



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

## BA (Hons) Educational Psychology

Course Code: BEPSY

2022/23

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# BA (Hons) Educational Psychology (BEPsy)

## Applicant Facing Course Specification for 2022/23 Undergraduate Entrants

Confirmed at January 2022

### General Information

<b>Award</b>	Bachelor of Arts with Honours Educational Psychology
<b>Contained Awards</b>	Bachelor of Arts Educational Psychology (Level 6) Diploma in Higher Education Educational Psychology (Level 5) Certificate in Higher Education Educational Psychology (Level 4)
<b>Awarding Body</b>	Leeds Beckett University
<b>Level of Qualification and Credits</b>	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total).
<b>Course Lengths and Standard Timescales</b>	Start dates will be notified to students via their offer letter. The length of the course is confirmed below: <ul style="list-style-type: none"><li>• 3 years (full time)</li><li>• 6 years (part time)</li></ul>
<b>Part Time Study</b>	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.
<b>Location(s) of Delivery</b>	Headingley Campus, Leeds.
<b>Entry Requirements</b>	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: <a href="http://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning">www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning</a> .  Admissions enquiries may be directed to: <a href="mailto:AdmissionsEnquiries@leedsbeckett.ac.uk">AdmissionsEnquiries@leedsbeckett.ac.uk</a> .

## Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to [Fees@leedsbeckett.ac.uk](mailto:Fees@leedsbeckett.ac.uk).

## Timetable Information

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

## Policies, Standards and Regulations ([www.leedsbeckett.ac.uk/academicregulations](http://www.leedsbeckett.ac.uk/academicregulations))

There are no additional or non-standard regulations which relate to your course.

## Key Contacts

### Your Course Director

Dr Nicole Gridley

### Your Academic Advisor

An Academic Advisor drawn from the Course Team will be allocated at induction

### Your Course Administrator

[education@leedsbeckett.ac.uk](mailto:education@leedsbeckett.ac.uk)

## Professional Accreditation or Recognition Associated with the Course

There is no professional accreditation or recognition which relate to your course.

## Course Overview

### Aims

The BA (Hons) Educational Psychology course provides a basis for developing skills and knowledge in both Education and Psychology within undergraduate study. This is based on a selection of core modules which deliver both fundamental and specific deep learning in key areas of education and psychological theory and professional practice. Its philosophy is underpinned by critical stance towards mainstream psychological knowledge and its application to educational settings; and its pedagogical strategy is inspired by the ambition to develop the skills needed for transforming knowledge to practice based settings in education. This course provides a grounding in areas of education and psychology. Graduates who wish to pursue eligibility to apply

for chartered Educational Psychologist status will need to undertake further study through a BPS accredited course followed by doctoral study.

The aims of the programme are to:

- Develop a critical understanding of the multiple perspectives and approaches to identifying and addressing psychological barriers faced by learners in educational settings.
- Develop an advanced understanding of the practical, theoretical and ethical issues associated with educational psychology methodologies.
- Establish a critical understanding of the local, national, and international contexts of education, and policy-based responses that underpin practice.
- Facilitate the development of psychological literacy and transferable skills which will enable students to act effectively in a complex and rapidly changing environment.

### **Course Learning Outcomes**

At the end of the course, students will be able to:

LO 1: Understand the scientific underpinnings of Educational Psychology as a discipline, its historical origins, development and limitations

LO 2: Demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning and how they are conceptualised in educational settings by recognising the subjective and variable nature of individual experience

LO 3: Demonstrate systematic knowledge of a range of research paradigms, research methods and measurement techniques including statistics, probability and be aware of the limitations

LO 4: Reason scientifically, understand the role of evidence and make critical judgements about arguments in Educational Psychology

LO 5: Adopt multiple perspectives and systematically analyse the relationships to detect meaningful patterns in behaviour and evaluate their significance

LO 6: Competently initiate, design, conduct and report on an empirically-based research project and recognise its theoretical, practical, ethical and methodological implications and limitations

### **Teaching and Learning Activities**

#### **Summary**

All members of the course team are research active in their area of specialism and are affiliated with one of the Carnegie School of Education's Research Centres. These centres include the; Mental Health in Schools Research Centre, LGBTQ Research Centre and the Centre for Race, Education and Decoloniality. Taught content will incorporate current research being conducted by the school and by individual module leaders to enhance the immersive research environment for all students.

Teaching methods used within the course are diverse and provide variety to the student learning experience; these include lectures, seminars, workshops, tutorials, practicals, use of the virtual reality unit, problem-based learning events, and flipped learning. Students will be expected to apply psychological perspectives to case studies throughout the course.

The vertical and horizontal integration of the course modules has been specifically designed to enhance the student experience and foster engagement with many opportunities for students to spend time on relevant and active tasks and to develop sought-after skills and increase key knowledge areas.

The development and assessment of research skills at Level 4 and 5 in modules such as *Understanding research in Educational Psychology* and *Becoming a researcher in Educational Psychology* empower students when undertaking Level 6 individual projects. Equally, a problem-based learning approach embedded throughout the course enables the students to develop both their analytical and creative skills and psychological literacy.

Immersion activities, team-building exercises, timetabled personal tutor feedback and development sessions and scaffolding activities have all been designed as key elements of the course, providing the student with the skills needed to succeed at each higher level.

Group work theory will be introduced from the start of the course and students will be introduced to the benefits and potential challenges of it. A strong, industry-based rationale will be developed to ensure the students fully appreciate the importance of group work for their respective futures.

Group working skills will be introduced and developed throughout all modules but will play a particularly large role in the first year as students are invited to collaborate during induction week and in a variety of team-based challenges and activities across Level 4 modules.

The design of the curriculum and approaches to teaching and learning take into account the Leeds Beckett Education Strategy, and in particular, the learning pathway. Within this model, Level 4 is viewed as a transition, and learning and teaching on the course aims to support the transition so that students become confident to apply their knowledge and skills in increasingly complex and novel situations. A key part of the curriculum is the independent research project in Level 6 which aims to give students a thorough understanding of research as a practice and product and how it is applied to real world educational settings.

Students encounter a range of teaching and learning activities on the course including:

- **Lectures** are used for the transmission of core knowledge bases. They are often interactive and make use of directed discovery teaching.
- **Seminars** and **workshops** are included to permit students to access opportunities for self-directed learning, critical reflection, self-assessment, and peer review. These may include elements of small group learning and use of the Carnegie School of Education Virtual Reality equipment.
- Aspects which require **guided and independent study** are built into all modules of the programme. These are important as they offer the opportunity for consolidation and reconstruction of acquired knowledge bases. They encourage students to develop their own patterns and strategies of learning.

## Your Modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

### Full Time:

#### Level 4

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
What is Education? (20 credits)	Y	Learner Focused Teaching (20 credits)	Y
What is Psychology? (20 credits)	Y	Global Education: A whole World Approach (20 credits)	Y
Research 1: Understanding Research in Educational Psychology (40 credits)	Y	Research 1: Understanding Research in Educational Psychology (40 credits) <i>*continued from semester 1</i>	Y

#### Level 5

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
What is normal anyway? (20 credits)	Y	Building Psychological Resilience (20 credits)	Y
Mind, brain and education (20 credits)	Y	Identify formation in school (20 credits)	Y
Research 2: Becoming a Researcher in Educational Psychology (40 credits)	Y	Research 2: Becoming a Researcher in Educational Psychology (40 credits) <i>*continued from semester 1</i>	Y

#### Level 6

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
A whole school approach (20 credits)	Y	Technology and social media in learning and development (20 credits)	Y
Professional Work Experience (20 credits) (20 credits)	Y	Contemporary Issues in Education and Psychology (20 credits)	Y

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Research 3: Research Project (40 credits)	Y	Research 3: Research Project (40 credits) <i>*continued from semester 1</i>	Y

### Part Time:

#### Year 1

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
What is Education? (20 credits)	Y		
Research 1: Understanding Research in Educational Psychology (40 credits)	Y	Research 1: Understanding Research in Educational Psychology (40 credits) <i>*continued from semester 1</i>	Y

#### Year 2

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
What is Psychology? (20 credits)	Y	Learner Focused Teaching (20 credits)	Y
		Global Education: A whole World Approach (20 credits)	Y

#### Year 3

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Mind, brain and education(20 credits)	Y	Building Psychological Resilience (20 credits)	Y
		Identify formation in school (20 credits)	Y

### **Assessment Balance and Scheduled Learning and Teaching Activities by Level**

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

## Assessment

Level 4 is assessed by a combination of coursework and practical assessments.

Level 5 is assessed by a combination of coursework and practical assessments.

Level 6 is assessed by coursework predominantly, with some practical assessments.

## Workload

Overall Workload	Level 4	Level 5	Level 6
Teaching, Learning and Assessment	216 hours	216 hours	188 hours
Independent Study	984 hours	984 hours	1012 hours
Placement	n/a	n/a	n/a

## Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

## Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at [studentadvice@leedsbeckett.ac.uk](mailto:studentadvice@leedsbeckett.ac.uk), telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

## Support and Opportunities

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.