**UNIVERSITY OF YORK**

**UNDERGRADUATE PROGRAMME SPECIFICATION**

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| **This document applies to students who commenced the programme(s) in:** | October 2014 |
| **Awarding institution** | **Teaching institution**  |
| University of York | University of York |
| **Department(s)** |
| Education |
| **Award(s) and programme title(s)**  | **Level of qualification** |
| BSc (Hons) in Psychology in Education | Level 6 / Honours |
| **Interim awards available** |
| Certificate of Higher Education (Level 4/Certificate) | Generic |
| Diploma of Higher Education (Level 5/Intermediate) | Generic |
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| **UCAS code** |
| CX83 |
| **Admissions criteria** |
| A-level ABB (including Psychology or another science); GCSE Mathematics grade B or above |
| **Length and status of the programme(s) and mode(s) of study** |
| **Programme** | **Length (years) and status (full-time/part-time)** | **Start dates/months**(if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year) | **Mode** |
|  |  |  | **Face-to-face, campus-based** | **Distance learning** | **Other** |
| BSc (Hons) in Psychology inEducation | **3 years full time** |  | Yes | No | No |
| **Language of study** | English |
| **Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)** |
| The process of applying for accreditation to the British Psychological Society is underway  |
| **Educational aims of the programme** |
| At undergraduate level, Education is viewed broadly as including teaching and learning in formal and non-formal contexts. We also recognise clear links between the study of Education in different contexts and the study of Psychology. The Department aims to provide an academically stimulating educational experience by offering a BSc. Psychology in Education programme designed to:Introduce students to a wide range of theoretical perspectives and academic disciplinesapplied to the study of both education and psychologyEncourage students to reflect critically on the aims and values of education, on therole of education in society and on the ways in which psychology forms a key part in the study of educationEmpower students by supporting them in the personal selection of a challenging,informative and enabling learning programmeTo actively participate in rigorous education and psychology training based around core skillsTo equip students for the world of work and professional career development |

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| **Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes** |
| *This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:* | *The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:* |
| **A: Knowledge and understanding** |
| Knowledge and understanding of:Knowledge of:1. Theory and research findings in relation to aspects of policy and practice in education located within the context of psychology in education2. A range of literature relating to educational theory, practice and issues3. A wide range of literature related to all areas of psychology in the context of education4. Salient features of the subject content of theircore and specialist modulesUnderstanding of:Students should show an understanding of:5. Key concepts of educational theory and practice6. Key concepts of psychology in education7. How psychological theory and research findings from all areas of psychology impact upon policy and practice in education8. How coherent arguments about educationaltheory and practice can be constructed,developed and conveyed within a context characterised by psychology in education9. How theories and practices regarding psychology in education can be subjected to critical scrutiny10. How psychological theory and research findings from all areas of psychology can be synthesised and evaluated in relation to aspects of policy and practice in education11. How to apply insights gained from the above to specific areas/topics of analysis within educational theory and practice12. How to design and carry out a small-scale empirical educational research project which has a focus on psychology in education | Learning/teaching methods and strategies (relating to numbered outcomes):lectures (1-12)seminars (1-12)directed reading (1-12)use of the VLE (1-12)Independent research (for dissertation) (1-12) |
| Types/methods of assessment (relating to numbered outcomes):Open book examinations (1-11)Coursework essays (1-11)Dissertation (1-12) |
| **B: (i) Skills - discipline related**  |
| Able to: 1. Synthesise and evaluate psychological theory and research findings in relation to aspects of policy and practice in education; and also to social and cultural phenomena and trends more broadly2. Write critical and evaluative reviews of literature studied3. Think critically about psychological and educational issues, and recognise and question assumptions4. Critically and effectively analyse different kinds of social science data, including psychometric and statistical data.5. Identify and use appropriate psychological tools i.e. specialist software, psychometric instruments  | Learning/teaching methods and strategies (relating to numbered outcomes):Lectures (1-4)Seminars (1-5)Directed reading (1-4)Use of the VLE (1-4)Independent research (for dissertation) (1-5) |
| Types/methods of assessment (relating to numbered outcomes):Open book examinations (1-4)Coursework essays (1-5)Dissertation (1-5) |
| **B: (ii) Skills - transferable** |
| Able to:1. Construct, develop and convey coherent arguments2. Design and carry out a small scale empiricalresearch project3. Plan, organise and execute work to set deadlines4. Work both collaboratively and independently5. Explain psychological and educational issues and ideas clearly through speech and writing to a range of audiences. | Learning/teaching methods and strategies (relating to numbered outcomes):lectures (1-3)coursework essays (1-3,5)independent research for empiricaldissertation (1-4)group exercises (4,5) |
| Types/methods of assessment (relating to numbered outcomes):open book examinations (1, 3, 5)coursework essays (1, 3, 5)empirical dissertation (1-5) |
| **C: Experience and other attributes** |
| Able to:1. Communicate (both in writing and orally);2. Work independently and with others;3. Comprehend and analyse complex material4. Access and research information sources;5. Use information technology effectively | Learning/teaching methods and strategies (relating to numbered outcomes):lectures (1-5)seminars (1-5)use of the VLE (1-5)directed reading (1-5) |
| Types/methods of assessment (relating to numbered outcomes):coursework essays (1-5)open book examinations (1-5)dissertation (1-5) |
| **Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory bodies)** |
| This programme draws from the QAA benchmark statement for Education Studies<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/Education07.pdf>and the QAA benchmark statement for Psychology<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Psychology2010.pdf>And the requirements associated with the accreditation process of the British Psychological Society<http://www.bps.org.uk/sites/default/files/documents/undergraduate_accred2010_web.pdf> |

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| **University award regulations** |
| To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements, programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module’s assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University’s award and assessment regulations specify the University’s marking scheme, and rules governing progression (including rules for compensation), reassessment, award requirements and degree classification. The award and assessment regulations apply to all programmes: any exceptions that that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.  |
| **Departmental policies on assessment and feedback** |
| Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department’s website: |
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| Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department’s website: |
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| **Are electives permitted?** | Elective modules are permitted in Stage 3 of the programme |
| **Can a Languages For All (LFA) module be taken ab initio (i.e. beginner level) in Stage 1?** | Yes, but not for credit |

**Diagrammatic representation of the programme structure by stage, showing the distribution and credit value of core and option modules**

**Core Themes**

**Disciplines of Education**

This theme examines the distinctive disciplinary perspectives that have been used to explore the meaning

and purpose of education. These include philosophical, sociological, psychological, historical, political, and

economic perspectives. An intended outcome is an understanding that the concept of education has been

addressed from various different disciplines, each with its own particular approach and literature.

**Skills for Studying Education**

This theme focuses on skills for learning about education, skills for reading and undertaking educational

research, and transferable skills. Skills developed through this theme include analytical, problem solving,

critical thinking, communication, presentation, ICT, research literacy, data analysis, and data presentation. An intended outcome is an understanding of the purpose of educational research; an understanding of

approaches to educational research; and an understanding of the impact of educational research.

**Context**

This theme examines the contexts of education and what is taught in educational institutions. This

incorporates the study of the organisation of schools, cross-national and cross-cultural studies of education,

and alternative and informal contexts of education. An intended learning outcome is an understanding that

education is culturally situated and that levels of schooling vary in their organisation both in this country and

abroad.

**Psychology**

This theme will incorporate all of the core areas highlighted by the British Psychological Society, i.e. biological psychology, cognitive psychology, developmental psychology, social psychology, individual differences. Conceptual and historical issues in psychology will be explored in a cross-curricular manner. An intended outcome is an understanding of the application of psychological theory and practice in education.

**Course Structure of BSc Psychology in Education**

**Key**

Blue = core for all programmes

Pink = specialist BSc Psychology in Education modules

Yellow = option modules

\* = module descriptions available

**Stage 1** (All modules are 30 credits)

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| --- | --- | --- | --- |
|  | Autumn Term | Spring Term | Summer Term |
| Module | 4 week unit | 4 week unit | Searching and researching education | 4 week unit | 4 week unit | Project management training | 4 week unit | Volunteering and enrichment programme |
| Introduction to Disciplines of Education  | Philosophical perspectives | Psychological perspectives | Political and economic influences | Historical development | Social theory |
| Introduction to Contexts of Education  | Thinking about the context and meaning of education | Organisation of schools | Alternative forms of education | Education and schooling in other countries | Informal contexts of education |
| Skills for Studying Psychology in Education | Research literacy | \*Introduction to Research Methods for Psychology in Education | Communicating and presenting educational ideas |
| \*Introduction to Psychology in Education | Introduction todevelopmentalpsychology | Introduction tocognitive psychology | Introduction to biologicalpsychology | Introduction tosocial psychology | Introduction toindividual differences |
| **Stage 2**All modules 30 credits |
| Module | Autumn Term | Spring Term | Summer Term |
| \*Research methods for Psychology in Education I  | Research Methods for Psychology in Education I |  |
| \*Understanding learning behaviour I(i.e. Biological + Cognitive) | Biological psychology | Cognitive psychology |  |
| \*Learner development and socialisation I(i.e. Developmental + Social)  | Developmental psychology | Social psychology |  |
| \*Educational diversity: exploring individual needs and preferences(i.e. Individual differences) | Individual differences | Atypical development in educational settings |  |

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| **Stage 3**All modules 20 credits except dissertation (40 credits) |
|  | Autumn Term | Spring Term | Summer Term |
| Empirical dissertation(40 credits) | Psychology in Education Dissertation |  |
| Core modules(20 credits) | \*Advanced research methods and applications | \*Understanding learning and behaviour II |  |
| Optional modules (20 credits) | \*Learner development and socialisation II(or another option from the Department of Education)(students may alternatively take an elective in another department subject to approval)  |  \*Motivation and emotions in educational contexts(or another option from the Department of Education)(students may alternatively take an elective in another department subject to approval) |  |

*Notes*

1. BPS specifies that accredited courses must include the following 8 components in at least 50% of the course:
	1. Biological Psychology
	2. Cognitive Psychology
	3. Developmental Psychology
	4. Social Psychology
	5. Individual Differences
	6. Conceptual and Historical Issues in Psychology
	7. Research Methods
	8. Dissertation
2. Conceptual and Historical Issues in Psychology will be embedded throughout course outlined above, e.g. ethical issues will be incorporated in teaching Research Methods curriculum.
3. In terms of progression of Psychology modules, there is progression from Stages 1-3 as well as across each academic year.

In Stage 1, students are introduced to all five substantive BPS areas: Biological perspectives, Cognitive psychology, Developmental psychology, Social psychology and Individual differences. In Stage 2, students’ knowledge of these areas is developed in three year-long modules (Understanding learning behaviour; Learner development and socialisation; and Educational diversity) which integrate the five BPS areas. Additionally, students take Research Methods at Stage 2 in preparation for the compulsory dissertation at Stage 3. At Stage 3, students build on Stage 2 knowledge in two 20-credit modules (Understanding learning behaviour II; Learner development and Educational diversity II). They will also have additional optional modules to select from at Stage 3, which will develop on fundamental knowledge, and allow students to specialise.

Further, it is proposed that the course structure adopts a life-course perspective whereby the focus of each year progresses from introduction to the building blocks of the discipline in Stage 1, to childhood and adolescence in Stage 2, and adolescence and adulthood in Stage 3. Stage 1 is focused on introducing the five core domains within Psychology which form building blocks for students’ understanding of the discipline.

Our research of single and joint-honours programme structures at York and other HEIs indicates that no standard model for progression was followed on BPS-accredited courses. However, it is proposed that the structure outlined here is in line with underlying principles of a spiral curriculum which allows students to progress their knowledge through revisiting core and fundamental topics throughout their degree programme.

**Overview of modules by stage**

**Stage 1**

**Core module table**

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| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module** **code** | **Credit** **level[[1]](#footnote-1)**  | **Credit****value[[2]](#footnote-2)**  | **Prerequisites** | **Assessment rules[[3]](#footnote-3)** | **Timing and format of main assessment** (AuT – Autumn Term, SpT- Spring Term, SuT – Summer Term) |
| Introduction to Disciplines of Education | EDU00001C | 4C | 30 | None | N/A | Summative assessment, SpT week 1, 1000 words essay, (33%) SuT week 6, open note exam (67%) |
| Skills for Studying Psychology in Education | EDU00006C | 4C | 30 | None | N/A | Summative assessment, SpT week 1, 1000 word critical review of research report (33%), SuT week 5-7, Vodcast and closed note exam (67%) |
| Introduction to Contexts of Education | EDU00003C | 4C | 30 | None | N/A | Summative assessment, SpT week 1, 750 word newspaper report (33%), SuT week 7, Conference poster (67%) |
| Introduction to Psychology in Education | EDU00007C | 4C | 30 | None | N/A | Summative assessment, SpT week 1, 750 word essay (33%), SuT week 5, 2000 word critical review (67%) |

**Stage 2**

**Core module table**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module** **code** | **Credit** **level**  | **Credit****value**  | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Research methods for Psychology in Education I | EDU00018I | 5I | 30 | Skills for Studying Psychology in Education | NA | Final assessment , SpT week 1, 2,500 critical review (40%), SuT week 5, research proposal (60%) |
| Understanding learning behaviour I | EDU00019I | 5I | 30 | Introduction to Psychology in Education | students must pass both assessments in order to pass the module  | Final assessment, SpT week 1, 2,000 critical review (40%), SuT week 5, 3,000 word essay (60%) |
| Learner development and socialisation | EDU00021I | 5I | 30 | Introduction to Psychology in Education | students must pass both assessments in order to pass the module | Final assessment , SpT week 1, 2,000 word essay (40%), SuT week 5-7, open note exam (60%) |
| Educational diversity: exploring individual needs and preferences | EDU00020I | 5l | 30 | Introduction to Psychology in Education | students must pass both assessments in order to pass the module | Final assessment, SpT week 1, 2,000 word essay (40%), SuT week 6, 3,000 word information pack (60%) |

**Stage 3**

**Core module table**

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| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module** **code** | **Credit** **level**  | **Credit****value**  | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Psychology in Education Dissertation | EDU00029H | 6H | 40 | Research methods for Psychology in Education IUnderstanding learning behaviour ILearner development and socialisation IEducational diversity: Exploring individual needs and preferences | Students must pass this module to qualify for eligibility GBC registration – this pass cannot be compensated or condoned  | Final assessment , SuT week 5, 9,000 word empirical research dissertation |
| Advanced Research Methods and Applications | EDU00028H | 6/H | 20 | Understanding learning behaviour ILearner development and socialisationResearch methods for Psychology in Education I | N/A | Final assessment , SpT week1, open note exam |
| Understanding learning behaviour II | EDU00032H | 6/H | 20 | Understanding learning behaviour I | N/A | Final assessment , SuT week 6, 5,000 wordessay |

**Option modules**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module** **code** | **Credit** **level**  | **Credit****value**  | **Prerequisites** | **Assessment rules** | **Timing and format of main assessment** |
| Learner development and socialisation II | EDU00031H | 6/H | 20 | Learner development and socialisation I | N/A | Final assessment , SpT week 6, 5,000 word essay |
| Motivation and Emotions in Educational Contexts | EDU00030H | 6/H | 20 | Understanding learning behaviour ILearner development and socialisation I | N/A | Final assessment , SuT week 6, 5,000 word essay |

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| **Additional year variants e.g. year in Europe, year in industry** |
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| **Replacement year variants** |
| The Department of Education has links with universities in Switzerland which allow for study abroad. Programmes taken at these institutions can take the place of the appropriate number of modules at YorkStudents on all programmes may apply to spend Stage 2 on the University-wide North America/Asia/Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification. |
| **Transfers out of or into the programme** |
| Requests to transfer in or out of the programme may be considered before the beginning of Spring term in stage 1. Students who transfer would be in good academic standing. Detailed discussions will be handled by the admissions tutor. |
| **Exceptions to University Award Regulations approved by University Teaching Committee** |
| **Exception** | **Date approved** |
| Dissertation cannot be compensated | 15 November 2012 |
| Each component of Stage 2 modules must be passed to secure credit for the module | 5 October 2012 |
| **Quality and Standards** |
| The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced. Quality assurance and enhancement processes include:* the academic oversight of programmes within departments by a Board of Studies, which includes student representation
* the oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector
* annual monitoring and periodic review of programmes
* the acquisition of feedback from students by departments, and via the National Student Survey.

More information can be obtained from the Academic Support Office: <http://www.york.ac.uk/about/departments/support-and-admin/academic-support/staff/#quality> |
| **Date on which this programme information was updated:** | 29 August 2013 |
| **Departmental web page:** | http://www.york.ac.uk/education/programmespecifications/ |
| **Please note**The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions. The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity. |

1. The **credit level** is an indication of the module’s relative intellectual demand, complexity and depth of learning and of learner autonomy (Level 4/Certificate, Level 5/Intermediate, Level 6/Honours, Level 7/Masters) [↑](#footnote-ref-1)
2. The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment) [↑](#footnote-ref-2)
3. **Special assessment rules** (requiring University Teaching Committee approval)

P/F – the module marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

NC – the module cannot be compensated

NR – there is no reassessment opportunity for this module. It must be passed at the first attempt [↑](#footnote-ref-3)