

Programme Specification

When printed this becomes an uncontrolled document.

PLEASE DO NOT ADD ANY PICTURES OR TABLES.

Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	BSc (Anrh) Seicoleg Troseddol BSc (Hons) Criminal Psychology
1.4	Exit awards and titles	BSc (Ord) Criminal Psychology DipHECriminal Psychology CertHE Criminal Psychology
1.5	Credit requirements	BSc (Hons) – 360 credits BSc (Ord) – 300 level 6 credits DipHE – 240 level 5 credits CertHE – 120 level 4 credits
1.6	Intake points	September
1.7	Mode of study	Full time
1.8	Length of delivery	3 years
1.9	Location of delivery	Wrexham University
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLs)
1.12	Subject area	Criminology, Policing & Law / Psychology
1.13	HECoS Code	100484, 100497
1.14	Suitable for applicants requiring a Student Visa?	Yes
1.15	Is DBS check required on entry?	No
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	Programme to seek accreditation by the British Psychological Society.
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. Research Methods Modules will offer a Welsh-Language pathway.
1.18	External reference points	QAA Subject Benchmark Statement: Criminology - March 2022 QAA Subject Benchmark Statement: Psychology – March 2022 British Psychological Society
1.19	Derogation to Academic Regulations	N/A
1.20	Foundation Year route	No

Section 1 – regulatory details		
1.21	Placement / Work based learning	N/A – no placement
1.22	Length and level of the placement	N/A
1.23	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme

The BSc Criminal Psychology aims to:

- Develop students' comprehensive and critical understanding of core psychological theories, concepts, and evidence across biological, cognitive, developmental, social, and individual differences approaches.
- Enable students to critically evaluate how psychological and criminological perspectives inform the understanding of crime, victimisation, offending trajectories, trauma, risk, dangerousness, and the responses of criminal justice agencies.
- Equip students with the research skills required to design, conduct, analyse, and interpret psychological enquiry using a range of qualitative and quantitative methods, underpinned by strong methodological, philosophical, and ethical awareness.
- Foster advanced critical thinking by enabling students to evaluate competing explanations of behaviour, appraise the quality of research evidence, and synthesise information to produce coherent, evidence-based arguments.
- Promote ethical, professional, trauma-informed, and inclusive practice, ensuring students understand how to work responsibly and sensitively with diverse groups, including victims, vulnerable populations, and people who have offended.
- Support students in applying psychological and criminological theory to real-world contexts, including criminal investigation, interviewing, offender profiling, risk assessment, rehabilitation, desistance, health behaviour change, and multi-agency practice.
- Develop students' ability to communicate psychological and criminological ideas clearly and effectively to specialist and non-specialist audiences through written, oral, digital, and interpersonal methods appropriate to professional practice.
- Enhance students' personal and professional development by fostering autonomy, resilience, reflective capacity, and effective teamwork, preparing them for employment or postgraduate study in roles across criminal justice, forensic services, policing, research, and mental health.

2.2 Programme structure and diagram, including delivery schedule

Full-time Programme Structure					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
4	PSY425	Study Skills for Psychology	20	C	1
4	PSY427	Research Methods 2	20	C	2
4	PSY428	Social Development	20	C	2
4	SOC479	Introduction to Criminology and Criminal Justice	20	C	1
4	SOC480	Attachment, Trauma and Crime	20	C	2
4	SOC467	Introduction to Forensic Psychology	20	C	2
5	PSY517	Personality and Individual Differences	20	C	1
5	PSY521	Research Methods 3	20	C	2

2.2 Programme structure and diagram, including delivery schedule					
Full-time Programme Structure					
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)
5	PSY518	Cognitive and Behavioural Neuroscience	20	C	1
5	POL513	High Risk and Dangerous	20	C	2
5	POL514	Neurodiversity in Practice	20	C	1
5	SOC571	Working in Custodial and Community Settings	20	C	2
6	PSY626	Research Methods 4	20	C	1
6	PSY625	Research Project	40	C	1 and 2
6	PSY629	Forensic Psychology	20	C	2
6	POL609	Multi Agency Working in the Criminal Justice System	20	C	2
6	PSY627	Clinical and Health Psychology	20	O	2
6	POL607	Trauma, Vulnerability and Wellbeing in Policing	20	O	1
6	POL612	Life inside Prisons, Prisoners and Penology	20	O	1
6	PSY631	Developmental Disorders	20	O	1

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
1	Demonstrate comprehensive knowledge and critical understanding of core areas of psychology	☒	☐	☐	☐	☐	☒	☐	☐	
2	Demonstrate critical knowledge of criminological theory, criminal justice structures, social responses to crime, and the psychological factors influencing policing, courts, risk management, victimisation, and penal practice.	☒	☐	☐	☐	☐	☐	☐	☒	
3	Critically evaluate psychological and criminological theories, research findings, and policy frameworks, synthesising evidence to form well-reasoned, evidence-based arguments.	☐	☒	☐	☐	☐	☐	☐	☒	
4	Analyse case material relating to offending, trauma, risk, motivation, mental health, and behaviour, drawing on theoretical and empirical evidence to justify conclusions.	☐	☒	☐	☐	☐	☐	☐	☒	
5	Design, conduct, analyse, and interpret psychological research using appropriate qualitative, quantitative, and mixed methodologies, demonstrating understanding of epistemological, ethical, and methodological foundations.	☐	☐	☒	☐	☐	☒	☐	☐	
6	Apply knowledge to real-world criminal justice contexts, including investigation, offender profiling, interviewing, eyewitness memory, risk assessment, rehabilitation, and desistance.	☐	☐	☒	☐	☐	☐	☒	☐	
7	Demonstrate understanding of trauma-informed, developmentally grounded, and health-based approaches to explaining behaviour and supporting individuals	☐	☐	☒	☐	☒	☐	☐	☐	
8	Communicate psychological and criminological concepts effectively to specialist and non-specialist audiences using written, oral, digital, and interpersonal communication skills.	☐	☐	☐	☒	☐	☐	☐	☒	
9	Demonstrate ethical awareness and professional integrity in research, applied work, and engagement with sensitive	☐	☐	☐	☒	☐	☐	☐	☒	

2.3 Programme Learning Outcomes										
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)	Ordinary (L6)	Honours (L6)	Optional Ref (PSRB standards)
	topics, including vulnerability, mental health, trauma, diversity, and safeguarding.									
10	Show autonomy, resilience, teamwork, reflective capacity, and the ability to work collaboratively within multi-agency and professional environments, preparing for employment or postgraduate study in criminal justice, forensic, psychological, or community practice settings.	☐	☐	☐	☒	☐	☐	☐	☒	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

The learning and teaching strategy for the BSc (Hons) Criminal Psychology is grounded in the University's commitment to Universal Design for Learning (UDL) and the Active Learning Framework (ALF), ensuring that learning is flexible, inclusive, and responsive to the diverse needs, backgrounds, and learning preferences of undergraduate students. Teaching is designed to offer multiple means of engagement enabling students to interact with psychological and criminological concepts in accessible and meaningful ways.

The programme is delivered primarily through in-person, on-campus teaching, supported by a structured blend of online learning activities hosted on Moodle. All timetabled lectures are recorded and made available via Moodle, allowing students to revisit key material, consolidate their learning, and engage with content at their own pace. Learning materials, including readings, research tasks, quizzes, videos, and formative activities, are organised clearly to promote independent learning and ongoing skills development.

In line with the QAA Subject Benchmark Statement for Psychology (2023), the programme emphasises scientific inquiry, critical engagement with evidence, ethical awareness, and the development of core research competencies. Students benefit from a progressive research methods curriculum, spanning Years 1 to 3, which builds confidence in qualitative and quantitative approaches, data analysis, critical appraisal, and ethical research practice. This culminates in the Level 6 Research Project, where students undertake independent empirical work supported by structured supervision.

Teaching supports students to develop the intellectual, professional, and interpersonal skills required for future employment in criminal psychology-related fields. Throughout the programme, students engage in applied learning relevant to criminal justice, forensic psychology, trauma-informed practice, risk assessment, and multi-agency working. Case studies and practice-focused tasks encourage students to link theory and evidence to contemporary criminal justice challenges and professional contexts.

The programme aligns with the University's Strategy for Supporting Student Learning and Achievement (SSSLA) and its Vision for "Teaching that Inspires." Staff draw on their professional and research expertise to ensure teaching is current, research-informed, and reflective of contemporary developments across psychology, criminology and criminal justice practice. Students are encouraged to become reflective, ethical, and critically informed learners who can apply their knowledge to diverse contexts and challenges.

In accordance with the University's Academic Quality Handbook, each module is accompanied by a comprehensive module handbook outlining aims, learning outcomes, delivery methods, assessment requirements, deadlines, supervision arrangements, and recommended reading. These handbooks also set clear expectations for academic engagement and support students in accessing academic, pastoral, digital, and professional development resources.

Overall, the learning and teaching strategy enables students to grow into independent, reflective learners who can apply psychological and criminological knowledge with confidence, sensitivity, and professionalism. Graduates will be well-prepared for further study and a wide range of careers within criminal justice, forensic settings, community services, and broader applied psychology fields.

2.5 Assessment strategy

Assessment for the BSc (Hons) Criminal Psychology is carried out in accordance with Wrexham University's Academic Regulations for Taught Undergraduate Awards. The approach to assessment is informed by the Quality Assurance Agency's guidance on maintaining academic integrity and the QAA Subject Benchmark Statement for Psychology (2023). Assessment processes are designed to be transparent, inclusive, academically robust, and aligned with the delivery model of the programme.

2.5 Assessment strategy

Formative assessment is embedded throughout the programme to support students in monitoring their learning, developing academic confidence, and building competence in applying psychological and criminological concepts. Formative opportunities may include short written tasks, in-class discussions, online quizzes, data analysis exercises, draft sections of research reports, reflective activities, and supervised milestones for research methods modules. These activities enable students to practise key skills, receive constructive feedback, and prepare effectively for summative assessments.

A diverse range of summative assessments is used to reflect disciplinary expectations in psychology and criminology, accommodate varied learning preferences, and assess a broad range of programme learning outcomes. Assessment types may include essays, case study analyses, exams, research reports, data interpretation tasks, podcasts or presentations, group projects, reflective writing, and applied problem-solving exercises. At Level 6, students complete an independent empirical Research Project, which demonstrates their ability to design, conduct, and report research in line with scientific and ethical standards.

All assessments are clearly outlined within module handbooks, including submission dates, detailed briefs, marking criteria, and expectations for academic integrity. Work is normally submitted through the University's digital systems and marked in accordance with institutional regulations. Students receive developmental written feedback (and where appropriate verbal feedback) within the standard turnaround period of three weeks. Assessment criteria are mapped explicitly to both module learning outcomes and programme learning outcomes to support clarity, fairness, and constructive alignment.

Assessment tasks are designed to enable students to engage with real-world problems, contemporary criminal justice issues, and applied psychological scenarios. Students may draw on personal interests, emerging debates in psychology and criminology, and relevant professional contexts while ensuring that all required learning outcomes are met. This flexibility supports engagement, encourages independent thinking, and recognises the diverse backgrounds and strengths of the student cohort.

The assessment strategy ensures a coherent progression of expectations across the three years of the programme. While the volume of assessed work remains consistent, the complexity, independence, and analytical demands increase steadily from Level 4 through to Level 6. Early assessments focus on foundational knowledge and academic skills, Level 5 assessments deepen analytical and methodological competence, and Level 6 assessments emphasise independent research, critical evaluation, and applied professional judgement.

Overall, the assessment strategy is designed not only to measure academic achievement but also to develop the intellectual, research, ethical, and professional skills required for future study or employment.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)		
3.1	Framework	FRAME001
3.2	Board dates (progression)	Per Framework
3.3	Cost centre	GACJ/GAPS
3.4	Course type (HESA)	N/A
3.5	Fee model	Standard full time UG
3.6	In-year resits	Yes
3.7	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	Yes
3.8	Progression points	Per Framework
3.9	Semesters per intake	6 If other, please specify
3.10	Semesters per progression point	2 If other, please specify
3.11	Start and end dates	Standard September If other, please specify
3.12	Student funding model	Standard
3.13	Does the Suitability for Practice Procedure apply to the programme?	No
3.14	Programme Leader	Natalie Saunders
3.15	Date of Approval	21/04/26
3.16	Date and type of Revision	N/A