PROGRAMME SPECIFICATION

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

Aims of the programme

The programme aims should be succinct statements describing the broad purpose of the programme; what the programme is seeking to achieve

The aim of the programme is to support academic professional development for the post-16 psychology teacher through an advanced study of theory and research within the fields of psychology and education.

Specifically the course aims are:

- to equip students with the knowledge and critical skills required to teach effectively within the discipline of psychology.
- to encourage a critical consideration of a range of approaches to teaching psychological content and skills.
- to provide students with an up to date critical understanding of contemporary developments within both psychology and education.
- to develop the research skills of students such that they are able to conduct and report on a piece of independent research to a publishable standard.

Intended learning outcomes of the programme*

On completion of the <u>Postgraduate Certificate Teaching of Psychology</u>, students will be able to:

a)Knowledge and understanding
A1 demonstrate a critical and systematic understanding of theory and research relevant to teaching and learning psychology
A2 demonstrate a critical understanding of a range of research and statistical techniques

b)Intellectual skills
B1 critically evaluate how theory and research in psychology can be applied to teaching and learning psychology
B2 identify and utilise literature from the disciplines of psychology and education to identify pertinent research questions relating to teaching and learning psychology
B3 systematically gather and utilise research findings to construct an argument

c) Subject skills
C1 independently generate and explore complex hypotheses and research questions
C2 critically evaluate the use of quantitative and qualitative methods in psychological research

d) Practical, professional and employability skills
D1 plan and deliver quality teaching in psychology
D2 critically reflect upon own teaching

In addition to the above, on completion of the <u>Postgraduate Diploma Teaching of Psychology</u>, students will be able to:

a) Knowledge and understanding
A3 demonstrate a critical and systematic understanding of contemporary developments within both psychology and education

b) Intellectual skills
B4 identify literature from the disciplines of psychology and education and select from this material suitable for inclusion in their teaching

c) Subject skills
C3 to synthesise and critically evaluate complex findings
C4 utilise complex literature databases

d) Practical, professional and employability skills
D3 employ complex evidence based reasoning
D4 critically evaluate the relationship between theory and practice

In addition to the above, on completion of the <u>MSc Teaching of Psychology</u> students will:

c) Subject skills
C5 undertake a significant piece of research that fully and critically explores key issues

d) Practical, professional and employability skills
D5 produce a research report to a publishable standard,, 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.

	Module Title		A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
PG Certificate	Issues in the teaching of Psychology	C	*			*	*	*							*	*			
	Issues in the teaching of research methods in Psychology	C	*	*		*	*	*		*	*				*	*			
	Teaching Critical Thinking	O	*	*		*	*	*		*	*				*	*			
	Negotiated Learning	O	*	*		*	*	*		*	*				*	*			
PG Diploma	Module Title		A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
	Contemporary developments in psychology	C	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	
	Contemporary developments in the teaching of Psychology	C	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	
	Professional Development	C			*	*	*	*	*			*	*		*	*	*	*	
MSc	Module Title		A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
	Dissertation	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Distinctive features of the programme

The online nature of the programme makes it accessible to teachers of psychology not only anywhere in the UK but also world-wide.

The specific focus on the teaching of psychology will be more attractive to those teaching post-16 psychology than a more generic education qualification. Aspects of the programme will focus on the distinctive nature of teaching psychology including threshold concepts in the subject and the development of pedagogical content knowledge.

Several members of the programme team are senior examiners for UK A-level specifications and are involved with the new pre-U qualification and with International A-level specifications. In addition they have published widely within the A-level market. Their combined knowledge of A-level specifications and assessment should provide significant benefits for students on this programme.

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

The MSc in Teaching of Psychology will be a part-time distance learning course. Course material will be provided using the University's virtual learning environment, Moodle.

Each module will be supported on a week-by-week basis with reading material, short formative assessment and peer group study. 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/audio visual media, conducting and submitting formative assessments. The peer group study will be conducted through Moodle using discussion forum and blogs. Students will be encouraged to interact directly with module tutor on a weekly basis through a mixture of email and telephone contact.

The weekly exercises will enable the module tutor to monitor student engagement and to ensure that the student and module tutor are in regular contact.

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 by Thursday and will receive feedback by the following Wednesday.

In year one all students will complete three modules. The first module is Issues in the teaching of Psychology. This module will focus on a range of areas pertinent to the teaching of psychology. The second module is Issues in the teaching of Research Methods in Psychology. This module will develop students' independent research skills but the primary focus of this module will be to develop their ability to teach research methodology. For the third module students will be able to choose between Teaching Critical Thinking and Negotiated Learning.

In year two students will study Contemporary Developments in Psychology, Contemporary Developments in the Teaching of Psychology and Professional Development. The first of these will allow students to develop their knowledge of areas of psychology which have particular current relevance either within the subject as a whole or within developments in post-16 curricula. This module will concentrate on areas of current importance such as cyber-psychology, anomalistic psychology, neuroscience, forensic psychology and positive psychology. The second module will focus on contemporary developments within psychology (and related areas such as education) which impact on the teacher's role. For example, recent developments in learning theories and cognitive neuroscience will be critically

examined.

All year one and year two modules are 20 credits Finally, in their third year all students will complete an empirical dissertation worth 60 credits.

In line with the University's Welsh Language Policy, students will be offered the opportunity to submit assignments in Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment is carried out in accordance with Glyndŵr University's Regulations for Taught Masters.

All modules (with the exception of the dissertation) will be assessed through a coursework portfolio totalling 4000 words. The focus of the assignment tasks can be negotiated with the module tutor to ensure that students are engaging in work which has clear benefits for them as teachers of post-16 psychology.

All first and second year modules will include regular activities designed to encourage students to communicate via Moodle and to feel engaged with the course and their peers from the very beginning of the course. A range of different activities will be used to achieve this: engaging in online forums/debates, evaluating research articles, trying new activities/techniques with their students and reflecting on these and so on.

Module	Core/ optional	Level	Credit value	Assessment	Approx submission
Issues in the teaching of Psychology	Core	7	20	Coursework portfolio	Semester end
Issues in the teaching of Research Methods in Psychology	Core	7	20	Coursework portfolio	Semester end
Teaching Critical Thinking	Optional	7	20	Coursework portfolio	Semester end
Negotiated Learning	Optional	7	20	Coursework portfolio	Semester end
Contemporary developments in Psychology	Core	7	20	Coursework portfolio	Semester end
Contemporary developments in the teaching of Psychology	Core	7	20	Coursework portfolio	Semester end
Professional Development	Core	7	20	Coursework portfolio	Semester end
Dissertation	Core	7	60	Dissertation (15,000 words)	Year end

Assessment regulations that apply to the programme
Glyndŵr University Taught Masters Degrees

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

Module	Core/optional	Level	Existing module code	Credit value	Semester of delivery
Issues in the teaching of Psychology	Core	7		20	Year One, Semester 1
Issues in the teaching of Research Methods in Psychology	Core	7		20	Year One, Semester 2
Teaching Critical Thinking	Optional	7		20	Year One, Semester 3
Negotiated Learning	Optional	7		20	Year One, Semester 3
Contemporary developments in Psychology	Core	7		20	Year Two, Semester 1
Contemporary developments in the teaching of Psychology	Core	7		20	Year Two, Semester 2
Professional Development	Core	7		20	Year Two, Semester 3
Dissertation	Core	7		60	Year Three, Semesters 1, 2 and 3

Requirements for the satisfaction of each award, including exit awards
Students who have completed the Year One modules and have successfully achieved 60 credits will be entitled to exit with the award PG Certificate in Teaching of Psychology.

Students who have completed the Year Two modules in addition to the Year One modules and have successfully achieved 120 credits will be entitled to exit with the award PG Diploma in Teaching of Psychology. Students who have completed Years One and Two and the Dissertation and have successfully achieved 180 credits will be entitled to exit with the award MSc Teaching of Psychology.

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 need to have a first degree (not necessarily in psychology but ideally in a subject that has an element of psychological content) and be currently teaching psychology in a school, sixth form college, further education college or other appropriate educational establishment. Candidates will also be subject to an interview (telephone or face-to-face).

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. There will be no provision for APEL.

Programme Management

There are two tiers of management of the programme; the Programme Leader and the Module Leader. In broad outline, the Programme Leader holds a strategic overview, and Module Leaders oversee the mechanics of delivery and deal with the specific requirements of their modules. The detail is as follows.

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;
- 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;
- Arranging peer review of teaching;
- 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 Subject Group at its monthly meetings. All of these are overseen at School 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 on-line and 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 or will have the option to attend in person. Actions will be reported back to students via Moodle.

Programme Team:

Professor Christopher Alan Lewis: Academic Leader, Programme Leader and Module Leader

Sally Baker
Phillip J de Prez
Sahar Hamid
Fiona Lintern: Module Leader
Dr Mandy Robbins
Dr Julia Russell (Visiting Fellow):
Dr Emyr Williams
Victoria Woodward

Dr Peter Gossman: Module Leader

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

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 and a Fellow of the Higher Education Academy. 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.

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.

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 educations 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.

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.

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 following professional bodies: Institute of Educational Assessors, Association of Teachers of Psychology and the Society for the Teaching of Psychology, and will complete her MSc in the near future.

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. Mandy is a member of the both the British Psychological Society and the American Psychological Association. 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 regular 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 Institute of Educational Assessors.

Julia Russell

After completing her PhD at UCL, Julia started teaching psychology and has been a Head of Psychology for over 20 years, working with students across a range from GNVQ to Degree level. Throughout this time she has focussed largely on post-16 teaching, learning and assessment, working in FE colleges and schools. She has held several senior examiner roles in psychology and is currently a Principal Examiner for both GCSE and A-level, as well as a reviser for pre-U. Julia is currently Head of Psychology at an 11-18 school where she is part-time, dividing her work between teaching, examining and writing. Julia has written extensively for students and teachers, authoring core texts, study and revision guides and teacher support materials both as printed materials and as online and interactive resources. She writes a monthly free-to-download teaching resource on the internet which is available via a psychology educational suppliers. Julia has worked closely with many institutions involved in progressing key stage 4 and 5 psychology, which has included the development of GCSE and A-level specifications since 2000. She has also been a committee member for the Association of the Study of Animal Behaviour and the Association for the Teaching of Psychology. In these roles, through examination boards, and via schools' and independent bodies, she also offers in-service training to teachers nationwide. Julia values each of her roles, as a passionate teacher, an author who strives to provide the best possible resources for students and teachers, and a fair examiner.

Victoria Woodward

Victoria Woodward is an active researcher in the field of health psychology, specifically women and HIV. Her involvement as a Trustee with Sahir 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.*

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.

In addition, the team will draw on expertise from the Division of Education, particularly Dr Peter Gossman.

Dr Peter Gossman.

Dr Peter Gossman is a Senior Lecturer in Education having previously worked in academic staff development. He has published in educational journals on topics related to SoTL and problem-based learning. He has also worked in both the FE and secondary sectors in education and initially in teaching A-level Geography. He is a fellow member of both the Institute for Learning and the Higher Education Academy. He holds a masters and a doctorate in education and originally trained to teach in the secondary sector

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), Gossman (PGCE, MEd, EdD, FIfL, FHEA), Lewis (PGCUT, MEd, MSc, FHEA, MIEA), Lintern (QTS, FETC, MIEA), Robbins (PGCtHE, AMIEA), Russell (Cert. Ed), Williams (currently undertaking a PGCPD Jan 2012).

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. The functionality of Moodle will be exploited by the programme delivery team with the aim of promoting student-staff, student-student and staff student interaction. Programme staff will be available at designated times to communicate with students, through Moodle or Adobe connect, 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. A similar induction to each module will also be provided.

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, School-based and institutional.

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 Adobe connect, students will have access to Glyndŵr's University's library catalogue that lists in excess of 2500 psychology and education 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. Key journals related to the programme are available electronically to students and these include:
Psychology Teaching Review;
Psychology Teaching and Learning;
Teaching of Psychology.

Dissertation Students will be allocated a supervisor **appropriate to their chosen area. Supervisors will be in regular contact with their students vis Moodle, AdobeConnect, e-mail and telephone as well as face to face meetings if students are able to attend Glyndwr University.**

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.