

Title of Programme: BA/BSc (Hons) Psychology in Education

Programme Code: EDPE

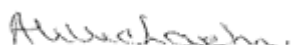
Programme Specification

This programme specification is relevant to students entering:
01 September 2023

Associate Dean of School (Academic Quality Assurance):

Alison McLauchlin

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification BA/BSc (Hons) Psychology in Education

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane
Programme accredited by	Not Applicable
Final Qualification	BA (Hons), BSc (Hons)
All Final Award titles	BA (Hons) Psychology in Education
(Qualification and Subject)	BA (Hons) Psychology in Education with Study Abroad
	BSc (Hons) Psychology in Education
	BSc (Hons) Psychology in Education with Study Abroad
FHEQ level of award	6

A. Programme Rationale

Our programme offers two degree award titles: BA (Hons) Psychology in Education or BSc (Hons) Psychology in Education. The structure of the BA (Hons) Psychology in Education is designed to enable learners to understand the ways in which psychology is used in a broad range of educational arenas. With opportunities for students to develop an interest in small-scale psychological inquiry and experimentation from the beginning of the course, students gain a rich understanding of the complexity of how psychological investigations are to be undertaken in an ethical and respectful way in educational settings. A key feature of the programme design is in its focus on observable behaviour, behaviour change and the development of personal and learning identities in contemporary life. There are opportunities for students to participate in work-based learning and to study abroad to further apply their knowledge, understanding and skills for real-world applications. The BA (Hons) Psychology in Education focuses on nurturing student's in developing small-scale qualitative psychological interventions in educational settings. The structure of BSc (Hons) Psychology in Education is designed to enable learners to understand how chemical and biological knowledge, psychometric testing and assessments, and large-scale psychological data and studies are exploited in educational contexts. Students will have opportunities to explore the latest statistical approaches that influence educational policy and many aspects of educational practices around the world. The programme has been designed to encourage students' application of data and empirical evidence in real-world contexts by engaging with work-based learning and studying abroad. The design of the programme promotes the scientific exploration of mind, brain and behaviour on a large scale, which compliments the demands for big-data analysis and modelling of human action. The two programmes use educational environments as their area of focus to apply, examine and evaluate a range of psychological phenomena in those settings. No matter their chosen route, students will be encouraged to apply their specialist psychological and educational knowledge to the real world. Whether students are exploring child development or analysing data from learner assessment activities, students are supported throughout their

studies to make links with, and apply different theoretical perspectives to work-based learning contexts. This makes for an exciting set of learning opportunities for our students.

The graduate career possibilities for our students are vast and exciting. Not only are traditional careers in both education and psychology available to our students, but a plethora of further study options also including therapy, education, outdoor learning, teacher training, health and wellbeing, human resources and much, much more are available, too. We anticipate our graduates having opportunities to influence policy and practice in local and national government sectors, working within the education sector as para educators, working with health services providing both educational and wellbeing support for service users of all ages, and working within the prison education and reform services. These are just some examples in addition to graduate schemes and developing their own businesses. As education and wellbeing sectors are in a state of growth, graduates from our programmes will be well-placed to make a social contribution and develop a worthwhile career.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- To provide students with knowledge and understanding of psychology in education and to prepare them for a career in the broad range of educational contexts available to them.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Psychology (2019) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

There is no QAA benchmark statement for Psychology in Education at the time of validation. The programme has been designed using the benchmark for psychology with amendments made toward applied psychology in educational contexts.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>A1-understand the scientific underpinnings of psychology as a discipline, its historical origins, developments and limitations in the context of education</p> <p>A2-recognise the inherent variability and diversity of psychological functioning and its significance</p> <p>A3-demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across and how they interrelate within educational policy and practice</p> <p>A4-demonstrate detailed knowledge of several historic and cutting-edge specialised areas and/or applications of psychology in education</p> <p>A5-emonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations</p> <p>A6-emonstrate a systematic knowledge of a range of research paradigms, research methods and data analysis techniques, including small-scale qualitative cohort data, and an awareness of their limitations</p> <p>A7-demonstrate awareness of ethical principles and approval procedures in relation to personal study, particularly with regard to inquiry activities and be aware of the specific ethical contexts of psychology of education</p>	<p>Acquisition of knowledge and understanding is through a combination of face-to-face and online lectures, seminars and workshops (A1–A7), small group work (A1-A4and A7), coursework, independent study (A1-A7),project supervision (A5, A6 and A7).</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the psychology and education. Extensive learning and teaching support is provided by The School's Student Success and Engagement Team.</p>	<p>Knowledge and understanding are assessed through a range of coursework, which may include: open-book in-class test, written assignments, audio-visual tasks and presentations, oral examination (viva voce) and independent supervised research projects(A1-A7).</p>

Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1-reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology</p> <p>B2-adopt multiple perspectives and systematically analyse the relationships between them</p> <p>B3-detect meaningful patterns in behaviour and evaluate their significance</p> <p>B4-recognise the subjective and variable nature of individual experience</p> <p>B5-pose, operationalise and critique research questions</p> <p>B6-demonstrate substantial competence in research skills through practical activities</p> <p>B7-reason analytically and demonstrate competence in a range of empirical methods</p> <p>B8-competently initiate, design, conduct and report on an empirical research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations</p>	<p>Intellectual skills are developed through methods and strategies outlined above in section A. Additionally, scientific reasoning, multi-perspectivity and development and critical analysis of research questions are developed through tutorial work and practical experiences. Ethical, reason and empirical project skills are developed throughout the programme in group-learning activities, modelling by tutors, and through supervision.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study. Extensive learning and teaching support is provided by The School's Student Success and Engagement Team and the Information officer (Librarian) linked to the School of Education. In addition, students are able to make use of module tutorials to demonstrate and consolidate skills.</p>	<p>Intellectual skills are assessed through a range of coursework, which may include: open-book in-class test, written assignments, audio-visual tasks and presentations, oral examination (viva voce) and independent supervised research projects (B1-B8).</p>
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1-communicate ideas and research findings by written, oral and visual means</p> <p>C2-interpret and use numerical, textual and other forms of data</p> <p>C3-be computer literate, for the purposes of furthering own learning and in the analysis and presentation of ideas and research findings</p> <p>C4-solve problems by clarifying questions, considering alternative</p>	<p>Practical skills are developed through a series of workshop activities, practical experiences and group projects(C5) and psychological investigations, and the production of artefacts such as conference posters, audio-visual and written reports(C1-7). Practical skills are assessed through Intellectual skills are assessed through a range of coursework,</p> <p>Throughout the learner is expected to consolidate their understanding of computer</p>	<p>Practical skills are assessed through Intellectual skills are assessed through a range of coursework, which may include open-book in-class test, written assignments, audio-visual tasks and presentations, oral examination (viva voce) and independent supervised research projects (C1-C7).</p>

<p>solutions and evaluating outcomes</p> <p>C5-be sensitive to, and take account of, contextual and interpersonal factors in groups and teams</p> <p>C6-undertake self-directed study and project management</p> <p>C7-take charge of own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning</p>	<p>technologies that aid data analysis processes (C2, C3). This is modelled through module learning and teaching activities, including online and face-to-face provision.</p> <p>Students are able to access module tutors, the information officer (librarian) and the Student Success and Engagement team for skills support.</p>	
Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1-effective communicating in writing, oral and other forms of presentation</p> <p>D2-demonstrate numerical and interpersonal reasoning skills</p> <p>D3-use word processing and specialised technologies skilfully</p> <p>D4-retrieve, analyse and organise information effectively</p> <p>D5-recognise what is required for effective teamwork and articulate own strengths and weaknesses in this regard in multiple contexts.</p> <p>D6-take responsibility for own learning and skill development</p>	<p>Transferable skills are developed through in-session contributions, the production of coursework, audio-visual presentations, in-class open-book tests, project report and group work (D1-D6).</p> <p>Throughout, our learners are provided with support from the careers and employability team to capture their skills and apply them to future careers.</p>	<p>Transferable skills are assessed through a range of assessed activities (D1, D2, D3, D4). D5 and D6 are not summatively assessed but form a direct part of the assessment experience and contribute to the overall success of the student's learning experience.</p>

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full-time (3 years), part-time (6 years), with an option to study abroad for the full-time route and leads to the award of a BA (Hons) Psychology in Education.

The programme is offered in full-time (3 years), part-time (6 years), with an option to study abroad for the full-time route and leads to the award of a BSc (Hons) Psychology in Education.

For both awards, entry is normally at Level 4 (with BTEC, A-Level or equivalent qualifications) but is possible at level 5 with appropriate qualifications (which include but are not limited to HND or 120 credits (minimum) in an allied subject i.e., psychology, education, early childhood, social work. Intake is normally Semester A.

Professional and Statutory Regulatory Bodies

Not Applicable.

Work-Based Learning, including Sandwich Programmes

Work-based learning is offered as part of module learning and teaching activities at each level of the programme. It is possible for both titled awards to focus the Psychological Investigation (at Level 6) in a work-based learning context.

Student Exchange programme

Incoming Exchange

Where agreements are in place, study abroad students are accepted onto the programmes at levels 5 and 6.

Study Abroad

Study abroad opportunities for UH students will be available at level 5. Exchange students are accommodated at level 5 and 6. Arrangements are conducted and agreed outside of the programme. Students are responsible for seeking out opportunities that will enhance their studies at their home institution upon their return.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study FULL-TIME–BA (HONS) PSYCHOLOGY IN EDUCATION

Entry point SEMESTER A

Level 4

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Module Title						
Practicing Psychology in an Uncertain World	4EDU2018	15	0	P/F	0	A
It is all in the Mind	4EDU2015	15	0	100%	0	A
Becoming a Psychologist	4EDU2012	15	0	100%	0	A
Perception and Behaviour	4EDU2014	15	0	100%	0	A
Who am I?	4EDU2011	15	0	100%	0	B
Lost in Transition	4EDU2016	15	0	100%	0	B
Learning-Using Psychology	4EDU2017	15	0	100%	0	B
Psychology –The Story So Far	4EDU2013	15	0	100%	0	B

Progression to level 5 requires a minimum of 120 credits.

Mode of study FULL-TIME–BA (HONS) PSYCHOLOGY IN EDUCATION**Entry point** SEMESTER A**Level 5**

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Module Title						
Investigating	5EDU2012	15	0	100%	0	A
Psychological Myths	5EDU2011	15	0	100%	0	A
Brain and Behaviour	5EDU2010	15	0	100%	0	A
Seeking Elusive Evidence	5EDU2009	15	0	100%	0	A
Connected Global Perspectives	5EDU2013	15	0	100%	0	B
Socialisation, Conformity and Indoctrination	5EDU2016	15	0	100%	0	B
Hard Facts and Uncertainty	5EDU2014	15	0	100%	0	B
Downloading: Social Media and Learning Identities	5EDU2015	15	0	100%	0	B

Progression to level 6 requires a minimum of 120 credits and passes in 5EDU2012 INVESTIGATING.

Mode of study FULL-TIME–BA (HONS) PSYCHOLOGY IN EDUCATION**Entry point** SEMESTER A**Level 6**

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Module Title						
Doing Research	6EDU2014	30	0	100%	0	A
Difference and Conformity	6EDU2015	15	0	100%	0	A
Psychology of Place-Learning Environments	6EDU2018	15	0	100%	0	A
Being Human and Becoming Who We Are	6EDU2016	15	0	100%	0	B
Counselling, Mentoring and Coaching	6EDU2017	30	0	100%	0	B
Careers in Psychology	6EDU2019	15	0	100%	0	B

The award of an Honours degree requires a minimum of 360 credits, a minimum of 120 credits must be at level 6.

Mode of study FULL-TIME –BSc (HONS) PSYCHOLOGY IN EDUCATION**Entry point** SEMESTER A**Level 5**

Progression to level 5 requires a minimum of 120 credits at level 4 typically from the BA (Hons) Psychology in Education. All level 4 modules must reach the minimum of an average grade of 55 for a student to be eligible for the BSc route and be in receipt of a GCSE or equivalent in mathematics at grade 5 (former grade C-B) or above by the start of level 5 semester A teaching.

Level 5

Compulsory Modules Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Techniques of Applied Quantitative Psychology	5EDU2020	15	0	100%	0	A
Applied Neuroscience for Today's world (WBL)	5EDU2017	15	0	100%	0	A
Brain and Behaviour	5EDU2010	15	0	100%	0	A
Seeking Elusive Evidence	5EDU2009	15	0	100%	0	A
Psychological Assessments and Psychometrics in Education	5EDU2019	15	0	100%	0	B
Memory, Attention and Decision-Making: Structuring Learning	5EDU2018	15	0	100%	0	B
Hard Facts and Uncertainty	5EDU2014	15	0	100%	0	B
Downloading: Social Media and Learning Identities	5EDU2015	15	0	100%	0	B

Progression to level 6 requires a minimum of 120 credits and passes in 5EDU2020 TECHNIQUES OF APPLIED QUANTITATIVE PSYCHOLOGY.

Mode of study: FULL-TIME –BSc (HONS) PSYCHOLOGY IN EDUCATION**Entry point** SEMESTER A**Level 6**

Compulsory Modules Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Doing research	6EDU2014	30	0	100%	0	A
Groups and Normality	6EDU2021	30	0	100%	0	A
The Identity and Responsibilities of a Professional Psychologist	6EDU2020	30	0	100%	0	B
Counselling, Mentoring and Coaching	6EDU2017	30	0	100%	0	B

The award of an Honours degrees requires a minimum of 360 credits, a minimum of 120 credits must be at level 6.

Mode of study PART-TIME –BA (HONS) PSYCHOLOGY IN EDUCATION**Entry point** SEMESTER A**Level 4** (YEAR 1)

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Module Title						
Practicing Psychology in an Uncertain World	4EDU2018	15	0	P/F	0	A
It is all in the Mind	4EDU2015	15	0	100%	0	A
Who am I?	4EDU2011	15	0	100%	0	B
Psychology –The Story So Far	4EDU2013	15	0	100%	0	B

Mode of study PART-TIME –BA (HONS) PSYCHOLOGY IN EDUCATION**Entry point** SEMESTER A**Level 4** (YEAR 2)

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Module Title						
Becoming a Psychologist	4EDU2012	15	0	100%	0	A
Perceptions and Behaviour	4EDU2014	15	0	100%	0	A
Lost in Transition	4EDU2016	15	0	100%	0	B
Learning –Using Psychology	4EDU2017	15	0	100%	0	B

Progression to level 5 requires a minimum of 120 credits.

Mode of study PART-TIME –BA (HONS) PSYCHOLOGY IN EDUCATION**Entry point** SEMESTER A**Level 5** (YEAR 3)

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Module Title						
Brain and Behaviour	5EDU2010	15	0	100%	0	A
Seeking Elusive Evidence	5EDU2009	15	0	100%	0	A
Socialisation, conformity and Indoctrination	5EDU2016	15	0	100%	0	B
Downloading: Social Media and Learning identities	5EDU2015	15	0	100%	0	B

Mode of study PART-TIME –BA (HONS) PSYCHOLOGY IN EDUCATION

Entry point SEMESTER A

Level 5 (YEAR 4)

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Module Title						
Investigating	5EDU2012	15	0	100%	0	A
Psychological Myths	5EDU2011	15	0	100%	0	A
Connected Global Perspectives	5EDU2013	15	0	100%	0	B
Hard Facts and Uncertainty	5EDU2014	15	0	100%	0	B

Progression to level 6 requires a minimum of 120 credits and passes in 5EDU2012 INVESTIGATING.

Mode of study PART-TIME –BA (HONS) PSYCHOLOGY IN EDUCATION

Entry point SEMESTER A

Level 6 (YEAR 5)

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Module Title						
Doing Research	6EDU2014	30	0	100%	0	A
Being Human and Becoming Who We Are	6EDU2016	15	0	100%	0	B
Careers in Psychology	6EDU2019	15	0	100%	0	B

Mode of study PART-TIME –BA (HONS) PSYCHOLOGY IN EDUCATION

Entry point SEMESTER A

Level 6 (YEAR 6)

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Module Title						
Psychology of Place –Learning Environments	6EDU2018	15	0	100%	0	A
Difference and Conformity	6EDU2015	15	0	100%	0	A
Counselling, Mentoring and Coaching	6EDU2017	30	0	100%	0	B

The award of an Honours degrees requires a minimum of 360 credits, a minimum of 120 credits must be at level 6.

Mode of study PART-TIME –BSc (HONS) PSYCHOLOGY IN EDUCATION

Entry point SEMESTER A

Level 5

Progression to level 5 requires a minimum of 120 credits at level 4 typically from the BA (Hons) Psychology in Education. All level 4 modules must reach the minimum of an average grade of 55 for a student to be eligible for the BSc route and be in receipt of a GCSE or equivalent in mathematics at grade 5 (former grade C-B) or above by the start of level 5 semester A teaching.

Level 5 (YEAR 3)

Compulsory Modules Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Seeking Elusive Evidence	5EDU2009	15	0	100%	0	A
Brain and Behaviour	5EDU2010	15	0	100%	0	A
Downloading: Social Media and Learning Identities	5EDU2016	15	0	100%	0	B
Psychological Assessments and Psychometrics in education	5EDU2019	15	0	100%	0	B

Mode of study PART-TIME –BSc (HONS) PSYCHOLOGY IN EDUCATION

Entry point SEMESTER A

Level 5 (YEAR 4)

Compulsory Modules Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Applied Neuroscience for Today's world (WBL)	5EDU2017	15	0	100%	0	A
Techniques of Applied Quantitative Psychology	5EDU2020	15	0	100%	0	A
Hard Facts and Uncertainty	5EDU2014	15	0	100%	0	B
Memory, Attention and decision making: Structuring Learning	5EDU2018	15	0	100%	0	B

Progression to level 6 requires a minimum of 120 credits and passes in 5EDU2020 Techniques of Applied Quantitative Psychology

Mode of study PART-TIME –BSc (HONS) PSYCHOLOGY IN EDUCATION

Entry point SEMESTER A

Level 6 (YEAR 5)

Compulsory Modules Module Title	Module Code	Credit Points	% Examination	% coursework	% Practical	Semesters
Doing Research	6EDU2014	30	0	100%	0	A
Counselling, Mentoring and Coaching	6EDU2017	30	0	100%	0	B

Mode of study PART-TIME –BSc (HONS) PSYCHOLOGY IN EDUCATION

Entry point SEMESTER A

Level 6 (YEAR 6)

Compulsory Modules Module Title	Module Code	Credit Points	% Examination	% coursework	% Practical	Semesters
Groups and Normality	6EDU2021	30	0	100%	0	A
The Identity and Responsibilities of a Professional Psychologist	6EDU2020	30	0	100%	0	B

The award of an Honours degrees requires a minimum of 360 credits, a minimum of 120 credits must be at level 6.

Mode of study FULL-TIME –BA (HONS) PSYCHOLOGY IN EDUCATION *with Study Abroad*

Entry point SEMESTER A

Level 4

	Module Code	Credit Points	% Examination	% coursework	% Practical	Semesters
Compulsory Modules						
Module Title						
Becoming a Psychologist	4EDU2012	15	0	100%	0	A
Perceptions and Behaviour	4EDU2014	15	0	100%	0	A
It is all in the Mind	4EDU2015	15	0	100%	0	A
Practicing Psychology in an Uncertain World	4EDU2018	15	0	P/F	0	A
Who am I?	4EDU2011	15	0	100%	0	B
Psychology –The Story So Far	4EDU2013	15	0	100%	0	B
Lost in Transition	4EDU2016	15	0	100%	0	B
Learning –Using Psychology	4EDU2017	15	0	100%	0	B

Progression to level 5 requires a minimum of 120 credits.

Mode of study FULL-TIME –BA (HONS) PSYCHOLOGY IN EDUCATION *with Study Abroad*

Entry point SEMESTER A

Level 5

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Module Title						
Seeking Elusive Evidence	5EDU2009	15	0	100%	0	A
Brain and Behaviour	5EDU2010	15	0	100%	0	A
Psychological Myths	5EDU2011	15	0	100%	0	A
Investigating	5EDU2012	15	0	100%	0	A
Study Abroad	5EDU2008	60	0	P/F	0	B

Progression to level 6 requires a minimum of 120 credits and passes in 5EDU2012 Investigating

Mode of study FULL-TIME –BA (HONS) PSYCHOLOGY IN EDUCATION *with Study Abroad***Entry point** SEMESTER A**Level 6**

Compulsory Modules Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Doing Research	6EDU2014	30	0	100%	0	A
Difference and Conformity	6EDU2015	15	0	100%	0	A
Psychology of Place-Learning Environments	6EDU2018	15	0	100%	0	A
Being Human and Becoming Who We Are	6EDU2016	15	0	100%	0	B
Counselling, Mentoring and Coaching	6EDU2017	30	0	100%	0	B
Careers in Psychology	6EDU2019	15	0	100%	0	B

The award of an Honours degrees requires a minimum of 360 credits, a minimum of 120 credits must be at level 6.

Mode of study FULL-TIME –BSc (HONS) PSYCHOLOGY IN EDUCATION *with Study Abroad***Entry point** SEMESTER A**Level 5**

Progression to level 5 requires a minimum of 120 credits at level 4 typically from the BA (Hons) Psychology in Education. All level 4 modules must reach the minimum of an average grade of 55 for a student to be eligible for the BSc route and be in receipt of a GCSE or equivalent in mathematics at grade 5 (former grade C-B) or above by the start of level 5 semester A teaching.

Level 5

Compulsory Modules Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Seeking Elusive Evidence	5EDU2009	15	0	100%	0	A
Brain and Behaviour	5EDU2010	15	0	100%	0	A
Applied Neuroscience for Today's world (WBL)	5EDU2017	15	0	100%	0	A
Techniques of Applied Quantitative Psychology	5EDU2020	15	0	100%	0	A
Study Abroad	5EDU2008	60	0	P/F	0	B

Progression to level 6 requires a minimum of 120 credits and passes in 5EDU2020 TECHNIQUES OF APPLIED QUANTITATIVE PSYCHOLOGY

Mode of study FULL-TIME –BSc (HONS) PSYCHOLOGY IN EDUCATION **with Study Abroad**

Entry point SEMESTER A

Level 6

Compulsory Modules Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Doing research	6EDU2014	30	0	100%	0	A
Groups and Normality	6EDU2021	30	0	100%	0	A
Counselling, Mentoring and Coaching	6EDU2017	30	0	100%	0	B
The Identity and Responsibilities of a Professional Psychologist	6EDU2020	30	0	100%	0	B

The award of an Honours degrees requires a minimum of 360 credits, a minimum of 120 credits must be at level 6.

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA (Hons)	Psychology in Education	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)
BSc (Hons)	Psychology in Education	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)
BA (Hons)	Psychology in Education with Study Abroad	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)
BSc (Hons)	Psychology in Education with Study Abroad	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate	Untitled	45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education	Untitled	120 credit points at level 4	4, 5	<i>For named awards, list all relevant learning outcomes, e.g. A1, A3, A4, B1, B2, C1, C5, D1, D2, D3</i> OR <i>For untitled awards: See UPR AS11, section 13:</i> http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Diploma of Higher Education	Untitled	240 credit points including at least 120 at level 5	5, 6	<i>For named awards, list all relevant learning outcomes, e.g. A1, A3, A4, B1, B2, B6, C1, C5, D1, D2, D3, D6</i> OR <i>For untitled awards: See UPR AS11, section 13:</i> http://sitem.herts.ac.uk/secreg/upr/AS11.htm
BSc/BA	Psychology in Education	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	<i>List all relevant learning outcomes, e.g. A1, A3, A4, A5, B1, B2, B6, C1, C2, C3, C5, D1-D6</i>
BSc/BA	Psychology in Education with Study Abroad	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	<i>List all relevant learning outcomes, e.g. A1, A3, A4, A5, B1, B2, B6, C1, C2, C3, C5, D1-D6</i>

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

None

Further programme-specific regulations (requiring School-level approval) are given below:

- A pass grade in the Psychological Investigation module is required for an honours award
- Qualitative research methods must be used in the Psychological Investigation module in order to be awarded a BA (Hons)
- Quantitative research methods must be used in the Psychological Investigation module in order to be awarded a BSc (Hons)
- Normally, The BA (Hons) and BSc (Hons) Psychology in Education requires a prerequisite pass of 5EDU2012INVESTIGATING or 5EDU2020TECHNIQUES OF APPLIED QUANTITATIVE RESEARCH in order for the student to progress to level 6—progression can occur without the prerequisite at the discretion of the board of examiners

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- The Programme Leader, who is responsible for advising students on the programme as a whole and chairing the programme committee
- Student representatives on programme committees
- Module Leaders
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme

Support

Students are supported by:

- An induction week at the beginning of each new academic session
- Overseas Orientation
- Personal Tutors to provide academic and pastoral support
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
- Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery
- A versatile on-line inter-active intranet and learning environment
- Guided student-centred learning on Canvas module sites
- Access to extensive digital and print collections of information resources
- Attractive modern study environments in 2 Learning Resources Centres
- Student Success Hubs, which include a Mathematics Drop-in Centre
- Medical Centre
- University Disability Advisors
- Careers and Employment
- Hertfordshire Student's Union
- Dedicated programme site

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format, please contact:
dhaq@herts.ac.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

BA (Hons) Psychology in Education

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																											
		Knowledge & Understanding							Intellectual Skills								Practical Skills							Transferable Skills					

Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6
The Psychology of Place - Learning Environments	6EDU2018	X	X	X	X	X			X	X	X	X	X		X			X	X	X	X		X	X	X	X	X	X	X

BSc (Hons) Psychology in Education

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																												
		Knowledge & Understanding								Intellectual Skills								Practical Skills							Transferable Skills					
Level 5	Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6
	Seeking Elusive Evidence	5EDU2009	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Brain and Behaviour	5EDU2010	X	X	X	X	X	X	X	X	X	X	X							X	X	X		X	X	X	X	X	X	X
	Hard Facts and Uncertainty	5EDU2014	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
	Downloading: Social Media and Learning Identities	5EDU2015	X	X	X	X			X		X	X	X		X					X	X	X		X	X	X	X	X	X	X
	Applied Neuroscience for Today's world (WBL)	5EDU2017	X	X	X	X			X	X	X		X		X			X			X	X		X	X		X	X	X	X
	Memory, attention and decision making: structuring learning	5EDU2018	X	X	X		X	X	X			X	X		X		X	X		X	X	X	X	X	X		X	X	X	X
	Psychological Assessments and Psychometrics in Education	5EDU2019	X	X	X	X			X	X	X		X			X		X			X	X		X	X		X	X	X	X
	Techniques of Applied Quantitative Psychology	5EDU2020	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Level 6	Doing Research	6EDU2014	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Counselling, Mentoring and Coaching	6EDU2017	X	X	X	X			X			X	X		X			X		X	X	X	X	X	X	X	X	X	X	X
	The Identity and Responsibilities of a Professional Psychologist	6EDU2020			X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
	Groups and Normality	6EDU2021			X	X		X	X	X	X	X	X	X		X		X		X	X	X	X	X	X	X	X	X	X	X

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. understand the scientific underpinnings of psychology as a discipline, its historical origins, developments and limitations in the context of education
- A2. recognise the inherent variability and diversity of psychological functioning and its significance
- A3. demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across and how they interrelate within educational policy and practice
- A4. demonstrate detailed knowledge of several historic and cutting-edge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across and how they interrelate within educational policy and practice
- A5. demonstrate detailed knowledge of several historic and cutting-edge specialised areas and/or applications of psychology in education
- A6. demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations
A6 –demonstrate a systematic knowledge of a range of research paradigms, research methods and data analysis techniques, including small-scale qualitative cohort data, and an awareness of their limitations
- A7. demonstrate awareness of ethical principles and approval procedures in relation to personal study, particularly with regard to inquiry activities and be aware of the specific ethical contexts of psychology of education

Intellectual Skills

- B1. reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology

Practical Skills

- C1. communicate ideas and research findings by written, oral and visual means
- C2. interpret and use numerical, textual and other forms of data
- C3. be computer literate, for the purposes of furthering own learning and in the analysis and presentation of ideas and research findings
- C4. solve problems by clarifying questions, considering alternative solutions and evaluating outcomes
- C5. be sensitive to, and take account of, contextual and interpersonal factors in groups and teams
- C6. undertake self-directed study and project management
- C7. take charge of own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning

Transferable Skills

- D1. effective communicating in writing, oral and other forms of presentation

- B2. adopt multiple perspectives and systematically analyse the relationships between them
- B3. detect meaningful patterns in behaviour and evaluate their significance
- B4. recognise the subjective and variable nature of individual experience
- B5. pose, operationalise and critique research questions
- B6. demonstrate substantial competence in research skills through practical activities
- B7. reason analytically and demonstrate competence in a range of empirical methods
- B8. competently initiate, design, conduct and report on an empirical research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations
- D2. demonstrate numerical and interpersonal reasoning skills
- D3. use word processing and specialised technologies skilfully
- D4. retrieve, analyse and organise information effectively
- D5. recognise what is required for effective teamwork and articulate own strengths and weaknesses in this regard in multiple contexts.
- D6. take responsibility for own learning and skill development

Section 2

Programme management

Relevant QAA subject benchmarking statements	Psychology 2019
Type of programme	Undergraduate
Date of validation/last periodic review	September 21
Date of production/ last revision of PS	March 22
Relevant to level/cohort	Level 4 entering September 2023
Administrative School	School of Social Sciences, Humanities, and Education
Language of Delivery	English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
EDPEBA EDPEBSC	BA Psychology in Education BSc Psychology in Education	100496	X311