

UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:		2017			
Awarding institution		Teaching institution			
University of York		University of York			
Department(s)		Board of Studies			
Education		Education			
Award(s) and programme title(s)		Level of qualification			
MSc in Psychology in Education (BPS Conversion)		Level 7 (Masters)			
Award(s) available <i>only</i> as interim awards (i.e. not available for direct entry)					
PGCert in Psychology in Education (not accredited by the BPS)					
PGDip in Psychology in Education (not accredited by the BPS)					
Admissions criteria					
Bachelors degree 2.1 or 1 st in any subject IELTS 6.5 (6.0 minimum in all sub-tests)					
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
MSc Psychology in Education (BPS Conversion)	1 year full time	N/A	✓		
Language of study		English			
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					

British Psychological Society (BPS).

We will apply for BPS accreditation of this programme after gaining approval from the University Teaching Committee.

Educational aims of the programme(s)

The aim of the MSc in Psychology in Education is to provide students with the knowledge and skills necessary for building a professional career as a practising psychologist or a psychological researcher. The programme will cover core areas of psychology and key debates in the psychology of education, while also developing students' research skills and their ability to apply psychological methods and approaches to educational policy and practice.

Additionally for the Diploma (if applicable):

N/A

Additionally for the Masters:

Successful completion of the Master's programme will provide students with the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS). GBC is a requirement for further professional training in Psychology.

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

Students will be able to:

For the Masters, Diploma and Certificate:

1. refer to and draw on core psychological theories in considering their own and others' educational practice;
2. identify a range of perspectives and psychological frameworks relevant to the consideration of issues in education;
3. outline research methodologies and theoretical approaches used in the psychological study of education;
4. demonstrate awareness of the ethical and reflexive requirements placed on those conducting psychological research;
5. delineate the ways in which academic psychological research can contribute to the development

Learning/teaching methods and strategies (relating to numbered outcomes):

- The programme is structured to include lectures, seminars/practicals (for Research Methods) and one-to-one tutorials (for Dissertation) as the main methods of developing knowledge and understanding (1-7).
- Lectures and seminars/practicals are interactive and students are encouraged to discuss and evaluate arguments, critically engage with theory and practice in their chosen field, and undertake problem-solving activities. Skills of critical evaluation and analysis are further enhanced through directed tasks (1-7).
- For Masters students, data collection and analysis skills are developed through research methods modules and through the production of an independent study (3, 4, 6, 7).

<p>of educational practice; 6. refer to and use up-to-date psychological research and theory to address specific educational topics;</p> <p><i>Additionally for the Masters:</i></p> <p>7. identify appropriate research methods, data collection techniques and data analysis techniques in order to undertake their own research project.</p>	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Knowledge and understanding is assessed primarily through coursework assignments. Examinations are used where exam tasks most closely match the way in which knowledge and understanding developed in a particular module might be applied in practice (1-7). • A dissertation is used to assess the depth of knowledge and understanding of research processes and procedures students have acquired through their studies, and to assess their ability to conduct an independent study (7).
<p align="center">B: (i) Skills – discipline related</p>	
<p>Students will be able to:</p> <p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. critically reflect on professional practice in the light of relevant psychological theory; 2. critically interpret, analyse and evaluate theories, concepts and arguments in the field of psychology in education; 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Discipline/subject specific skills are modelled in lectures and seminars/practicals. Mastery of these skills is enhanced through student participation in these sessions (1-7)

<ol style="list-style-type: none"> 3. assimilate and synthesise information in the study of psychology in education and formulate appropriate action; 4. formulate and confidently present arguments on topics related to psychological research and its application in educational settings; 5. critically evaluate academic research and make informed decisions about the application of psychological research to educational policy and practice; 6. identify and justify selection of appropriate quantitative and qualitative research methods, according to need; <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> 7. design, carry out and interpret an independent research study in psychology in education; 8. consolidate and present in-depth knowledge and understanding of psychological theories and evidence, and their application to education, through the submission of an independent study. 	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Discipline-specific skills are demonstrated through directed tasks. They are assessed primarily through assignments and participation in modules and seminars (1-6) • Discipline-related skills are also assessed through empirical research and the production of an independent research study (1-8)
B: (ii) Skills - transferable	
<p>Students will be able to:</p> <p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. take a leading role in seminars, group work, presentations, peer-teaching activities, tutorials, and problem solving activities; 2. confidently use a range of ICT to research information, manage data and present work; 3. articulate their knowledge and understanding and present complex ideas clearly, verbally and in writing; 4. assimilate, analyse and evaluate complex information, identifying key issues and drawing well-reasoned conclusions; <p><i>Additionally for the Masters:</i></p>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Transferable skills are introduced to students through sessions within the induction programme and skills sessions within modules. IT and numeracy skills are further developed in research methods modules. Students have the opportunity to further develop work and study skills through researching and producing assignments and an independent study. Oral communication skills are particularly developed through seminars and presentations, group work, participation in interactive lectures. Teamwork skills are enhanced through group activities and presentations. The entire course is an exercise in time management. Students are required to set objectives, determine priorities, schedule their workload and meet deadlines (1-6)

<ol style="list-style-type: none"> 5. set personal goals, manage their time, make work plans, and set priorities in order to achieve a complex task over an extended period of time. 6. independently locate, generate, analyse and interpret a range of pertinent research data. 	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Transferable skills are addressed in the induction programme and within modules. Some are assessed indirectly within particular modules, and some are directly assessed within optional modules (1-6)
C: Experience and other attributes	
<p>Students will be able to:</p> <p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. confidently participate in and contribute to group seminars, tutorials, presentations, research seminars and workshops; 2. research further training and careers in psychology and education and make informed choices about the future; <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> 3. design, carry out and present an empirical study on a topic of their choosing. 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Professional knowledge and skills are modelled in lectures and seminars/practicals. Development of these skills is enhanced through student participation in seminars, peer-teaching sessions, and workshops (1). • Guest speakers who work as professional psychologists and educators will be invited to speak to students about their work, and to answer students' questions (2). <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Professional knowledge and skills are demonstrated through directed tasks and are assessed primarily through assignments and independent study (1, 3).
<p>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)</p>	
<p>We will seek British Psychological Society (BPS) accreditation for this programme. If granted, successful completion of the programme will qualify students to apply for the Graduate Basis for Chartership (GBC) of the BPS.</p>	

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 and 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 and award requirements. The award and assessment regulations apply to all programmes: any exceptions 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 will be available to students in their programme handbook (not yet available) and on the Department's website: <http://www.york.ac.uk/media/educationalstudies/documents/intranet-postgraduate/PROGRAMMES%20-%20FT%20Taught%20MA%20handbook%202015-16.pdf>

Information on formative and summative feedback to students is available in the written statement on feedback to students which applies to this programmes and the relevant module descriptions. These are available in the student handbook and on the Department's website.

<http://www.york.ac.uk/media/educationalstudies/documents/intranet-postgraduate/PROGRAMMES%20-%20FT%20Taught%20MA%20handbook%202015-16.pdf>

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

Masters

Autumn term	Spring term	Summer term/vacation
Development and Disorder (Core) 20 credits	Psychology in Society (Core) 20 credits	Empirical dissertation (Core) 60 credits
Individuality and Its Roots (Core) 20 credits	Option module 20 credits	
Research Methods for Studying Psychology in Education		

(Core)	40 credits
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Postgraduate Diploma (if applicable)

A PGDip will be awarded to students who gain 120 credits through taught modules, that is, if they pass all of the course apart from the Empirical Dissertation.

Autumn term	Spring term	Summer term

Postgraduate Certificate

A PGCert in Psychology in Education will be awarded to students who achieve at least 60 credits which can come from ANY of the taught modules, that is, anything but the Empirical Dissertation.

Autumn term	Spring term	Summer term

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

Term	Module	Type of assessment	Assessment date*	Re-submission date
Autumn	Development and Disorder (core)	Essay	Term 2 week 1	Term 3, week 10
	Individuality and Its Roots (core)	2 hour Exam	Term 2, week 1	Term 3, week 10

	Research Methods for Studying Psychology in Education (core)	Research Proposal	Term 2, week 1	Term 3, week 10
Spring	Psychology in Society (core)	Essay	Term 3, week 1	Term 3, week 10
	Option Module	Poster to be presented in MSc poster session (30%) and Essay (3,500 words, 70%) Exam	Term 2, week 9 Term 3, week 1	Term 3, week 10 Term 3, week 10 Term 3, Week 10
	Research Methods for Studying Psychology in Education (core)			
Summer	Empirical dissertation Research Methods for Studying Psychology in Education (core)	Dissertation	Early September	Late November

Deadlines will be staggered throughout Week 1 in order to avoid unnecessary stress for students. Progression Board will meet in Term 3, Week 7 and all decisions about reassessment will be taken at this meeting. We will ensure that students have a full 3 weeks between notification that they need to resubmit and the resubmission deadline. Exam Board takes place in Week 6 of the Autumn term after dissertations have been submitted (November).

Overview of modules

Core module table

Module title	Module code	Credit level ¹	Credit value ²	Prerequisites	Assessment rules ³	Timing (term and week) and format of main assessment ⁴	Independent Study Module? ⁵
Development and Disorder		7(M)	20	N/A	N/A	Essay, Spring Week 1	No
Psychology in Society		7(M)	20	N/A	N/A	Essay, Summer Week 1	No
Individuality and Its Roots		7(M)	20	N/A	N/A	Exam (2 hours), Spring Week 1	No
Research Methods for Studying Psychology in Education		7(M)	40	N/A	N/A	Research Proposal, Spring Week 1 and Exam, Summer Week 1	No
Empirical Dissertation		7(M)	60	Research Methods for Studying Psychology in Education	N/A	Dissertation, September	Yes

¹ The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

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)

³ **Special assessment rules** (requiring University Teaching Committee approval)

P/F – the module is 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

⁴ AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

⁵ **Independent Study Modules (ISMs)** are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

Option modules

Module title	Module code	Credit level*	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?
Understanding motivation and emotions in education		7(M)	20	N/A	N/A	Poster presentation, Spring term, week 9 3500 word essay. Summer term, week 1	No
The psychology of social pedagogy		7(M)	20	N/A	N/A	Poster presentation, Spring term, week 9 3500 word essay. Summer term, week 1	No
Genetics and Education		7(M)	20	N/A	N/A	Poster presentation, Spring term, week 9 3500 word essay. Summer term, week 1	No
Disorders of Language and Cognition		7(M)	20	N/A	N/A	Poster presentation, Spring term, week 9 3500 word essay. Summer term, week 1	No

Level 7 module descriptors are provided for each of these option modules. However, it should be noted that we currently offer most of these modules at Level 6. We plan to teach both groups (third year Undergraduates and Masters students) together but will assess Level 6 and Level 7 students differently in accordance with their different learning objectives.

Transfers out of or into the programme	
It will not be possible to transfer onto this programme from another as core material for GBC of the BPS will be covered from the very first week.	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
Quality and Standards	
<p>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.</p> <p>Quality assurance and enhancement processes include:</p> <ul style="list-style-type: none"> • 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. <p>More information can be obtained from the Academic Support Office: http://www.york.ac.uk/about/departments/support-and-admin/academic-support/</p>	
Date on which this programme information was updated:	29 th February 2016
Departmental web page:	http://www.york.ac.uk/education/
<p>Please note</p> <p>The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided.</p> <p>Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.</p> <p>The University reserves the right to modify this overview in unforeseen circumstances, or where processes 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.</p>	