



LEEDS
BECKETT
UNIVERSITY

Course Specification

BA(Hons) Psychology in Education

Course Code: BPSYE

2026/27

leedsbeckett.ac.uk

BA(Hons) Psychology in Education (BPSYE)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at October 2025

General Information

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|---|---|
| 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: <ul style="list-style-type: none">• 3 years (full time, campus based)• 6 years (part time, campus based) |
| 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 from that defined within this information set but the modules offered within each level are consistent. Please note that a 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 are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course. |

Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Policies, Standards and Regulations

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

Standard regulations apply to this course.

'In Year' Work Placement Information

Summary

The course contains a modular placement.

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](#).

Students will be supported to self-source placements in one of our career pathway areas; Teaching and Education, Children and Society, Special Educational Needs or Social Work and Healthcare.

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.

Approval

Whilst students source their own placements, they will need to meet requirements which will be outlined before module enrolment.

Timetable

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.

Key Contacts

Your course director

Hannah McCarthy

Your course administrator

education@leedsbeckett.ac.uk

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:

| | |
|---|--|
| 1 | Understand the scientific underpinnings of Psychology as a discipline within educational settings, its historical origins, development and limitations |
| 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 |
| 3 | Demonstrate systematic knowledge of a range of research paradigms, research methods and measurement techniques and be aware of the limitations |
| 4 | Reason scientifically, understand the role of evidence and make critical judgements about arguments in Psychology and Education |
| 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 |
| 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 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

Compulsory modules

| Module title | Credits | Semester/ teaching period |
|---|---------|------------------------------|
| What is Education? | 20 | 1 |
| What is Psychology? | 20 | 1 |
| Academic Self | 20 | 1 |
| Professional Development 1 | 20 | 1-2 |
| Learner Focused Teaching | 20 | 2 |
| Global Education | 20 | 2 |
| Number of credits of compulsory modules | 120 | |

Full Time - Level 5

Compulsory modules

| Module title | Credits | Semester/ teaching period |
|---|---------|------------------------------|
| What is normal? | 20 | 1 |
| Building Psychological Resilience | 20 | 1 |
| Professional Development 2 | 20 | 1-2 |
| Research Methods and Ethics | 20 | 2 |
| Identify Formation and Diversity | 20 | 2 |
| Number of credits of compulsory modules | 100 | |

Option modules

| Module title | Credits | Semester/ teaching period |
|---------------------------------|---------|------------------------------|
| Play as an approach to Learning | 20 | 1 |
| Critical Neurodiversity | 20 | 1 |

| | | |
|---|----|---|
| Education Elsewhere | 20 | 1 |
| Number of credits of option modules a student should choose | 20 | |

Full Time - Level 6

Compulsory modules

| Module title | Credits | Semester/ teaching period |
|---|---------|------------------------------|
| Contemporary Issues in Psychology and Education | 20 | 1 |
| Dissertation | 40 | 1-2 |
| Professional Development 3 | 20 | 1-2 |
| Number of credits of compulsory modules | 80 | |

Option modules

| Module title | Credits | Semester/ teaching period |
|---|---------|------------------------------|
| Transitions in the Early Years | 20 | 1 |
| Working with Vulnerable Families | 20 | 1 |
| Children, Crime and Social Justice | 20 | 1 |
| Creative Practice in Inclusive Education | 20 | 1 |
| Forest School and the Early Years | 20 | 2 |
| Race, Education and Life Chances | 20 | 2 |
| Health Promotion for Children and Families | 20 | 2 |
| Inclusive Education: Communication and Language | 20 | 2 |
| Number of credits of option modules a student should choose | 40 | |

Part Time - Level 4

Compulsory modules

| Module title | Credits | Semester/ teaching period |
|---|---------|------------------------------|
| What is Education? (Year 1) | 20 | 1 |
| What is Psychology? (Year 2) | 20 | 1 |
| Academic Self (Year 1) | 20 | 1 |
| Professional Development 1 (Year 2) | 20 | 1-2 |
| Learner Focused Teaching (Year 2) | 20 | 2 |
| Global Education (Year 1) | 20 | 2 |
| Number of credits of compulsory modules | 120 | |

Part Time - Level 5

Compulsory modules

| Module title | Credits | Semester/ teaching period |
|--------------------------|---------|------------------------------|
| What is normal? (Year 3) | 20 | 1 |

| | | |
|--|-----|-----|
| Building Psychological Resilience (Year 3) | 20 | 1 |
| Professional Development 2 (Year 4) | 20 | 1-2 |
| Research Methods and Ethics (Year 4) | 20 | 2 |
| Identify Formation and Diversity (Year 3) | 20 | 2 |
| Number of credits of compulsory modules | 100 | |

Option modules

| Module title | Credits | Semester/ teaching period |
|---|----------------|--------------------------------------|
| Play as an approach to Learning | 20 | 1 |
| Critical Neurodiversity | 20 | 1 |
| Education Elsewhere | 20 | 1 |
| Number of credits of option modules a student should choose | 20 | |

Part Time - Level 6

Compulsory modules

| Module title | Credits | Semester/ teaching period |
|--|----------------|--------------------------------------|
| Contemporary Issues in Psychology and Education (Year 5) | 20 | 1 |
| Dissertation (Year 6) | 40 | 1-2 |
| Professional Development 3 (Year 6) | 20 | 1-2 |
| Number of credits of compulsory modules | 80 | |

Option modules

| Module title | Credits | Semester/ teaching period |
|---|----------------|--------------------------------------|
| Transitions in the Early Years – (Year 5) | 20 | 1 |
| Working with Vulnerable Families (Year 5) | 20 | 1 |
| Children, Crime and Social Justice (Year 5) | 20 | 1 |
| Creative Practice in Inclusive Education (Year 5) | 20 | 1 |
| Forest School and the Early Years (Year 5) | 20 | 2 |
| Race, Education and Life Chances (Year 5) | 20 | 2 |
| Health Promotion for Children and Families (Year 5) | 20 | 2 |
| Inclusive Education: Communication and Language (Year 5) | 20 | 2 |
| Number of credits of option modules a student should choose | 40 | |

Assessment and Scheduled Learning and Teaching Activities

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

Level 4 is assessed by coursework predominately and practical assessments.

Level 5

Level 5 is assessed by coursework predominately and practical assessments.

Level 6

Level 6 is assessed by coursework predominately and practical assessments.

Workload

The number of hours of workload generally equates to 1200 per level for an honours degree or 1800 for a Masters programme, corresponding to the national standard of 10 notional hours of learning for each UK HE credit point.

| 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 |