

Programme Specification

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[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 BSc (Hons) Psychology
1.4	Exit awards and titles	BSc (Ordinary) Psychology Diploma of HE in Psychology Certificate of HE in Psychology
1.5	Credit requirements	BSc (Hons) - 360 credits, 120 of which are at Level 6 BA (Ord) - 300 credits, 60 of which are at Level 6 DipHE - 240 credits, 120 of which are at Level 5 or Above CertHE - 120 credits at level 4 or above
1.6	Intake points	September
1.7	Mode of study	Full & part time
1.8	Length of delivery	Full Time = 3 years (4 years with Foundation Year) Part Time = 6 years
1.9	Location of delivery	Wrexham
1.10	Language of delivery	English and Welsh
1.11	Faculty	Faculty of Social and Life Sciences (FSLS)
1.12	Subject area	Psychology
1.13	HECoS Code	100497
1.14	Suitable for applicants requiring a Student Visa?	Yes (Full Time only)
1.15	Is DBS check required on entry?	No
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	BPS British Psychological Society. Accreditation period: Intake year – 2026-2031. Successful graduates will be able to apply for Graduate basis for Chartered membership provided they pass the empirical project and achieve a minimum of a 2:2 honours degree or equivalent overall. This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.
1.17	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, as well as engaging with their personal tutorials in Welsh.

Section 1 – regulatory details		
		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 to work as a psychologist in Wales, but students on the programme will be encouraged to take up extra-curricular opportunities to commence or advance the learning of Welsh, such as the Welsh in the Workplace module. Additionally, 4 modules will also be offered through the medium of Welsh (Research Methods 1-4; Research Project) offering students the opportunity to complete 120 credit through the medium of Welsh. For those students wishing to engage with the subject area via the medium of Welsh, additional resources will be made available via www.porth.ac.uk, which is the Coleg Cymraeg Cenedlaethol resource portal
1.18	External reference points	Subject Benchmark Statement: Psychology, QAA, September 2023 BPS Standards 2024 QAA Characteristics Statements Higher Education Credit Framework CQFW
1.19	Derogation to Academic Regulations	In order to be recognised by the British Psychological Society for GBC students must achieve a degree classification of 2:2 or higher. Due to depth of the core areas of the BPS being covered over level 5 and level 6, Method A of degree calculation (30% of level 5 and 70% of level 6) will be used to calculate their overall classification.
1.20	Foundation Year route	Yes (Full Time Only) Foundation Year Programme Specification
1.21	Placement / Work based learning	Optional Work Based Learning – the Work Based Learning optional module (20 credits) requires students to complete a placement, which must be completed to pass the module.
1.22	Length and level of the placement	Level 6 Optional – 15 hours
1.23	Collaborative arrangement	N/A

Section 2 – programme details	
2.1 Aims of the programme	
The programme aims is to develop students' understanding of themselves, others, and society through scientific investigation. The degree exposes students to the core domains of the discipline - from their historical roots to the present day. Students learn how to use a range of empirical methods of enquiry - critically and ethically - to interpret evidence and to disseminate to a range of different audiences. The programme emphasises the interconnectedness between the core domains and other disciplines, in covering theoretical perspectives and applied issues. A key aim of this programme is to develop students' psychological literacy, ensuring that they have the capability to use their disciplinary knowledge, theoretical understanding, principles, and insight to respond to opportunities and challenges. Furthermore, graduates of this programme are equipped to engage in further study and/or professional training or	

Section 2 – programme details
2.1 Aims of the programme
research in a variety of disciplines and domains in psychology across different work roles. Psychology graduates are valued by employers in all sectors of the economy due to the transferable and interpersonal skills gained by students on such programmes.

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	PSY423	Concepts and Debates in Psychology	20	Core	1
4	PSY424	Research Methods 1	20	Core	1
4	PSY425	Study Skills for Psychology	20	Core	1
4	PSY426	Biological Development	20	Core	2
4	PSY427	Research Methods 2	20	Core	2
4	PSY428	Social Development	20	Core	2
4	PSY429	Dulliau Ymchwil 1	20	Core	1
4	PSY430	Dulliau Ymchwil 2	20	Core	2
5	PSY516	The Self	20	Core	1
5	PSY517	Personality and Individual Differences	20	Core	1
5	PSY518	Cognitive and Behavioural Neuroscience	20	Core	1
5	PSY519	Memory and Language	20	Core	2
5	PSY520	Social and Behaviour Interaction	20	Core	2
5	PSY521	Research Methods 3	20	Core	2
5	PSY522	Dulliau Ymchwil 3	20	Core	2
6	PSY625	Research Project	40	Core	1 and 2
6	PSY635	Prosiect Ymchwil	40	Core	1 and 2
6	PSY626	Research Methods 4	20	Core	1
6	PSY636	Dulliau Ymchwil 4	20	Core	1
6	PSY627	Clinical and Health Psychology	20	Optional	1 or 2
6	PSY628	Counselling Psychology	20	Optional	1 or 2
6	PSY629	Forensic Psychology	20	Optional	1 or 2
6	PSY630	Cyberpsychology	20	Optional	1 or 2
6	PSY631	Developmental Disorders	20	Optional	1 or 2
6	PSY632	Neuropsychology	20	Optional	1 or 2
6	PSY633	Negotiated Learning	20	Optional	1 or 2
6	PSY634	Work-based Learning	20	Optional	1 or 2

* All optional modules will be available within the academic year; however, students will not be able to take them all. The scheduling of these modules will depend on staff availability within the semester and students will choose 1 optional module in semester 1 and 2 optional modules in semester 2. Both negotiated learning and work-based learning modules will be offered in both semesters. There are no minimum student numbers required for a module to run

Part-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
4	PSY423	Concepts and Debates in Psychology	20	Core	1	Y1
4	PSY424	Research Methods 1	20	Core	1	Y2
4	PSY425	Study Skills for Psychology	20	Core	1	Y1
4	PSY426	Biological Development	20	Core	2	Y2
4	PSY427	Research Methods 2	20	Core	2	Y2
4	PSY428	Social Development	20	Core	2	Y1
4	PSY	Dulliau Ymchwil 1	20	Core	1	Y2
4	PSY	Dulliau Ymchwil 2	20	Core	2	Y2
5	PSY516	The Self	20	Core	1	Y3
5	PSY517	Personality and Individual Differences	20	Core	1	Y3
5	PSY518	Cognitive and Behavioural Neuroscience	20	Core	1	Y4
5	PSY519	Memory and Language	20	Core	2	Y4
5	PSY520	Social and Behaviour Interaction	20	Core	2	Y3
5	PSY521	Research Methods 3	20	Core	2	Y4
5	PSY	Dulliau Ymchwil 3	20	Core	2	Y4
6	PSY625	Research Project	40	Core	1 and 2	Y6
6	PSY	Prosiect Ymchwil	40	Core	1 and 2	Y6
6	PSY626	Research Methods 4	20	Core	1	Y5
6	PSY	Dulliau Ymchwil 4	20	Core	1	Y5
6	PSY627	Clinical and Health Psychology	20	Optional	1 or 2	Y5 or Y6
6	PSY628	Counselling Psychology	20	Optional	1 or 2	Y5 or Y6
6	PSY629	Forensic Psychology	20	Optional	1 or 2	Y5 or Y6
6	PSY630	Cyberpsychology	20	Optional	1 or 2	Y5 or Y6
6	PSY631	Developmental Disorders	20	Optional	1 or 2	Y5 or Y6
6	PSY632	Neuropsychology	20	Optional	1 or 2	Y5 or Y6
6	PSY633	Negotiated Learning	20	Optional	1 or 2	Y5 or Y6
6	PSY634	Work-based Learning	20	Optional	1 or 2	Y5 or Y6

*The part-time delivery of modules would be discussed between the programme leader and the student to establish the best modules to be completed in year 1 and in year 2 of level 4, for example. Therefore, the information presented in this table is subject to change.

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	A comprehensive understanding of the relationship cognate disciplines (e.g., biology, sociology, psychiatry).	☒	☐	☐	☐	☐	☐	☐	☒	
2	A comprehensive appreciation of the assimilation within psychology of themes, theories, methods, and findings from other discipline areas	☒	☐	☐	☐	☐	☐	☒	☐	
3	A comprehensive appreciation of the integration which can occur within the subject/discipline areas (e.g., the emergence of cognitive neuroscience from cognitive and biological psychology)	☒	☐	☐	☐	☐	☐	☒	☐	
4	A detailed knowledge of a range of research methods and measurement techniques	☐	☐	☐	☐	☐	☒	☐	☐	
5	The ability to extrapolate and comprehend the application of higher-level knowledge within the areas of psychology	☐	☒	☐	☐	☐	☐	☒	☐	
6	The ability to display advanced critical thinking skills.	☐	☒	☐	☐	☐	☒	☐	☐	
7	The ability to process information in a manner displaying complex cognitive skills	☐	☒	☐	☐	☐	☐	☒	☐	
8	The ability to define and appreciate overly complex problems, propounding viable solutions.	☐	☒	☐	☐	☐	☐	☒	☐	
9	The ability to generate and explore complex hypotheses and research questions	☐	☐	☒	☐	☐	☐	☐	☒	
10	The ability to initiate, design and conduct complex empirical-based studies involving a variety of methods of data collection	☐	☐	☒	☐	☐	☐	☐	☒	
11	The ability to analyse and use complex numerical, statistical, and other data using both quantitative and qualitative methods.	☐	☐	☒	☐	☐	☐	☐	☒	
12	The ability to evaluate, present and communicate effectively complex findings by a variety of means	☐	☐	☒	☐	☐	☐	☐	☒	

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)
13	Advanced sensitivity to contextual and interpersonal factors	☐	☐	☐	☒	☐	☒	☐	☐	
14	The ability to retrieve and organise elementary information effectively	☐	☐	☐	☒	☒	☐	☐	☐	
15	Enhanced computer literacy within the specific context of the subject	☐	☐	☐	☒	☐	☐	☒	☐	
16	The ability to carry out an extensive piece of independent empirical research	☐	☐	☐	☒	☐	☐	☐	☒	

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

2.4 Learning and teaching strategy

A variety of learning and teaching strategies will be used to support learning on this programme. The Active Learning Framework (ALF) is embedded within the teaching on the programme and includes both synchronous and asynchronous learning.

Synchronous sessions will be face-to-face teaching, seminars, and practical sessions on campus whereas asynchronous learning will be facilitated remotely via VLE with recorded lectures, educational videos, and resources. Students will also access textbooks, journals, and other publications through the library.

The various teaching strategies included in the programme are outlined below. All modules will involve both face-to-face and remote learning elements completed as independent study.

Lectures: Students will have lectures as part of the face-to face campus teaching days at Plas Coch and remotely via MS Teams. Other teaching strategies discussed below may also be included in the lectures (such as discussions etc.).

Seminars: Students will have seminars as part of their teaching days. Seminars will include a combination of both class discussions and smaller group discussions regarding a subject matter or academic paper.

Practical Workshops: A practical workshop offers an opportunity for students to gain 'hands on' learning experiences, such as using equipment in the psychology lab, undertaking data collection, or exploring some psychometric assessments etc. This will be facilitated on campus days.

Demonstrations: The teaching staff may provide demonstrations in which the student will be expected to learn and conduct themselves, e.g. using SPSS. This is likely to happen during campus days or tutorials requested by the student.

Guided Independent Study: Alongside the face-to-face teaching, students will engage in independent study through additional reading, engaging with forum discussions, and completing assignments for each module. This form of study will be a significant part of the students learning given the blended learning nature of the programme.

Online/Remote Learning: As a programme with blended learning format, students will engage remotely with learning; access any webinars or uploaded learning resources the lecturer provides (recorded lectures, TED talks etc.); arrange tutorials as needed with module leaders.

Philosophical Discussions: Philosophical discussion may be scheduled for students on campus days and as part of the programme induction. **Knowledge and understanding** will be developed through lectures and seminars. Such direct teaching methods are usually supported by directed study of textbooks and journal articles (hard copy or electronic) and by assignment or project work. **Subject-specific** will be developed through opportunities to practise the activity in an appropriate learning context (e.g., in the psychology laboratory, in the field or on workplace placement). Workbooks or guidance manuals may be used to support learning. **Intellectual skills** may be practised and demonstrated through more active learning processes involving assignments or projects, group-learning activity such as a seminar or tutorial, laboratory, workshop, or field-based activity.

Practical, Professional and employability skills will be developed in many ways. Some, such as analysis, synthesis, evaluation, and problem solving may be practiced and demonstrated through more active learning processes involving assignments or projects, group-learning activity such as a seminar or tutorial, laboratory, workshop, or field-based activity. They may also be developed through extra-curricular activities including work experience, student representative work, and social and cultural activities.

2.5 Assessment strategy

The assessment types used for this programme include a range of course work rather than examinations to support and capture the diverse strengths of students whilst assessing them. This is in recognition of how students may differ in their strengths when learning different topics and offer students the chance to perform at their best possible whilst tapping into their strengths. The assessment may include a written and

2.5 Assessment strategy

an alternative assessment type for each of the core modules where the assessment is not a portfolio of different assessments. This means for each of the modules, students will have the opportunity to work to their strengths whilst being assessed and will not be compromised by the assessment type.

Assessments have been designed to increase student's ability to present work in a variety of formats (such as essays, reports, presentations, course work, poster presentations etc.). It is hoped that this will also offer students the opportunity to develop transferrable skills such as written communication skills, verbal communication skills, articulation skills, public speaking etc.

To ensure the students are assessed on all the core psychology topics, we are including assessments with equal emphasis on each of topics within the integrated modules. For example, there will be 50% weightage for social psychology topics and 50% weightage for developmental psychology topics with the assessments for the Social and Developmental Psychology module. Students will be expected to submit assignments via the VLE. Feedback will be provided back to the student online via the VLE within the usual turnaround times as stated by the university (three weeks).

Students will be able to arrange one-to-one tutorials for additional verbal feedback if required (in person or via MS Teams) if requested. Formative feedback will be available using a variety of means such as MCQs and discussion forums.

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	FRAME005 FRAME001 FRAME022
3.2	Cost centre	GAPS
3.3	Course type (HESA)	BITTM - Bilingual provision for courses delivered in English & Welsh
3.4	Fee model	UG: Standard FT/PT (Fee as specified on website)
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.6	Student funding model	SLC/Self Financed
3.7	Mode of Attendance (Funding)	In person attendance
3.8	Does the Suitability for Practice Procedure apply to the programme?	No
3.9	Programme Leader	Natalie Roch
3.10	Date of Approval	April 2026

Section 3 – Programme set up (office use only)		
3.11	Date and type of Revision	