

OFFICE USE ONLY	
Date of validation event:	12 February 2019
Date of approval by Academic Board:	10 April 2019
Approved Validation Period:	<i>September 2019 – September 2024</i>
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>



PART TWO PROGRAMME SPECIFICATION

MSc Applied Psychological Practice

1 Awarding body

Glyndwr University

2 Programme delivered by

Glyndwr University, Psychology Department

3 Location of delivery

Glyndwr University Plas Coch Campus only.

4 Faculty/Department

Social and Life Sciences

5 Exit awards available

PGDip in Applied Psychological Practice
PGCert in Applied Psychological Practice

If students complete two 30 credit taught modules (equivalent to one full time semester, or one year part time), the students can exit with a PGCert in Applied Psychological Practice.

If students complete all four 30 credit taught modules, but do not complete the 60credit dissertation, the student can exit with a PGDip in Applied Psychological Practice.

Only students who complete all four modules and the research project will be eligible for the full MSc in Applied Psychological Practice.

6 Professional, Statutory or Regulatory Body (PSRB) accreditation

This programme will not be accredited by the British Psychological Society (BPS) due to there being no current benefit for the student. The BPS commonly accredit master's degrees that are designed to act as a 'stage one' qualification in an applied area, such as health or forensic psychology. This programme does not aim to act as a 'stage one' route.

7	Accreditation available
	This programme does not qualify students to gain accreditation with any specific body, but is aimed at increasing knowledge and experience prior to progressing onto other professional programmes that do offer the student a qualification and accreditation with a body (for example, a practitioner doctorate qualification accredited by the BPS).
8	Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)
	N/A
9	JACS3 / HECoS codes
	C810/100493
10	UCAS code
	N/A
11	Relevant QAA subject benchmark statement/s
	There are no specific benchmarks statements currently available for psychology taught master's programmes teaching general applied areas. However, the programme has been considered alongside Glyndŵr University Academic Regulations, the Characteristic Statement for Master's Degrees, the CQFW, and the Academic Quality Handbook Modular Curriculum Framework (postgraduate).
12	Other external and internal reference points used to inform the programme outcomes
	See above.
13	Mode of study
	Full & part time
14	Normal length of study for each mode of study <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>
	Students will have the choice to study on a full time basis, completing the programme over one academic year, or a part-time basis, completing the programme over two academic years.
15	Maximum study
	Full time: within 2 years (24 months), Part time: within 5 years (60 months).
16	Language of study
	English

17 Criteria for admission to the programme

Standard entry criteria

Applicants to the programme should have a minimum of a 2:1 in a BPS accredited psychology undergraduate degree, though a 2:2 grade will also be considered in some circumstances. In determining if an applicant with a 2:2 is suited to the programme, the programme team will consider additional criteria such as the grade they received for their undergraduate dissertation project, their attendance to lectures and workshops in their undergraduate degree, and the quality of their references.

Prior to gaining a place on the programme, applicants will need to submit an application form, including two named references (at least one should be of an academic nature), and a short summary of why they are applying for the course and what they hope to achieve by studying the programme. If applicants are successful at this stage, they will be invited to attend an interview. Following this, applicants will be notified in writing if they have secured a place on 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 required for the programme.

Non-standard entry criteria and programme specific requirements

Students will need to hold a psychology undergraduate degree or equivalent e.g. GBC via a conversion programme.

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.

19 Aims of the programme

The aim of this programme is to provide graduate psychology students the opportunity to build on their psychology knowledge and develop skills needed to;

- a) pursue clinical training to become a psychologist in an applied area;
- b) to pursue a career in a psychology related role, such as an assistant psychologist/support worker/carer;
- c) develop knowledge within an applied area to progress onto further study on other academia related programmes.

The programme aims to attract those students who have an interest in applied clinical and practice settings and issues in psychology, and who want to build their knowledge and feel more prepared to embark on their careers or further study in applied/practitioner psychology. In addition, the programme offers students a good grounding in applied practice matters in the field of psychology, to support students in understanding what route they wish to pursue with regards to practitioner training.

20 Distinctive features of the programme

This programme has been designed with psychology graduates in mind who wish to ultimately apply for an assistant psychologist position in a clinical setting, or apply for a professional training route to become a practitioner psychologist. The programme provides students with fundamental knowledge of the practice elements involved in being a psychologist, in order for students to learn what areas of applied psychological practice they are inspired by and wish to pursue in future study or careers. Students will study a range of areas aimed at increasing their knowledge of applied psychological practice, such as; having a greater understanding of what duties a psychologist would have; how psychologists would support clients therapeutically; how psychologists would collect and collate information both in a research context and clinically; and develop insight into the various aspects that arise across the lifespan in clinical services where a psychologist may work. This programme is designed to prepare students to apply for practitioner psychologist training courses by increasing their knowledge, and building their confidence in approaching applied matters. Students will also benefit from studying the programme if they are seeking to work as an assistant psychologist alongside or after their study, with the modules taught aiming to increase knowledge and skills in areas required in usual person specifications in assistant psychologist job adverts.

21 Programme structure narrative

Full-time

Students studying on a full time basis will complete four taught 30 credit modules across the academic year, two in semester 1, and two in semester 2. There will be two assignments associated with each module for students to complete. The deadlines of completion for module related assignments will not exceed the beginning of May in the academic year.

Students will be expected to attend one three-hour teaching activity per week for each module (a two hour lecture, followed by a one hour activity), meaning students will attend 6 hours of face-to-face teaching per week on a full time basis. The remainder of the study hours will be self-directed through assignment completion, independent reading, and the undertaking of a research project. The modules will run for twelve teaching weeks over the course of the semester in which it runs (totalling 36 teaching hours per module). In order to pass a module, students will be required to achieve at least an 80% attendance rate, in addition to passing their assignments, to compulsory teaching activities (such as lectures/workshops etc.), though this holds a 0% weighting. Any students that fall below the 80% attendance rate will need to make an appointment with the programme leader. In line with academic regulations, usually students will not be able to complete their MSc and submit their research project discussed until they have passed their taught modules, though students will be able to start their project.

A 60 credit research project will form part of the programme, of which the deadline for completion of the written report of 12,000 words (holding an 80% weighting) will not exceed the end of June in the academic year. An oral assessment (holding the remaining 20% weighting) will also form part of this 60 credit project, which will take place before the end of August, in preparation of September Assessment boards. Additional optional workshops will be arranged to support students with their research project (such as preparing for oral examinations), and they will also be expected to have regular supervisory meetings with their academic research supervisor (up to ten hours).

Part-time

Those studying on a part time basis will complete four taught 30 credit modules over two years, studying one 30 credit module in semester one and two in each year. Part time students will be expected to attend three hours a week of formal teaching in place of six. Students will also have two years to complete their 60 credit research project alongside their taught modules. They will also be entitled to five supervisory meetings with their research supervisor in each academic year.

Exit options will be available both on the full and part time routes. A student will need to pass at least two taught modules and earn 60 credits to receive a postgraduate certificate. A student will need to pass all four taught modules and earn 120 credits to receive a postgraduate diploma. To achieve the MSc, the student will need to complete all four taught modules, and the research project, within the required timeframe as stated in the academic regulations for master's programmes. If a student fails a module (when the mean from both assignments is considered and falls below a pass mark of 40%) the student will have to complete new assignments during the third semester (between June-September).

22 Programme structure diagram

Semester one Full-time / Year One Part-time

Mod Title	Applied Research Methods	Mod code	PSY741	Credit value	30	Core/Option	Core
Mod Title	An Introduction to Therapeutic Approaches	Mod code	PSY745	Credit value	30	Core/Option	Core

Semester Two Full-time / Year Two part-time

Mod Title	Applied Psychology Across the Lifespan	Mod code	PSY742	Credit value	30	Core/Option	Core
Mod Title	Assessments in Psychological Practice and Research	Mod code	PSY746	Credit value	30	Core/Option	Core

Semester Three Full-time / Year Three and Four Part-time

Mod Title	Research Project	Mod code	PSY744	Credit value	60	Core/Option	Core
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23 Intended learning outcomes of the programme

On completion of level 7, students will be able to:

Knowledge and understanding

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

Intellectual skills

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

Subject skills

	Level 7
C1	Differentiate between various research methods and philosophy
C2	Have a greater understanding of factors to be taken into consideration when producing clinical formulations.
C3	Have a greater understanding of approaches to collecting information in applied fields of psychology.
C4	Differentiate between various therapeutic approaches and their philosophy.

Practical, professional and employability skills

	Level 7
D1	Develop oral communication skills development across contexts.
D2	Develop academic and clinical writing skills.
D3	Develop team working skills.
D4	Time manage responsibilities.

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 Applied Psychological Practice, students will achieve the following learning outcomes: those indicated below alongside two chosen/relevant modules (students need to complete two modules to achieve a PGCert).

For successful completion of PGDiploma in Applied Psychological Practice, students will achieve learning outcomes: all learning outcomes

For successful completion of MSc Applied Psychological Practice, students will achieve the following learning outcomes: all learning outcomes

	<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>Advanced Research Methods</i>	Core	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>An Introduction to Therapeutic Approaches</i>	Core	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Assessments in Psychological Practice</i>	Core	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Applied Psychology Across the Lifespan</i>	Core	<input checked="" 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 type="checkbox"/>	<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"/>
	<i>MSc in Applied Psychological Practice Research Project</i>	Core	<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 checked="" 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"/>

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 intended learning outcomes more accessible for students. Below the various teaching strategies have been outlined that will be included in the programme. Following which, a list of the ILOs are listed which are hoped to be achieved as a result of this teaching method.

Lectures

Students will have two-hour lectures each week, for twelve weeks, per module. This will total 24 hours of lecture time per module. 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.). (A1, A2, A3, A4, B2, C1, C2, C3, C4).

Seminars

Following each lecture, lecturers will choose an activity each week lasting a maximum of one-hour that will enhance the learning and knowledge shared through the two-hour lecture. One such activity could be the use of a seminar. Seminars will include a combination of both class discussions, and smaller group discussions regarding a subject matter or academic paper. (A1, A2, A3, A4, B1, B3, B4, C2, C3, D1, D3).

Practical Workshops

Following each lecture, lecturers will choose an activity each week lasting a maximum of one-hour that will enhance the learning and knowledge shared through the two-hour lecture. A practical workshop could be considered as such an activity, where students can gain 'hands on' learning experiences, such as using equipment in the psychology lab, undertaking data collection, or exploring some psychometric assessments etc. (A1, A2, A3, A4, B1, B2, C2, C3, C4, D1, D3).

Demonstrations

Due to the applied nature of the programme, it will 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. a cognitive assessment. (A1, A2, A3, A4, B2, B4, C3, C4).

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. (A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, C4, D2, D3, D4).

Prior to formal learning taking place, students will be invited to an 'induction week', where they will receive an introduction to their programme, be introduced to the module leaders, and be given the opportunity to ask questions. This will also be an opportunity to outline support services to students, such as support available at the library, and run refresher academic workshops (such as on APA referencing, academic writing, using the VLE etc.).

Throughout the programme, students will be encouraged to meet regularly with their personal tutors and engage in extracurricular activities such as becoming involved with the Psychology Society and attend guest speaker talks within the department.

26 Work based/placement learning statement

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

27 Welsh medium provision

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

28 Assessment strategy

Assessments have been designed to provide students with opportunities to develop skills they may need in progressing from the programme. For example; research proposal skills for writing bids in future roles and study; case studies to apply knowledge in line with the 'applied' nature of the programme and for conducting psychological reports in future; and essays to encourage deeper understanding and theoretical knowledge. In addition, other assignments have been designed to meet the learning outcomes that are more in line with transferrable skills, such as presentations for oral communication skills, and a research report where students will be required to work in groups to collect data for team working skills.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
PSY741 Applied Research Methods	50% Research Proposal 50% Report	2,000words 2,000words	Wk 6/7, Sem 1 Wk 12/13, Sem 1
PSY745 Introduction to Therapeutic Approaches	50% Essay 50% Case Study	2,000words 2,000words	Wk 4/5, Sem 1 Wk 10/11, Sem 1
PSY746 Assessments in Psychological Practice and Research	70% Essay 30% Reflective Practice	2,500words 1,500words	Wk 4/5, Sem 2 Wk 7/8, Sem 2
PSY742 Applied Psychology Across the Lifespan	50% Presentation 50% Literature Review	20-min in length 2000words	Wk 9/10, Sem 2 Wk 12/13, Sem 2
PSY744 Research Project	80% Dissertation 20% Oral Assessment	6-8,000 words 20-min in length	Wk 2/3, Sem 3 Wk 10/11, Sem 3

Across all teaching, apart from the research project module, students will have to have a minimum of 80% attendance to pass a module. This will have a 0% weighting, and students that fall below this level of attendance will be required to meet with the programme leader.			

29 Assessment regulations

Glyndŵr University Taught Masters regulations apply.

Derogations

None.

Non-credit bearing assessment

Students will be required to meet a minimum 80% attendance on modules, excluding the research project module which does not have weekly arranged teaching sessions. Should a student fall below this rate of attendance, they will be required to meet with the programme leader and discuss the reasons for this.

Borderline classifications (for undergraduate programmes only)

N/A

Restrictions for trailing modules (for taught masters programmes only)

None.

30 Programme Management

Programme leader

Dr Libby Gaskell (Postgraduate Programme Lead/Senior Lecturer, and Chartered Counselling Psychologist)

Module Leaders

Dr Libby Gaskell (as above)
Josh Payne (Psychology Lecturer)
Amy Curtis (Psychology Lecturer)

Technical Support

Gwennan Barton (Psychology Technician)
Fern Mitchell (Psychology Administrator)

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 weekly lectures, 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 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.

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.

The programme being proposed has an Applied Research Methods module, and includes the production of a research project. In teaching, students will be offered helpful sessions on integrating research into their professional futures, be that in academia or in practice. This will be done by offering teaching on publishing work, and collaboration etc. The very nature of this programme is to prepare those students who wish to progress onto 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 encouraged to partake in this event through attending talks on research, and exploring poster presentations on the day.

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.

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. The department also have extracurricular opportunities, such as those arranged regularly via the Psychology Society, the annual student research conference that is held, and the annual enrichment week run in the department.

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.