



LEEDS
BECKETT
UNIVERSITY

Course Specification

BA(Hons) Psychology in Education

Course Code: BPSYE

2024/25

BA(Hons) Psychology in Education (BPSYE)

Applicant Facing Course Specification for 2024/25 Undergraduate Entrants

Confirmed at November 2023

General Information

Award	Bachelor of Arts (with Honours) Psychology in Education
Contained Awards	Bachelor of Arts Psychology in Education (Level 6) Diploma in Higher Education Psychology in Education (Level 5) Certificate in Higher Education Psychology in Education (Level 4)
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	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).
Course Lengths and Standard Timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below: <i>The format is:</i> <ul style="list-style-type: none">• 3 years (<i>full time, campus based</i>)• 6 years (<i>part time, campus based</i>)
Part Time Study	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.
Location(s) of Delivery	The teaching on your course will take place at Headingley Campus, Leeds (plus location of work placement, if applicable)
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .

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.

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 (<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>)

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

Key Contacts

Your Course Director

TBC

Your Academic Advisor

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

Your Course Administrator

Education@leedsbeckett.ac.uk

Sandwich or Other 'In Year' Work Placement Information

Summary

Leeds Beckett is dedicated to improving the employability of our students and one of the ways in which we do this is to support our students to gain valuable work experience through work-based placements. Our placement teams have developed strong links with companies, many of whom repeatedly recruit our students into excellent placement roles and the teams are dedicated to supporting students through every stage of the placement process. More information about the many benefits of undertaking a work placement, along with details about how to contact our placement teams may be found [here](#).

Length

60 hours at level 4, 90 hours as level 5 and 120 hours at level 6.

Location

In partnership with the course team and our placement office, students arrange in a placement in each year that fulfils the requirement of the course and the assessments associated with it but also supports the student with their personal and professional development.

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) Psychology in Education 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 Psychology as a discipline within educational settings, 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 and be aware of the limitations

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

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

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 Educations 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 5 and 6 in modules such as *Research Methods* and *Dissertation* 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 (20 credits)	Y
Academic Self (20 credits)	Y		
Professional Development 1 (20 credits)			

Level 5

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
What is normal? (20 credits)	Y	Research Methods and Ethics (20 credits)	Y
Building Psychological Resilience (20 credits)	Y	Identify formation and diversity (20 credits)	Y

One from the following options: <ul style="list-style-type: none"> • Play as an approach to learning • Critical neurodiversity • Education elsewhere • Cinematic Childhoods (all 20 credits)	N		
Professional Development 2 (20 credits)			Y

Level 6

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Contemporary Issues in Psychology and Education (20 credits)	Y		
One from the following options: <ul style="list-style-type: none"> • Transitions in the Early Years • Working with Vulnerable Families • Children, Crime and Social Justice • Creative Practice in Inclusive Education (all 20 credits)	N	One from the following options: <ul style="list-style-type: none"> • Forest School and the Early Years • Race, Education and Life Chances • Health Promotion for Children and Families • Inclusive Education: Communication and Language (all 20 credits)	N
Dissertation (40 credits)			Y
Professional Development 3 (20 credits)			Y

Part Time:

Year 1

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
What is Education? (20 credits)	Y	Global Education (20 credits)	
Academic Self (20 credits)	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
Professional Development 1 (20 credits)			Y

Year 3

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Building Psychological Resilience (20 credits)	Y	Identify formation and diversity (20 credits)	Y
What is Normal? (20 credits)	Y		

Year 4

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
One from the following options: <ul style="list-style-type: none"> Play as an approach to learning Critical neurodiversity Education elsewhere Cinematic Childhoods (all 20 credits)	N	Research Methods and Ethics (20 credits)	Y
Professional Development 2 (20 credits)			Y

Year 5

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Contemporary Issues in Psychology and Education (20 credits)	Y		Y
One from the following options: <ul style="list-style-type: none"> Transitions in the Early Years Working with Vulnerable Families Children, Crime and Social Justice Creative Practice in Inclusive Education 	N	One from the following options: <ul style="list-style-type: none"> Forest School and the Early Years Race, Education and Life Chances Health Promotion for Children and Families 	N

(all 20 credits)		<ul style="list-style-type: none"> Inclusive Education: Communication and Language 	
		(all 20 credits)	

Year 6

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Professional Development 3 (20 credits)			Y
Dissertation (40 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	162 hours
Independent Study	924 hours	894 hours	918 hours
Placement	60 hours	90 hours	120 hours

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, 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.