

## 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)             | MSc Seicoleg gyda Egwyddorion Addysgol<br>MSc Psychology with Educational Principles                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1.4                            | Exit awards and titles                                          | Postgraduate Diploma in Psychology<br>Postgraduate Certificate in Psychology                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1.5                            | Credit requirements                                             | MSc (180 credits)<br>Postgraduate Diploma (120 credits)<br>Postgraduate Certificate (100 credits)                                                                                                                                                                                                                                                                                                                                                                                      |
| 1.6                            | Intake points                                                   | Six intake points per year consistent with carousel model                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1.7                            | Mode of study                                                   | Part time                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1.8                            | Length of delivery                                              | Minimum duration 2 years to a maximum of 4 years                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1.9                            | Location of delivery                                            | Online                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 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?               | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1.15                           | Is DBS check required on entry?                                 | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1.16                           | Professional, Statutory or Regulatory Body (PSRB) accreditation | N/A<br><b>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</b>                                                                                                                                                                                                                                                                                                                                               |
| 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. This will be drawn to the attention of students through the student handbook.<br><br>For those students wishing to engage with the subject area via the medium of Welsh, additional resources will be made available via <a href="http://www.porth.ac.uk">www.porth.ac.uk</a> , which is the Coleg Cymraeg Cenedlaethol resource portal |
| 1.18                           | External reference points                                       | <a href="#">Subject Benchmark Statement: Psychology, QAA, September 2023</a><br><a href="#">BPS Standards 2024</a><br><a href="#">QAA Characteristics Statements</a>                                                                                                                                                                                                                                                                                                                   |

| Section 1 – regulatory details |                                    |                                                                                                                                                                                                                                   |
|--------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                |                                    | Higher Education Credit Framework<br>CQFW                                                                                                                                                                                         |
| 1.19                           | Derogation to Academic Regulations | The minimum mark you need achieve for each module will be one of the following: <ul style="list-style-type: none"> <li>• 50%.</li> <li>• A pass grade (normally only in place where an assessment is competency-based)</li> </ul> |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
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| 2.1 Aims of the programme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <p>The aim of this programme is to provide graduates and/or working professionals with the opportunity to develop psychological knowledge and skills that have widely transferrable applicability. The programme aims to recruit individuals with a general interest in psychology who may wish to pursue a career in fields that rely on an understanding of human behaviour (e.g., assistant psychologist, support worker, PhD in Psychology). The programme is designed to enhance students' knowledge of the Educational Psychology subject area and the roles of practitioners in society.</p> <p>Specifically, this programme offers:</p> <ol style="list-style-type: none"> <li>1. The opportunity to develop advanced knowledge of contemporary psychological theory, research, and practice.</li> <li>2. Education in contemporary research, analytic, and digital skills that are increasingly valued by all sectors.</li> <li>3. To encourage critical skills, a knowledge of professional responsibility, integrity and ethics.</li> <li>4. The ability to reflect on personal progress as a learner and undertake independent study.</li> <li>5. Supervision for students in the development of a research proposal within an area of individual interest that will culminate in an extended piece of research that includes a critical review of existing literature, data collection, data analysis and synthesis.</li> </ol> |  |

| 2.2 Programme structure and diagram, including delivery schedule |             |                                        |              |              |                |
|------------------------------------------------------------------|-------------|----------------------------------------|--------------|--------------|----------------|
| Part-time Programme Structure                                    |             |                                        |              |              |                |
| Level                                                            | Module Code | Module Title                           | Credit Value | Core/ Option | Delivery       |
| 7                                                                | PSYON702    | Topics in Health Psychology            | 15           | Core         | Carousel model |
| 7                                                                | PSYON705    | Quantitative Research Methods          | 15           | Core         | Carousel model |
| 7                                                                | PSYON716    | Assessments in Psychology              | 15           | Core         | Carousel model |
| 7                                                                | PSYON708    | Introduction to Educational Psychology | 15           | Core         | Carousel model |
| 7                                                                | PSYON706    | Qualitative Research Methods           | 15           | Core         | Carousel model |

| 2.2 Programme structure and diagram, including delivery schedule |             |                                          |              |              |                                   |
|------------------------------------------------------------------|-------------|------------------------------------------|--------------|--------------|-----------------------------------|
| Part-time Programme Structure                                    |             |                                          |              |              |                                   |
| Level                                                            | Module Code | Module Title                             | Credit Value | Core/ Option | Delivery                          |
| 7                                                                | PSYON729    | Introduction to Forensic Psychology      | 15           | Core         | Carousel model                    |
| 7                                                                | PSYON714    | Child and Adolescent Development         | 15           | Core         | Carousel model                    |
| 7                                                                | PSYON715    | Behaviour Disorders and Resilience       | 15           | Core         | Carousel model                    |
| 7                                                                | PSYON717    | Additional Learning Needs and Giftedness | 15           | Core         | Carousel model                    |
| 7                                                                | PSYON704    | Research Proposal                        | 15           | Core         | Fixed following complete carousel |
| 7                                                                | PSYON725    | Research Project                         | 30           | Core         | Fixed following complete carousel |

| No. | Learning Outcome                                                                                                             | K                                   | I                                   | S                                   | P                                   | PG Cert (L7)                        | PG Dip (L7)                         | Masters (L7)                        |
|-----|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1   | Demonstrate a critical appreciation of concepts, principles and theories in psychological research and practice              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2   | Have a greater awareness and knowledge of ethical principles, and how they are applied in multiple contexts.                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3   | Have advanced knowledge of theoretical and practical applications of research methods and analysis techniques in psychology. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 4   | Have increased knowledge of different methods of measurement and data gathering techniques                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 5   | Undertake critical appraisal of a broad evidence base to draw conclusions about a specific field of study                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 6   | Ability to analyse data using relevant analytic techniques to draw conclusions in academic and applied contexts              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7   | Enhanced evidence appraisal skills that can be utilised to evaluate a range of applied and basic psychological research      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8   | Demonstrate a critical understanding of the theoretical and conceptual issues in psychology                                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 9   | Read, review, and extract information from a range of journals on a broad range of psychological topics                      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 10  | Apply analytical skills to interpret and synthesise evidence from psychological research and applied practice                | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 11  | Apply core psychological theory to specific applied domains                                                                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 12  | Understand how contemporary tools or technologies can enhance the evidence base in psychology                                | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 13  | Communicate effectively both orally and in writing by drawing on relevant information, summarising and interpreting          | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 14  | Master numeracy skills, data analysis and statistical interpretations of data derived in psychological research              | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

| No. | Learning Outcome                                                                                                                       | K                        | I                        | S                        | P                                   | PG Cert (L7)                        | PG Dip (L7)                         | Masters (L7)             |
|-----|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| 15  | Work independently to manage personal development and exercise time-management and prioritisation                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 16  | Synthesise a broad evidence base in order to make judgments about the applicability of specific sources to specific problems/questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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

## 2.4 Learning and teaching strategy

This programme is being delivered completely online via a Virtual Learning Environment (VLE) to students working towards their qualification on a part-time basis, from a distance. The learning and teaching strategy employed for this programme takes these considerations into account. The programme runs part-time between 2-4 years and utilises a carousel model. The carousel model has proven highly efficacious in facilitating online, distance learning because it enables flexibility and adaptability in response to sudden life or work events. In addition, the carousel model provides a more manageable and flexible financial undertaking for students by allowing them to pay per module. Students are able to join the carousel of modules at a time that is convenient for them, and jump off and back on to the carousel as needed.

To further enhance accessibility of the programme, the programme team will utilise open-source software and learning materials wherever possible to facilitate continued access after completion of the programme.

The initial carousel of the programme is made up of nine 15-credit modules. Each module is broken into 7 study weeks, with a further week for completion of a final assessment (where applicable), or to catch up on outstanding summative components of the module. The condensed format of these modules provides an intensive and focused delivery of core knowledge. Each week is treated as a distinct learning chunk. Each chunk will focus on specific concepts that will be delivered through succinct, summary lectures combined with purposive learning activities that help students develop the knowledge and skills necessary to complete the module. Learning activities include reading of core texts and additional independent study (e.g., additional supplemental reading, independent research), alongside formative assessments tailored to the module content, that provide an opportunity to reflect on current understanding of content, develop experience of core ideas in practical terms, and develop skills (e.g., analysis, transcription, visualisation) that facilitate completion of summative assessments.

All activities will be planned so that they constructively align with the module and weekly learning outcomes, to ensure their efficacy in enabling the students to achieve the outcomes. This alignment and focus on active learning tasks aligns with the university's Active Learning Framework.

Following the nine module carousel of core modules for each of the programmes, students will embark on a 15-credit Research Proposal module, followed by a 30-credit research project module. Specific resources and guidance will be provided on the expected content and style of the project for commonly utilised methodologies. Support will be provided to students to develop and successfully complete the project to a Masters level standard.

The overall structure of the programme aims to facilitate the development of key skills and competencies, that can be applied in a variety of contexts. The programme provides opportunities for the application of these skills as students' progress. Integrity, transparency, openness and ethical conduct will be a core binding feature of the modules.

Please note that the following modules are not eligible for RPL exemption.

- PSYON705
- PSYON706
- PSYON704
- PSYON725

Please see the Wrexham University [Recognition of Prior Experiential Learning Procedure](#) for further information.

## 2.5 Assessment strategy

The assessment types used for this programme include a range of coursework 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 methods of summative assessment have been determined by the nature of each module and aligned to specific learning objectives, in combination with formative assignments. The range of formative and summative assessment for each module will provide depth of coverage that will allow students to rapidly apply and consolidate newly acquired knowledge in a manner consistent with the active learning framework at the University, guided further by best practice pedagogical principles for online learning. In accordance with sound educational research and current best practice, the programmes will be delivered and assessed through a broad range of methods, reflecting their distinctive features, providing learning opportunities in a supportive environment to ensure knowledge transfer is achieved.

Summative assessment across modules is made up of coursework, with multiple submission points in most modules, although a larger piece of work may be retained for the end of some modules to facilitate depth and breadth of understanding and integration across topics. Summative assessment methods will be varied to include formats such as, reports and essays, case studies, reflective statements, and presentations. Most summative work will be assessed on an individual basis but there will be opportunity for engagement with peers through group formative tasks, like critical discussion forums. Formative assessments may include discussion forums, ePortfolios and online quizzes; offering students the opportunity to discuss, reflect and test their knowledge and understanding. All formative and summative tasks aim to draw on broad theoretical and practical skills, and further enhance subject specific, professional, and transferable skills.

Feedback will be provided in accordance with the current policies and facilitate via online portals like Turnitin for effective and focused feedback that supports ongoing progression and development. Up to date details will be provided in the annual Programme Handbook. All assessments are subject to inclusion in current quality practices which include moderation of a sample of the work for consistency and quality of feedback.

## 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          | FRAME060                                        |
| 3.2 | Cost centre        | GAPS                                            |
| 3.3 | Course type (HESA) | N/A                                             |
| 3.4 | Fee model          | Other (Exceptional Fee as specified on website) |

| Section 3 – Programme set up (office use only) |                                                                                                                         |                   |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------|
| 3.5                                            | Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July) | Yes               |
| 3.6                                            | Student funding model                                                                                                   | SLC/Self Financed |
| 3.7                                            | Mode of Attendance (Funding)                                                                                            | Distance Learning |
| 3.8                                            | Does the Suitability for Practice Procedure apply to the programme?                                                     | No                |
| 3.9                                            | Programme Leader                                                                                                        | Fern Mitchell     |
| 3.10                                           | Date of Approval                                                                                                        | April 2026        |
| 3.11                                           | Date and type of Revision                                                                                               | N/A               |