PROGRAMME SPECIFICATION

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Award titles
Programme Title(s)
This is the intended award title and what will be printed on the award certificate.
MSc Psychology
MSc Forensic Psychology
MSc Educational Psychology

Internal Programme Title(s) (if different to the title on the certificate)
N/A

Programme to be included in Graduation Ceremonies
(Please indicate by deleting yes or no)
Yes

Delivery period
Quality team to complete post-validation

Intake points

Six intake points per year consistent with carousel model

Regulatory details

Regulatory details
Awarding body
Glyndŵr University
Programme delivered by
Psychology Department, Wrexham Glyndŵr University
Location of delivery
Complete online delivery
Faculty/Department
Psychology Department, Faculty of Social and Life Sciences
Exit awards available
MSc Psychology MSc Forensic Psychology MSc Educational Psychology Postgraduate Diploma Psychology (120 core module credits completed from any programme) Postgraduate Diploma Forensic Psychology (120 core module credits passed, must include all core Forensic Psychology modules) Postgraduate Diploma Educational Psychology (120 core module credits passed, must include all core Educational Psychology modules) Postgraduate Certificate Psychology (60 core module credits passed)

Regulatory details
Professional, Statutory or Regulatory Body (PSRB) accreditation
This information is correct at the time of validation, please refer to the PSRB register for current accreditation status. These programmes are NOT accredited by a professional, statutory, or regulatory body.
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) *e.g. completion of placement.*
N/A
<u>HECoS</u> **codes**
C800/ 100497 MSc Psychology C816/ 100387 MSc Forensic Psychology C812/ 100496 MSc Educational Psychology
UCAS code
N/A
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).
Mode of study
Online/distance learning part time
Normal length of study for each mode of study
Minimum duration 2 years to a maximum of 4 years
Language of study
English
Transitional arrangements for re-validated provision if applicable
N/A
The following University Award Regulations apply to this programme (*highlight the appropriate ones and delete the others*)
General Regulations and Definitions Regulations for Taught Masters Degrees taught entirely by online distance learning Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	30 April 2021
Date of approval by Academic Board:	18 May 2021
Approved Validation Period:	*5 years from September 2021*
Transitional arrangements approved (if revalidation)	*N/A*
Date and type of revision:	*Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date) Revised October 2022 – AM0 updated word counts and sequence of assessments for PSYON715 Revised January 2023 – PSYON709 and PSYON710 updated assessment strategy Revised March 2023 – PSYON704 correction to assessment weighting*

1   Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. Admissions policies. Normally, a good first honours degree (2:2 or above) is required or two years' relevant postgraduate experience, plus relevant English Language policy criteria.

The University's entry requirements are set out on our Admissions webpages. Each application is considered individually.

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 are required to provide an English Language Certificate which meets the requirements of the University *(please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details).*

Exceptionally, applicants without a first degree who can evidence extensive relevant experience of more than two years in a relevant professional role(s) may be considered. Such applicants may be subject to additional selection criteria at the University's discretion.

Following the applicants initial interest they will be contacted by an Enrolment Advisor (EA)**,** via email and telephone. The EA discusses the programme with the student to identify that a fully online distance MSc is suitable for them and establishes whether they have a profile which will be likely to succeed in applying for the programme. The EA then compiles a complete file on the applicant helping them to provide all necessary documentation, such as proof of identification, transcripts, certificates, IELTS certificates, et cetera. This file is then used to complete the enrolment process for the next available (or the applicant's preferred) intake. Where applicants may be borderline, their file will be passed to the person(s) responsible for enrolment decisions within the Psychology team. The EA supports the applicant and is available to deal with any queries up until the point when the applicant pays for their first module, at which point they are introduced to the Student Success Coordinator.

2 Record 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.

Applicants may RPL a maximum of 60 credits onto the MSc Psychology, MSc Forensic Psychology, or MSc Educational Psychology. RPL is not permitted for the Research Proposal or Dissertation modules.

3 DBS Requirements

Students enrolled on this programme do not require a DBS check.

4 Suitability for Practice Procedure

Suitability to Practice Procedures will apply to this programme. Although there is no placement element or direct professional practice element included in this programme, ethical practice and responsibility is a fundamental aspect of the programme. While the courses are not accredited[1] they are delivered by a department that offers two British Psychological Society (BPS) accredited degrees binding all staff members and students taught by those staff members to abide by BPS core ethical principles and standards of conduct. Indeed, the qualification(s) resulting from the programmes could be used to support an application for accreditation later on, or form the basis of further study, or applied practice in Psychology or allied professions. We have a duty and responsibility to ensure that students that exit with a degree from these programmes are competent, capable, and ethical students of psychology. This is particularly pertinent for the MSc Forensic and MSc Educational Psychology programmes that provide students with greater insight into topics concerned with vulnerable populations.

Students who demonstrate a lack of appreciation, understanding, or adherence to ethical practices, principles, and conduct in the approach to any of their modules or assignments, or cause doubts to be raised in terms of integrity of their research project, will be subject to the suitability for practice procedures. This includes, but is not limited to, any of the offences outlined in the Academic Integrity Procedures of the university.

5 Aims of the programme

The aim of these programmes is to provide graduates and/or working professionals with the opportunity to develop psychological knowledge and skills that have widely transferrable applicability. The programmes aim to recruit individuals with a general interest in psychology who may wish to pursue a career in fields that rely on an understanding of human behaviour (e.g., assistant psychologist, support worker, PhD in Psychology). The MSc Educational Psychology and the MSc Forensic Psychology programmes are designed to enhance students' knowledge of these subject areas and the roles of practitioners in society. Specifically, these programmes offer:

1. The opportunity to develop advanced knowledge of contemporary psychological theory, research, and practice.
2. Education in contemporary research, analytic, and digital skills that are increasingly valued by all sectors.
3. To encourage critical skills, a knowledge of professional responsibility, integrity and ethics.

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[1] Most masters courses in Psychology are not accredited by the BPS. Those that are offer direct qualification for Stage 1 or Stage 2 training prior to following a professional doctorate a given discipline. These programmes are not designed to facilitate Stage 1 or Stage 2 professional training.

4. The ability to reflect on personal progress as a learner and undertake independent study.
5. Supervision for students in the development of a research proposal within an area of individual interest that will culminate in an extended piece of research that includes a critical review of existing literature, data collection, data analysis and synthesis.

6 Distinctive features of the programme

1. The MSc Programmes are to be delivered fully online and have a modular delivery pattern, which includes modules at 15 credits. The delivery pattern follows the Carousel Model, which encompasses a framework of nine 15 credit modules depending on the student subject route before moving on to the core research and Dissertation modules. This distance learning programme offers high levels of support and flexibility through a modular delivery pattern enabling students to work at a pace that suits their individual preferences.

2. The programmes develop the individual profile of the student and incorporate several instances where the student can analyse contemporary theory and research, and use that knowledge in applied and basic research contexts.

3. The programmes have been designed to draw upon a broad range of sub disciplines within psychology to offer contemporary debate in these areas.

4. There is a mix of applied and theoretical focus within each module providing students with broad knowledge, which reflects the evolving landscape of psychological research. The outcome is a rounded outlook with insights in health psychology, educational psychology, and forensic psychology, as well as a core focus on ethical application of knowledge within specific subfields.

5. As the programme is intended for online delivery, E-Learning is central, with the flexibility embedded into the programmes utilising technology throughout the delivery. This enables material to be available for students to access at convenient times and re-visit material independently as part of their independent studies and for revision purposes.

6. The inclusion of both Forensic and Educational Psychology routes is particularly distinctive and is readily embedded within the suite of programmes. The overarching teaching and learning strategy encompasses current issues in psychology that can be applied to the students' workplaces if and when appropriate. This ensures the three-fold framework of skills, mind-set, and knowledge are oriented towards this particular body of knowledge throughout the duration of the taught element of the programmes. When progressing to the Dissertation module there would be a clear expectation for the student's research questions to focus on a topic relevant to the field of Forensic or Educational Psychology.

   The MSc Forensic Psychology programme is aimed at professionals building a career within the police service or the criminal justice system, or for international students who may wish to embark on further study in a UK context, with an interest in enhancing their knowledge of core aspects of forensic psychology, which may be applied to enhance the effectiveness of service delivery. This degree does not, however, confer level 1 accreditation for pursuit of a professional doctorate in Forensic Psychology.

   The MSc Educational Psychology programme is aimed at professionals building a career within the education sector, and may be of particular interest to school

managers, teachers, or additional learning needs coordinators within schools to facilitate understanding of assessment and practices commonly encountered in working with educational psychology services. This programme will provide education practitioners with skills and information to incorporate psychological evidence into practice, which may be used to aid school managers to make better-informed decisions on intervention implementation, teaching strategy, and/or behaviour management strategies, amongst other core topics. This degree does not, however, confer level 1 accreditation for pursuit of a professional doctorate in Educational Psychology.

7. Ethical practice is fundamental to psychological research and applied practice. Specific ethical and practical challenges will be covered in all modules with the aim of fostering an ethical, considerate mindset.

8. Adopting this differentiation strategy throughout the duration of the programme provides flexibility for individual student aspirations and a clear distinction between the programme routes.

The most important values which inform this programme are:

- Self-awareness
- Independence
- Performance orientation
- Professional, research and practice behaviours
- Integrity and ethical awareness

The most important intellectual skills developed in the programme are:
- Communication skills
- Evidence appraisal
- Research design and management
- Data analysis and interpretation skills
- Reflective practice

The most useful practical skills, techniques and capabilities developed are:
- Analysis and evaluation of data, utilising specialist software
- Presentation of information in multiple formats
- Summarizing information
- Questioning and probing
- Research design, development, and management

The ways in which a student will learn are:
- Focused and succinct lectures on core topics
- Independent study of lecture content, core texts, independent research, and specialist software
- Formative assessment (indicative examples)
    o Short MCQs/refresher questions
    o Discussion forums on guided topics
    o Practical experience of key activities (e.g., online psychometric assessment, engagement in short online experiments, transcription exercises)
- Completing summative assessment
- Engagement with feedback and highlighted opportunities to improve

7 Credit Accumulation and exit awards

Exit Awards
Postgraduate Certificate in Higher Education
60 Credits from any of the core modules on each programmes will lead to a Postgraduate Certificate in Psychology. Students should exit with a Postgraduate Certificate in Psychology even if the 60 credits are achieved through completion of the three specialist modules for the MSc Forensic Psychology or MSc Educational Psychology programme. In this case, a student may possess content knowledge for their domain but may lack competence in the core skills developed through the other modules to apply and utilise this knowledge effectively.

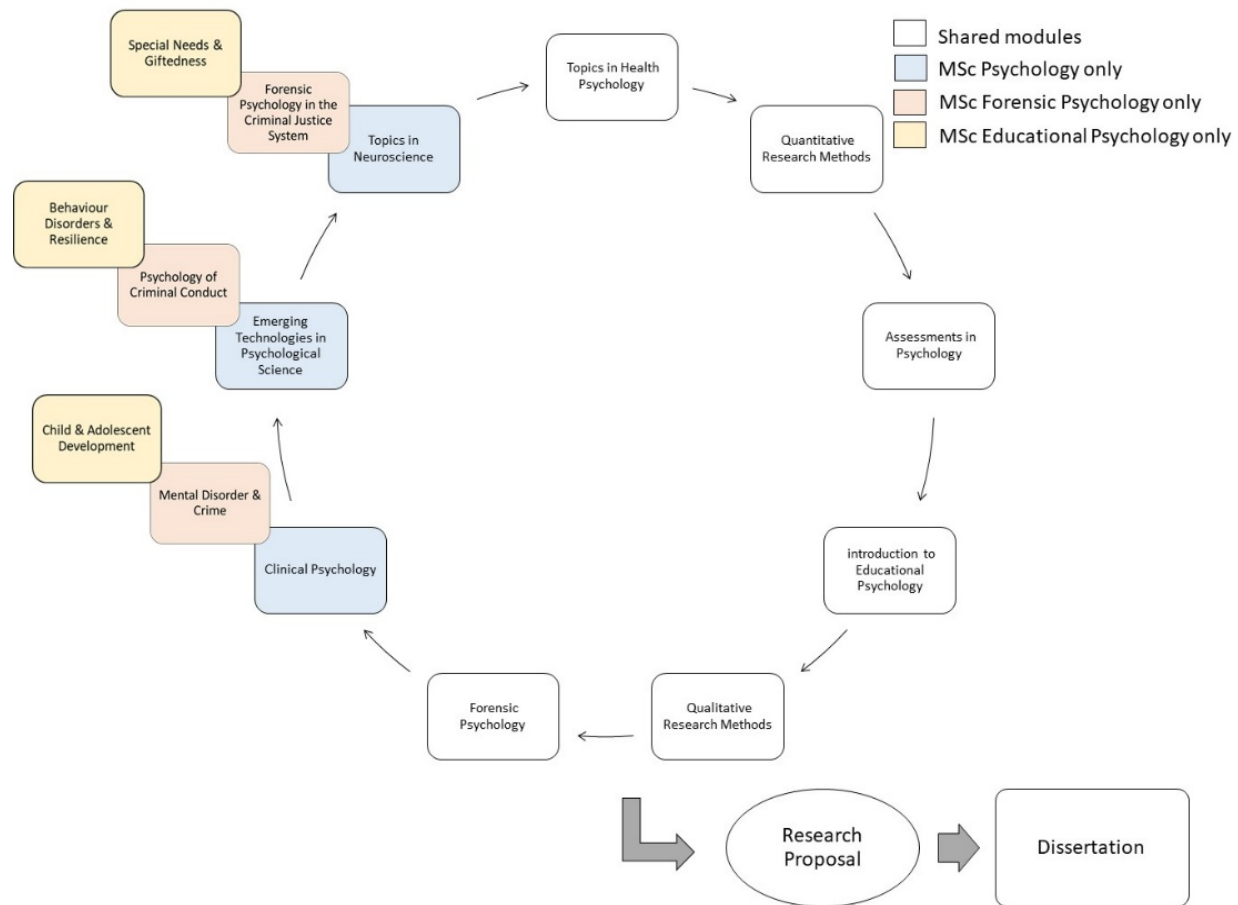**Postgraduate Diploma in Higher Education**
120 credits from core modules, excluding the research proposal and dissertation modules, will lead to a Postgraduate Diploma.
- Postgraduate Diploma in Psychology can be obtained with 120 credits from any of the core modules on the MSc Psychology programme carousel, except the Research Proposal, or Dissertation modules.
- Postgraduate Diploma in Forensic Psychology can be obtained with 120 credits of core modules from the Forensic Psychology carousel, except the Research Proposal, or Dissertation modules. For a Postgraduate Diploma in Forensic Psychology the 120 credits *must* include pass marks for the specialised modules on this route: The Psychology of Criminal Conduct, Mental Disorder & Crime, Forensic Psychology & the Criminal Justice System. If a student exits with 120 credits but does not pass one of these core Forensic Psychology modules, then the student will exit with a Postgraduate Diploma in Psychology.
- Postgraduate Diploma in Educational Psychology can be obtained with 120 credits of core modules from the Educational Psychology carousel, except the Research Proposal, or Dissertation modules. For a Postgraduate Diploma in Educational Psychology the 120 credits *must* include pass marks for the specialised modules on this route: Child & Adolescent Development, Behaviour Disorders & Resilience, Additional Learning Needs & Giftedness. If a student exits with 120 credits but does not pass one of these core Educational Psychology modules, then the student will exit with a Postgraduate Diploma in Psychology.

Masters degree
- 180 credits will confer a Masters degree with a title for the route undertaken: MSc Psychology, MSc Forensic Psychology, or MSc Educational Psychology.

8 Programme Structure Diagram, including delivery schedule

Legend:
- Shared modules
- MSc Psychology only
- MSc Forensic Psychology only
- MSc Educational Psychology only

Modules shown in the diagram:
- Special Needs & Giftedness
- Forensic Psychology in the Criminal Justice System
- Topics in Neuroscience
- Topics in Health Psychology
- Quantitative Research Methods
- Behaviour Disorders & Resilience
- Psychology of Criminal Conduct
- Emerging Technologies in Psychological Science
- Assessments in Psychology
- Child & Adolescent Development
- Mental Disorder & Crime
- Clinical Psychology
- introduction to Educational Psychology
- Forensic Psychology
- Qualitative Research Methods
- Research Proposal
- Dissertation

**MSc Psychology
Level 7**

Mod Code	PSYON702	Mod title	Topics in Health Psychology	Credit value	15	Core	Carousel model
Mod Code	PSYON705	Mod title	Quantitative Research Methods	Credit value	15	Core	Carousel model
Mod Code	PSYON716	Mod title	Assessments in Psychology	Credit value	15	Core	Carousel model
Mod Code	PSYON708	Mod title	Introduction to Educational Psychology	Credit value	15	Core	Carousel model
Mod Code	PSYON706	Mod title	Qualitative Research Methods	Credit value	15	Core	Carousel model
Mod Code	PSYON709	Mod title	Forensic Psychology	Credit value	15	Core	Carousel model
Mod Code	PSYON713	Mod title	Clinical Psychology	Credit value	15	Core	Carousel model
Mod Code	PSYON711	Mod title	Emerging Technologies in Psychology	Credit value	15	Core	Carousel model
Mod Code	PSYON701	Mod title	Topics in Neuroscience	Credit value	15	Core	Carousel model
Mod Code	PSYON704	Mod title	Research Proposal	Credit value	15	Core	Fixed following complete carousel
Mod Code	PSYON712	Mod title	Dissertation	Credit value	30	Core	Fixed following complete carousel

MSc Forensic Psychology
Level 7

Mod Code	PSYON702	Mod title	Topics in Health Psychology	Credit value	15	Core	Carousel model
Mod Code	PSYON705	Mod title	Quantitative Research Methods	Credit value	15	Core	Carousel model
Mod Code	PSYON716	Mod title	Assessments in Psychology	Credit value	15	Core	Carousel model
Mod Code	PSYON708	Mod title	Introduction to Educational Psychology	Credit value	15	Core	Carousel model
Mod Code	PSYON706	Mod title	Qualitative Research Methods	Credit value	15	Core	Carousel model
Mod Code	PSYON709	Mod title	Forensic Psychology	Credit value	15	Core	Carousel model
Mod Code	PSYON707	Mod title	Mental Disorder & Crime	Credit value	15	Core	Carousel model
Mod Code	PSYON703	Mod title	The Psychology of Criminal Conduct	Credit value	15	Core	Carousel model
Mod Code	PSYON710	Mod title	Forensic Psychology in the Criminal Justice Process	Credit value	15	Core	Carousel model
Mod Code	PSYON704	Mod title	Research Proposal	Credit value	15	Core	Fixed following complete carousel
Mod Code	PSYON712	Mod title	Dissertation	Credit value	30	Core	Fixed following complete carousel

MSc Educational Psychology
Level 7

Mod Code	PSYON02	Mod title	Topics in Health Psychology	Credit value	15	Core	Carousel model
Mod Code	PSYON705	Mod title	Quantitative Research Methods	Credit value	15	Core	Carousel model
Mod Code	PSYON716	Mod title	Assessments in Psychology	Credit value	15	Core	Carousel model
Mod Code	PSYON708	Mod title	Introduction to Educational Psychology	Credit value	15	Core	Carousel model
Mod Code	PSYON706	Mod title	Qualitative Research Methods	Credit value	15	Core	Carousel model
Mod Code	PSYON709	Mod title	Forensic Psychology	Credit value	15	Core	Carousel model
Mod Code	PSYON714	Mod title	Child & Adolescent Development	Credit value	15	Core	Carousel model
Mod Code	PSYON715	Mod title	Behaviour Disorders & Resilience	Credit value	15	Core	Carousel model
Mod Code	PSYON717	Mod title	Additional Learning Needs & Giftedness	Credit value	15	Core	Carousel model
Mod Code	PSYON704	Mod title	Research Proposal	Credit value	15	Core	Fixed following complete carousel
Mod Code	PSYON712	Mod title	Dissertation	Credit value	30	Core	Fixed following complete carousel

7   Intended learning outcomes of the programme

Knowledge and Understanding

	Level 7
A1	Demonstrate a critical appreciation of concepts, principles and theories in psychological research and practice
A2	Have a greater awareness and knowledge of ethical principles, and how they are applied in multiple contexts.
A3	Have advanced knowledge of theoretical and practical applications of research methods and analysis techniques in psychology.
A4	Have increased knowledge of different methods of measurement and data gathering techniques
A5	MSc Forensic Psychology: Understanding of the role of psychologists in forensic/criminal settings
A6	MSc Educational Psychology: Understanding of the role of psychologists in educational settings.

Intellectual skills

	Level 7
B1	Undertake critical appraisal of a broad evidence base to draw conclusions about a specific field of study
B2	Ability to analyse data using relevant analytic techniques to draw conclusions in academic and applied contexts
B3	Enhanced evidence appraisal skills that can be utilised to evaluate a range of applied and basic psychological research
B4	Demonstrate a critical understanding of the theoretical and conceptual issues in psychology
B5	MSc Forensic Psychology: Understand how contemporary psychological theory and evidence apply in a forensic context
B6	MSc Educational Psychology: Understand how contemporary psychological theory and evidence apply in an educational context

Subject Skills

	Level 7
C1	Read, review, and extract information from a range of journals on a broad range of psychological topics
C2	Apply analytical skills to interpret and synthesise evidence from psychological research and applied practice
C3	Apply core psychological theory to specific applied domains
C4	Understand how contemporary tools or technologies can enhance the evidence base in psychology
C5	MSc Forensic Psychology: Apply specific analytical frameworks and protocols to evaluate evidence in a forensic and criminal justice contexts
C6	MSc Educational Psychology: Apply specific analytical frameworks and protocols to evaluate evidence in an educational context

Practical, professional and employability skills

	Level 7
D1	Communicate effectively both orally and in writing by drawing on relevant information, summarising and interpreting
D2	Master numeracy skills, data analysis and statistical interpretations of data derived in psychological research
D3	Work independently to manage personal development and exercise time-management and prioritisation
D4	Synthesise a broad evidence base in order to make judgments about the applicability of specific sources to specific problems/questions
D5	MSc Forensic Psychology: Synthesise a broad evidence base in order to make judgments about the applicability of specific sources of evidence to specific problems/questions in a forensic/criminal justice context
D6	MSc Educational Psychology: Synthesise a broad evidence base in order to make judgments about the applicability of specific sources of evidence to specific problems/questions in an educational context

8   Learning and teaching strategy

The three programmes are being delivered completely online via a Virtual Learning Environment (VLE) to students working towards their qualification on a part-time basis, from a distance. The learning and teaching strategy employed for these programmes takes these considerations into account and follows from previously successful online programmes currently being rolled out by the North Wales Management School and Wrexham Glyndŵr University.

The three programmes run part-time between 2-4 years and utilise a carousel model. The carousel model has proven highly efficacious in facilitating online, distance learning because it enables flexibility and adaptability in response to sudden life or work events. In addition, the carousel model provides a more manageable and flexible financial undertaking for students by allowing them to pay per module. Students are able to join the carousel of modules at a time that is convenient for them, and jump off and back on to the carousel as needed. To further enhance accessibility of the programmes, textbook rental and subscription services (e.g., Perlego.com, Vitalsource.com) will be actively promoted as part of the programmes (e.g., a link included to the alternative site) to reduce the financial burden for students. In some cases, the cost of the best available textbook for a module exceeds the recommended £50 set by the University, but this is offset by access to those texts via these alternative services – a conscious decision to balance quality and cost-effectiveness. In addition, the programme team will utilise open-source software and learning materials wherever possible to facilitate continued access after completion of the programmes.

The initial carousel of each programme is made up of nine 15-credit modules. Each module is broken into 7 study weeks, with a further week for completion of a final assessment (where applicable), or to catch up on outstanding summative components of the module. The condensed format of these modules provides an intensive and focused delivery of core knowledge.

Each week is treated as a distinct learning chunk. Each chunk will focus on specific concepts that will be delivered through succinct, summary lectures combined with purposive learning activities that help students develop the knowledge and skills necessary to complete the module. Learning activities will include reading of core texts and additional independent study (e.g., additional supplemental reading, independent research), alongside formative assessments tailored to the module content, that provide an opportunity to reflect on current understanding of content, develop experience of core ideas in practical terms, and develop skills (e.g., analysis, transcription, visualisation) that facilitate completion of summative assessments. A range of formative and summative assessment types will be utilised across modules on the programmes to increase engagement and ensure core skills are developed and built throughout the programmes. Summative assessments for each module will be broken down into smaller components that facilitate application of knowledge in distinct ways, aligned with the module learning outcomes. In many cases a portfolio-type assessment has been proposed to facilitate active learning and engagement with smaller tasks that build skills incrementally (i.e., crucial in a methods module for example). One further advantage of the portfolio tasks is that they can be readily adapted and updated, address feedback rapidly and reflexively without impacting on the assessment strategy or expectations of students. All activities will be planned so that they constructively align with the module and weekly learning outcomes, to ensure their efficacy in enabling the students to achieve the outcomes. This alignment and focus on active learning tasks will be initiated through the use of the ABC Learning Design process (developed by UCL and promoted by JISC) at the kick-off of each module's development.

Following the nine module carousel of core modules for each of the programmes, students will embark on a 15-credit Research Proposal module, followed by a 30-credit Dissertation

module. Core texts have been sourced that provide detailed supporting information for the development of quantitative and qualitative research projects, focusing on the development of as complete a proposal as possible. Students will be provided with resources to facilitate pre-registration style/template-based proposals that include a complete literature review, proposed methods, and a detailed data analysis plan, based on in-house initiatives developed in the Psychology department at WGU and elsewhere. Formative assessment throughout the Research Proposal module is aimed at developing a focused literature review and a practicable dissertation project protocol. Small-scale replication or replication-plus projects (e.g., conceptual replication, replication plus covariate) will be encouraged. Alongside the proposal, students will be required to submit a complete ethics application that will enable them to engage with the Dissertation module effectively. As part of the preceding Research Methods modules, students will have been familiarised with methodological details and core software options available for deployment of dissertation projects (e.g., OnlineSurveys, Gorilla.sc) and subsequent analyses (e.g., JASP/Jamovi/Online Stats cloud, Taguette/NVivo). Specific resources will be made available as part of the Research Proposal and Dissertation modules to rapidly familiarise students with these options in preparation for their dissertation topics. Following successful completion of the Research Proposal module, students should be in a good position to create their projects and roll them out online rapidly, early in the Dissertation module, to enable data collection, analysis, and write-up, with sufficient time for reflection. Specific resources and guidance will be provided on the expected content and style of the dissertation for commonly utilised methodologies. Support will be provided to students to develop and successfully complete the dissertation project to a Masters level standard.

In accordance with sound educational research and current best practice, the programmes will be delivered and assessed through a broad range of methods, reflecting their distinctive features, providing learning opportunities in a supportive environment to ensure knowledge transfer is achieved. The overall structure of the programmes aims to facilitate the development of key skills and competencies, that can be applied in a variety of contexts. The programmes provide opportunity for the application of these skills as students progress. Integrity, transparency, openness and ethical conduct will be a core binding feature of the modules.

Regular communication will be scheduled in the form of programme meetings to share best practice and engage in reflective practice from an individual perspective and contribute views.

9   The Wrexham Glyndŵr Graduate

At Glyndŵr University we aim to help students develop and enhance key employability skills and transferable capabilities during their study. The programmes deliver three distinctive key areas requiring different attributes, attitudes and skillsets and the aim is to provide students with the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. The programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The Careers team are available to provide information, advice, guidance, and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

10 Work based/placement learning statement

N/A

11   Welsh medium provision

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

12 Assessment strategy

The methods of summative assessment have been determined by the nature of each module and aligned to specific learning objectives, in combination with formative assignments. The range of formative and summative assessment for each module will provide depth of coverage that will allow students to rapidly apply and consolidate newly acquired knowledge in a manner consistent with the active learning framework at the University, guided further by best practice pedagogical principles for online learning.

Assessment across modules is made up of coursework and combinations of smaller portfolio tasks, with multiple submission points in most modules, although a larger piece of work may be retained for the end of some modules to facilitate depth and breadth of understanding and integration across topics. Assessment methods will be varied to include formats such as online quizzes, reports and essays, case studies, portfolios of work, reflective statements, and presentations. Most summative work will be assessed on an individual basis but there will be opportunity for engagement with peers through group formative tasks, like critical discussion forums, and group-based research development sessions. All formative and summative tasks aim to draw on broad theoretical and practical skills, and further enhance subject specific, professional, and transferable skills.

The Research Proposal module enables students to engage in a critical literature review of an area of interest within psychology and to develop a research protocol that can practicably be developed into an individual piece of psychological research. Students will be encouraged throughout the programme to consider their area of interest and specific questions in relation to the final dissertation. Practical guidance in terms of research design alongside practical demonstration of, and experience with, key pieces of software will support successful proposal development, including completion of a formal ethics application. This proposal will form the basis of the Dissertation module. Practical feedback on the proposal and ethics amendments will enhance the likelihood of success for the Dissertation module and provide a firm grounding for successful completion of the programme. Students enrolled on the MSc Forensic Psychology or MSc Educational Psychology programmes must complete a dissertation in the relevant subject area.

Feedback will be provided in accordance with the current policies and facilitate via online portals like Turnitin for effective and focused feedback that supports ongoing progression and development. Up to date details will be provided in the annual Programme Handbook. All assessments are subject to inclusion in current quality practices which include moderation of a sample of the work for consistency and quality of feedback.

Module Code	Title	Assessment type and weighting	Indicative submission date
Core across all three programmes			
PSYON702	Topics in Health Psychology	Written assignment (30%) Written assignment (40%) Poster presentation (30%)	Week 3 Week 6 Week 8
PSYON705	Quantitative Research Methods	Portfolio (100%): 4-7 summative tasks	Week 1 - 8
PSYON706	Qualitative Research Methods	Portfolio (100%): 4-7 summative tasks	Week 1-8
PSYON716	Assessments in Psychology	Report (1000 words) 30% Presentation (15 mins) 30% Reflective Practice (1500 words) 40%	Week 3 Week 6 Week 8
PSYON708	Introduction to Educational Psychology	Learning log/Journal (1000 words) 30% MCQs 30% Essay (1500 words) 40%	Week 8 Week 3, 5 Week 8
PSYON709	Forensic Psychology	Discussion Forum Activity (1000 words) 40% Essay (2000 words) 60%	Week 7 Week 8
PSYON704	Research Proposal	Research Proposal (100%) Coursework (Pass/Fail)	Week 8 Week 8
PSYON712	Dissertation	Dissertation (100%)	Week 16
MSc Psychology			
PSYON713	Clinical Psychology	Portfolio (100%) 3-6 summative tasks	Week 1-8
PSYON711	Emerging Technologies in Psychology	Coursework (750 words) x 2 (30% each) Poster presentation (40%)	Week 3, 6 Week 8
PSYON701	Topics in Neuroscience	Portfolio (100%) Indicative tasks within the portfolio: MCQs (25% total); SAQs (25%); Critical appraisal (50%))	Weeks 1-8
MSc Forensic Psychology			
PSYON703	The Psychology of Criminal Conduct	Case study (1000 words) 35% Report (1000 words) 35% Essay (1000 words) 30%	Week 3 Week 5 Week 8
PSYON707	Mental Disorder & Crime	Essay (1000 words) 25% Report (1000 words) 25% Case study (2000 words) 50%	Week 3 Week 5 Week 8
PSYON710	Forensic Psychology in the Criminal Justice Process	Case study (1000 words) 40% Essay (2000 words) 60%	Week 4 Week 8
MSc Educational Psychology			
PSYON714	Child & Adolescent Development	MCQ (30%) Reflective Practice (1500 words) (40%) Presentation (30%)	Week 1-7 Week 5 Week 8

Module Code	Title	Assessment type and weighting	Indicative submission date
PSYON715	Behaviour Disorders & Resilience	Essay (750 words) 30% Case Study (750 words) 30% Reflective Practice (1500 words) 40%	Week 3 Week 6 Week 8
PSYON717	Additional Learning Needs & Giftedness	Essay (1500 words) 50% MCQs (25%) Presentation (10 mins) 25%	Week 4 Week 1-7 Week 8

13 Assessment and award regulations

This programme will follow the Regulations for Taught Masters Degrees taught entirely by online distance learning.

Derogations
N/A

Non Credit Bearing assessment

N/A

Restrictions for trailing modules (Taught Masters)
Students must have studied (not necessarily passed) the nine required modules before starting the research proposal and dissertation modules. Acceptable amendments to the research proposal/ethics application should be completed before the dissertation can commence.

14 Accreditation

N/A

15 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module Surveys
Student Voice Forum
Individual student feedback
Student representatives
Annual Monitoring reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
Quality Matters Framework

16 Support for Students

The University has a range of departments that offer support for students such as:
- Library & IT Resources
- Inclusion Services

- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at www.glyndwr.ac.uk to find out more about the Departments.

Glyndŵr Student Union offers support for students, please access their website at to find out more. https://www.wrexhamglyndwrsu.org.uk/

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.

17 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, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information
https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/