Programme Information & PLOs		
Title of the new programme – including any year abroad/ in industry variants		
Psychology in Education		
Level of qualification		
Please select:	Level 6	
Please indicate if the programme is offered with any year abroad / in industry variants	Year in Industry Please select Y/N	No
	Year Abroad Please select Y/N	No
Department(s): Where more than one department is involved, indicate the lead department		
Lead Department	Education	
Other contributing Departments:		
Programme leadership and programme team		
Claudine Bowyer-Crane (PL), Robert Klassen, Kathryn Asbury, Poppy Nash, Chris Kyriacou, Elpis Pavlidou, Hugues Lorties-Forgues, Jennifer South-Palamores, Olivia Jones		
Purpose and learning outcomes of the programme		
Statement of purpose for applicants to the programme		

The BSc in Psychology in Education offers the opportunity to develop a sound theoretical knowledge of two academic disciplines; Psychology and Education. The BSc Psychology in Education is accredited by the British Psychological Society and as such it gives you a thorough grounding in the field of psychology, with research active staff providing cutting edge insights into new developments in the field. In addition, you will develop a comprehensive understanding of the field of education, a truely multi-disciplinary field that draws on sociologocial, philosophical, political and historical perspectives. By developing expertise in these two fields you will be able to identify how psychological theory and educational contexts are related, and to make links between theory and practice. Viewing education through a psychological lens, and viewing psychology through the lens of real world education, will provide you with the opportunity to link teaching, learning and development with psychological research and theory. You will also develop an understanding of how child and adolescent development, and biological, social and cognitive psychology influence the practice of education. Over the course of the programme you will take an active role in your educational experience, and take increasingly more control of your learning opportunities. For example, in year three you will tailor your expertise by selecting optional modules, and you will have considerable control over the topic of an independent research project. In addition to a sound theoretical foundation in two academic disciplines, you will develop a range of transferable skills highly desired by future employers or providers of further academic or professional training. You will be a critical, analytical and reflective thinker, be adept at utilitising research skills, have excellent communication skills, both oral and written, and be well equipped to work both independently and as a valuable team member.

As a BPS accredited degree, successful completion of the programme will provide students who achieve a 2:2 or higher with Graduate Basis for Chartered Membership (GBC) of the BPS. GBC is a requirement for many of the routes for further training in Psychology such as Clinical or Educational Psychology. Through studying on the BSc Psychology in Education programme you will develop the knowledge, skills and attitudes needed to begin to build a professional career in education, psychology or a related field.

Programme Learning Outcomes
Please provide six to eight statements of what a graduate of the programme can be expected to do.
Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.

PLO	On successful completion of the programme, graduates will be able to:
1	use their knowledge of psychological theories, research and methodologies to assess educational contexts and concepts from a psychological perspective;
2	make appropriate judgements and suggest action to address issues of policy and practice in education as a result of evaluating, assimilating and synthesising relevant psychological information and data;
3	operate in an ethical and reflexive manner with regard to psychological and educational practice, with full knowledge of pertinent debates;
4	plan, carry out and evaluate rigorous psychological research, defining appropriate research questions, designing appropriate methodologies, collecting and managing data, identifying findings, drawing conclusions and critically evaluating their own research;
5	identify and apply appropriate statistical techniques to different types of data using their of knowledge of statistics concepts and statistical methodologies.
6	communicate complex ideas confidently, effectively and in a professional manner, to both lay and specialist culturally-diverse audiences, making use of oral, written and digital formats where relevant;
7	address cross-disciplinary issues and contribute to group projects by working collaboratively using a range of skills and resources, including digital tools where appropriate

Programme Learning Outcome for year in industry (where applicable)
For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

NA

Programme Learning Outcome for year abroad programmes (where applicable)
For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

NA

Explanation of the choice of Programme Learning Outcomes
Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

These PLOs encapsulate what we want our graduates to be able to offer to potential further educators and/or employers. They are designed to be developmental so that students are scaffolded towards achieving the learning outcomes over the course of the three year programme. The PLOs cover the knowledge and skills we want students to acquire by the end of their degree. Meeting these PLOs is ambitious in that students will be expected to develop knowledge in two disciplines, Psychology and Education, as well a clear understanding of the reciprocal relationship that exists between the two. They will also be expected to develop a broad range of transferable skills that will allow them to explore a wide variety of employment and further training opportunities on graduating.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

There are few programmes in the UK that combine the disciplines of Psychology and Education in a single honours degree, something which is advantageous for our students compared to those who cover either Psychology or Education as a single subject. You will have strong foundation in Psychology and psychological approaches which are firmly rooted in the use of the scientific method. However, you will also be skilled in marrying that perspective with the sociological, political, historical and philosophical perspectives that characterise Education as a discipline. This ability to draw on a range of perspectives when carrying out critical analyses enables you to take a more nuanced and broadminded perspective. You will also be adept at selecting and applying appropriate methodological and statistical techniques to a range of contexts and you will be able to approach problems and questions from a truely interdisiciplinary perspective which will enable you to arrive at original and insightful conclusions. The PLOs have been designed to incorporate the curriculum requirements of the BPS and the Quality Assurance Agency.

iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?

The PLOs are designed to encourage you to become independent, motivated learners, able to access and use a range of materials and tools to support your learning. You will become familiar with using a virtual learning environment to access all course information; handbooks, assessment information, lecture slides and reading lists and you will also submit all assignments electronically through this system. Digital tools will be used in inclass i.e. tablets, pc's, mobile phones, to carry out resesarch and experimental activities. You will use digitial tools to produce assessed work, for example producing a vodcast as a first year assignment. You will also engage with various software systems in class and when completing assessments i.e. SPSS statistical analysis software, word processing and presentation packages. Your literature search activities will develop your skills in efficient use of electronic databases. You will be required to engage in group work as part of your course which will involve use of electronic discussion boards, blogs and email discussion groups.

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)?
The programme's employablity objectives should be informed by the University's Employability Strategy:

http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/

In addition to the core Psychology and Education knowledge students acquire through studying on the BSc PiE, there are specific PLOs that relate to transferable skills important for employability. For example, independent work, collaborative working and communication. You are given plenty of opportunities throughout your studies to develop these skills through learning and assessment activities. We encourage all of our students at stage one and stage two to take part in the @work programme run by the Careers service in which you will get the opportunity to work with local employers, charities and York staff members on real-world projects. You will also be given the opportunity to take part in psychological research as a participant and where possible to support staff in carrying out their own research projects. In the summer term of stage 1 and stage 2 you are required to take part in employability and enrichment opportunites. At stage 1 the careers service offer placements on the @work scheme and at stage 2 you can select your own opportunities which you will then be asked to reflect on in terms of your own personal development.
In all three years you will also be given the opportunity to take part in our STEP1 scheme. This scheme is designed to develop skills valuable to employers. We work with external clients who provide a concrete problem facing their organisation. First year students work in small groups to develop an innovative solution to the problem, which they present to the clients. They are mentored and supported by third year students who receive training in group leadership. Second year students take part in an application process to act as third year mentors, and receive feedback on their applications. As well as developing employability skills, the scheme promotes the collegiate and collaborative ethos of the Education Department.

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

All students are assigned a personal tutor in the first week of term and that member of staff who will remain your supervisor for the three years of the degree. Personal tutors meet with you regularly over the course of each term to discuss your progress, both academic and pastoral, and to address existing concerns you might want to raise. Supervisors are also given access to the marks and feedback of their supervisee which enables them to identify areas you may be struggling with. Supervisors are therefore able to give you appropriate additional support and signpost you to relevant support services. A dedicated subject librarian attends departmental committee meetings and provides regular updates to support services offered by the library. Students who are encouraged to take advantage of these services and to seek support from the Education subject librarian where necessary.

vii) How is teaching informed and led by research in the department/ centre/ University?

All modules are taught by research active staff in the fields of Education and Psychology. The programme is closely affiliated to the Psychology in Education Research Centre; all staff in the centre teach on the programme and are involved in the planning and delivery of the modules. Third year option modules are specifically designed to draw on the research interests of staff, bringing you in touch with cutting edge research in the fields of psychology and education.

Stage-level progression
Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

On progression from the first year (Stage 1), students will be able to:

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	
students will be able to identify and explain key theories, concepts and constructs in the fields of Psychology and Education, and begin to evaluate the links between the two disciplines	students will be familiar with key policies in the field of Education and be able to describe the ways in which psychological research can influence the development of these policies.	students will be able to demonstrate an understanding of the ethical principles underpinning research and practice and begin to apply these to a range of contexts	students will be able to identify and describe basic research methodologies, and effectively enter and manipulate data	students will be able to identify basic descriptive and inferential statistics, and choose appropriate statistical techniques for basic experimental designs.	students will recognise the importance of effective communication and the need to tailor their communicative style to audience requirements. They will begin to use different methods of communication i.e. digital tools.	students will be identify key elements of effective group working, and carry out group tasks within clear guidelines.	

Stage 2

On progression from the second year (Stage 2), students will be able to:

Global statement

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	

| students will be able to critically evaluate research in the fields of Psychology and Education, synthesising knowledge of theoretical and research literature, with methodological considerations and knowledge of educational contexts. | students will be able to critically review the psychological underpinnings of educational policy, and begin to explore alternative ways to apply research to practice | students will be able to apply knowledge of ethical issues to a range of research and practice based contexts. | students will be prepared to design and carry out research projects choosing appropriate methodology, collect, manage and interpret data, and begin to identify the strengths and limitations of their work | students will be able to identify more advanced inferential statistics, and choose appropriate statistical techniques for complex experimental designs. | students will have developed their competency in using different modes of communication to discuss and disseminate ideas to a wide range of audiences | students will be confident in working effectively in groups to tackle complex tasks, delegating and allocating roles appropriately. | | | | | |

Stage 3

(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:

Global statement

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Individual statements							

Programme Structure

Module Structure and Summative Assessment Map
Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

'Option modue' can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single 'A' can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1

Credits	Module		Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
30	EDU00001C	Introduction to Disciplines of Education		S									A													E			A				

Credits	Code	Title	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Su1	Su2	Su3	Su4	Su5	Su6	Su7	Su8	Su9	Su10
30	EDU00003C	Introduction to Contexts of Education		S									A													E			A			
30	EDU00006C	Skills for Studying Psychology in Education		S									A													E		A				
30	EDU00007C	Introduction to Psychology in Education		S									A													E		A				

Credits		Module	Autumn Term										Spring Term										Summer Term									
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
30	EDU00018I	Research methods for Psychology in Education I		S									A													E		A				
30	EDU00019I	Understanding and learning behaviour I		S									A													E		A				
30	EDU00021I	Learner development and socialisation		S									A													E		A				
30	EDU00020I	Educational diversity: exploring individual needs and preferences		S									A													E		A				

Stage 3

Credits	Code	Title	Autumn Term 1	2	3	4	5	6	7	8	9	10	Spring Term 1	2	3	4	5	6	7	8	9	10	Summer Term 1	2	3	4	5	6	7	8	9	10
40	EDU00029H	Psychology in Education Dissertation		S																						EA						
20	EDU00028H	Advanced Resear		S								E	A																			
20	EDU00032H	Understanding and												S												E		A				
20		Option module (list A)		S								E	A																			
20		Option module (list B)												S												E		A				
20																																
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Stage 4

Credits	Code	Title	Autumn Term 1	2	3	4	5	6	7	8	9	10	Spring Term 1	2	3	4	5	6	7	8	9	10	Summer Term 1	2	3	4	5	6	7	8	9	10

Optional module lists

If the programme requires students to select option modules from specific lists these lists should be provided below. If you need more space, use the toggles on the left to reveal ten further hidden rows.

Option List A - Autumn Term	Option List B - Spring/Summer term	Option List C	Option List D	Option List E	Option List F	Option List G	Option List H

Understanding Motivation and Emotion in Childhood	Disorders of Language and Cognition						
Psychology of Social Pedagogy	Genetics and Education						
How do children learn mathematics?	Mind, Brain and Education - Has Neuroscience Entered the Classroom?						
Supporting pupils psychological development in schools	Assessment in Education						
Education and Development	Learning Gender						
Science, Education and Society	Landmarks in British Poetry						
Philosophy, Education and Childhood	Education and Citizenship						
Models of Writing	Perspectives on Literacy						
Language and Psychology							
Drama and Education							
Education and Social Change							
Transcultural communication							
Placement module							
Individual Study module							

Management and Admissions Information

This document applies to students who commenced the programme(s) in:	2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate) Generic
Diploma of Higher Education (Level 5/Intermediate) Generic

Admissions Criteria

TYPICAL OFFERS A levels ABB for CX83, LX33 BBB for X300, X302 IB Diploma Programme 34/31 points BTEC Extended Diploma DDM

Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-time) Please select	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 in Education	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a	

Language(s) of study

English.

Language(s) of assessment

English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N:	Yes	if No move to next Section if Yes complete the following questions

Name of PSRB

The programme was accredited by the British Psychological Society on 12th Feb 2013

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:		if Yes, provide details

(max 200 words)

University award regulations

The University's 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.

Are students on the programme permitted to take elective modules?

(See: https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf)

Please Select Y/N:	

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?	No	If yes, what are the reasons for this exemption:

Study Abroad (including Year Abroad as an additional year and replacement year)

Students 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.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

https://www.york.ac.uk/staff/teaching/procedure/programmes/design/

Please Select Y/N:	No	

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)	Yes	

Additional details:

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.

ii) Transfers out of the programme will be possible? (please select Y/N)	Yes	

Additional details:

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 Please detail any exceptions to University Award Regulations approved by UTC	Date approved

Date on which this programme information was updated:

18/11/2017

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 they take 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.

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

· Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;

· Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module		Programme Learning Outcomes							
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	
			#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
Stage 1	Disciplines of Education (PW)	Progress towards PLO	Students are introduced to different perspectives on education; psychological, philosophical, historical, sociological and political					Students are introduced to the expectations around sharing ideas using basic oral communicatio n skills		
		By working on (and if applicable, assessed through)	Work: engage with preparatory and follow up reading, and discuss these issues in lectures Assess: coursework essay and exams.					Work: engaging in regular group discussion and presentations in class with support from staff.		
Stage 1	Contexts of Education (EB)	Progress towards PLO	Students are supported in developing an understanding of the different contexts of education which provides a sound foundation on which to build as they begin to develop and integrate their psychological knowledge.	Students are supported in developing an understanding of current issues in educational policy and practice, and how policy and practice decisions are made				Students practice synthesising and disseminating ideas and arguments with support and begin to identify key elements in writing for different audiences and in different format	Students are introduced to the expectations underpinning collaborative work and begin to develop their skills in critical debate.	

		Programme Map: Module Contribution to Programme Learning Outcomes									
		By working on (and if applicable, assessed through)	Work: engaging with relevant literature and discussing pertinent issues in lectures with staff and peers Assess: formatively through presentaions and summatively through newspaper article and conference poster	Work: engaging with educational media and government reports, and discussing these in class. Assess: formatively through presentaions and summatively through newspaper article and conference poster				Work: engaging in regular group discussion and presentations throughout this module. Assess: formatively through participation in group activities, presentations and discussion, summatively through newspaper article and poster	Work: engaging in group discussions during class based on lecture material and follow up reading Assess: fomatively assessed through group presentations and discussions		
Stage 1	Intro to Skills (KA)	Progress towards PLO		Students are introduced to the skills involved in critical analysis	Students are introduced to the BPS Code of Conduct and the principles of ethical research.	Students are introduced to basic research design and analysis skills and begin to consider the implications of research evidence for educational contexts.	Students are introduced to the use of basic descriptive statistics to describe a dataset and to explore simple relationships between variables.	Students are introduced to the use digital tools as means of communicating ideas.	Students are supported in beginning to identify the key elements of effective group work.		

		By working on (and if applicable, assessed through)		Work: by learning about the "anatomy of a paper" and engaging in critical analysis tasks scaffolded by the lecturer	Work: designing small-scale surveys and experiments in accordance with the BPS Code of conduct. Assess: formative through class activities and summatively through research report and exams	Work: designing several small-scale, basic studies in which they identify their own research questions, gather data from fellow students or existing datasets, analyse that data using appropriate techniques and discuss and report their findings in APA style. Students are also encouraged to complete 2 hours of participation in research projects running in the dept Assess: formatively through class based activities	Work: learning how to calculate descriptive statistics and bivariate statistics such as correlations, understanding the theory behind them, and applying the techniques in practical sessions. Assess: summatively through exam and formatively through regular quizzes	Work: Preparing a vodcast and by taking turns to present their results to the class orally using a single powerpoint slide. Assess: vodcast is summatively assessed and formative assessment carried out through class presentations	Work: Preparing a group vodcast and designing experiments in small groups Assess: vodcast is summatively assessed		
Stage 1	Intro to Psych in Ed (CBC)	Progress towards PLO	Students are introduced to key theorists in the fields of developmental, cognitive, social, biological psychology and individual differences students and the relevance of these theorists to education	Students are introduced to the ways in which psychological theories have shaped educational policy and practice. For example, in developmental psychology, students consider different perspectives on children's learning i.e. Piagetian, Vygotskian and behaviourist approaches and how these have influenced classroom practice	Students are introduced to the concept of research ethics and ethical practice			Students are introduced to key elements in group discussion and the key features of academic writing.			

Programme Map: Module Contribution to Programme Learning Outcomes										
		By working on (and if applicable, assessed through)	Work: engaging in class based research describing these theorists and drawing on this knowledge to complete formative and summative assessments. Assess: summatively by essay and critical review	Work: engaging in class based research critiquing these theorists and drawing on this knowledge to complete formative and summative assessments Assess: summatively by essay and critical review	Work: considering theories and research, students are asked to think about the ethical implications i.e. how genetic research has shaped the way labels are used for children with learning difficulties, and how this has effected access to resources. Students are also encouraged to think about whether seminal pieces of research that have shaped our understanding of human behaviour would be granted ethical approval today i.e. Milgram's electric shock experiment Assess: formatively through class based activities			Work: engaging in classroom discussion activities scaffolded by the tutor students begin to develop their oral communication skills. In addition, by engaging with academic literature and through their formative and summative assessments students begin to become familiar and comfortable with an academic writing style and relevant terminology. Assess: formative class based discussion, presentations and written work, summative essay and critical review		
Stage 2	Learner Development and Socialisation (PN)	Progress towards PLO	students will begin to critically examine the relevance of psychological theory to education	Students will further develop insights into how research informs policy and practice				Students begin to demonstrate more sophisticated and focused oral and written communication skills		

Programme Map: Module Contribution to Programme Learning Outcomes										
		By working on (and if applicable, assessed through)	Work: By completing preparatory reading and participating in tutor led class discussion based on that reading to develop their critical analysis skills. Assess: fomatively through class based activities and summatively through essay and research proposal	Work: engaging with current literature and participating in tutor led class discussions on current debates in psychology and education to develop critical analysis skills Assess: formatively through class based discussion and summatively through essay and research proposal				Work: focusing on key debates in developmental and social psychology, students discuss and communicate their ideas on the relevance of these debates to education in written and oral forms Assess: formatively through class activities and summatively through essay and resesarch proposal		
Stage 2	Understanding Learning and Behaviour (CBC)	Progress towards PLO	Students evaluate the relevance of theory to educational contexts	Students evaluate the relevance of theory to educational practice	Students critique the ethical issues involved in applying theory to practice	Students develop skills in carrying out a systematic literature search			Students build on stage 1 experience of effective team work to develop their skills in collaborative working	

		By working on (and if applicable, assessed through)	Work: critically engaging with the theory, research and methodology in the fields of biological and cognitive psychology, and using this knowledge to inform discussion in class Assess: formatively through class discussion and summatively through essay and critical review	Work: critically evaluating psychological research and theory in terms of its relevance to educational practice. For example, students consider the impact of sleep research on decisions around the start time for secondary school students, or how current theories of reading affect classroom practice. Assess: summatively through critical	Work: evaluating the evidence base for different aspects of educational practice in order to protect against the implementation of misunderstood or poorly conducted research in the classroom ("neuromyths"). In considering theories of cognitive psychology, students must consider the ethical constraints and implications of carrying out research. Assess: formatively through class based activities and summatively through essay and critical review	Work: develop a protocol by which to conduct the literature search and execute the search to complete their summatively assessed essay Assess: formatively through the development of search protocol, summatively through completion of essay			Work: students engage in collaborative activities in the classroom, in the context of practical biological psychology and cognitive psychology. Assess: Formative assessments require collaborative working to produce effective presentations capitalising on available digital tools where appropriate.	
Stage 2	Educational Diversity (KA)	Progress towards PLO	Students evaluate the relevance of psychological constructs such as IQ, personality and motivation for educational contexts.	Students develop and communicate an integrated view of psychological theory, research and practice.	Students develop a sophisticated understanding of the risks and benefits of applying psychological theory to education.			Students strengthen their communication of psychological issues to a variety of audiences.		

Programme Map: Module Contribution to Programme Learning Outcomes											
		By working on (and if applicable, assessed through)	Work: Critically engaging with the theory behind these constructs in class discussion and reading Assess: written summative information pack and essay.	Work: considering in class and through reading the links between research, theory and practice. Assess: summatively through producing an information pack for families or practitioners	Work: Reading and debating historical and current issues around inclusion and labelling. Assess: formatively through participation in class discussion			Work: Presenting psychological theories and psychogy-based recommedations in verbal and written form to both an academic and a lay audience. Assess: producing summative information pack and essay			
Stage 2	Research Methods for Psychology in Education (JSP)	Progress towards PLO			Students will apply their knowledge of research ethics to a range of contexts	Students will be introduced to more advanced research methods and statistics, and practice applying this knowledge in a range of contexts	Students will consolidate and extend knowledge of data analysis methods	Students will be introduced to research posters as a means of effective communication of research findings	Students will apply their experience of effective group work at stage 1 to develop effective teamwork and task delegation skills.		

		By working on (and if applicable, assessed through)			Work: outlining possible experimental designs, and demonstrating their understanding of the ethical considerations involved in the planning and implementation of research (e.g., participant recruitment). Assess: fomatively through class activities and discussion. Summatively through exam	Work: By working with data sets in class and carrying-out a small-scale research project in groups. Students are also encouraged to complete 2 hours of participation in research projects running in the dept	Work:by analysing real-life data, including collecting and analysing their own data. Assess: formatively through practical class based exercises, mini-project and exams	Work: By creating and presenting their own academic posters based on data from their mini-projects, students will learn how to disseminate complex research findings succinctly and in a digestible and attractive format using appropriate digital tools. Assess: formative through mini-project poster presentatiosn	Work: Students will work together to complete mini-projects and prepare academic poster presentations to disseminate their findings. They will assign tasks to the members of the group and make sure that all group members work together to meet a deadline. Assess: students will be assessed formatively through their in class work on the mini-project and their presentation		
Stage 3	Dissertation (CBC)	Progress towards PLO	Students apply their knowledge of psychological theory and methodology to a pertinent research question	Students reflect on their knowledge of policy and theory to evaluate their own research findings	Students apply their knowledge of research ethics	Students use their knowledge of research methods and statistics	Students demonstrate their ability to select appropriate analytical techniques	Students apply their knowledge of academic writing to produce a coherent report for an academic audience			

Programme Map: Module Contribution to Programme Learning Outcomes										
		By working on (and if applicable, assessed through)	Work: drawing and synthesising their knowledge of psychological theory, empirical research and methodology, students design and carry out a research project the findings of which will have implications for the fields of both Psychology and Education. Assess: summatively through completed dissertation	Work: By carrying out a well designed and well executed independent research project relevant to both psychology and education, students will be able to reflect on the results of the project in terms of implications for educational policy or practice from a theoretical and/or practical perspective. Assess: summatively through completed dissertation	work: completing an ethics application form, accompanying consent forms and materials (where appropriate), students will demonstrate their understanding of ethical issues when carrying out research with human participants and their ability to tackle those issues effectively and sensitively. Assess: formatively through ethics application and summatively through completed application	Work: planning and successully executing a piece of psychological research, and providing a written dissertation detailing appropriate research questions, methodologies and analyses, a clear understanding of the findings, conclusions that are justiified based on the evdience gathered and a reflective analysis of the research, students will demonstrate their ability to plan, carry out and evaluate rigorous psychological research, defining appropriate research questions, designing appropriate methodologies, collecting and managing data, identifying findings, drawing conclusions and critically evaluating their own research Assess: formatively through research proposal and summatively through	Work: by including in their dissertation a detailed account of the collection and management of data, choice of statistical or qualitative analysis and competent execution of that analysis, students will demonstrate their ability to identify and apply appropriate analytical techniques. ASsess: summatively through completion of dissertation	Work: preparing research proposals, ethics applications including information sheets and consent forms, and writing up their dissertation, students will demonstrate their ability to use their written communication skills effectively taking the audience into account. Assess: formatively through research proposals, ethics applications and completed dissertation		

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Programme Map: Module Contribution to Programme Learning Outcomes										
Stage 3	Advanced Research Methods (HLF)	Progress towards PLO				Students will further their analytical skills and knowledge of research design learned in stage 1 and 2	Students will build the quantitative skills they learned in stage 1 and 2	Students will appraise the most effective means of communication, building on skills at stages 1 and 2		
		By working on (and if applicable, assessed through)				Work: By learning to design appropriate methodologies, collecting and managing data, identify relevant findings and drawing sound conclusions. Assess: class based activities and summative exam	Work: using knowledge of statistics to identify and implement appropriate statistical techniques to a range of different types of data; Assess: formative through class based activities and summative through exams	Work: students will communicate result of statistical anslysis, their implications and limitations. Assess: through class based activities and summative exam		
Stage 3	Understanding Learning and Behaviour II (PN)	Progress towards PLO	Students will synthesise and critically examine psychological literature from a range of sources in terms of relevance to education	Students will develop and apply their knowledge of child development and how it informs key areas of educational policy and practice				Students build on communication skills developed at stage 1 and 2 to engage with new material at a more advanced level		

Programme Map: Module Contribution to Programme Learning Outcomes										
		By working on (and if applicable, assessed through)	Work: students will engage with a range of literature to inform their assessments . Assess: by completing the formative assessment essay plan and summative assessment essay	Work: engaging with preparatory reading for lectures and using this reading to participate in group discussion with peers and external speakers Working in the field Assess: formatively through class based activities and summative assessment activities				Work: engaging with external speakers at the cutting edge of research, developing and asking questions to further explore and critically evaluate the Work presented. Assess: formatively through class discussion		
Stage 3	Option: Motivation and Emotion in educational contexts (RK)	Progress towards PLO	Students will be introduced to theoretical models of motivation and emotions and research investigating application to education; students will develop skills to synthesize and evaluate relevant psychological and educational data and theories					Students will appraise the most effective means of communication, building on skills at stages 1 and 2	Students will build on skills from stage 1 and 2 to work effectively in producing group presentations	

Programme Map: Module Contribution to Programme Learning Outcomes										
		By working on (and if applicable, assessed through)	Work: engaging with research, theory, and practice-based texts, and through class discussion, Assess: through summative essay					Work: preparing for group oral presentations on a research topic and for summative assignment Assess: formatively through class presentations and summatively through final essay	Work: working collaboratively in small groups on an oral research presentation, students will develop presentation skills and build their knowledge of motivation and emotions in education settings Assess: formatively through group presentations in class	
Stage 3	Option:The Psychology of Social Pedagogy (CK)	Progress towards PLO	Students develop skills in evaluating literature in critical depth	Students will develop high level critical skills in evaluating research evidence and policy documents	Students will apply their knowledge of ethics to issues regarding policy and practice			Students will draw on the skills developed at stage 1 and stage 2 to further develop their communication skills.	Students will take a cross-disciplinary view and consider how areas such as philosophy, politics, social work, and social policy, interface with the psychological perpective adopted here	
		By working on (and if applicable, assessed through)	Work: engaging in dialogic discussion and student presentations drawing on psychological constructs and frameWorks to explore social pedagogic practice Assess: formatively by engagement with class discussion and summatively through essay.	Work: synthesising research and policy documents to analyse and evaluate relevant policy issues and by engaging with dialogic discussion and student presentations in class Assess: formatively by engagement with class discussion and summatively through essay.	Work: By engaging in dialogic discussion and student presentations. Assess: formative assessment through engagement in class activities			Work: preparing and participating in student presentations followed by discussion and follow up small group Work activities which serve to develop and enhance students' ability to communicate complex ideas. Assess: formatively through discussion in class and small group activities	Work: engaging in small group Work activities and dialogic discussions of key texts and online videos Assess: formative through class based discussion and summative through final essay	

Programme Map: Module Contribution to Programme Learning Outcomes										
Stage 3	Option: Supporting Pupils' Psychological Development In Schools (PN)	Progress towards PLO	Students synthesise pertinent theories and methodologies in order to evaluate their relevance to education	Students crtically evaluate the contribution of research to key areas of education and develop further their knowledge of the links between theory and practice	Students apply their knowledge of ethics to a hypothetical "real world" context				Students demonstrate effective collaborative working building on the skills developed at stage 1 and stage 2	
		By working on (and if applicable, assessed through)	Work: By examining pertinent theories, research and methodologies in class and through further reading, students are enabled to evaluate the direct relevance of these to current debates within education. Assess: formatively through class discussion and summatively through final essay	Work: critically evaluating the contribution of research to key areas of education during class discussion, students learn how research informs educational policy and practice Assess: formatively during class discussion and summatively through final essay	Work: Students develop a hypothetical intervention for supporting pupils' psychological well-being in school, taking account of a range of ethical issues which need careful consideration prior to implementing the interventrion Assess: formatively through presentation of their intervention				Work: By engaging in small group Work designing a hypotheical intervention of children/young people, students develop a range of team building skills, such as collaboration of ideas and creation of resources Assess: formatively through presentation of their intervention in class	
Stage 3	Option:Mind, Brain and Education: Has Neuroscience entered the Classroom? (EP)	Progress towards PLO	Students will advance knowledge of their discipline through the introduction of key neuropschological theories and research techniques	Students will evaluate examples of how neupsychological research has infuenced policy and practice	Students will deepen their understanding of ethical issues arising from neuropsychological research as applied in educational topics	Students will apply their prior knowledge of research methods and also extend this knowledge base	Students will use their previous knowledge on statistics but also advance this knowledge	Students will advance and refine their presentational and communicational skills.		

Programme Map: Module Contribution to Programme Learning Outcomes											
		By working on (and if applicable, assessed through)	Work: By examining neuropsychological papers students will develop an advanced understanding of the various ways neuroscience has become relevant in Education and its contexts. Assess: formatively through class discussion and debate and summatively through final essay	Work: By critically examining specific cases of how neuropsychological evidence has influenced policy and practice in the classroom, they will further develop their understanding of the extent Neuroscience is relevant to Education Assess: formatively through class discussion and debate, summatively through final essay	Work: By presenting students with concrete examples of ethical issues arising when neuropsychological research is applied in the classroom context and by making judgments about the appropriateness of such methods. For example, students will be introduced to a set of neuromyths that are well-grounded in Education, will be asked to evaluate the effectiveness of popular 'brain-based' educational interventions and consider how such ethical challenges can be minimized for the benefit of educational practice. Assess: formatively in class discussion	Work: successfully planning and carrying out a small neuropsychological research project, and creating a conference poster with a written summay of the project's research questions, methodologies and analyses. Assess: through production and presentation of poster and accompanying synopsis	Work: engaging and practising with complete and progressively more complicated neuropsychological data sets. Assess: formatively through class based activities involving manipulation of data sets	Work: participating in individual and group activities that require different set of transferable skills to be in place for effective communication of neurospychological ideas and evidence. Assess: formatively through class based activities and summatively through the creation presention of their own academic poster and accompanying synopsis.			
Stage 3	Option: Genetics and Education (KA)	Progress towards PLO	Students become sophisticated in their thinking about the application of psychology to education.	Students develop a new lens through which to view education and its complexities.	Students consider whether idesa about genetics in education could do more harm than good.			Students develop the capacity to communicate unfamiliar material to their peers and their tutor.			

Programme Map: Module Contribution to Programme Learning Outcomes

		By working on (and if applicable, assessed through)	Work: Engaging with behavioural genetic literature and using it to reassess what they have learned previously about individual differences, development and education. Assess: fomatively through class based discussion and summatively through final essay	Work: Engaging with behavioural genetics and having the opportunity to develop, and argue the case for, new ideas about how educational policy and practice could be enhanced. Assess: through class based activities and summatively through final essay	Work: In this highly sensitive area of research students continually assess, in class and in written Work, whether ideas about genetics in education could be harmful by, for example, triggering negative teacher expectancy effects. Assess: formatively through engagement in thoughtful discussion in class activities			Work: prepare a presentation on a controversial topic with consideration of how to present ideas sensitively. Assess: formatively through in-class presentations on a controversial topic of their choice.		
Stage 3	Option: Disorders of Language and Cognition: Theoretical Perspectives and approaches to interventions (CBC)	Progress towards PLO	Students will develop knowledge of theoretical models of developmental disorders and research investigating educational interventions, and synthesise this with existing knowledge of child development and research methods	Students will be introduced to current research underpinning effective educational interventions for developmental disorders and evaluate this in relation to knowledge of research methods	Students will apply their knowledge of ethics to current ethical issues in the field of developmental disorders and different methodologies for evaluating effective interventions			Students will employ the most effective means of communication, building on skills at stages 1 and 2	Students use skills from stage 1 and 2 to work effectively in producing group presentations	

Programme Map: Module Contribution to Programme Learning Outcomes										
		By working on (and if applicable, assessed through)	Work: students will regularly prepare and discuss critical evaluations of research investigating theoretical underpinnings of developmental disorders and educational interventions. Assess: summatively students will prepare a systematic literature review evaluating the effectiveness of educational interventions for a particular developmental disorder.	Work: students will conduct a systematic literature search investigating the effectiveness of available interventions for specific disorders, and will use this knowledge to make informed suggestions for action to support children with developmental disorders. assess: formatively through class based discussion and activities. Summatively through systematic review of the literature.	Work: students will discuss ethical issues in the design of intervention research, and broader ethical issues around topics such as labelling, inclusion, and a deficit view of disorders, developing a broader understanding of ethics in a variety of contexts. Assess: formatively through discussion and activities in class			Work: students will prepare presentations for lectures on a weekly basis students developing skills that will help them to read, digest and disseminate information within a limited time period. By ensuring the presentations meet a set time limit, students are learning to extract and present the most salient information. Students will produce a 5000 word summative assessment, further developing written communication skills, learning to produce longer pieces of writing while still maintaining coherence, structure and form. Assess: formatively through weekly presentations and summatively through systematic review as summative assessment	Work: Working collaboratively on weekly presentations tackling complex literature students demonstrate how effective teamWork can help in developing a shared understanding of complex ideas and communciating these ideas appropriately. Assess: formatively through weekly presentations	

Programme Map: Module Contribution to Programme Learning Outcomes

Stage 3	Option:How do children learn mathematics? (HLF)	Progress towards PLO	Students will develop a deep understanding of the theoretical models of numerical development and research investigating application to education	Students will evaluate current evidence regarding the application of theory to the teaching of mathematics		Students will apply their prior knowledge of research methods and statistics, and also extend this knowledge base		Students will consolidate their communication skills, building on skills at stages 1 and 2		
		By working on (and if applicable, assessed through)	Work: By engaging with literature on numerical development and connecting this new knowledge with what they have learned in their previous modules both in discussion and in assessments (e.g., Developmental psychology, Cognitive psychology). Assess: formatively through class based discussion and summatively through production of an essay using systematic review methodology	Work: engaging in discussion and conducting a systematic literature search about the implication of research findings as well as about the effectiveness of policy decisions, curriculums, and available interventions. Assess: formatively through class based discussion and production of a research protocol, and summatively through production of an essay using systematic review methodology		Work: using prior knowledge and preparatory Work to participate in class discussion and debates. Assess: formatively through class activities and summatively through completion of an essay using systematic review methodology		Work: engaging in critical evaluation of research articles during class discussions, participating in organized debates about policy issues and writing an essay for an academic audience. Assess: formatively through participation in class activities and production of a research protocol, and summatively through the final systematic review essay		

Programme Map: Module Contribution to Programme Learning Outcomes										
Stage 3	Option: Transcultural Communication (VJ)			Students will develop a thorough understanding of monolithic views of language proficiency and how these influence language education theory and policy and assessment design at national and international levels. This specialised knowledge will equip Students to contribute to discussions and debates on communicative competence				Students will strengthen and add to their communication skills by discussing and generating criteria for the assessment of communication	Through the analysis and evaluation of texts from cultural studies, linguistics and English as a Lingua Franca studies, students will develop sufficient advanced knowledge to participate in and contribute to the group task of generating valid criteria for the evaluation of transcultural communication.	

				Work: Students participate in group discussions and reading groups in which they analyse and evaluate current concepts and definitions of culture, standard English and accuracy, how this influences assessment and participant self evaluation of linguistic competence. Students participate in transcultural tasks and evaluate the influence of these ideals on their own and their peers' communicative performance. Assessment: Students complete self and group assessment reports to evaluate transcultural communicative competence				Work: By participating in bi-weekly, problem-based tasks focussing on the design of assessment criteria, students will gain advanced knowledge of communication strategies for effective transcultural communication. Assessment: Students are assessed, using criteria that they have generated, on their performance in a transcultural communication group task. Students self and peer assess transcultural communicative performance in group tasks. Through the development of a thorough understanding of effective transcultural communication, students will be able to offer counselling and advice to peers on how to improve their transcultural communication skills.	Work: One of the main aims of the course is for the students to collaborate with other group members in the generation of assessment criteria. Assess: Students are assessed formatively on their ability to communicate effectively with students from other disciplines and cultures to find solutions to problems related to their shared experiences.		

Programme Map: Module Contribution to Programme Learning Outcomes											
Stage 3	Indpendent module	Progress towards PLO	students will apply their knowledge of psychological theory, research and methodology to educational contexts in order to develop and investigate a research question relevant to Psychology in Education		student will apply their knowledge of ethics to design and carry out a research study relevant to psychology in education	students will apply their knowledge of research methods to design a study relevant to psychology in education	students will apply their knowledge of statistics or qualitative techniques to answer a research question relevant to psychology in education				
		By working on (and if applicable, assessed through)	Work: develop a relevant research question drawing on relevant literature Assess: formatively through regular meetings with supervisor and summatively through final report.		Work: develop a research question, methodology and ethics application where appropriate. Assess: formatively through supervisor feedback on plans for independent work and ethics application where appropriate. Summatively through final report.	Work: develop and design a research including methodology and analysis to answer a research question relevant to psychology in Education. Assess: formatively through regular discussion with supervisor, summatively through final report.	Work: develop and apply a plan for analysis of data collected as part of the indepdent study. Assess: through formative meetings with supervisor and summatively through final report.				

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Programme Map: Module Contribution to Programme Learning Outcomes										
Stage 3	Placement study	Progress towards PLO		Students will work with a relevant educational or psychological service or professional group and use their knoweldge of psychological theory and methodology as well as knoweldge of educational contexts to investigate an issue or question pertinent to that group and make recommendations of the basis of their findings.	Students will apply their knowledge of ethics to gain appropriate ethical clearance for their study and attend to the ethical considerations of the particular service with which they are working	Students will apply their knowledge of research methods to design a piece of work with practical implications relevant to their placement	Where appropriate students will apply their knowledge of statistics or qualitative techniques to answer a research question relevant to psychology in education	Students will use their communication skills to work effectively with professionals and services as part of their placement and develop a dissemination plan for the findings of their placement study		

Programme Map: Module Contribution to Programme Learning Outcomes											
		By working on (and if applicable, assessed through)		Work: students will develop a proposal and carry out an agreed scheme of work Assess: students are assessed formatively through regular meetings with their supervisor and summatively through a final report.	Work: students will work with the service to develop a proposal for work incorporating consideration of appropriate ethical issues Assess: formatively through the proposal of work and summatively through the final report	Work: students will develop a proposal of work that will include an outline of the research they plan to undertake and the practical implications of that research. Assess: formatively through meetings with supervisor and summatively through the final report	Work: students carry out appropriate statistical or qualitative methods to analyse data collected as part of their placement study. Assess: formatively through proposal and summatively through final report	Work: students will identify and approach possible placement providers, liaise with them to develop a proposal of work and agree a set of clear objectives to achieve over the course of the project including an agreed plan for disseminating their findings. They will also prepare a proposal to be submitted to Board of Studies for approval. Assess: formatively through discussion with academic supervisor, proposal and summatively through final report			
Stage 3	BAE/BAES option modules	Progress towards PLO						Students will employ the skills developed at stage 1 and stage 2 to communicate effectively through a range of different mediums	Students build on their experience of group work and extend these skills to incorporate debates at a more advanced level		

Programme Map: Module Contribution to Programme Learning Outcomes

							Work: students will engage in high level critical debate during class discussions with peers, create and successfully deliver group presentations, and produce written work suited to the target audience Assess: formatively during class based activities and summatively in final assignments	Work: students work collaboratively in group discussions during class, further developing their skills in engaging in critical debate and drawing on a number of different sources to support their ideas. Assess: through varied formative and summative assessment activities		
		By working on (and if applicable, assessed through)								