

## PROGRAMME SPECIFICATION

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

[UG Programme Directory](#)

[PG Programme Directory](#)

### Award titles

#### Programme Title(s)

MSc Seicoleg (Trosiad)

MSc Psychology (Conversion)

#### 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

The MSc Psychology (Conversion) programme will have a single intake of students annually in September. As a two-year programme, there will be staggered entry with new students starting each year to join the existing students who may be in their second year of study.

### Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b>
Wrexham University
<b>Programme delivered by</b>
Psychology Department, Faculty of Social and Life Sciences
<b>Location of delivery</b>
Plas Coch Campus, Mold Road, Wrexham University
<b>Faculty/Department</b>
Social and Life Sciences
<b>Exit awards available</b>
<b>Postgraduate Certificate Psychology</b> - On completing three taught modules (1 year of study), students can exit the programme with a PGCert in Psychology.
<b>Postgraduate Diploma Psychology</b> - On completing all six taught modules (2 years of study), but not a dissertation project, students can exit the programme with a PGDip in Psychology.

<b>Regulatory details</b>
<b>MSc Psychology (Conversion)</b> will only be offered to students who have completed all taught and research credits successfully with a minimum pass mark of 50% and they are eligible for the Graduate Basis for Chartered (GBC) membership with the British Psychological Society (BPS)
<b>MSc Psychology Studies</b> will be offered as an exit award to those who do not meet the requirements for the full 'Conversion' programme, but have completed all taught and research credits successfully with a minimum pass mark of 40%.
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
This programme is accredited by the BPS, in order for students to gain GBC on graduating from the programme. A formal review visit took place in January 2020 to confirm ongoing accreditation and the next visit will take place in the 2025/26 academic year.
<b>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</b>
<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.</b>
The student will need to complete the full MSc Psychology (Conversion) (180 credits) to graduate with GBC status, pass the research project, and gain an overall pass mark of at least 50%.
<b>HECoS codes</b>
100497
<b>UCAS code</b>
N/A
<b>Relevant External Reference Points</b>
All QAA Subject Benchmark Statements for Psychology Undergraduate Degrees are relevant to the teaching of the MSc Psychology (Conversion) due to the nature of the programmes being aimed at equipping graduates with the skills to be eligible for GBC.  Subject Benchmark Statement: Psychology, QAA, September 2023. <a href="https://www.qaa.ac.uk/docs/qaa/sbs/sbs-psychology-23.pdf?sfvrsn=5b58ae81_3">https://www.qaa.ac.uk/docs/qaa/sbs/sbs-psychology-23.pdf?sfvrsn=5b58ae81_3</a>  Standards for the accreditation of undergraduate, conversion, and integrate masters' programmes in psychology, BPS, January 2019. <a href="https://cms.bps.org.uk/sites/default/files/2022-07/Undergraduate%20Accreditation%20Handbook%202019.pdf">https://cms.bps.org.uk/sites/default/files/2022-07/Undergraduate%20Accreditation%20Handbook%202019.pdf</a>
<b>List the programmes that offer the Foundation Year route</b>
N/A
<b>Mode of study</b>
Part time Part-time blended learning
<b>Normal length of study for each mode of study</b>
<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>  24 months
<b>Language of study</b>
English

<b>Regulatory details</b>
<b>Transitional arrangements for re-validated provision if applicable</b>
<p>The new programme will start in 2024-25 academic year and all new intakes will be enrolled on the revalidated programmes.</p> <p>Students on the current programme will be able to continue as per the current programme plan to complete their studies in 2024-25.</p> <p>Students who may need additional year to complete their Research project module will be offered the option to complete that element only in 2025-26 academic year.</p> <p>Students who suspend studies will be offered the option to start on the new programme when they return to studies or complete the remainder of their studies on the current programme. The offer will be based on student's progress on the current programme and decided after discussions between the student and the programme team. From September 2025 onwards, the face-to-face campus teaching days will be offered only on the new revalidated programme, and students trailing on the current programme will be able to request one-to-one tutorial with the respective module leaders to support their learning to complete the programme.</p>
<b>Repeat year students</b>
N/A
<b>The following University Award Regulations apply to this programme (<i>highlight the appropriate ones and delete the others</i>)</b>
<p>General Academic Regulations</p> <p>Regulations for Taught Postgraduate Awards</p> <p>Language Admissions Policy</p>

OFFICE USE ONLY	
Date of validation event:	31 <sup>st</sup> January 2024
Date of approval by Academic Board:	15 <sup>th</sup> May 2024
Approved Validation Period:	September 2024 – September 2028
Transitional arrangements approved (if revalidation)	Current students are to be taught-out on the old programme.
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

Applicants will need to have completed and passed a Bachelor's degree in any subject prior to enrolling on the programme. Ideally, applicants will have at least a 2:1, though students with a 2:2 will also be considered. If an applicant has a 2:2 grade in their undergraduate degree, the programme team will consider additional criteria such as academic references, amongst other aspects, on deciding if the applicant is suited to the programme.

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



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**

None

### **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.

In accordance with BPS guidelines, at least 180 credits in psychology need to be studied in order to gain GBC. Recognition of prior learning, providing it is in psychology, is limited to 60 credits (BPS guidance). For previous study in psychology to be counted as prior learning, the study needs to be at Level 6 or above in accordance to Wrexham University guidelines.

Further in accordance with BPS guidelines, prior experiential learning will not be considered within applications onto the programme.

### **DBS Requirements**

No DBS required.

A DBS check is not an entry requirement for this programme, however a suitable DBS check may be required if students wish to undertake relevant research projects. The type and level of DBS check required may vary, and the Programme Team will work in conjunction with the Academic Registry to determine the DBS requirements for students undertaking these optional modules. Students may be required to contribute towards DBS cost.

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 all students on the MSc Psychology (Conversion). 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 aim of this programme is to provide students with the opportunity to gain GBC membership with the BPS, which is required to progress onto many postgraduate

programmes in psychology, particularly those programmes that qualify students as practitioner psychologists. The programme would be most useful to those students who hold a degree, but one that is not in psychology. By studying this programme, the student will be able to 'convert' their current degree into one that meets all the BPS requirements for GBC. This course would also be helpful to those students who have studied a psychology degree that was not accredited by the BPS. The programme aims to give students a sound understanding of the core approaches in psychology, including the opportunity to develop research skills within the field of psychology.

### **Distinctive features of the programme**

MSc Psychology (Conversion) programme is accredited by the British Psychological Society and offers students the opportunity to gain GBC membership with the BPS. GBC is essential for those who wish to pursue a career in the field of psychology, particularly in progressing onto training as a practitioner psychologist. In place of completing a three-year full time Bachelor's degree, students can complete the course part-time over two years and receive a Masters qualification in the process of gaining GBC. The students will be welcomed by an experienced and friendly department of academics, and supported to develop a sound understanding of core areas of psychology and psychological research.

MSc Psychology (Conversion) programme is a part-time blended learning programme offering the flexibility of learning face-to-face and remotely, over two years. Learning on the programme will be facilitated through face-to-face teaching on campus days and remotely through synchronous/face-to-face) and asynchronous/recorded sessions. This means students get to learn through group discussions and activities with the module leaders and peers, as well as independently in their own time. The defining feature of this course is its' accessibility for students who may be working full or part time, and/or who have busy personal commitments. Running over three campus teaching days and two campus visit days per academic year, the majority of the learning for this course is done remotely from home. This provides students with a rich face-to-face teaching experience that is supported by the practicality of distance learning.

The programme offers a staggered delivery of each module. This means learning resources including recorded lectures are offered through asynchronous sessions, which allows students to familiarise with the topics flexibly in their own time, before they attend the face-to-face on campus teaching day. During the campus teaching day, students will get the opportunity to engage with the module leader and peers in various activities and discussions to facilitate their learning. Two further 1 hour remote sessions will be offered approximately 2 weeks apart after the campus teaching day on platforms such as MS Teams. This means students are prompted to engage with learning with some regularity, approximately every two weeks, during each module period.

On this programme, students will be learning only one core module at a time - bite size learning model. This means students only need to focus on one core module at a time, and offers the opportunity to explore the topics as much as they like. Students will be learning three core modules in each year of the study, and the research project will be conducted along side the core modules in the 2<sup>nd</sup> year of the programme.

Conversion students can select their own topic for research project (as long as learning outcomes are met and a member of the team has the relevant experience in order to supervise the project). Conversion students are usually in full-time or part-time employment, and they may be supported to conduct research in the area related to their employment, where possible.

Within the psychology department there is a diverse range of 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.

Further, 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. Within the programme there is the inclusion of both qualitative and quantitative research methods and how these can be utilised effectively, whereby students explore both qualitative and quantitative approaches with equal weighting. 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.

### **Credit Accumulation and exit awards**

#### **Exit Awards**

Successful completion of three core modules (20 credit each) with a total of 60 credits entitles the student to the exit award of Postgraduate Certificate Psychology

Successful completion of six core modules (20 credit each) with a total of 120 credits entitles the student to a Postgraduate Diploma Psychology

Successful completion of all six core modules (20 credit each) and the research project module (60 credit) with a total of 180 credits entitles the student to an MSc Psychology (Conversion).

### **Programme Structure Diagram, including delivery schedule**

MSc Psychology (conversion) programme is studied on a part time basis over two academic years. Students will attend three campus teaching days (Mondays, 09:30 – 16:30) per academic year, usually in September, December, and March. Each campus teaching day will be focused on a different core module. At these campus teaching days, students will experience a range of teaching methods including lectures, seminars, workshops, group discussions, and demonstrations. As part of the programme, in addition to campus teaching days students will attend 2 campus visit days (February /March and May) for attending student conference during the Psychology department's enrichment week, assessments, and initiating research project. Students will be able to socialise as a student community, and attend philosophical discussions which aims to encourage students to think of the wider debates and applications of psychology. Students will receive a formal induction to the programme (where/how they can access support, the use of Turnitin and VLE, understanding how to use the resource finder etc.), and to the area of psychology (history of the subject, key debates, classic studies etc.). will be offered first on a separate campus day in September.

Each module will be delivered through synchronous (face-to-face) and asynchronous (flexible) sessions, in a staggered manner to facilitate easier engagement. At the beginning of the module, learning resources including recorded lectures will be available for students to engage and familiarise with the topic. Following which, students will attend the campus

teaching day (Mondays, 09:30 – 16:30) to engage with the module leader and peers. Two separate one hour remote sessions on platforms such as MS Teams will be offered approximately two weeks apart after the campus teaching day. Between these staggered engagements students will be expected to work on module assignments, complete independent reading, and engage in online learning through the different content and activities facilitated by the module leader. Students will also have the opportunity to have face-to-face or remote tutorials with their personal tutors and/or module leaders.

When students are in their second year of study, alongside campus teaching and visit days, students will be required to undertake a piece of empirical research in the field of psychology and produce a dissertation. The opportunity to complete this research exclusively in a third year will also be available to those students who feel they cannot commit the time to research alongside taught modules and their associated assignments. Following the submission of their dissertations, students will be required to attend a 20 minute oral assessment about their research. This can be completed remotely via MS Teams.

Students who successfully complete one full academic year of the programme with three taught modules can exit with a PGCert Psychology. Students who successfully complete all taught modules but not the research project can exit with a PGDip Psychology. Students who successfully complete all taught modules and the research project can qualify for the MSc Psychology Conversion, and eligibility for GBC membership with the BPS by achieving a pass mark of at least 50%, and have passed their research projects (BPS Guidance). Please note that the programme in full needs to be completed to receive GBC status.

Students will be provided the key dates of engagements for all modules at the beginning of their course to assist with pre-planning and to avoid absences. If a student misses a campus teaching day due to unforeseen circumstances such as illness, they will be required to attend a meeting with the module leader to arrange sufficient plans to catch up on work missed once they are able. Students will also be able to apply for extensions to their assignments in such circumstances if required. If a student misses a second campus teaching day in succession of the first, their commitment and progress on the programme will need to be considered by the programme leader and appropriate arrangements made to support their studies (such as a suspension of studies).

**Year 1 Part-time delivery**

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 7	PSY772	Research in Psychology 1	20	Core	1	Y1
Level 7	PSY773	Personality and Individual Differences	20	Core	1	Y1
Level 7	PSY774	Cultural and Community Psychology	20	Core	2	Y1
Level 7	PSY775	Research Project	60	Core	2	Y1-2

**Year 2 Part-time delivery**

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 7	PSY776	Research in Psychology 2	20	Core	1	Y2
Level 7	PSY777	Cognitive and Biological Psychology	20	Core	1	Y2
Level 7	PSY778	Social and Developmental Psychology	20	Core	2	Y2

\*\*All the above listed modules will be delivered on the programme, however, please note that the given order of modules is tentative and aimed for programme delivery demonstration purposes. All modules noted above, except for the Research Project, will be run biennially. This is a two-year programme, and students will study all modules by the end of their two year programme.



## Intended learning outcomes of the programme

### Knowledge and Understanding

	Level 7
A1	Understand the conceptual and historical issues in psychology and interdisciplinarity.
A2	Develop a sound knowledge of a range of research design and data collection methods in psychology.
A3	Demonstrate an ability to design, implement, and communicate key findings of an empirical research project.
A4	Articulate ethical understanding in relation to matters in psychology.

### Intellectual Skills

	Level 7
B1	Critically analyse a range of literature, theories, and concepts within psychology.
B2	Generate and explore hypotheses and research questions within psychology through empirical methods.
B3	Demonstrate an ability to appropriately read and interpret academic literature to integrate ideas and findings across multiple perspectives and approaches in psychology.
B4	Understand the value of being self-reflexive as a researcher.

### Subject Skills

	Level 7
C1	Develop an understanding in the use of specialist software and laboratory equipment.
C2	Write academically via a range of formats in psychology, e.g. essays, reports etc.
C3	Ability to apply psychological knowledge ethically in different contexts, e.g. role of artificial intelligence in the context of learning, teaching, problem-solving, and practice etc.
C4	Articulate complex psychological theory and findings both in written form and verbally.



### Practical, Professional and Employability Skills

	Level 7
D1	Develop communication skills via various means.
D2	Demonstrate digital literacy via the use of various databases and software.
D3	Work collaboratively and professionally in an inclusive manner.
D4	Develop as an independent learner by taking ownership of one's own learning, employability and development.

## 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) embedding synchronous and asynchronous learning, with face-to-face and remote sessions facilitates a truly blended learning format for the programme. Synchronous sessions will be face-to-face teaching on campus and remotely via MS Teams. 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.

Learning is facilitated in 'bite size' on this programme, with only one module taught at a time; research project is conducted alongside the core modules in the 2<sup>nd</sup> year. Additionally, the delivery is staggered for each module with asynchronous learning followed by face-face campus teaching day and remote MS Teams sessions approximately 2 weeks apart. The blended learning format offers greater flexibility and accessibility for students to learn in their own time, which is ideal for part-time students who may have additional commitments.

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.

Prior to formal learning taking place, students will be invited to an 'induction day'. Students will receive an introduction to their programme, the VLE, and have the opportunity to ask questions. This session will offer an outline of support services, and advise on the expectations of students on the course (APA referencing, the use of Turnitin etc.).

## 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

N/A

## Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh and can request that all personal tutor meetings are conducted in Welsh if preferred. Students will be sign-posted to any courses offered in Welsh language and encouraged to use the Coleg Cymraeg Cenedlaethol Resource Portal for resources on psychology topics in Welsh language, <https://www.porth.ac.uk/>

Optional module, Welsh in the Workplace will be offered to students to undertake alongside their studies. This is to enhance employability of graduates in line with the University's Employability Strategy. This module will not have any further bearing on the curriculum or outcome for MSc Psychology Conversion programme, which is stipulated by the British Psychological Society.

## 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 core 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. So 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.

Module code & title	Assessment type and weighting	Indicative submission date	
PSY772 Research in Psychology 1	50% Portfolio	Yr A	Wk 16/17, Sem 1
	50% Written Assignment	Yr A	Wk 16/17, Sem 1
PSY773 Personality and Individual Differences	70% Written Assignment	Yr A	Wk 26/27, Sem 2
	30% Presentation	Yr A	Wk 29/30, Sem 2
PSY774 Cultural and Community Psychology	60% Written Assignment	Yr A	Wk 39/40, Sem 2
	40% Presentation	Yr B	Wk 43/44, Sem 3
PSY776 Research in Psychology 2	40% Written Assignment	Yr B	Wk 16/17, Sem 1
	60% Portfolio	Yr B	Wk 16/17, Sem 1
PSY777 Cognitive and Biological Psychology	50% Portfolio	Yr B	Wk 26/27, Sem 2
	50% Written Assignment	Yr B	Wk 29/30, Sem 2
PSY778 Social and Developmental Psychology	50% Written Assignment	Yr B	Wk 39/40, Sem 2
	50% Portfolio	Yr B	Wk 43/44, Sem 3
PSY775 Research Project	80% Dissertation/Project	Yr B/C	Wk 48/49, Sem 3
	20% Oral Assessment	Yr B/C	Wk 51/52, Sem 3

### Assessment and award regulations

Taught Masters

#### Derogations

None

#### Non Credit Bearing assessment

N/A

#### Restrictions for trailing modules (Taught Masters)

None



## Accreditation

The MSc Psychology (Conversion) 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 is awarded the MSc Psychology (Conversion) 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](http://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](#).