

PROGRAMME SPECIFICATION

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Award titles

Programme Title(s)

BSc (Anrh) Seicoleg

BSc (Hons) Psychology

Internal Programme Title(s) (if different to the title on the certificate)

N/A

Programme to be included in Graduation Ceremonies

Yes

Delivery period

September 2024 – September 2028

Intake points

September

Regulatory details

Regulatory details
Awarding body
Wrexham University
Programme delivered by
Wrexham University IST College (subject to franchised delivery re-approval) MBS College (subject to franchised delivery re-approval)
Location of delivery
<i>Wrexham - Plas Coch Campus</i> IST College, Athens MBS College, Crete. Please note: Students taking the programme at the MBS College and the IST College do not receive BPS accreditation.
Faculty/Department
Faculty of Social and Life Sciences
Exit awards available
BSc (Hons) Psychology

Regulatory details
BSc (Ordinary) Psychology Diploma of HE in Psychology Certificate of HE in Psychology
Professional, Statutory or Regulatory Body (PSRB) accreditation
BPS British Psychological Society. Accreditation period: Intake year - 2020-2025. A visit took place on 31 st January 2020. 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.
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement.</i>
All modules that the students need to take to provide the opportunity of BPS recognition are core to the programme.
HECoS codes
100497
UCAS code
C800
Relevant External Reference Points
Subject Benchmark Statement: Psychology, QAA, September 2023. (https://www.qaa.ac.uk/docs/qaa/sbs/sbs-psychology-23.pdf?sfvrsn=5b58ae81_3) Standards for the accreditation of undergraduate, conversion, and integrate masters' programmes in psychology, BPS, January 2019. (https://cms.bps.org.uk/sites/default/files/2022-07/Undergraduate%20Accreditation%20Handbook%202019.pdf)
List the programmes that offer the Foundation Year route
BSc (Hons) Psychology
Mode of study
Full and part-time
Normal length of study for each mode of study
Full Time = 3 years (4 years with Foundation Year) Part Time = 6 years (7 years with Foundation Year)
Language of study
English
Transitional arrangements for re-validated provision if applicable
The current BSc Psychology programme will be replaced by the new validated programme, with the aim to teach out the current programme. This means both the old and new programmes will run alongside each other during the teach out period.

Regulatory details
Repeat year students
The Programme Leader would have a conversation with the Repeat Year student to discuss the best option for them given the module(s) and credits outstanding. It may be in the students' best interest to complete the original module rather than transferring to the new programme; but for some students it may be better for them to transfer to the new programme and modules. Therefore, this decision would be discussed on a student-by-student basis.
If a student had passed one element of assessment and needed to re-sit the other, if they remained on original module, they would retain the pass mark for the element passed. If they needed to do the new module, they would need to complete all elements of assessment but need to be aware this would still count as a reassessment therefore they could only achieve a maximum mark of 40%.
The following University Award Regulations apply to this programme (<i>highlight the appropriate ones and delete the others</i>)
General Regulations and Definitions Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees Language Admissions Policy

OFFICE USE ONLY	
Date of validation event:	31 st January 2024
Date of approval by Academic Board:	15 th May 2024
Approved Validation Period:	September 2024 – September 2028
Transitional arrangements approved (if revalidation)	Current L4, L5 and L6 students are to be taught-out on the old programme. Current L3 students will transfer to the new L4 in September 2024.
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's general entry requirements are;

Qualification	Entry requirements
Foundation Year	48-72 Tariff points
3-year Bachelors degree	80-112 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) 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 [academic-entry-requirements](#) for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see [English-language-requirements](#) for details*).

Non Standard entry criteria

Full-time and part-time: In addition to the UCAS tariff points the following are also required

- English GCSE C (or equivalent)
- Mathematics GCSE C (or equivalent)

Students without the above entry requirements, who have relevant experience, are welcome to apply and will be considered on an individual basis.

Record 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.

The programme will follow WU procedures.

DBS Requirements

A DBS may be required for the optional level 6 work-based learning or negotiated learning modules within the programme where this involves regulated activity working with vulnerable children and/or adults. This will be checked as part of the work-based learning or negotiated learning module processes, identifying where required, the appropriate type and level of DBS. Where required, the relevant DBS will be conducted prior to commencement on the relevant optional module. The type and level of DBS check required will be confirmed to you during the DBS application process.

Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our Consideration of Criminal Convictions Policy & Procedure. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired during the student's enrolment with the University.

Suitability for Practice Procedure

Suitability to Practice Procedure applies to:

BSc (Hons) Psychology

BSc (Hons) Psychology (with Foundation Year)



This procedure applies to students at the home university (i.e., WU) as well as those studying at approved partner institutions. This is in line with our PRSB requirements that mechanisms are in place for dealing with academic and/ or professional misconduct.

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 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.

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.

The distinctive features of this programme include:

1. A diverse range of psychology staff expertise and interests, which include different areas of research, as well as a variety of experience from practice. The staff body contribute to the knowledge and understanding of our student cohort via their own experience of working within those areas of expertise, drawing on how theory is applied within practice settings. This is demonstrated by our module leaders being experts within those core areas of psychology, as well as our optional modules

being led by staff members who have expertise within those applied areas of psychology.

2. All core subject areas of Psychology are covered within the programme and are integrated to provide students with a more rounded perspective of the discipline, for example teaching attention from both cognitive and biological perspectives within the same module; and teaching the Self from a social and developmental perspective within the same module.
3. The programme provides research methods from a holistic perspective whereby equal importance is placed on qualitative and quantitative methodologies, the philosophical underpinnings, research design and analysis that these methods utilise.
4. Our staff body draw on a diverse range of research interests and methodologies, which is reflected in the approach that is taken when teaching research methods. Research is embedded across the programme and students develop an understanding of how different research methodologies might be applied within different core areas; giving students the opportunity to explore research, how it applies within practice, and how it interacts with theory. Across the department staff research and scholarly activity underpins the curriculum, and the student cohort benefit from hearing from different perspectives and diverse experiences.
5. 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).
6. The Psychology Society is run by students and have a programme of events that run throughout the academic year.
7. 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 for practical sessions to be hands on for all students.
8. Our Enrichment week takes place each academic year in semester two and has been commended by the British Psychological Society. The British Psychology Society commended the programme for providing students with an opportunity to engage with approachable networking opportunities and assists to develop a broad range of essential transferable skills.
9. A student conference is run each year as part of our Enrichment week. All level 6 students are required to attend and present their dissertations. Level 3, level 4, and level 5 students are required to attend and participate.
10. As part of the programme's alignment with the Active Learning Framework, taught modules are supported by applied sessions, discussions, and seminars to support learning.
11. As of 2023/24 the Psychology Department at Wrexham University has access to the following examples of practical resources that are supported by the technicians. These resources include Tobii Eye Tracker, Gorilla.sc, JISC Online Surveys, Oculus Rift, CANTAB, SPSS, Biopac, Epcot Emotiv Headset, Drunk-buster and Prism Goggles, Google Cardboard, BioRadio, Actiwatch, Heartmath, Ihealth, Eduloggers, PsychoPy, NVivo, Ogama, Jawbone, Opensesame, Oximeter, Brain model, 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.
12. The Psychology department at Wrexham University currently has access to the Centre for the Child, Family and Society, Flight simulator, Psychology Laboratory,

HEIQ simulation areas and equipment, and Computing department. Wrexham University has recently acquired a new build house, which has various equipment setups that can be used to run experiments or practicals. These additional resources are available for practical sessions. In some instances, they may also be used for students undertaking their dissertation. Access to these resources may change.

Credit Accumulation and exit awards

Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education in Psychology

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education in Psychology

Successful completion of 300 credits at Level 6 entitles the student to a Bachelor's degree in Psychology (Ordinary)

Successful completion of 360 credits at Level 6 entitles the student to graduate with a Bachelor's degree in Psychology (with Honors).

Programme Structure Diagram, including delivery schedule

Full-time delivery

Level	Module Code	Module Title	Credit Value	Core / Option	Delivery (i.e. semester 1,2)
Level 4	PSY423	Concepts & Debates in Psychology	20	Core	1
Level 4	PSY424	Research Methods 1	20	Core	1
Level 4	PSY425	Study Skills for Psychology	20	Core	1
Level 4	PSY426	Biological Development	20	Core	2
Level 4	PSY427	Research Methods 2	20	Core	2
Level 4	PSY428	Social Development	20	Core	2
Level 5	PSY516	The Self	20	Core	1
Level 5	PSY517	Personality and Individual Differences	20	Core	1
Level 5	PSY518	Cognitive & Behavioural Neuroscience	20	Core	1
Level 5	PSY519	Memory & Language	20	Core	2
Level 5	PSY520	Social Behaviour & Interaction	20	Core	2
Level 5	PSY521	Research Methods 3	20	Core	2
Level 6	PSY625	Research Project	40	Core	1 & 2
Level 6	PSY626	Research Methods 4	20	Core	1
Level 6	PSY627	Clinical and Health Psychology	20	Option	1 <u>or</u> 2
Level 6	PSY628	Counselling Psychology	20	Option	1 <u>or</u> 2
Level 6	PSY629	Forensic Psychology	20	Option	1 <u>or</u> 2
Level 6	PSY630	Cyberpsychology	20	Option	1 <u>or</u> 2
Level 6	PSY631	Developmental Disorders	20	Option	1 <u>or</u> 2

Level	Module Code	Module Title	Credit Value	Core / Option	Delivery (i.e. semester 1,2)
Level 6	PSY632	Neuropsychology	20	Option	1 <u>or</u> 2
Level 6	PSY633	Negotiated Learning	20	Option	1 <u>or</u> 2
Level 6	PSY634	Work-Based Learning	20	Option	1 <u>or</u> 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 delivery

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

Intended learning outcomes of the programme

Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 (Hons)
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.
A3	A broad appreciation of the integration which can occur within the subject/discipline areas (e.g., the emergence of cognitive neuroscience from cognitive and biological psychology).	A detailed appreciation of the integration which can occur within the subject/discipline areas (e.g., the emergence of cognitive neuroscience from cognitive and biological psychology).	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).	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).
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	Level 6 (Hons)
B1	The ability to extrapolate and comprehend the application of elementary	The ability to extrapolate and comprehend intermediate level	The ability to extrapolate and comprehend the application of higher-	The ability to extrapolate and comprehend the application of higher-level knowledge within the areas of psychology.



	Level 4	Level 5	Level 6	Level 6 (Hons)
	knowledge within the areas of psychology.	knowledge within the areas of psychology.	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 viable solutions.	The ability to define and appreciate overly complex problems, propounding viable solutions.	The ability to define and appreciate highly complex problems, propounding viable solutions.

Subject Skills

	Level 4	Level 5	Level 6	Level 6 (Hons)
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 advanced 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.



	Level 4	Level 5	Level 6	Level 6 (Hons)
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 highly 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 (Hons)
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.

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.

The University Skills Framework

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The programme has been designed using an Employability Level Descriptor in collaboration with the Careers and Employability team. The Employability Level Descriptor document is reviewed as part of validation and following approval will be published in the student programme handbook.

The Careers and Employability team are available to provide additional careers education activities for all programmes as well as individualised information, advice, and guidance. Learners gain access to self-directed learning resources by logging into our [careers portal](#). Here students can book professional careers guidance appointments and make employment and volunteering applications and learn to build and develop their CV and applications.

Work based/placement learning statement

The Work Based Learning (WBL) module in level 6 is an optional module (20 credits) 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.

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. 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. 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.

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 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.

Module code & title	Assessment type and weighting	Indicative submission date
PSY423 Concepts & Debates in Psychology	Written assignment – 50% (i.e., essay) Presentation – 50%	Sem 1; Wk 8 Sem 1; Wk 10
PSY424 Research Methods 1	Group project – 100%	Sem 1; Wk 12
PSY425 Study Skills for Psychology	Portfolio – 100% (i.e., group presentation, in-class debate, reflective essay)	Sem 1; Wk 14
PSY426 Biological Development	Presentation – 50% In-class test – 50%	Sem 2; Wk 9 Sem 2; Wk 13
PSY427 Research Methods 2	Written assignment - 50% (i.e., research report) Portfolio – 50% (i.e., qualitative and quantitative data analysis, creation of interview schedule, conducting & transcribing interviews)	Sem 2; Wk 7 Sem 2; Wk 12
PSY428 Social Development	Written assignment – 50% (i.e., essay) Presentation – 50%	Sem 2; Wk 11 Sem 2; Wk 6
PSY516 The Self	Written assignment - 70% (i.e., essay) Presentation – 30%	Sem 1; Wk 8 Sem 1; Wk 13
PSY517 Personality and Individual Differences	Written assignment - 70% (i.e., research report) Poster presentation & 3-min audio recording – 30%	Sem 1; Wk 10 Sem 1; Wk 6
PSY518 Cognitive & Behavioural Neuroscience	Portfolio – 40% (i.e., Podcast, in-class tests, short answers) Written assignment - 60% (i.e., essay)	Sem 1; Wk 9 Sem 1; Wk 11
PSY519 Memory & Language	Portfolio – 40% (i.e., Podcast, in-class tests, short answers) Written assignment - 60% (i.e., report)	Sem 2; Wk 8 Sem 2; Wk 10
PSY520	Written assignment – 50% (i.e., report)	Sem 2; Wk 6

Module code & title	Assessment type and weighting	Indicative submission date
Social Behaviour & Interaction	Written assignment – 50% (i.e., essay)	Sem 2; Wk 11
PSY521 Research Methods 3	Portfolio – 50% (i.e., qualitative & quantitative analysis, observational research methods/analysis, parametric & non-parametric analysis) Written assignment - 50% (i.e., research proposal)	Sem 2; Wk 13 Sem 2; Wk 12
PSY625 Research Project	20-min conference presentation – 30% Dissertation – 70%	Sem 2. Wk. 4 Sem 2. Wk 12
PSY626 Research Methods 4	Group presentation – 30% Written Assignment – 30% (i.e., critical appraisal) Portfolio – 40%	Sem 1, Wk 6 Sem 1, Wk 8 Sem 1, Wk 11
PSY627 Clinical and Health Psychology	Written assignment – 50% (research proposal) Written assignment – 50% (case study report)	Sem 1 or 2, Wk tbc Sem 1 or 2, Wk tbc
PSY628 Counselling Psychology	Written assignment – 50% (essay) Written assignment – 50% (Formulation or ethical dilemma report)	Sem 1 or 2, Wk tbc Sem 1 or 2, Wk tbc
PSY629 Forensic Psychology	Written assignment - 70% (i.e., report) Podcast/presentation - 30%	Sem 1 or 2, Wk tbc Sem 1 or 2, Wk tbc
PSY630 Cyberpsychology	Written assignment – 50% (essay) Written assignment – 50% (research/practical report)	Sem 1 or 2, Wk tbc Sem 1 or 2, Wk tbc
PSY631 Developmental Disorders	Written assignment – 100% (literature review)	Sem 1 or 2, Wk tbc
PSY632 Neuropsychology	Written assignment – 60% (essay) PPT presentation – 40%	Sem 1 or 2, Wk tbc Sem 1 or 2, Wk tbc

Module code & title	Assessment type and weighting	Indicative submission date
PSY633 Negotiated Learning	Portfolio – 100% (i.e., learning contract, written assignment, critical reflection)	Sem 1 or 2, Wk tbc
PSY634 Work-Based Learning	Written assignment – 50% (essay)	Sem 1 or 2, Wk tbc
	Written assignment – 50% (critical reflection on skills)	Sem 1 or 2, Wk tbc

Assessment and award regulations

Derogations

- Only Method A will be used when calculating degree classification - 30% level 5 average and 70% level 6 average.
- Students cannot progress and trail any research methods (RM) modules. There are four research methods modules (RM 1 and RM 2 in level 4; RM 3 in level 5; RM4 in level 6) and these build on each other which means that students will be disadvantaged if they trail a previous level RM module.

Non Credit Bearing assessment

N/A

Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the *dissertation* module is within the higher classification.

Ordinary Degrees

All core modules must be completed plus a selection of optional modules.

Restrictions for trailing modules (Taught masters)

Students cannot progress and trail any research methods (RM) modules. There are four research methods modules (RM 1 and RM 2 in level 4; RM 3 in level 5; RM4 in level 6) and these build on each other which means that students will be disadvantaged if they trail a previous level RM module.

Prerequisites for processing to MRes research component

N/A



Accreditation

The BSc Psychology programme is accredited by the British Psychological Society (BPS). This means students can apply for the Graduate Basis for Chartered (GBC) membership with the BPS after they successfully complete the programme and are awarded the BSc (Hons) Psychology degree. The BPS website offers more details on this.

Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance, and review programmes delivery.

Student Evaluation of Module Questionnaire
Student Voice Forum
Individual student feedback
Student representatives
Continuous Programme Monitoring and Enhancement reports
Periodic review and re-validation process
External Examiner reports
PSRB requirements and accreditation activities
National Student Survey (NSS)

Support for Students

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

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the University's website at www.wrexham.ac.uk to find out more about the Departments.

The Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham 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.



Equality and Diversity

Wrexham 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, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#).

