

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)	MSc Seicoleg (Trosiad) MSc Psychology (Conversion)
1.4	Exit awards and titles	PGDip Psychology PGCert Psychology MSc Psychology Studies
1.5	Credit requirements	MSc Conversion (180 credits) Postgraduate Diploma (120 credits) Postgraduate Certificate (100 credits) MSc Psychology (Conversion) 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) MSc Psychology Studies 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%.
1.6	Intake points	September
1.7	Mode of study	Part time
1.8	Length of delivery	2 years
1.9	Location of delivery	Wrexham
1.10	Language of delivery	English
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?	No
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 all modules with a minimum of 50%.

Section 1 – regulatory details		
		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. 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
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	N/A
1.20	Foundation Year route	N/A
1.21	Placement / Work based learning	N/A
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 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 5 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.	

2.2 Programme structure and 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 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

2.2 Programme structure and diagram, including delivery schedule

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 7 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).

Part-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
7	PSY772	Research in Psychology 1	20	Core	1	Y1
7	PSY773	Personality and Individual Differences	20	Core	1	Y1
7	PSY774	Cultural and Community Psychology	20	Core	1	Y1
7	PSY775	Research Project	60	Core	2	Y1 and 2
7	PSY776	Research in Psychology 2	20	Core	1	Y2
7	PSY777	Cognitive and Biological Psychology	20	Core	1	Y2
7	PSY778	Social and Developmental Psychology	20	Core	2	Y2

No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)
1	Understand the conceptual and historical issues in psychology and interdisciplinarity	☒	☐	☐	☐	☐	☒	☐
2	Develop a sound knowledge of a range of research design and data collection methods in psychology	☒	☐	☐	☐	☐	☐	☒
3	Demonstrate an ability to design, implement, and communicate key findings of an empirical research project.	☒	☐	☐	☐	☐	☐	☒
4	Articulate ethical understanding in relation to matters in psychology.	☒	☐	☐	☐	☐	☒	☐
5	Critically analyse a range of literature, theories, and concepts within psychology	☐	☒	☐	☐	☐	☐	☒
6	Generate and explore hypotheses and research questions within psychology through empirical methods	☐	☒	☐	☐	☐	☐	☒
7	Demonstrate an ability to appropriately read and interpret academic literature to integrate ideas and findings across multiple perspectives and approaches in psychology.	☐	☒	☐	☐	☐	☐	☒
8	Understand the value of being self-reflexive as a researcher.	☐	☒	☐	☐	☐	☒	☐
9	Develop an understanding in the use of specialist software and laboratory equipment.	☐	☐	☒	☐	☐	☒	☐
10	Write academically via a range of formats in psychology, e.g. essays, reports etc.	☐	☐	☒	☐	☐	☒	☐
11	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.	☐	☐	☒	☐	☐	☒	☐
12	Articulate complex psychological theory and findings both in written form and verbally.	☐	☐	☒	☐	☐	☐	☒
13	Develop communication skills via various means.	☐	☐	☐	☒	☒	☐	☐
14	Demonstrate digital literacy via the use of various databases and software.	☐	☐	☐	☒	☒	☐	☐
15	Work collaboratively and professionally in an inclusive manner.	☐	☐	☐	☒	☒	☐	☒
16	Develop as an independent learner by taking ownership of one's own learning, employability and development.	☐	☐	☐	☒	☐	☐	☒

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) 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 2nd 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.).

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 an alternative assessment type for each of the core modules where the assessment is not a portfolio of

2.5 Assessment strategy

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.

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	
3.2	Cost centre	GAPS
3.3	Course type (HESA)	N/A
3.4	Fee model	PGT: Fee Band A 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	Shubha Sreenivas
3.10	Date of Approval	April 2026
3.11	Date and type of Revision	N/A