Prifysgol **Glyndŵr** Wrecsam | **Wrexham Glyndŵr** UNIVERSITY

PROGRAMME SPECIFICATON

BSc (Hons) Psychology

1 **Awarding body**

Glyndŵr University

2 **Programme delivered by**

Glyndŵr University

3 **Location of delivery**

Wrexham
The programme will also be delivered by MBS College Crete following a partnership agreement. Please note students taking the programme at the MBS College **do not** receive BPS accreditation.
Also delivered at IST College/SEY, Athens – please note students taking the programme at IST College/SEY, Athens **do not** receive BPS accreditation.

4 **Faculty/Department**

Faculty of Social and Life Sciences

5 **Exit awards available**

BSc (Hons), BSc, Diploma of HE, Certificate of HE

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

BPS – successful outcome from paper based review confirmed by the BPS 31 May 2017. Next inspection will be a site inspection scheduled for 2019-2020.

7 Accreditation available

In order 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 Wrexham and not to those completing their studies through an approved partner institution.

8	**Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**
	All modules that the students need to take to provide the opportunity of BPS recognition are core to the programme.
9	JACS3 **code**
	C800
10	UCAS **code**
	C800
11	**Relevant QAA subject benchmark statement/s**
	Subject Benchmark Statement: Psychology, QAA, October 2016
12	**Other external and internal reference points used to inform the programme outcomes**
	BPS Guidance for undergraduate programmes: http://www1.bps.org.uk/
13	**Mode of study**
	Full & part time
14	**Normal length of study**
	Three years full-time. Six years part-time.
15	**Maximum length of study**
	Eight years for part-time and 5 years for full-time aligned with WGU regulations.
16	**Language of study**
	English at Glyndŵr University, Wrexham. Dual language delivery at MBS College Crete Dual language delivery and English delivery at IST College/SEY, Athens.

17 Criteria for admission to the programme

Standard entry criteria
Entry requirements are in accordance with the University's admissions policy https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202020 17.pdf
The University's entry requirements are set out at http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/
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

A DBS check is not an entry requirement for this programme, however a suitable DBS check may be required if students wish to undertake optional modules PSY613 (Work Based Learning) or PSY618 (Negotiated Learning). The type and level of DBS check required may vary, and the Programme Team will work in conjunction with the Academic Registry to determine the DBS requirements for students undertaking these optional modules. The Faculty of Social and Life Sciences has changed its policy and now covers the costs of students' DBS checks.

Non-standard entry criteria and programme specific requirements

N/A

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

Programme specific restrictions

The programme will follow WGU procedures.

19 Aims of the programme

The programme aims to provide a thorough grounding in psychology to honours level. Students will become 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 individual behaviour. In summary the programme will enable students to:

- Gain an appreciation of the integration which can occur within the subject;
- Understand the range of research methods and measurement techniques;
- The relationship of psychology to other disciplines;
- To engage and develop critical thinking skills;
- The ability to process and present complex ideas;
- Problem solving skills;
- Ability to design research projects;
- Ability to understand and use statistics;
- Ability to organise complex information;
- Ability to produce and deliver a conference presentation;
- Expose students to a range of psychometric tests and experimental tools.

The programme aims to equip students with the necessary skills and abilities for employability.

20 Distinctive features of the programme

This programme encompasses all the core areas of the subject of Psychology designated by the British Psychological Society 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 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. A degree in Psychology facilitates progression into a range of careers, as well as onto further study. Many employers highly rate Psychology degrees because of the transferable and interpersonal skills gains by students on such courses.

1. Students can select their own dissertation topic at level 6 (as long as learning outcomes are met and a member of the team has the relevant experience).
2. The Psychology Society is run by students and have a programme of events that run throughout the academic year.
3. Cohort sizes are smaller than other institutions which enables the team to tailor their teaching accordingly to the needs of the group, as well as allowing the practical sessions to be hands on for all students.
4. A student conference is run each year. All level 6 students are required to attend and present a paper and all level 5 students are required to present a poster. Level 3 and level 4 students are required to attend and participate.
5. Each taught module is supported by practical sessions to support learning. These practical sessions often run over a number of weeks with the students working together on an experiment, collecting and analysing data and putting together poster presentations.
6. As of 2017/18 the Department at Wrexham has access to the following examples of practical resources that are supported by the technician. These resources include the Biopac, Epoc Emotiv Headset, Eyetribe Eye-trackers, Drunk-buster and Prism Goggles, Qualtrics, Oculus Rift, Google Cardboard, CANTAB, BioRadio, Actiwatch, Heartmath, Ihealth, Eduloggers, PsychoPy, SPSS, NVivo, Ogama, Jawbone, Opensesame, Oximeter, Brain model, E-Prime, IPads, Iphone, Smart phone, and Digi Recorders. These resources are used for practical sessions and are also available to students undertaking their dissertation. These resources may change.
7. The Department at Wrexham currently has access to Techniquest, Centre for the Child, Flight simulator, Psychology Laboratory, Human Performance Laboratory and Computing department – these resources are available for practicals. In some instances, they may also be used for students undertaking their dissertation. Access to these resources may change.

21 Programme structure narrative

The programme is delivered full-time over three years or can be taken on a part-time basis over six years. Full-time students are expected to attend the University three days a week. Normally each day starts with a two-hour lecture followed by practical sessions. Students are made aware in advance of the requirements of the practical sessions as some may involve being in the lab, or attending 'off site' locations or directed group learning.

22 Programme structure diagram – Wrexham campus

Level 4							
Semester 1	Mod title	Fundamental Psychology	Mod title	An Introduction to Research Design	Mod title	Study Skills for Psychology
	Mod code/ 'New' Module	PSY420	Mod code/ 'New' Module	PSY412	Mod code/ 'New' Module	PSY406
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Amy Curtis	Mod leader	Joshua Payne	Mod leader	Natalie Roch

Semester 2	Mod title	Introduction to Data Analysis	Mod title	Essential Psychology	Mod title	Scientific Writing and Communication
	Mod code/ 'New' Module	PSY414	Mod code/ 'New' Module	PSY409	Mod code/ 'New' Module	PSY411
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Jo Turley	Mod leader	Amy Curtis	Mod leader	Natalie Roch

	Level 5					
Semester 1	Mod title	Developmental Psychology	Mod title	Biological Psychology	Mod title	Intermediate Research Methods
	Mod code/ 'New' Module	PSY510	Mod code/ 'New' Module	PSY511	Mod code/ 'New' Module	PSY508
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Amy Curtis	Mod leader	Shubha Sreenivas	Mod leader	Natalie Roch

Semester 2	Mod title	Cognitive Psychology	Mod title	Individual Differences	Mod title	Advanced Research Design
	Mod code/ 'New' Module	PSY512	Mod code/ 'New' Module	PSY513	Mod code/ 'New' Module	PSY509
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Core
	Mod leader	Joshua Payne	Mod leader	Mandy Robbins	Mod leader	Joshua Payne

	Level 6					
Semester 1	Mod title	Social Psychology	Mod title	Research Project	Mod title	Work Based Learning
	Mod code/ 'New' Module	PSY622	Mod code/ 'New' Module	PSY619	Mod code/ 'New' Module	PSY621
	Credit value	20	Credit value	40	Credit value	20
	Core/Option	Core	Core/Option	Core	Core/Option	Option
	Mod leader	Jo Turley	Mod leader	Natalie Roch	Mod leader	Natalie Roch
	Mod title	Counselling Psychology	Mod title	Negotiated Learning	Mod title	Health Psychology
	Mod code/ 'New' Module	PSY614	Mod code/ 'New' Module	PSY618	Mod code/ 'New' Module	PSY624
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Option	Core/Option	Option	Core/Option	Option
	Mod leader	Megan Brooman	Mod leader	Natalie Roch	Mod leader	Amy Curtis

Semester 2	Mod title	Negotiated Learning	Mod title	Clinical Psychology	Mod title	Forensic Psychology
	Mod code/ 'New' Module	PSY618	Mod code/ 'New' Module	PSY620	Mod code/ 'New' Module	PSY609
	Credit value	20	Credit value	20	Credit value	20
	Core/Option	Option	Core/Option	Option	Core/Option	Option
	Mod leader	Natalie Roch	Mod leader	Jo Turley	Mod leader	Shubha Sreenivas
	Mod title	Work Based Learning	Mod title	Research project	Mod title	Cyberpsychology
	Mod code/ 'New' Module	PSY621	Mod code/ 'New' Module	PSY619	Mod code/ 'New' Module	PSY623
	Credit value	20	Credit value	40	Credit value	20
	Core/Option	Option	Core/Option	Core	Core/Option	Option
	Mod leader	Natalie Roch	Mod leader	Natalie Roch	Mod leader	Jo Turley

Programme structure at MBS College Crete and IST College/SEY, Athens

Module Code	Module	Language	Semester	Credit Points	Module Leader
PSY420	Fundamental Psychology	GREEK	1	20	Dr Zannikou
PSY406	Study Skills for Psychology	GREEK	1	20	Dr Ypofanti
PSY412	Introduction to Research Design	GREEK	1	20	Ms Martinaiou
PSY414	Introduction to Data Analysis	GREEK	2	20	Dr Zannikou
PSY411	Scientific Writing and Communication	GREEK	2	20	Ms Christofidelli
PSY409	Essential Psychology	GREEK	2	20	Ms Martinaiou

Module Code	Module	Language	Semester	Credit Points	Module Leader
PSY510	Developmental Psychology	GREEK	1	20	TBC
PSY511	Biological Psychology	GREEK	1	20	TBC
PSY508	Intermediate Research Methods	ENGLISH	1	20	TBC
PSY512	Cognitive Psychology	GREEK	2	20	TBC
PSY509	Advanced Research Design	ENGLISH	2	20	TBC
PSY513	Individual Differences	ENGLISH	2	20	TBC

Module Code	Module	Language	Semester	Credit Points	Module Leader
PSY619	Research Project	ENGLISH	1 & 2	40	TBC
PSY622	Social Psychology	ENGLISH	1	20	TBC
PSY624	Health Psychology	ENGLISH	1	20	TBC
PSY620	Clinical Psychology	ENGLISH	2	20	TBC
PSY609	Forensic Psychology	ENGLISH	2	20	TBC

23 Intended learning outcomes of the programme

On completion of level 4 (Certificate in HE in Psychology), students will complete the six core modules. Students will achieve the following level 4 learning outcomes A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, C4, D1, D2, D3.

On completion of level 5 (Diploma in HE in Psychology), students will complete the six core modules at level 4 and the six core modules at level 5. Students will achieve the following level 5 learning outcomes A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, C4, D1, D2, D3.

On completion of level 6 BSc (ordinary) in Psychology, students will complete the six core modules at level 4 and level 5. In addition, they will complete 120 credits at level 6. Students will achieve the following level 6 learning outcomes A1, A2, A3, A4, B1, B2, B3, B4, C1, C4, D1, D2, D3. Please note the achieving a BSc (ordinary) in Psychology does not entitle the students to GBC with the British Psychological Society.

On completion of level 6 BSc (honours) in Psychology students will complete the six core modules at level 4 and level 5. In addition, they will complete 120 credits at level 6 to include the two core modules. Students will achieve the following level 6 learning outcomes A1, A2, A3, A4, B1, B2, B3, B4, C1, C2, C3, C4, D1, D2, D3, D4. Please note in order to be recognised by the British Psychological Society for GBC students must achieve a combined average grade of 50% or over from their level 5 (30%) and level 6 (70%) work.

Undergraduate			
Knowledge and understanding			
	Level 4	Level 5	Level 6 Ordinary	Level 6 Honours
A1	A broad understanding of the relationship between psychology and cognate disciplines e.g. biology, sociology, psychiatry.	A detailed understanding of the relationship between psychology and cognate disciplines e.g. biology, sociology, psychiatry.	A comprehensive understanding of the relationship cognate disciplines e.g. biology, sociology, psychiatry.	A comprehensive understanding of the relationship cognate disciplines e.g. biology, sociology, psychiatry.
A2	A broad appreciation of the assimilation within psychology of themes, Theories, methods, and findings from other discipline areas.	A detailed appreciation of the assimilation within psychology of themes, Theories, methods, and findings from other discipline areas.	A comprehensive appreciation of the assimilation within Psychology of themes, theories, methods, and findings from other discipline areas.	A comprehensive appreciation of the assimilation within Psychology of themes, theories, methods, and findings from other discipline areas.

	Undergraduate			
	Knowledge and understanding			
	Level 4	Level 5	Level 6 Ordinary	Level 6 Honours
A3	A broad appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology.	A detailed appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology.	A comprehensive appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology.	A comprehensive appreciation of the integration which can occur within the subject e.g. the emergence of cognitive neuroscience from cognitive and biological psychology.
A4	A broad knowledge of a range of research methods and measurement techniques.	A detailed knowledge of a range of research methods and measurement techniques.	A comprehensive knowledge of a range of research methods and measurement techniques.	A comprehensive knowledge of a range of research methods and measurement techniques.

	Intellectual skills			
	Level 4	Level 5	Level 6 Ordinary	Level 6 Honours
B1	The ability to extrapolate and comprehend the application of elementary knowledge within the areas of psychology.	The ability to display the ability to extrapolate and comprehend intermediate level knowledge within the areas of psychology.	The ability to extrapolate and comprehend the application of higher level knowledge within the areas of psychology.	The ability to extrapolate and comprehend the application of higher level knowledge within the areas of psychology.
B2	The ability to display rudimentary critical thinking skills.	The ability to display advanced critical thinking skills.	The ability to display complex critical thinking skills.	The ability to display complex critical thinking skills.
B3	The ability to process information in a manner displaying rudimentary cognitive skills.	The ability to process information in a manner displaying advanced cognitive skills.	The ability to process information in a manner displaying complex cognitive skills.	The ability to process information in a manner displaying complex cognitive skills.
B4	The ability to define and appreciate simple problems.	The ability to define and appreciate complex problems, propounding possible solutions.	The ability to define and appreciate highly complex problems, propounding possible solutions.	The ability to define and appreciate highly complex problems, propounding possible solutions.

	Subject skills			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	The ability to generate and explore simple hypotheses and research questions.	The ability to generate and explore advanced hypotheses and research questions.	The ability to generate and explore highly advanced hypotheses and research questions.	The ability to generate and explore complex hypotheses and research questions.
C2	The ability to initiate, design and conduct simple empirical-based studies involving a variety of methods of data collection.	The ability to initiate, design and conduct complex empirical-based studies involving a variety of methods of data collection.		The ability to initiate, design and conduct complex empirical-based studies involving a variety of methods of data collection.
C3	The ability to analyse and use simple quantitative and qualitative methods.	The ability to analyse and use advanced numerical, statistical and other data using both quantitative and qualitative methods.		The ability to analyse and use complex 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.	The ability to evaluate, present and communicate effectively advanced findings by a variety of means.	The ability to evaluate, present and communicate effectively advanced findings by a variety of means.	The ability to evaluate, present and communicate effectively complex findings by a variety of means.

	Practical, professional and employability skills			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1	Basic computer literacy within the specific context of the subject.	Advanced computer literacy within the specific context of the subject.	Enhanced computer literacy within the specific context of the subject.	Enhanced computer literacy within the specific context of the subject.
D2	The ability to retrieve and organise elementary information effectively.	The ability to retrieve and organise advanced information effectively.	The ability to retrieve and organise complex information effectively.	The ability to retrieve and organise complex information effectively.

D3	Basic sensitivity to contextual and interpersonal factors.	Advanced sensitivity to contextual and interpersonal factors.	Enhanced sensitivity to contextual and interpersonal factors.	Enhanced sensitivity to contextual and interpersonal factors.
D4				The ability to carry out an extensive piece of independent empirical research.

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 Certificate of HE Psychology, students will achieve 120 level 4 credits and the following learning outcomes:

	Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	Study Skills for Psychology	Core	□	□	□	□	■	■	■	■	■	□	□	■	□	■	■	□
	Fundamental Psychology	Core	□	□	■	■	■	□	□	■	□	□	□	■	□	□	□	□
	An introduction to Research Design	Core	□	□	□	■	■	■	□	■	■	□	■	□	□	□	□	□
	Essential Psychology	Core	■	■	□	■	■	■	■	■	□	□	□	■	□	□	■	□
	An Introduction to Data Analysis	Core	□	□	□	■	■	■	■	■	■	■	■	■	■	□	□	□
	Scientific Writing and Communication	Core	□	□	□	□	■	■	■	□	□	■	■	■	□	□	□	□

For successful completion of Diploma of HE Psychology, students will achieve 240 credits and the following learning outcomes:

NB: Students who elect not to take the Research project module do not have to undertake the planning, carrying out and writing up of an empirical piece of work and therefore some learning outcomes are specific to this module alone. This demonstrates a key difference between the Ordinary degree and the Honours degree. An Ordinary degree may also be awarded to a student who has successfully passed the Research project module but was not successful in another e.g. achieved 300 credits at the end of level 6.

	Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	Study Skills for Psychology	Core	□	□	□	□	■	■	■	■	■	□	□	■	□	■	■	□
	Fundamental Psychology	Core	□	□	■	■	■	□	□	■	□	□	□	■	□	□	□	□
	An introduction to Research Design	Core	□	□	□	■	■	■	□	■	■	□	■	□	□	□	□	□
	Essential Psychology	Core	■	■	□	■	■	■	■	■	□	□	□	■	□	□	■	□
	An Introduction to Data Analysis	Core	□	□	□	■	■	■	■	■	■	■	■	■	■	□	□	□
	Scientific Writing and Communication	Core	□	□	□	□	■	■	■	□	□	■	■	■	□	□	□	□
Level 5	Cognitive Psychology	Core	■	□	■	■	■	■	■	■	□	□	□	□	□	■	□	□
	Developmental Psychology	Core	■	■	■	■	■	■	■	□	■	□	□	□	■	□	□	□
	Intermediate Research Methods	Core	□	□	□	■	■	□	■	■	□	□	■	■	■	■	■	□
	Advanced Research Design	Core	□	□	■	■	□	□	■	■	■	■	■	■	■	□	■	□
	Individual Differences	Core	■	□	□	■	■	■	□	■	□	□	□	□	■	□	■	□
	Biological Psychology	Core	■	■	■	■	■	■	■	■	□	□	□	□	■	□	□	□

For successful completion of the BSc Ordinary Psychology students will achieve 300 credits and the following outcomes (a minimum of 60 credits at level 6).

For successful completion of the BSc (Hons) Psychology, students will achieve 360 credits and the following learning outcomes:

	Module Title	Core or option?	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	Study Skills for Psychology	Core	■	□	□	□	■	■	■	■	■	□	□	■	□	■	■	□
	Fundamental Psychology	Core	□	□	■	■	■	□	□	■	□	□	□	■	□	□	□	□
	An introduction to Research Design	Core	□	□	□	■	■	■	□	■	■	□	■	□	□	□	□	□
	Essential Psychology	Core	■	■	□	■	■	■	■	■	□	□	□	■	□	□	■	□
	An Introduction to Data Analysis	Core	□	□	□	■	■	■	■	■	■	■	■	■	■	□	□	□
	Scientific Writing and Communication	Core	□	□	□	□	■	■	■	□	□	■	■	■	□	□	□	□
Level 5	Cognitive Psychology	Core	■	□	■	■	■	■	■	■	□	□	□	□	□	■	□	□
	Developmental Psychology	Core	■	■	■	■	■	■	■	□	■	□	□	□	■	□	□	□
	Intermediate Research Methods	Core	□	□	□	■	■	□	■	■	□	□	■	■	■	■	■	□
	Advanced Research Design	Core	□	□	■	■	□	□	■	■	■	■	■	■	■	□	■	□
	Individual Differences	Core	■	□	□	■	■	■	□	■	□	□	□	□	■	□	■	□
	Biological Psychology	Core	■	■	■	■	■	■	■	■	□	□	□	□	■	□	□	□
Level 6	Research Project	Core	□	□	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Social Psychology	Core	■	■	□	■	■	■	■	■	■	■	■	■	■	□	■	□
	Work Based Learning	Option	■	□	■	■	■	■	■	■	■	□	□	■	■	■	■	□
	Negotiated Learning	Option	■	□	■	■	■	■	■	■	■	□	□	■	■	□	■	□
	Counselling Psychology	Option	■	■	□	■	■	■	■	■	■	■	■	■	■	□	■	□
	Forensic Psychology	Option	■	■	□	■	■	■	■	■	■	■	■	■	■	□	■	□
	Clinical Psychology	Option	■	■	□	■	■	■	■	■	■	■	■	■	■	□	■	□
	Cyberpsychology	Option	■	■	■	□	■	■	■	■	■	■	■	■	■	■	■	□
	Health Psychology	Option	■	■	■	■	■	■	■	■	■	■	□	□	■	■	■	□

25 Learning and teaching strategy

It is the team's aim throughout this programme to support students to prepare them to be effective in their future beyond the programme, and to engender within them a desire to be lifelong learners. The team will work towards this through a combination of support for learning, facilitation of self-directed learning, accommodation of diversity, and personal enthusiasm for the subject.

The overarching philosophy of this programme is to focus on making the links between individual 'real life' experience and the body of theoretical knowledge that is founded on empirical evidence. In order to achieve this, students across all levels are exposed to practical sessions and workshops that reinforce and develop their learning from lectures and seminars. Students can design and run their own experiments, collect and analyse their own data. These workshops and practical sessions normally run following the lecture, which allows the student to embed and strengthen links between the theory and applied nature of the topic via a hands on approach.

Level 4 is designed to provide a solid foundation of understanding of the intertwining of theory and its underpinning with research. This is complemented by support for learning through Study Skills for Psychology and Scientific Writing and Communication modules. The first year of the programme becomes one integrated whole which presents opportunities for students to identify and challenge their own beliefs and assumptions. To achieve this the approach to learning and teaching at level 4 has 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 settings and spend some time considering how to import their own memories. Small group working will be encouraged and for some assessments a requirement. At level 4 they are encouraged to attend the Annual Student Conference, following which they will be required to complete a portfolio task based on the conference for the Data Analysis module. Attendance at the conference will enable students at this level to gain an appreciation for research as well as its implications.

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 but the focus will be more on individual interpretation. Learning will continue to be guided by practicals support will be on a more individual basis. 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 empirical research. Theories and concepts will be studies in some depth, and approaches to research and methods of data collection an analysis (both quantitative and qualitative) will become more complex. At Level 5 as part of the portfolio for Advanced Research Design, students will be encouraged to present a poster at the Annual Student Conference. On completion of level 5 students will be equipped to make an informed decision about a topic for the Research Project at level 6.

Level 6 enables the students to engage in depth with psychological theory and practice through their research project. All students are encouraged to select their own research topic, provided it meets the learning outcomes and can be supported by the teaching team. As part of the Research Project module, students are required to present at the Annual Student Conference to their peers and the team; this equips

students with the necessary skills for the transition into employability following completion of the degree. Modules are designed to demonstrate the ways in which research produces theory that informs practice. Students will have the opportunity to explore issues of long-standing debate in psychology, and current research areas. Further at Level 6 students will have the opportunity to take Work Based Learning as an optional module, this will provide students with the possibility of going on a work placement where they would be encouraged to link theory and practice. In order to facilitate placement opportunities on this module the Faculty's Placement Office and database will be utilised and all students enrolled on the module will be assigned a placement tutor, who will support and guide the student, similar to the system used in other programmes across the Faculty.

Throughout the programme students will be encouraged to work collaboratively both formally and informally. Moodle (Glyndŵr University's VLE) will be used primarily as a supporting medium and to facilitate interaction in a flexible way. All contact will be face-to-face and additional material will be made available via Moodle. All module material is placed on Moodle in advance of lectures along with resources. Student will be trained in using the system in the Study Skills Module.

26 Work based/placement learning statement

The Work Based Learning (WBL) module in level 6 is an optional module that will be delivered through a series of introductory lectures that will guide and support the students through their WBL. (This module is available for delivery at Wrexham site only).
The Faculty of Social and Life Sciences Placement Unit will be employed to support the administrative task of placements within this context. Placement opportunity/private study will be agreed in one-to-one tutorial sessions between the tutor assigned to the student. In the tutorials, the tutor and student must come to an agreement on the specific topic or placement location and overall experience that the student wants to achieve. Prior to any student commencing a work placement or work experience, the team will ensure that the workplace will offer appropriate learning experiences, and where needed, support. This process will involve developing and agreeing a learning plan which will be signed by the student, the university tutor and a named representative from the organisation where the work based learning will take place.

27 Welsh medium provision

In line with the University's Welsh Medium 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 Welsh medium 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.

28 Assessment strategy

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 linked to PDP. 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. The range of summative assessments has been designed to encompass the rigorous academic requirements of The British Psychological Society, and also to accommodate individual differences in preferred learning style. Consequently, there is a mix of essays, multiple-choice tests, seen in-class tests, reports of practical exercises, research proposals, poster presentations, and oral presentations.

Assignments are set electronically (Moodle) and marked and returned via Moodle with students being given both electronic and verbal 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.

In order to maintain an approach where students can develop their own interests within psychology, the assignment questions can be answered from many different perspectives. However, the design of the assessment task (outlined in further detail in the module specification) will ensure that the learning outcomes will be met, therefore within a cohort of students there may be several approaches to a single question.

Each level entails a similar amount of work from students in terms of the number and lengths of assessment tasks, but the content will become increasingly demanding to reflect the developing complexity of material at each stage.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
PSY406 Study Skills for Psychology	20 Credits Portfolio 100%	Sem 1	Weeks 4/10/12
PSY420 Fundamental Psychology	20 Credits Essay 50% Multiple Choice Questions 50%	Sem 1	Weeks 6/12
PSY412 An Introduction to Research Design	20 Credits Essay 50% and Portfolio 50%	Sem 1	Weeks 8/12
PSY409 Essential Psychology	20 Credits Essay 50% and multiple choice 50%	Sem 2	Weeks 8/12
PSY414 An Introduction to Data Analysis	20 Credits Report 50% and portfolio 50%	Sem 2	Weeks 6/11
PSY411 Scientific Writing and Communication	20 Credits portfolio 100%	Sem 2	Weeks 4/6/10

PSY512 Cognitive Psychology	20 Credits report 50% and report 50%	Sem 2	Weeks 6/13
PSY510 Developmental Psychology	20 Credits Essay 70% and Poster presentation 30%	Sem 1	Weeks 8/11
PSY508 Intermediate Research Methods	20 Credits Essay 40%, Report 40%, Portfolio 20%	Sem 1	Weeks 6/12/13
PSY509 Advanced Research Design	20 Credits Portfolio 50% and Research proposal 50%	Sem 2	Weeks 12/8
PSY513 Individual Differences	20 Credits Poster presentation 30% report 70%	Sem 2	Weeks 7/10
PSY511 Biological Psychology	20 Credits In class test 40% and essay 60%	Sem 1	Weeks 5/10
PSY619 Research Project	40 Credits 70% dissertation 30% presentation	Sem 1 and 2	Week 5/12 of Sem 2
PSY622 Social Psychology	20 Credits Report 90%, 10% Presentation	Sem 1	Weeks 8/13
PSY624 Health Psychology	20 Credits Essay 50% Research Proposal 50%	Sem 1	Weeks 4/12
PSY614 Counselling Psychology	20 Credits Essay 50%, Report 50%	Sem1	Weeks 4/12
PSY621 Work Based Learning	20 Credits 30% Reflective practice and 70% essay	Offered as an optional in Sem 1 & Sem 2	To be agreed dependent on nature of WBL
PSY618 Negotiated Learning	20 Credits 100% portfolio	Offered as an optional in Sem 1 & Sem 2	To be agreed dependent on NL project
PSY620 Clinical Psychology	20 Credits 50% Essay, 50% Case Study	Sem 2	Weeks 4/8
PSY609 Forensic Psychology	20 Credits 50% Proposal, 50% Essay	Sem 2	Weeks 6/10
PSY623 Cyberpsychology	20 credits 50% Essay, 50% Report	Sem 2	Weeks 7/11

29 Assessment regulations

Bachelor Degrees, Diplomas, and Certificates.

Derogations

In order to be recognised by the British Psychological Society for GBC students must achieve a combined average grade of 50% or over from their level 5 (30%) and level 6 (70%) work.

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

WGU regulations will apply.

Restrictions for trailing modules (for taught masters programmes only)

N/A

30 Programme Management - Wrexham

Programme leader

Dr Natalie Roch

Module Leaders

Joanne Turley
Natalie Roch
Mandy Robbins
Shubha Sreenivas
Megan Brooman
Amy Curtis
Joshua Payne
One post is currently being advertised.

Other Programme Team Members

Fern Mitchell (Psychology Administrator)
Gwennan Haf Barton (Psychology Technician)
Owen Davies (Psychology Technician)
Thomas Crawford (Graduate Teaching Assistant)

Link to Staff Profiles
https://www.glyndwr.ac.uk/en/Undergraduatecourses/Psychology/

Programme leader at MBS College, Crete: Athanasia Mastoraki –
athmastoraki@gmail.com

Programme leader at IST College/SEY, Athens: Dr Zannikou Maria

31 Quality Management

The programme complies with the policies and procedures related to the validation
and quality assurance of programmes by Glyndŵr University. In addition, the
programme team is cognisant of the QAA Codes of Practice, the Framework for HE
Qualifications, the Credit and Qualification Framework for Wales and the BPS
accreditation guidelines, all of which have been considered during the programme
design.

Quality assurance mechanisms are facilitated at programme level via Academic
Faculty Board, programme team meetings, Assessment Boards, annual monitoring,
Student Voice Forums and external examination. Feedback on programme delivery,
quality and fitness comes from a range of stakeholders, including, students, staff

and partners, through meetings, written and verbal feedback, quality assurance questionnaires and external examiner reports.

Programme team meetings are held regularly. Meetings give members the opportunity to discuss any issues relating to the quality of delivery of the programme. This includes consideration of issues raised within Student Voice Forum meetings. It explores the influence on the programme of staff research, attendance at conferences and committees, as well as Health and Safety issues and identifies students causing concern and those whose progress and achievements should be celebrated.

Each student year group will nominate two peers to act as representatives for each academic year. Student Voice Forum meetings are held 3 times per year to discuss various topics relating to the programme and other University wide issues. Membership includes student representatives and all programme and module leaders associated with the programme, with open invitation to all students enrolled on the programme. Minutes, actions and outcomes from these meetings are recorded and made available to all students and staff linked to the programme via the VLE (Moodle).

External Examiners will scrutinise the quality of the programme delivery and assessment and maintain that the standards achieved at Glyndŵr University are comparable with similar programmes elsewhere. They will scrutinise a selection and range of work from modules, offer feedback and exchange examples of good practice, in addition to attending the Assessment Boards as required.

On completion of each module, students complete a Student Evaluation of the Module form (SEM). Data and individual opinion from the SEM forms are considered by the Module Leaders, the Programme Leader and the Programme team. This, together with the outcomes of programme team meetings, and student representative meetings, provide essential material to inform the Annual Monitoring Report. Changes to the programme, through University procedures, may be made from time to time as a result of these processes.

32 Research and scholarship activity

All staff within the programme team are encouraged to pursue research and scholarly activity alongside their teaching, as it is felt that these activities enhance the teams teaching. Attendance at conferences and external workshops are actively encouraged, as these not only provide an opportunity to present and discuss research, but also to build and develop new and existing networks. Some examples of the teams' other scholarly activity are listed below:
Joanne Turley has had several papers published in peer reviewed journals that directly link to her Social Psychology module.
Fiona Lintern has had multiple AS/A Level text books published, which not only feed directly into our level 3 provision but also helps us develop our level 4 delivery aptly.
Mandy Robbins has had journal articles published in peer reviewed journals that directly feed into her Individual Differences module.
Libby Gaskell, has had a chapter included in a book relating to her counselling work, which feeds into our level 6 counselling module.

Mandy Robbins and Natalie Roch have been invited to write a book proposal for Macmillan Education on the topic of Study Skills for Psychology, which if successful would feed into our Level 4 Study Skills and Scientific Writing and Communication modules.

Gwennan Barton our Technician, is currently studying for her PhD in Psychology, and she has also presented at conferences over the last year, as has Emily Karim our Graduate Teaching Assistant.

33 Learning support

Institutional level support for students

The University has a range of departments based on Plas Coch, Wrexham campus 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
- Glyndwr 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

'Stats mentors' are students at level 6 who apply to fulfil this role each academic year and are supervised by the technician. They work with the technician to provide student support at 'drop in' sessions, which are provided to assist and support students with regards to research methods and statistics.

A 'buddy' system is operated where by students entering level 4 are provided with a 'buddy' from either level 5 or level 6 who is trained to serve as a peer mentor who is able to provide both pastoral and academic support where needed, as well as sign posting the student to other relevant support services at the university including their Personal Tutor. The 'buddy' system is supported through training provided by the university centrally.

Within psychology, as is the same with all other departments across the university, there are also 2 course representatives, per year group, elected by the students to represent their cohort. These course representatives meet with the programme team 2 – 3 times over the course of the academic year to provide the team with feedback regarding the course.

All mentors, 'buddies and course representatives are also encouraged to complete the Advocacy Module, which is run centrally.

Psychology also benefits from a dedicated technician and administrator (as required by the BPS regulations).

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 Equal Opportunities Policy (http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

DATE OF APPROVAL	
Date of APC recommendation to Academic Board:	14 June 2023
Date of approval by Academic Board:	21 June 2023

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Wrexham
UNIVERSITY

APPENDIX 1 – PARTNER PROVIDER SUPPLEMENT TO PROGRAMME SPECIFICATION

When printed this becomes an uncontrolled document. Please check the Programme Directory for the most up to date version by clicking here.

Programme Title(s):
This is the intended award title from the definitive Programme Specification and what will be printed on the award certificate.

1	*Awarding body*
	Wrexham University
2	**Partner Provider**
	IST College
3	**Location of delivery**
	68, Syngrou Avenue, 11742 Athens
4	**Faculty/Department**
	Faculty of Social and Life Sciences
5	**Mode of study**
	Full time
6	**Frequency / timing of intake/s**
	1 intake point per academic year (Sept/Oct)
7	**Language of study**
	English and Greek (Dual Language) English
8	**Name of academic link (correct at the point of programme approval)**
	Jo Turley

September intake – f/t English

Level 4		
Semester 1 Sep-Jan	PSY420 Fundamental Psychology 20 Credits CORE Language: English	PSY406 Study Skills for Psychology 20 Credits CORE Language: English	PSY412 Introduction to Research Design 20 Credits CORE Language: English
Semester 2 Feb-May	PSY414 Introduction to Data Analysis 20 Credits CORE Language: English	PSY411 Scientific Writing and Communication 20 Credits CORE Language: English	PSY409 Essential Psychology 20 Credits CORE Language: English

Level 5		
Semester 1 Sep-Jan	PSY510 Developmental Psychology 20 Credits CORE Language: English	PSY511 Biological Psychology 20 Credits CORE Language: English	PSY508 Intermediate Research Methods 20 Credits CORE Language: English
Semester 2 Feb-May	PSY512 Cognitive Psychology 20 Credits CORE Language: English	PSY509 Advanced Research Design 20 Credits CORE Language: English	PSY513 Individual Differences 20 Credits CORE Language: English

Level 6		
Semester 1 Sep-Jan	PSY622 Social Psychology 20 Credits CORE	PSY624 Health Psychology 20 Credits CORE	PSY619 Research Project 40 Credits CORE

	Language: English	Language: English	Language: English
Semester 2 Feb-May	PSY620 Clinical Psychology 20 Credits CORE Language: English	PSY609 Forensic Psychology 20 Credits CORE Language: English	

September intake – f/t English and Greek (Dual Language)

Level 4			
Semester 1 Sep-Jan	PSY420 Fundamental Psychology 20 Credits CORE Language: Greek	PSY406 Study Skills for Psychology 20 Credits CORE Language: Greek	PSY412 Introduction to Research Design 20 Credits CORE Language: Greek
Semester 2 Feb-May	PSY414 Introduction to Data Analysis 20 Credits CORE Language: Greek	PSY411 Scientific Writing and Communication 20 Credits CORE Language: Greek	PSY409 Essential Psychology 20 Credits CORE Language: Greek

Level 5			
Semester 1 Sep-Jan	PSY510 Developmental Psychology 20 Credits CORE Language: Greek	PSY511 Biological Psychology 20 Credits CORE Language: Greek	PSY508 Intermediate Research Methods 20 Credits CORE Language: English
Semester 2 Feb-May	PSY512 Cognitive Psychology 20 Credits CORE	PSY509 Advanced Research Design 20 Credits CORE	PSY513 Individual Differences 20 Credits CORE

	Language: Greek	Language: English	Language: English

Level 6			
Semester 1 Sep-Jan	PSY622 Social Psychology 20 Credits CORE Language: English	PSY624 Health Psychology 20 Credits CORE Language: English	PSY619 Research Project 40 Credits CORE Language: English
Semester 2 Feb-May	PSY620 Clinical Psychology 20 Credits CORE Language: English	PSY609 Forensic Psychology 20 Credits CORE Language: English	