologist. The BPS state; "Upon completing this course, you are eligible for the Graduate Basis for Chartered membership of the Society (GBC). This means you can apply for Graduate membership and offer potential employers and providers of postgraduate programmes a clear indication of the breadth and depth of your knowledge of psychology, and a valuable set of subject-specific and transferable skills."

**8 Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**

The student will need to complete the full MSc in Psychology (180 credits) to graduate with GBC status, pass the research project, and gain an overall pass mark of at least 50%.

**9 JACS3 / HECoS codes**

C800/100497

**10 UCAS code**

n/a

**11 Relevant QAA subject benchmark statement/s**

All QAA Subject Benchmark Statements for Psychology Undergraduate Degrees are relevant to the teaching of the MSc in Psychology (Conversion) due to the nature of the programme being aimed at equipping graduates with the skills to be eligible for GBC.

**12 Other external and internal reference points used to inform the programme outcomes**

University Academic Regulations for Taught Masters  
BPS Standards for the Accreditation of Undergraduate, Conversion, and integrated Master's Programmes in Psychology  
Academic Quality Handbook  
QAA Characteristic Statement for Master's Degrees

13	<b>Mode of study</b>
	Blended learning part time
14	<b>Normal length of study</b> for each mode of study <i>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.</i>
	24 months
15	<b>Maximum length of study</b>
	60 months
16	<b>Language of study</b>
	English

## 17 Criteria for admission to the programme

### Standard entry criteria

Applicants will need to have completed and passed a Bachelor's degree in any subject prior to enrolling on the programme. Ideally, applicants will have at least a 2:1, though students with a 2:2 will also be considered. If an applicant has a 2:2 grade in their undergraduate degree, the programme team will consider additional criteria such as academic references, amongst other aspects, on deciding if the applicant is suited to the programme.

Entry requirements are in accordance with the University's admissions policy [click here](#)

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 is required.

## Non-standard entry criteria and programme specific requirements

None.

## 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

In accordance with BPS guidelines, at least 180 credits in psychology need to be studied in order to gain GBC. Recognition of prior learning, providing it is in psychology, is limited to 60 credits (BPS guidance). For previous study in psychology to be counted as prior learning, the study needs to be at Level 6 or above in accordance to Glyndwr University guidelines.

Further in accordance with BPS guidelines, prior experiential learning will not be considered within applications onto the programme.

## 19 Aims of the programme

The aim of this programme is to provide students with the opportunity to gain GBC membership with the BPS, which is required to progress onto many postgraduate programmes in psychology, particularly those programmes that qualify students as practitioner psychologists. The programme would be most useful to those students who hold a degree, but one that is not in psychology. By studying this programme, the student will be able to 'convert' their current degree into one that meets all the BPS requirements for GBC. This course would also be helpful to those students who have studied a psychology degree that was not accredited by the BPS. The programme aims to give students a sound understanding of the core approaches in psychology, including the opportunity to develop research skills within the field of psychology.

## 20 Distinctive features of the programme

What separates this course from other conversion programmes is the 'campus teaching days' aspect of the student experience. Campus teaching days (a total of three per academic year) will take place at a teaching facility such as at Plas Coch campus, where students can meet each other to build a student community, come into contact with lecturer's and receive face-to-face tuition and tutorials, and gain experience of formal lectures and seminars. It is the aim that the campus teaching days will take place in the context of an academic and sophisticated yet relaxed and welcoming environment. It is however recognised that over the 5 year validation period of this programme it may be necessary for the campus teaching day aspects to take place at alternative sites.

The remainder of the course content and study will be delivered/completed by students remotely and independently, making use of online resources, webinars, and the completion of assignments. The defining feature of this course is its' accessibility for students who may be working full time, and/or who have busy personal commitments. Running over three campus teaching days per academic year, and two campus visit days to Glyndŵr University per academic year, the majority of the learning for this course is done remotely from home. This provides students with a rich face-to-face teaching experience that is supported by the practicality of distance learning.

The programme offers students the opportunity to gain GBC membership with the BPS, which is essential for those who wish to pursue a career in the field of psychology, particularly in progressing onto training as a practitioner psychologist. In place of completing a three-year full time Bachelor's degree, students can complete the course part-time over two years and receive a Masters qualification in the process of gaining GBC. The students will be welcomed by an experienced and friendly department of academics, and supported to develop a sound understanding of core areas of psychology and psychological research.

## 21 Programme structure narrative

This programme is studied on a part time basis over two academic years. Students will attend three campus teaching days at a venue (such as Plas Coch campus, Gladstone's Library) per academic year, usually in September, December, and March. Each campus teaching day will start at on a weekday (for example Monday) at 9:30 am to ensure the session starts at 10 am and finish at 4:30 pm, with each campus teaching day focusing on a different module and thus approach in psychology, for example 'biological psychology', and 'developmental psychology' etc. During the campus teaching days, students will experience a range of teaching methods including lectures, seminars, workshops, group discussions, and demonstrations. In addition, at these campus days, students will socialise as a student community, and will attend philosophical discussions which aims to encourage students to think of the wider debates and applications of psychology. Following this campus teaching day, there will be two compulsory remote sessions (using MS Teams or Zoom etc.) with a duration of 1 hour each on separate days.

The first campus day for students, at the start of their two-year programme, will run from 10 am and finish at 4:30 pm a week before their formal module starts. This is to enable students to be fully introduced to their programme, the team, and each other. Students will receive during this time a full induction to the programme (where/how they can access support, the use of Turnitin and VLE, understanding how to use the resource finder etc.), and to the area of psychology (history of the subject, key debates, classic studies etc.). After the induction campus day, the programme will start on the first module on a weekday from 10 am and finish at :30 pm. Following each campus teaching day dedicated to core modules, there will be two compulsory remote sessions (using MS Teams or Zoom etc.) with a duration of 1 hour each on separate days.

Between campus days and remote sessions students will be expected to work on module assignments, complete independent reading, and engage in online learning through remote seminars, forum discussions, and the accessing of webinars.

Students will also have the opportunity to have both face-to-face or Skype/MS Teams tutorials with their personal tutors or module leaders.

As part of the programme, in addition to the campus teaching days, students will attend two campus visit days to Glyndŵr University per academic year. The first will usually run in February, where students will be expected to attend the student research conference as part of the department's enrichment week. Dependent on module period, students will be expected to participate in the conference by presenting a poster or oral presentation as part of a module assignment. The second campus visit day will take place in May, named 'May Day'. During this day students will do presentations associated with module assignments, receive practical research workshops, and receive lectures in applied areas of psychology (such as in psychopathology, or the psychology of religion). The suggested plan for May Day is attached with this proposal. Any guest speaker events arranged outside of usual teaching in the department will also be open to any of the students on the conversion programme, though they will be optional.

When students are in their second year of study, alongside usual campus teaching days, and campus visit days, students will be required to undertake a piece of empirical research in the field of psychology and produce a dissertation. The opportunity to complete this research exclusively in a third year will also be available to those students who feel they cannot commit the time to research alongside taught modules and their associated assignments. Following the submission of their dissertations, students will be required to attend a 20 minute oral assessment about their research. This can be completed via Skype or MS Teams for those students who are unable to attend in person.

Students who complete one full academic year of the programme can exit with a PGCert Psychology. Students who complete all taught modules but not the research project can exit with a PGDip Psychology. Students who complete all taught modules and the research project can qualify for the MSc Psychology Conversion, and GBC membership with the BPS if they achieve a pass mark of at least 50%, and have passed their research projects (BPS Guidance). Please note that the programme in full needs to be completed to receive GBC status.

Students who wish to stay overnight for the campus days (though this is not essential) will be required to book and pay for this directly with the residential venue (e.g. Gladstone's Library or other hotels), with this not being included in the tuition fees. Students will be able to access light refreshments using the facilities on campus during teaching hours at the campus.

Students will be provided the dates of all their campus days at the beginning of their course to assist with pre-planning and to avoid absences. If a student misses a campus day due to unforeseen circumstances such as illness, they will be required to attend a meeting with the module leader to arrange sufficient plans to catch up on work missed once they are able. Students will also be able to apply for extensions to their assignments in such circumstances if required. If a student misses a second campus day in succession of the first, their commitment and progress on the programme will need to be considered by the programme leader and appropriate arrangements made to support their studies (such as a suspension of studies).

## 22 Programme structure diagram

### Year One

Mod Title	Research Methods	Mod code	PSY750	Credit value	20	Core/Option	Core
Mod Title	Cognitive Psychology	Mod code	PSY762	Credit value	20	Core/Option	Core
Mod Title	Social Psychology	Mod code	PSY752	Credit value	20	Core/Option	Core
Mod Title	Individual Differences	Mod code	PSY753	Credit value	20	Core/Option	Core

### Year Two

Mod Title	Developmental Psychology	Mod code	PSY754	Credit value	20	Core/Option	Core
Mod Title	Biological Psychology	Mod code	PSY755	Credit value	20	Core/Option	Core
Mod Title	Research Project	Mod code	PSY744	Credit value	60	Core/Option	Core

\*\*All modules highlighted above, except for the Research Project, will be run biennially. Due to the two year nature of the programme, this means all students will study all modules by the end of their two year programme.

## 23 Intended learning outcomes of the programme

### Knowledge and Understanding

	Level 7
A1	Understand and differentiate between the core areas of psychology.
A2	Have developed a sound knowledge of a range of research and data collection methods in psychology.
A3	Demonstrate an ability to design, implement, and communicate key findings of an empirical research project.
A4	Articulate ethical understanding in relation to matters in psychology.

### Intellectual skills

	Level 7
B1	Critically analyse a range of literature, theories, and concepts within psychology.
B2	Generate and explore hypotheses and research questions within psychology through empirical methods.
B3	Demonstrate an ability to appropriately read and interpret academic literature.
B4	Summarise key pieces of information during oral presentations.

### Subject Skills

	Level 7
C1	Developed understanding in the use of specialist software and laboratory equipment.
C2	Write academically via a range of formats in psychology e.g. essays, reports etc.
C3	Ability to apply psychological knowledge ethically.
C4	Articulate complex psychological theory and findings both in written form and verbally.

### Practical, professional and employability skills

	Level 7
D1	Build on communication skills via various means.
D2	Demonstrate ability to use a variety of software.
D3	Work effectively as a team and independently.
D4	Organise and collate information effectively.



## 24 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

For successful completion of PGCert in Psychology, students will achieve the following learning outcomes: those alongside any three 20 credit completed modules

For successful completion of PGDip in Psychology, students will achieve the following learning outcomes: those associated with all modules below except the Research Project

For successful completion of the MSc in Psychology, students will achieve all learning outcomes highlighted.

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	
Level 7	<i>Research Methods</i>	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	<i>Cognitive Psychology</i>	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	<i>Developmental Psychology</i>	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Social Psychology</i>	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Individual Differences</i>	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Biological Psychology</i>	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Research Project</i>	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## 25 Learning and teaching strategy

A variety of learning and teaching strategies will be used to provide students with varied styles of learning, in an attempt to make the programme interesting, energising, and engaging for students. It is also hoped that the strategies will appeal to a variety of learning styles, and make the learning outcomes more accessible for students. Below the various teaching strategies have been outlined that will be included in the programme. All modules will involve a combination of face to face interactions, as well as distance learning elements completed as independent study or online.

### *Lectures*

Students will have lectures as part of their contact teaching time at the campus teaching days. Students will also have lectures at the 'May Day' they attend at Plas Coch. Lectures involve the use of lecture slides that will be made available on the VLE Moodle for students. Other teaching strategies discussed below may also be included in the lectures (such as discussions etc.).

### *Seminars*

Students will have seminars as part of their contact teaching time at the campus days. Seminars will include a combination of both class discussions, and smaller group discussions regarding a subject matter or academic paper.

### *Practical Workshops*

A practical workshop offers an opportunity for students to gain 'hands on' learning experiences, such as using equipment in the psychology lab, undertaking data collection, or exploring some psychometric assessments etc. This will be done at the campus days.

### *Demonstrations*

It may be appropriate at times for teaching staff to provide demonstrations to students, either to demonstrate an activity in which the student will be expected to learn and conduct themselves, or in situations where a student would be unable to complete the activity themselves but can observe the activity 'in action' e.g. running an analyses of SPSS. This is likely to happen during teaching at the campus teaching days or the remote 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. This form of study will make up a significant part of the students learning given the blended learning nature of the programme.

### *Online/Remote Learning*

Due to the nature of the blended learning in this programme, students will be encouraged, between campus days, to; engage in online forum discussions as remote seminars; access any webinars or uploaded media material the lecturer provides (such as recordings of lectures, TED talks etc.); arrange any skype or MS Teams tutorials as needed with module leaders.

### *Philosophical Discussions*

Prior to formal learning taking place, students will be invited to an 'induction day', prior to the first campus teaching day. Students will receive an introduction to their programme, be introduced to the VLE, and be given the opportunity to ask questions. This will also be an opportunity to outline support services to students, and advise on the expectations of students on the course (APA referencing, the use of Turnitin etc.).

Throughout the programme, students will be encouraged to keep in contact with their personal tutors, which may be via Skype or MS Teams.

## 26 Work based/placement learning statement

N/A

## 27 Welsh medium provision

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

## 28 Assessment strategy

Assessments have been designed to increase student's ability to present work in a variety of formats (such as essays, reports, presentations, course work, poster presentations etc.). It is hoped that this will also offer students the opportunity to develop transferrable skills such as; written communication skills, verbal communication skills, articulation skills, public speaking etc.

Students will be expected to submit assignments via the VLE. Feedback will be provided back to the student online via the VLE within the usual turnaround times as stated by the university (three weeks). Students will be able to arrange one-to-one tutorials for additional verbal feedback if required (in person or via Skype or MS Teams) if requested.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
PSY750 Research Methods	100% Coursework	4,000 words	YrA Wk 16/17, Sem1
PSY762 Cognitive Psychology	60% Essay 40% Coursework	2500 words 1500 words Coursework	YrA Wk 26/27 Sem 2 Wk 29/30 Sem 2

PSY754 Developmental Psychology	50% Essay 50% Presentation	2,500 words 15minutes	Yr A	Wk 39/40 Sem 2 May Day Wk 43/44 Sem 3
PSY752 Social Psychology	100% Essay	4,000	Yr B	Wk 14/15, Sem 1
PSY753 Individual Differences	70% Report 30% Poster Presentation (individual)	3,000 10 minutes	Yr B	Wk 26/27 Sem 1 Student Research Conference
PSY755 Biological Psychology	70% Essay 30% Presentation (individual)	2,000 words 15minutes	Yr B	Wk 40/41 Sem 2 May Day
PSY744 Research Project	80% Dissertation 20% Oral Assessment	6-8,000 words 20 minutes	Yr B/C	Wk 48/49 Sem 3 Wk 51/52 Sem 3

## 29 Assessment regulations

Taught Masters

### Derogations

Students are required to pass each module at a minimum grade of 50% on this programme. This is to ensure eligibility to apply for Graduate Basis for Chartered (GBC) membership in accordance with British Psychological Society (BPS) requirements.

Compensation will be available for one 20 credit module where the student has gained an overall module mark of 45%, this would be applied at the end of the programme.

### Non-credit bearing assessment

In order to gain GBC with the BPS, students need to achieve at least a pass mark of 50% and ensure they pass the research project module. This is stated in the BPS guidance.

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

None.

## 30 Programme Management

### Programme leader

Dr Shubha Sreenivas (Postgraduate Programme Lead/Lecturer in Biological Psychology)

### Module Leaders

Dr Natalie Roch (Senior Lecturer/Undergraduate Programme Lead)  
Gwennan Barton (Cognitive Psychology Lecturer)  
Amy Curtis (Developmental Psychology Lecturer)  
Jo Turley (Social Psychology Lecturer)  
Prof Mandy Robbins (Individual Differences Lecturer/Associate Head)  
Dr Shubha Sreenivas (Biological Psychology Lecturer)

### Other staff:

Fern Mitchell and Cora Hague (Psychology Administrators)  
Yusra Aurangzeb and Aileen Cook (Lab Technicians)  
Kirsty Le-Cheminant (Graduate Teaching Assistant)

## 31 Quality Management

The programme leader will be responsible for ensuring the smooth running of the overall programme, ensuring students are given correct and clear information, arranging academic progression of students, and troubleshooting any arising issues. Programme leaders will also be responsible for Annual Monitoring Reports (AMRs). Module leaders will organise the teaching during the campus teaching days and mandatory remote sessions for their modules, and provide direct feedback and information regarding the content of the modules. Module leaders will also be responsible for marking academic work and returning this to students following University guidelines. Students will always be given the opportunity to raise any issues and feedback with their module leaders, personal tutors, or the programme lead.

Student evaluation forms will be used to collect and respond to student feedback. Student voice forums will also be arranged during days on campus or remotely, using MS Teams for example, to facilitate open and supportive communication between students and the programme team. During the first few weeks of study, each cohort will be encouraged to select student representatives who will also act as a channel of communication between the students and the programme team. Student representatives will encourage fellow students to communicate with them via their student email accounts, or to approach them during campus days to provide feedback on their experiences.

## 32 Research and scholarship activity

The programme will be taught by staff who have academic and research backgrounds. The course team who teach students have or are working towards PhDs and doctorates in the areas of psychology.

Students will study a research methods module, aimed at developing their research skills in the field of psychology. In addition, students will be required to design, undertake, and communicate via a written report and oral examination the findings of a piece of research. The very nature of this programme is to prepare those students who wish to progress onto further level 7 or Level 8 programmes of study and complete their doctorates in the field of psychology. The psychology department also run an annual student research conference, and the postgraduate students will be taking part in this event. This will be in addition to the teaching days, and forms the campus day usually in February previously discussed. Students will be required to present a poster or oral presentation at this event, but this will also provide an opportunity to be part of a research community with the psychology department, and listen to other research talks and network.

### **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

#### **Faculty support for students**

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability. Students will be able to arrange face to face tutorials on campus or via Skype or MS Teams during usually working hours. Such appointments will not be available during the campus days unless prior arrangement with the relevant module leader.

#### **Programme specific support for students**

The psychology department has a Psychology Lab, where with the support of the technician, students can be supported in using research equipment and software.

Students can access such resources at any time whilst they are a student at the university, though prior arrangement will need to be made with the appropriate staff. The department also hold an annual student research conference.

As with other psychology students, students will have access to the library at Glyndŵr University also, including all available online resources such as online books, and journal articles.

### **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.