PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	Accredited by The British Psychological Society. www.bps.org
What type of accreditation does this programme lead to?	This programme leads to Graduate Basis for Chartered Membership (GBC). GBC is an entry requirement for all Society accredited postgraduate training courses required to work towards becoming a Chartered Psychologist. The GBC is awarded through a successful application to become a Graduate Member of the Society
Is accreditation in some way dependent on choices made by students?	No, but to be eligible for GBC, graduates must achieve an Honours classification of 2:2 or above. Additionally, accreditation relates only to those graduates completing their programme at the University, and not to those completing their studies through any approved partner institution.
Final award/s available eg BSc/DipHe/CertHE	BSc (Hons), BSc, Diploma of HE, Certificate of HE
Award title	BSc (Hons) Psychology
JACS 2 code	C800
UCAS code (to be completed by admissions)	C800
Relevant QAA subject benchmark statement/s	Psychology
Other external and internal reference points used to inform the programme outcomes	Criteria for accreditation of Graduate Basis for Registration by the British Psychological Society
Mode/s of study (p/t, f/t, distance learning)	Full time
Language of study	English with a proportion being available in Welsh
Date at which the programme specification was written or revised	Validated February 2009 Updated September 2012

Criteria for admission to the programme

For entry onto the programme students will need:

either: a minimum of 260 points at level three or equivalent, to include two subjects at A2 level

or: a pass in a relevant Access to Higher Education programme.

Applicants must also have a good standard of numeracy and literacy, ie, Grade C or above in GCSE Mathematics and English Language or equivalent.

Applicants who do not have the academic entry requirements, but who can demonstrate they have relevant experience, are also eligible for entry under the University's non-standard entry procedure. Such applicants will be invited to attend for interview and must be able to demonstrate the ability to cope with, and benefit from, the demands of the programme.

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. Due to the specific nature of the curriculum, it is unlikely that Accreditation of Experiential Learning will be considered.

Aims of the programme

The main aim of the programme is to provide a thorough grounding in psychology to Honours level. Students will spend some time becoming acquainted with the range of underpinning philosophies and approaches; consider claims for and against scientific rigour; and discover a variety of paradigms against which to examine the array of individual human behaviour. They will also have the opportunity to explore their own strengths and limitations, and develop the range of skills commensurate with this level of academic study.

Thus the programme is designed to:

- produce a scientific understanding of the mind, brain, behaviour and experience, and of the complex interactions between these;
- present multiple perspectives in a way that fosters critical evaluation;
- lead to an understanding of real life applications of theory to the full range of experience and behaviour;
- develop an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data;
- include the acquisition of and knowledge of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently;
- develop knowledge, leading to an ability to appreciate and critically evaluate theory, research findings, and applications;
- develop the ability to manage own learning, and exercise initiative and personal responsibility.

Distinctive features of the programme

This programme encompasses all the core areas of the subject of psychology that equip graduates to progress to employment and/or provide a foundation from which they can continue to postgraduate study. Graduates would also be in a position to continue the route towards becoming professional psychology practitioners.

Psychology students acquire an extensive range of generic skills which are widely accepted as providing an excellent preparation for many careers. In addition to subject skills and knowledge, graduates also develop skills in communication, numeracy, teamwork, critical thinking, computing, and independent learning. All are highly valued by employers. A degree in psychology facilitates progression into a range of careers including the media, marketing, government agencies, health and social care organizations, accountancy, and recruitment. With further postgraduate study, career paths open to graduates may include Clinical Psychology, Counselling Psychology, Forensic Psychology, Sport Psychology, or teaching and research. Many employers rate highly psychology degrees because of the transferable 'people' skills gained by students on such courses. These skills equip students to work effectively in various roles.

The programme is a three year full-time programme, across the duration of which students will be introduced to the knowledge and techniques of academic psychology, and gain an understanding of its professional application. Students are encouraged to move from being supported learners to becoming autonomous learners.

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

	Module Title	Credit Value	Core/Option
YR 1 LEVEL 4	What is Psychology 1?	20	Core
	Research Design, Methods, and Statistics 1	20	Core
	What is Psychology 2?	20	Core
	Research Design, Methods, and Statistics 2	20	Core
	Psychology in Action	20	Core
	Study Skills for Psychology	20	Core
YR 2 LEVEL 5	Developmental Psychology	20	Core
	Social Psychology	20	Core
	Biological Psychology	20	Core
	Cognitive Psychology	20	Core
	Research Design, Methods, and Statistics 3	20	Core
	Individual Differences	20	Core

Y R 3 L E V E L 6	Health Psychology	20	Optional	
	Clinical Psychology	20	Optional	
	Negotiated Learning	20	Optional	
	Counselling Psychology	20	Optional	
	Forensic Psychology	20	Optional	
	Occupational Psychology	20	Optional	
	Educational Psychology	20	Optional	
	Work Based Learning	20	Optional	
	Research Project	40	Core	
	Research Design, Methods, and Statistics 4	20	Core	

Please note: Optional Modules may only be run subject to viable numbers.

Intended learning outcomes of the programme

Knowledge and understanding

On completion of Level Four, students will have acquired the following:

A) Knowledge and understanding:

A1   a broad understanding of the way people develop abilities to perceive, think, feel, and act;
A2   a broad understanding of the relationship between psychology and cognate disciplines e.g. biology, sociology, psychiatry;
A3   a broad appreciation of the assimilation within psychology of themes, theories, methods, and findings from other discipline areas;
A4   a broad appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology;
A5   a broad knowledge of a range of research methods and measurement techniques.

B) Intellectual skills:

B1   the ability to integrate simple ideas and empirical findings;
B2   the ability to extrapolate and comprehend the application of elementary knowledge within the areas of psychology;
B3   the ability to display rudimentary critical thinking skills;
B4   the ability to process information in a manner displaying rudimentary cognitive skills;
B5   the ability to define and appreciate simple problems.

C) Subject and other skills:

C1   the ability to generate and explore simple hypotheses and research questions;
C2   the ability to initiate, design and conduct simple empirical-based studies involving a variety of methods of data collection;
C3   the ability to analyze and use simple numerical, statistical and other data using both quantitative and qualitative methods;
C4   the ability to evaluate, present and communicate effectively simple findings by a variety of means.

D) Professional Skills and abilities and Employability Skills and abilities:

D1   the ability to employ basic evidence-based reasoning;
D2   the ability to use a variety of simple psychological tools;
D3   the rudimentary ability to communicate effectively by written, oral and visual means;
D4   basic computer literacy within the specific context of the subject;
D5   the ability to retrieve and organize elementary information effectively;
D6   basic sensitivity to contextual and interpersonal factors.

On completion of Level Five, students will have acquired the following:

A) Knowledge and understanding:

A1   a detailed understanding of the way people develop abilities to perceive, think, feel, and act;
A2   a detailed understanding of the relationship between psychology and cognate disciplines e.g. biology, sociology, psychiatry;
A3   a detailed appreciation of the assimilation within psychology of themes, theories, methods, and findings from other discipline areas;
A4   a detailed appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology;
A5   a detailed knowledge of a range of research methods and measurement techniques.

B) Intellectual skills:

B1   the ability to integrate challenging ideas and empirical findings;
B2   the ability to display the ability to extrapolate and comprehend the application of intermediate level knowledge within the areas of psychology;
B3   the ability to display advanced critical thinking skills;
B4   the ability to process information in a manner displaying advanced cognitive skills;
B5   the ability to define and appreciate complex problems, propounding possible solutions.

C) Subject and other skills:

C1   the ability to generate and explore advanced hypotheses and research questions;
C2   the ability to initiate, design and conduct advanced empirical-based studies involving a variety of methods of data collection;
C3   the ability to analyze and use advanced numerical, statistical and other data using both quantitative and qualitative methods;
C4   the ability to evaluate, present and communicate effectively advanced findings by a variety of means.

D) Professional Skills and abilities and Employability Skills and abilities:

D1   the ability to employ advanced evidence-based reasoning;
D2   the ability to use a variety of advanced psychological tools;
D3   the advanced ability to communicate effectively by written, oral and visual means;
D4   advanced computer literacy within the specific context of the subject;
D5   the ability to retrieve and organize advanced information effectively;
D6   advanced sensitivity to contextual and interpersonal factors.

On completion of Ordinary Degree, students will have acquired the following:

A) Knowledge and understanding:

A1   a comprehensive understanding of the way people develop abilities to perceive, think, feel, and act;
A2   a comprehensive understanding of the relationship between psychology and cognate disciplines e.g. biology, sociology, psychiatry;
A3   a comprehensive appreciation of the assimilation within psychology of themes, theories, methods, and findings from other discipline areas;
A4   a comprehensive appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology;
A5   a comprehensive knowledge of a range of research methods and measurement techniques.

B) Intellectual skills:

B1   the ability to integrate complex ideas and empirical findings;
B2   the ability to extrapolate and comprehend the application of higher level knowledge within the areas of psychology;
B3   the ability to display complex critical thinking skills;
B4   the ability to process information in a manner displaying complex cognitive skills;
B5   the ability to define and appreciate highly complex problems, propounding possible solutions.

C) Subject and other skills:

C1   the ability to generate and explore advanced hypotheses and research questions;
C2   the ability to initiate, design and conduct advanced empirical-based studies involving a variety of methods of data collection;
C3   the ability to analyze and use advanced numerical, statistical and other data using both quantitative and qualitative methods;
C4   the ability to evaluate, present and communicate effectively advanced findings by a variety of means.

D) Professional Skills and abilities and Employability Skills and abilities:

D1   the ability to employ complex evidence-based reasoning;
D2   the ability to use a variety of complex psychological tools;
D3   the further advanced ability to communicate effectively by written, oral and visual means;
D4   enhanced computer literacy within the specific context of the subject;
D5   the ability to retrieve and organize complex information effectively;
D6   enhanced sensitivity to contextual and interpersonal factors.

On completion of Level Six, honours, students will have acquired the following:

A) Knowledge and understanding:

A1   a comprehensive understanding of the way people develop abilities to perceive, think, feel, and act;

A2   a comprehensive understanding of the relationship between psychology and cognate disciplines e.g. biology, sociology, psychiatry;

A3   a comprehensive appreciation of the assimilation within psychology of themes, theories, methods, and findings from other discipline areas;

A4   a comprehensive appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology;

A5   a comprehensive knowledge of a range of research methods and measurement techniques.

B) Intellectual skills:

B1   the ability to integrate complex ideas and empirical findings;

B2   the ability to extrapolate and comprehend the application of higher level knowledge within the areas of psychology;

B3   the ability to display complex critical thinking skills;

B4   the ability to process information in a manner displaying complex cognitive skills;

B5   the ability to define and appreciate highly complex problems, propounding possible solutions.

C) Subject and other skills:

C1   the ability to generate and explore complex hypotheses and research questions;

C2   the ability to initiate, design and conduct complex empirical-based studies involving a variety of methods of data collection;

C3   the ability to analyze and use complex numerical, statistical and other data using both quantitative and qualitative methods;

C4   the ability to evaluate, present and communicate effectively complex findings by a variety of means.

D) Professional Skills and abilities and Employability Skills and abilities:

On completion of Level Six, honours, students will have acquired the following:

D1   the ability to employ complex evidence-based reasoning;

D2   the ability to use a variety of complex psychological tools;

D3   the further advanced ability to communicate effectively by written, oral and visual means;

D4   enhanced computer literacy within the specific context of the subject;

D5   the ability to retrieve and organize complex information effectively;

D6   enhanced sensitivity to contextual and interpersonal factors;

D7   the ability to carry out an extensive piece of independent empirical research.

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

Note: All modules are core

Level	Module Title	Knowledge understanding, intellectual skills, practical skills , professional and employability skills																				
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7
Level 4	What is Psychology1?			X	X		X			X												
	RDM & Stats 1					X	X	X		X	X				X				X	X		
	What is Psychology2?	X	X		X	X	X	X	X	X					X				X	X		
	RDM & Stats 2					X	X	X	X	X		X	X	X	X	X			X	X		
	Psychology in Action	X	X	X		X		X		X							X	X	X		X	
	Study Skills for Psychology	X				X	X	X	X	X		X			X	X	X	X	X		X	
Level 5	Developmental Psychology	X	X	X	X	X	X	X	X	X		X			X				X		X	
	Social Psychology	X				X	X	X	X	X	X	X	X	X	X	X			X	X		
	Biological Psychology	X	X	X	X		X	X	X	X	X				X				X		X	
	Cognitive Psychology	X		X	X		X	X	X	X	X						X		X			
	RDM & Stats 3					X	X		X	X	X	X		X	X	X	X	X	X	X	X	
	Individual Differences	X				X	X	X		X							X		X		X	

Level 6	Module Title	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7
	Clinical Psychology	x	x	x	x	x	x	x	x	x	x	x				x		x	x	x	x	
	Health Psychology	x	x	x	x	x	x	x	x	x		x				x		x	x	x		
	Negotiated learning	x		x	x	x	x	x	x	x	x	x			x	x		x	x	x		
	Educational Psychology	x	x		x			x		x	x							x			x	
	Forensic Psychology		x	x		x	x		x		x				x	x	x			x		
	Counselling psychology	x	x		x			x		x	x							x			x	
	Occupational Psychology		x		x	x	x	x			x						x	x		x		
	Work Based Learning	x		x	x	x	x	x	x	x	x	x			x	x		x	x	x	x	
	Research project			x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
	RDM & Stats 4			x		x			x		x	x	x	x	x	x		x	x		x	

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

Psychology is one subject in which we all have experience because it is about people and their behaviour. A degree in psychology aims to facilitate a structured understanding of why people act the way they do by providing a systematic framework against which to assess tentative solutions. The overarching philosophy of this programme therefore, is to focus initially on making the links between individual 'non-academic' experience, and the body of theoretical knowledge that is founded on empirical evidence. Level 4 is designed to provide a solid foundation of understanding of the intertwining of theory (*What is Psychology?*), its professional application (*Psychology in Action*), and its underpinning with research (*Research Design, Methods, and Statistics*). Completed by support for learning through the module *Study Skills for Psychology*, the first year of the programme becomes one integrated whole which presents opportunities for students to identify and challenge their own beliefs and assumptions, and appreciate that there is more than one way of experiencing and explaining a single phenomenon.

To achieve this, the approach to learning and teaching at Level 4 will have an emphasis on interconnections and activity. For example, students may receive an introductory lecture on memory and follow this up with a small computer-based experiment on item recall. They may then look at applications of memory in professional practice settings, and spend some time considering how to improve their own memories. Small group working will be encouraged and, for some assessments, required.

In order to maintain the 'coherent whole' approach, some assignments at Level 4 will have a degree of commonality across modules. For example, assessments for the *Study Skills* module will draw on the content of other Level 4 modules in that students will be required to prepare and deliver a presentation based on material covered in *What is Psychology* or *Psychology in Action.* Similarly, a research report written for the module *Research Design, Methods, and Statistics* may include a summary of theory that fulfils the requirements of a learning outcome for *What is Psychology?* However, the relationship is based on modular content and not the actual assessments undertaken by the students. The assessment of Learning Outcomes remains exclusive to each module; therefore there will be no impact on the results of individual assessments.

Another part of the programme strategy is the use of team teaching at this level. All members of the programme team have a background in academic psychology that renders them competent to deliver any of the six modules. Module leaders have been designated to capitalize on the particular interests and strengths of individuals but all Level 4 learning outcomes can be regarded as generic rather than expert. Consequently, to emphasize this fact, module sessions may be delivered – in a structured and considered way – by any member, or combination of members, of the programme team. Metaphorically it is intended to replicate the reality of mental activity thus demonstrating that, although for logistical reasons topics have to be subdivided and parcelled up into modules, there exists an interdependence amongst all the elements required to produce thought and action.

Level 5 continues the theme of topic inter-relatedness and underpinning by research, but is designed to encourage a more independent approach to learning. Thus there will still be a mix of lectures and practical activities, and some collaborative assessments, but the focus will be more on individual interpretation. Learning will continue to be guided but practical support will be provided on a more individual basis, as and when required (for which students may be referred to the various support units within the University). This level provides the bridge between the fundamental elements of academic knowledge and the

ability and confidence required at Level 6 to execute a piece of independent empirical research. Theories and concepts will be studied in some depth; approaches to research and methods of data collection and analysis (both quantitative and qualitative) will become more complex. On completion of Level 5 students will be equipped with a sufficiently broad stock of information and practical experience of techniques, to make an informed decision about a topic for the Research Project at Level 6.

The culmination of the programme is the focus on the application of psychological theory and the range of situations in which this is done. Level 6 is arranged very specifically around the themes of theory, research, and practice. Modules are designed to demonstrate the ways in which research produces theory that, in turn, informs practice. Students will be provided with the opportunity to explore issues of long-standing debate in psychology, and those of current topicality. Module delivery at this level, and research project supervision, exploit the expertise of programme team members. Each module has a designated coordinator but delivery will involve the whole team. However, in order to provide students with an opportunity to understand fully how the theory is applied, expert speakers and external visits will be a particular feature of this final year of the programme.

Throughout the three years of study students will be encouraged to work collaboratively both formally and informally. Moodle (Glyndŵr University's Virtual Learning Environment) will be used primarily as a supporting medium and to facilitate interaction in a flexible way. All contact will be face-to-face but additional material will be made available via Moodle Students will be trained in using the system in the module *Study Skills for Psychology*.

It is the team's aim throughout this programme to help students gain a greater understanding of themselves and their preferred styles of learning and broader psychological functioning, to prepare them to be effective in their future beyond the programme, and to engender within them the desire to be lifelong learners. The team will strive to achieve this through a combination of support for learning, facilitation of self-directed learning, accommodation of diversity, and personal enthusiasm for the subject.

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.

Welsh Medium

In line with the University's Welsh Language Scheme, students will be offered the opportunity to submit assessments through the medium of Welsh. This will be drawn to the attention of students through the student handbook and verbal reminders from the programme team. There is no specific requirement for fluency in the Welsh language in order to work as a psychologist in Wales but all members of the programme team will be encouraged to learn. Similarly, students on the programme will be encouraged to take up extra-curricular opportunities to commence or advance the learning of Welsh.

Additionally, approximately 17% of the programme can be undertaken through the medium of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Opportunities for formative assessments will feature regularly at Level 4 in order that students can gauge their own benchmarks and plot their own progress. These may include short pieces of writing, on-line exercises, or reflective diaries. Levels 5 and 6 will also include formative assessments but these will be less frequent and more self-directed i.e. students will be expected to be active in identifying their own strengths and limitations. All modules at all levels have a summative assessment. The range of assessments has been designed to encompass the rigorous academic requirements of The British Psychological Society thereby upholding the high standards of psychology teaching, and also to accommodate individual differences in preferred learning style. Consequently there is a mix of essays, time-constrained exams, reports of practical exercises, and oral presentations.

Students will be given feedback on all assessments within an appropriate timescale determined by University regulations (currently three weeks). Assessment criteria are published in the student programme handbook issued at the beginning of the academic year, and are drawn from published good practice guidelines.

The University Institute for Health, Medical Sciences and Society has a Learning, Teaching and Assessment Strategy that seeks to enhance students' total learning experience. A key aspect of this strategy is diversity in assessment. In accordance with these strategic aims, our programme is designed to aid students to move from supported to autonomous learners. To this end assessments progress from predominantly coursework at Level 4, to a mix of coursework and exam at Levels 5 and 6. Assessments across levels have been designed to ensure parity of effort and demand. Each level entails a similar amount of work from students in terms of the number of and lengths of assessments, but the content will become increasingly demanding to reflect the developing complexity of material at each stage. For example, the expectation of a Level 4 presentation is that it will be based on tutor-led material; a Level 6 essay will require students to analyze material independently, drawing not only on final year content but that of the entire programme.

The table below outlines the type of assessment for each module; an indicative timetable of submissions; and illustrate student workload.

denotes Optional Modules at Level 6

Module	Level	Credit value	Assessment	Indicative submission date
What is Psychology 1?	4	20	Essay (2000 words) Essay (2000 words)	Wk 5 Wk 9
Research Design, Methods, and Statistics 1	4	20	Research report appraisal (1500 words) Research Report (2000 words)	Wk 8 Wk 12
What is Psychology 2?	4	20	Essay (2000 words) Exam (2 hrs)	Wk 20 Wk 27
Research Design, Methods and Statistics 2	4	20	Research report (2000 words) Exam 2 hours	Wk 19 Wk 25
Psychology in Action	4	20	Presentation (20 mins) Case study (2000 words)	Wk 11 Wk 24
Study Skills for Psychology	4	20	Portfolio (equivalent 1000 words)	Wk 4

Developmental Psychology	5	20	Essay (2500 words) Written report of practical exercise (2000 words	Wk 15 Wk 27
Social Psychology	5	20	Written report of practical exercise (2000 words) Essay (2500 words)	Wk 10 Wk 24
Biological Psychology	5	20	Essay (2000 words) Written report of practical exercise (2000 words	Wk 14 Wk 27
Cognitive Psychology	5	20	Written report of practical exercise (2000 words) 2000 word report	Wk 16 Wk 27
Research Design, Methods and Statistics 3	5	20	Class test (2 hrs) Critical research review (3000 words)	Wk 7 Wk 12
Individual Differences	5	20	Essay (2000 words) Written report of practical exercise (2000 words)	Wk 16 Wk 27
Research Design, Methods and Statistics 4	6	20	Critical report (3000 words) Research proposal (3000 words)	Wk 19 Wk 20
Research Project	6	40	Research report (10000 words)	Wk 25
Clinical Psychology*	6	20	Essay (2500 words) 3000 word practical report	Wk 10 Wk 27
Health Psychology*	6	20	Essay (2500 words) 2500 word practical report	Wk 12 Wk 27
Negotiated Learning*	6	20	Portfolio 5000 words	Wk 22
Educational Psychology*	6	20	Essay 2500 words Practical report 2500 words	Wk 10 Wk 27
Counselling Psychology*	6	20	Essay 2500 words Practical report 2500 words	Wk 10 Wk 27
Work Based Learning *	6	20	Essay 2500 words A written Journal 2500 words	Wk 10 Wk 27
Forensic psychology*	6	20	Essay 2500 words Practical report 2500 words	Wk 10 Wk 27
Occupational Psychology*	6	20	Essay 2500 words Practical report 2500 words	Wk 10 Wk 27

Assessment regulations that apply to the programme

Glyndŵr University's regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply to this programme.

Programme Management

There are three tiers of management of the programme; the Programme Leader, Level Tutors, and Module Leaders. In broad outline, the Programme Leader holds a strategic

overview; Year Tutors oversee the mechanics of delivery; and Module Leaders 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 extenuating circumstances, extensions and student concerns;
- Promoting and marketing the programmes with the programme team;
- liaising with the external examiners;
- Organizing student consultative meetings.

Each incoming cohort of students will be assigned a **Level Tutor**. Specifically, Level Tutors will:

- Oversee the day to day arrangements for the running of their level group;
- Assist in the planning of the programme in respect of their level group;
- Use quality assurance procedures required for the level group;
- Make representation to the Programme Leader regarding level group specific issues;
- Provide information relating to the level group for the AMR;
- Assist the Programme Leader with the marketing of the programme and the recruitment of students
- Make staff development needs known to the Programme Leader.

In addition, students will be assigned a **Personal Tutor** who will offer pastoral support and, at Levels 5 and 6, provide guidance through the personal development planning process. Students may request a change of personal tutor at any point in their studies and, as long as it is feasible, the change will be enacted. No explanation will be required.

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 departmental level, the Programme Leader reports to the Department Group at its monthly meetings.

Student feedback is sought through the Staff Student Consultative Committee which meets once per semester, and through module feedback mechanisms e.g. SPOMs (Student Perception of Module) questionnaires. Actions will be reported back to students via Moodle and programme noticeboards.

Particular support for learning

Whilst the specifics of the student experience will differ for each individual, there are some measures that we can put in place to ensure as far as possible that every student's experience is positive.

As can be seen from the entry requirements, previous knowledge of academic psychology is not assumed or expected. But we will expect students to adapt fairly quickly to the 'psychology' way of doing things such as writing essays, undertaking desk research, and carrying out experiments. Some will undoubtedly see this as an exciting opportunity from the very beginning, but others may be daunted by the prospect of engaging with things such as the technology or the statistics because of what they perceive as their own lack of experience. Because we have a genuine empathy for this and a sincere wish to make as enjoyable as possible every student's time at Glyndŵr University, we aim to work within a truly supportive environment.

Every student will be assigned a Personal Tutor whose predominant task is pastoral care. All such tutors will be members of the programme delivery team therefore students will have an opportunity to get to know them in a variety of roles, but their Personal Tutor will focus on knowing them as an individual in the wider context of their life in general, rather than specifically as a psychology student.

All members of the programme delivery team will have specified office hours when students can drop in without an appointment to discuss their work. Formal appointments/tutorials will be available at times to suit the student and tutor. These arrangements will be conveyed to students during induction sessions, via the programme notice boards, and Moodle.

The programme has been designed very carefully to 'ease' students into appropriate academic mode, whether that be writing a formal essay, analyzing some data, or designing their own research project. Level 4 has a high degree of support built in by dint of the module *Study Skills for Psychology* and students will receive detailed feedback on course work*.* Students will also have technological support from the programme's dedicated technician, and through accessing the established networks within the University. These provide support for many aspects of learning including manipulation of numbers. Similarly, when tutors feel students would benefit from some additional support from any of these facilities, they will make such a recommendation – either direct to the student or through discussion with the Personal Tutor.

As students move through the levels of the programme they will be encouraged to become increasingly autonomous in their learning. Whilst they will never need to feel unsupported in this task, we will also urge them to stretch themselves academically. Therefore part of our role is to provide a safe environment in which this development can take place. In order to do this we will endeavour to establish an ethos of respect for each other that applies in egalitarian fashion throughout all those involved in the Department of Psychology at

Glyndŵr 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.