

Programme Specification

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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 MSc Psychology
1.4	Exit awards and titles	Postgraduate Diploma in Psychology Postgraduate Certificate in Psychology
1.5	Credit requirements	MSc (180 credits) Postgraduate Diploma (120 credits) 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 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. This will be drawn to the attention of students through the student handbook. 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

Section 1 – regulatory details		
		Higher Education Credit Framework CQFW
1.19	Derogation to Academic Regulations	The minimum mark you need achieve for each module will be one of the following: • 50%. • A pass grade (normally only in place where an assessment is competency-based)
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 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). Specifically, this programme offers: 1. The opportunity to develop advanced knowledge of contemporary psychological theory, research, and practice. 2. Education in contemporary research, analytic, and digital skills that are increasingly valued by all sectors. 3. To encourage critical skills, a knowledge of professional responsibility, integrity and ethics. 4. The ability to reflect on personal progress as a learner and undertake independent study. 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.

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	PSYON713	Clinical Psychology	15	Core	Carousel model
7	PSYON724	Techniques in Neuroscience	15	Core	Carousel model
7	PSYON701	Topics in Neuroscience	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	☒	☐	☐	☐	☐	☒	☐
2	Have a greater awareness and knowledge of ethical principles, and how they are applied in multiple contexts.	☒	☐	☐	☐	☐	☒	☒
3	Have advanced knowledge of theoretical and practical applications of research methods and analysis techniques in psychology.	☒	☐	☐	☐	☐	☐	☒
4	Have increased knowledge of different methods of measurement and data gathering techniques	☒	☐	☐	☐	☐	☒	☐
5	Undertake critical appraisal of a broad evidence base to draw conclusions about a specific field of study	☐	☒	☐	☐	☐	☐	☒
6	Ability to analyse data using relevant analytic techniques to draw conclusions in academic and applied contexts	☐	☒	☐	☐	☐	☐	☒
7	Enhanced evidence appraisal skills that can be utilised to evaluate a range of applied and basic psychological research	☐	☒	☐	☐	☐	☐	☒
8	Demonstrate a critical understanding of the theoretical and conceptual issues in psychology	☐	☒	☐	☐	☐	☐	☒
9	Read, review, and extract information from a range of journals on a broad range of psychological topics	☐	☐	☒	☐	☐	☒	☐
10	Apply analytical skills to interpret and synthesise evidence from psychological research and applied practice	☐	☐	☒	☐	☐	☐	☒
11	Apply core psychological theory to specific applied domains	☐	☐	☒	☐	☐	☒	☐
12	Understand how contemporary tools or technologies can enhance the evidence base in psychology	☐	☐	☒	☐	☐	☐	☒
13	Communicate effectively both orally and in writing by drawing on relevant information, summarising and interpreting	☐	☐	☐	☒	☒	☐	☐
14	Master numeracy skills, data analysis and statistical interpretations of data derived in psychological research	☐	☐	☐	☒	☐	☒	☐

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	☐	☐	☐	☒	☒	☐	☐
16	Synthesise a broad evidence base in order to make judgments about the applicability of specific sources to specific problems/questions	☐	☐	☐	☒	☐	☒	☐

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 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 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