

OFFICE USE ONLY	
Date of validation event:	12 February 2019
Date of approval by Academic Board:	10 April 2019
Approved Validation Period:	Sep 19-Sep 24
Date and type of revision:	Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)



PART TWO PROGRAMME SPECIFICATION

MRes Psychology

- 1 **Awarding body**
Glyndwr University
- 2 **Programme delivered by**
Glyndwr University, Psychology Department
- 3 **Location of delivery**
Glyndwr University Plas Coch Campus only.
- 4 **Faculty/Department**
Social and Life Sciences
- 5 **Exit awards available**
A PGCert in Applied Psychological Practice award is available for those students who complete two 30 credit modules, totalling 60 credits of study. Only those students who complete both taught modules and the 120 credit research project will be eligible for an MRes Psychology.
- 6 **Professional, Statutory or Regulatory Body (PSRB) accreditation**
The programme will not be accredited by any professional body.
- 7 **Accreditation available**
None.
- 8 **Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**
- 9 **JACS3 / HECoS codes**
C831 100959

10	UCAS code
	NA
11	Relevant QAA subject benchmark statement/s
	QAA Research Degrees
12	Other external and internal reference points used to inform the programme outcomes
	University Academic Regulations
13	Mode of study
	Full & part time
14	Normal length of study for each mode of study <i>Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.</i>
	Students will have the choice to study on a full time basis, completing the programme over one academic year, or a part-time basis, completing the programme over two academic years.
15	Maximum Study
	Full time: within 2 years, Part time: within 4 years
16	Language of study
	English

17 Criteria for admission to the programme

Standard entry criteria

Applicants looking to apply for the programme should have a minimum of a 2:1 degree in Psychology or a related social science discipline where some prior teaching in psychology has taken place. A 2:2 grade will also be considered in some circumstances. In determining if a student applicant with a 2:2 is suited to the programme, the programme team will consider additional criteria such as the grade they received for their undergraduate dissertation project, their attendance to lectures and workshops in their undergraduate degree, and the quality of their references.

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

Entry requirements are in accordance with the University's admissions policy:
[click here](#)

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.Glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.Glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

DBS Requirements

No DBS is required on the programme.

Non-standard entry criteria and programme specific requirements

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

None.

19 Aims of the programme

The MRes Psychology has been designed to offer graduates of psychology the opportunity to further their study within a research context. Students will be given the opportunity to further develop their research skills, and ability to collect information and data, to embark on a piece of research of their choice. The MRes Psychology allows students to choose an area of psychological enquiry that is of a specific interest to them that they wish to study in some depth. The programme has been designed for those students who wish to progress onto a career in academia and research.

20 Distinctive features of the programme

Students who study the MRes Psychology will benefit from the opportunity to further develop their research method skills, on both a philosophical and practical level. In studying the MRes, students will also develop their own identity as a researcher, and develop an expertise in a specific area of psychological enquiry that is of interest to them. The MRes Psychology will provide students with both subject specific skills within the psychology field, and transferrable skills that can be applied to both careers and future study. Being a small department, students on the MRes programme at Glyndŵr University can benefit from dedicated regular one-to-one time with tutors, and will be able to choose an area of study that is of interest to them which is not always available at other universities in their study.

21 Programme structure narrative

If studying on a full-time basis (1 year), students will attend one 30 credit taught module in Semester 1, and Semester 2 (both shared modules with the MSc in Applied Psychological Practice). Each taught module consists of twelve teaching weeks, with each teaching week involving a two-hour lecture followed by a one-hour activity designed to enhance the learning and topics covered in the lecture. This totals 3 hours a week of direct contact time, totalling 36 hours of direct contact time per semester. Alongside the two taught modules, students will be required to start their research project. Students will also have access to a maximum of ten hours of supervisory meetings with their academic supervisor, and additional workshops run by the department to enhance learning. Such additional workshops will be shared with the MSc in Applied Psychological Practice programme.

If studying on a part-time basis (2 years), students will still attend one 30 credit taught module in Semester 1 and 2, but will not start their research project until the following academic year, where they will focus on their research exclusively.

An 80% attendance is required as a minimum on taught modules in order to pass the module. If attendance drops below 80%, students will be asked to meet with the programme leader to discuss progression and attendance on the programme.

22 Programme structure diagram

Semester One

Mod title	Applied Research Methods
Module code	PSY741
Credit value	30
Core/Option	Core
Mod leader	Josh Payne

Semester Two

Mod title	Assessments in Psychological Practice and Research
Module code	PSY746
Credit value	30
Core/Option	Core
Mod leader	Dr Libby Gaskell

Semester Three or Year 2 if part-time

Mod title	Research Project
Module code	PSY743
Credit value	120
Core/Option	Core
Mod leader	Dr Libby Gaskell

23 Intended learning outcomes of the programme

Knowledge and understanding

	Level 7
A1	<i>Theoretical and practice knowledge in research methods in applied psychology.</i>
A2	<i>Increased knowledge and understanding in the philosophical underpinnings of research methodology</i>
A3	<i>A deeper understanding of ethical considerations in psychological research</i>

Intellectual skills

	Level 7
B1	<i>Ability to apply critical thinking to theory, models, and literature</i>
B2	<i>Ability to analyse data and information to formulate academic and clinically relevant meanings</i>
B3	<i>Develop skills in academic reading and reviewing.</i>

Subject skills

	Level 7
C1	<i>Ability to differentiate between various research methods and philosophy</i>
C2	<i>A greater understanding of approaches to collecting information in applied fields of psychology</i>
C3	<i>Understand the combination of factors involved in designing and implementing a significant piece of research in the field of psychology</i>

Practical, professional and employability skills

	Level 7
D1	<i>Ability to time manage responsibilities</i>
D2	<i>Oral communication skills development</i>
D3	<i>Developed academic writing skills</i>

24 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

For successful completion of PGCert in Applied Psychological practice, students will achieve the following learning outcomes: those indicated alongside the two taught modules below.

For successful completion of MRes Psychology, students will achieve all the following learning outcomes.

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>
Level 7	<i>Applied Research Methods</i>	Core	■	■	■	■	■	■	■	□	■	■	□	■
	<i>Assessments in Psychological Practice and Research</i>	Core	□	□	□	■	□	■	□	■	□	■	□	■
	<i>MRes Psychology Research Project</i>	Core	■	■	■	■	■	■	■	□	■	■	■	■

25 Learning and teaching strategy

A variety of learning and teaching strategies will be used to provide students with varied styles of learning, in an attempt to make the programme interesting, energising, and engaging for students. It is also hoped that the strategies will appeal to a variety of learning styles, and make the intended learning outcomes (ILO's) more accessible for students. Below the various teaching strategies have been outlined that will be included in the course. Following which, a list of the ILOs are listed which are hoped to be achieved as a result of this teaching method.

Lectures

Students will have two-hour lectures each week, for twelve weeks, per module. This will total 24 hours of lecture time per module. Lectures involve the use of lecture slides that will be made available on the VLE Moodle for students. Other teaching strategies discussed below may also be included in the lectures (such as discussions etc.). (A1, A2, A3, C1, C2, C3).

Seminars

Following each lecture, lecturers will choose an activity each week lasting a maximum of one-hour that will enhance the learning and knowledge shared through the two-hour lecture. One such activity could be the use of a seminar. Seminars will include a combination of both class discussions, and smaller group discussions regarding a subject matter or academic paper. (A1, A2, A3, B1, B2, B3, C1, D2).

Practical Workshops

Following each lecture, lecturers will choose an activity each week lasting a maximum of one-hour that will enhance the learning and knowledge shared through the two-hour lecture. A practical workshop could be considered as such an activity, where students can gain 'hands on' learning experiences, such as using equipment in the psychology lab, undertaking data collection, or exploring some psychometric assessments etc. (A1, A3, B2, C1, C2, D2).

Demonstrations

Due to the applied nature of the programme, it will be appropriate at times for teaching staff to provide demonstrations to students, either to demonstrate an activity in which the student will be expected to learn and conduct themselves, or in situations where a student would be unable to complete the activity themselves but can observe the activity 'in action' e.g. a cognitive assessment. (A1, A3, B2, C2).

Guided Independent Study

Alongside the face-to-face teaching strategies, students will engage in independent study through completing additional reading, engaging in forum discussions, and completing set assignments attached to each module. Consistent with the nature of an MRes, students will also be undertaking a significant piece of research as part of their studies which will be guided independent study (A1, A2, A3, B1, B2, B3, C1, C2, C3, D1, D3).

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

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

26 Work based/placement learning statement

N/A for this programme

27 Welsh medium provision

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

28 Assessment strategy

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

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
PSY741 Applied Research Methods	50% Research Proposal 50% Report	2,000words 2,000words	Wk 6/7, Sem 1 Wk 12/13, Sem 1
PSY746 Assessments in Psychological Practice and Research	70% Essay 30% Reflective Practice	2,500words 1,500words	Wk 4/5, Sem 2 Wk 7/8, Sem 2
PSY743 MRes Psychology Research Project	50% Dissertation 20% Oral Assessment 30% Report	6-8,000 words 20-min in length Word count dependent on journal	Wk 2/3, Sem 3 Wk 10/11, Sem 3

29 Assessment regulations

Glyndŵr University Academic Regulations for Master of Research degrees

Derogations

Part time study is defined in the above regulations as being over 36 months, however within this programme, study on a part-time basis will be over 24months usually.

Non-credit bearing assessment

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

Restrictions for trailing modules (for taught masters programmes only)

None.

30 Programme Management

Programme leader

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

Module Leaders

Josh Payne
Dr Libby Gaskell

Technical Support

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

31 Quality Management

The programme leader will be responsible for ensuring the smooth running of the overall programme, ensuring students are given correct and clear information, arranging academic progression of students, and troubleshooting any arising issues. Programme leaders will also be responsible for Annual Monitoring Reports (AMRs). Module leaders will organise weekly lectures, and provide direct feedback and information regarding the content of the modules. Module leaders will also be responsible for marking academic work and returning this to students. Students will always be given the opportunity to raise any issues and feedback with their module leaders, personal tutors, or the programme lead.

Student evaluation forms will be used to collect and respond to student feedback. Student voice forums will also be arranged to facilitate open and supportive communication between students and the programme team. During the first few weeks of study, each cohort will be encouraged to select student representatives who will also act as a channel of communication between the students and the programme team.

32 Research and scholarship activity

The programme will be taught by staff who have academic and research backgrounds. The course team who teach students have or are working towards PhDs and doctorates in the areas of psychology.

The very nature of an MRes programme is to increase academic research skills, and thus this programme is heavily embedded in research and scholarship activity through lectures, seminars, workshops, and assignment content. In teaching, students will be offered helpful sessions on integrating research into their professional futures, be that in academia or in practice. This will be done by offering teaching on publishing work, and collaboration etc. The psychology department also run an annual student research conference, and the postgraduate students will be encouraged to partake in this event.

33 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- Inclusion Services
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Faculty support for students

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability.

Programme specific support for students

The psychology department has a Psychology Lab, where with the support of the technician, students can be supported in using research equipment and software. The department also have extracurricular opportunities, such as those arranged regularly via the Psychology Society, the annual student research conference that is held, and the annual enrichment week run in the department.

34 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy <https://www.Glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/> ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.