

## PROGRAMME SPECIFICATION

Name, title and level of final qualification(s)	<b>BA Psychology for Education</b> (Level 6)
Name and title of any exit qualification(s)	Diploma of Higher Education in Psychology for Education Certificate of Higher Education in Psychology for Education Certificate of Higher Education in Applied Psychology ( <i>subject to completion of appropriate module</i> ) Certificate of Continuing Education
Awarding Body	University of London
Teaching Institution(s)	Birkbeck, University of London
Home School/other teaching departments	Psychological Sciences Birkbeck Business School
Location of delivery	Central London
Language of delivery and assessment	English
Mode of study, length of study and normal start month	Part-time (4 years) September
Professional, statutory or regulatory body	N/A
<a href="#">QAA subject benchmark group(s)</a> <a href="#">Higher Education Credit Framework for England</a>	Psychology
Birkbeck Course Code	UBAPCHED_C
HECoS Code	100496
Start date of programme	Autumn 2010
Date of programme approval	Summer 2010
Date of last programme amendment approval	30 May 2023
Valid for academic year and cohorts	2023-24
Date of last revision to document	31/05/2023

## **Admissions requirements**

We welcome applicants without traditional entry qualifications as we base decisions on our own assessment of your qualifications, knowledge and previous work experience. However, as a minimum, you must have:

- a) a good standard of written and spoken English
- b) a good standard of basic mathematics
- c) an active and ongoing engagement with children or young people (as a paid employee or as a volunteer) for a minimum of one day (6 hours) per week, for the duration of the degree.

Suitability for admission will be assessed on the basis of the application and all applicants are interviewed. You can also take a written test of your English and mathematics skills if you do not possess previous qualifications in these subjects. Admission will be conditional on you providing written confirmation of your work placement and on arranging for a workplace mentor who would be willing to provide you with on-going professional support for the duration of the degree.

## **Course aims**

The overall aim of this programme is to provide individuals wishing to work with children and young people with the knowledge they need to progress with their studies and their careers. It will do this by providing you with knowledge and critical appreciation of psychological theory and research focusing on topics in educational psychology such as children and young people's development, learning, wellbeing and mental health, and by supporting you to develop as a reflective practitioner.

The programme will support you to develop the ability to evaluate arguments within psychology and to attain high levels of transferable skills particularly in processing information, literacy, critical analysis, numeracy, effective communication and reflective practice. It will also enable you to acquire a range of transferable skills relevant to a wide range of careers within education, psychology and supporting children, young people and families.

Upon graduation you will be able to demonstrate a sound knowledge and understanding of key areas within psychology such as cognitive and developmental psychology and individual differences. In particular, you will be able to apply multiple perspectives to psychological issues in education and in children's development and to integrate ideas and findings drawn from a range of sources. Furthermore, the programme also aims to provide the subject-specific skills and understanding required for postgraduate study.

### **Key Features of the Programme:**

- Provides a professionally relevant BA level qualification for those wanting to take a first step to qualifying in professions focusing on children's learning and mental health across all educational phases, for example, as Teachers, Family Support Workers, Learning Support Workers, Learning Mentors, Education Mental Health Practitioners, Speech and Language Therapists as well as many others.
- Provides an academically rigorous and attractive programme enabling students to complete a BA in Psychology for Education in 4 years of part-time study, in line with other BA/BSc programmes across the College.
- Is organised and structured so that all students are offered support embedded into the curriculum enabling students to attain the highest levels of achievement.

## Course structure

Level	Module Code	Module Title	Credit	Comp Core/ Option	Likely teaching term(s)
<b>Part-time – 4 years</b>					
<b>Year 1</b>					
4	SCPS236H4	Theoretical and Conceptual Foundations of Psychology	15	Compulsory	T1
4	SCPS168H4	Research Methods for Psychology (Introduction)	15	Compulsory	T1
4	SCPS237H4	Biological and Neuropsychology	15	Compulsory	T2
4	SCPS190H4	Fundamental Concepts in Developmental Psychology	15	Compulsory	T2
4	SCPS189H4	Understanding Personality and Intelligence	15	Compulsory	T3
4	SCPS235Z4	Psychology Study Skills	0	Compulsory	T1-3
<b>Students choose ONE from the following options:</b>					
4	SCPS234H4	Working with Children and Families: Diversity and Communication	15	Option	T3
4	SCPS169H4	Research Methods in Practice	15	Option	T3
<b>Year 2</b>					
4	SCPS187H4	Understanding Applied Cognitive Psychology	15	Compulsory	T1
4	SCPS188H4	Understanding Applied Social Psychology	15	Compulsory	T2
5	SCPS160H5	Individual Differences	15	Compulsory	T1
5	PSYC026H5	Developmental Psychology	15	Compulsory	T2
5	SCPS004H5	Developing Child: A Social Perspective	15	Compulsory	T3
5	SCPS200H5	Approaches to Applied Research	15	Compulsory	T3
<b>Year 3</b>					
6	SCPS233H6	Applying Psychology: Integrating Theory and Practice	15	Compulsory	T1-3
6	SCPS223H6	Individual Differences and Education	15	Compulsory	3
<b>Students choose FOUR from the following options:</b>					
5	PSYC044H5	Neuroscience	15	Option	T1
5	SCPS180H5	Perception and Attention	15	Option	T1
5	SCPS031H5	Psychological and Developmental Issues in Childhood	15	Option	T1
5	SCPS163H5	Social Psychology	15	Option	T2
5	SCPS177H5	Research Methods 1	15	Option	T2
5	SCPS119H5	Psychological and Developmental Issues in Adolescence	15	Option	T3
5	SCPS178H5	Research Methods 2	15	Option	T3
<b>Year 4</b>					
6	SCPS165S6	Extended Essay	30	Core	1-3
6	SCPS164H6	Educational Psychology	15	Core	1
<b>Students choose THREE from the following options:</b>					
6	SCPS180H6	Qualitative Research in Psychology	15	Option	1

6	PSYC028H6	Family Studies	15	Option	1
6	SCPS182H6	Clinical and Counselling Psychology	15	Option	1
6	PSYC019H6	Brain and Cognitive Development	15	Option	2
6	PSYC034H6	Language	15	Option	2
6	SCPS181H6	Attachment Theory: Introduction and Critique	15	Option	2
6	BUOB020H6	Organizational Change	15	Option	2
6	BUOB011H6	Careers and Counselling at School	15	Option	2

Core: Module must be taken and passed by student

Compulsory: Module must be taken but can be considered for compensated credit (see CAS regulations paragraph 24)

Option: Student can choose to take this module

### How you will learn

Your learning and teaching is organised to help you meet the learning outcomes (below) of the programme. As a student, we expect you to be an active learner and to take responsibility for your learning, engaging with all of the material and classes and workshops arranged for you.

Each course is divided into modules. You will find information on the virtual learning site (Moodle, see Academic Support below) about each of your modules, what to expect, the work you need to prepare, links to reading lists, information about how and when you will be assessed.

At levels 4 and 5, the learning and teaching methods are student-centred learning with a creative approach to linking critical analytic thinking and applied psychology. Methods will include group work, student research projects, case studies, discussions, student presentations and feedback alongside traditional lectures. You will be expected to engage actively in the process of learning, participating in discussions and presentations, group and project work, where appropriate. At level 6, the programme further includes seminars, small group work appropriate to the aims and objectives of particular modules. You will also complete a supervised extended essay on a suitable agreed topic area.

### How we will assess you

The course uses a variety of assessment methods. Assessment is used to enhance your learning rather than simply to test it. Assessment has been planned to be both academically rigorous and professionally relevant. Always based on the learning outcomes, the subject matter of individual coursework is also tailored to your needs and interests. Coursework is varied within and between modules and wherever possible a choice of assessment activities will be offered to allow you to focus on topics of direct interest and relevance to you.

This will include:

- Essays
- Case studies
- Small scale research reports
- Critical analyses of published papers
- Class presentations
- Reflective pieces focusing on your own development and the application of theory to practice
- Essays and/or short answer questions written under examination conditions

- Exams
- Participation; and
- An extended essay.

The specific assessment requirements of individual modules are set out in each module syllabus; however, in general, you must achieve a minimum of 40% in order to pass a module and where this is not achieved will be subject to regulations regarding further attempts as set out in the Common Award Scheme.

You will be expected to undertake personal study to support learning in class and will be directed to core readings and will receive guidance on how to access relevant materials.

The use of a reflective journal and critical reflection will be central to developing your metacognitive skills, will provide an opportunity to explore your development as a reflective practitioner.

You will be supported by additional workshops and within appropriate modules and also through an induction event, annual orientation events, three tutorial sessions per year with a personal tutor and additional skills events as appropriate. Tutorials with your personal tutor will also ensure that you set and work towards appropriate targets and will offer you pastoral support in developing strategies to meet these.

### **Learning outcomes (what you can expect to achieve)**

Learning outcomes indicate what you should be able to know or do at the end of your course. Providing them helps you to understand what your teachers will expect and also the learning requirements upon which you will be assessed.

On completion of this degree, you will be able to:

1. Demonstrate knowledge and understanding of key areas of psychology, including biological, cognitive, developmental, social psychology and individual differences, with a particular focus on their application to children's development, wellbeing, education and the educational context.
2. Demonstrate a critical understanding of a range of psychological research methods, concepts and theories within educational and developmental psychology.
3. Critically discuss a range of developmental disorders, psychological disorders and adverse experiences that children can experience, and critically evaluate the impact of such disorders and experiences on children's mental health, wellbeing and their education.
4. Demonstrate a critical awareness of the links between theory, research evidence and education policy and practice.
5. Critically discuss the ethical issues involved when conducting research (with particular reference to the study of children and young people) and the issues that arise when trying to generalise results (for example across contexts or cultures).
6. Integrate ideas and findings across multiple perspectives.

### **Intellectual Learning Outcomes:**

7. Analyse and evaluate theories, concepts, arguments and evidence.
8. Construct theoretical and empirical arguments drawing on theory and research.
9. Appreciate the formative effects of psychological, social and cultural factors on childhood and adolescent experiences within and outside of school.
10. Consider how theory and research can be used to develop professional evidence-based practice.
11. Reflect on your professional practice and to have begun to consider how to implement the insights and understanding gained.

12. Demonstrate independent and critical thought and the capacity to critically analyse and evaluate ideas and findings.
13. Demonstrate numeracy and high levels of literacy.
14. Show problem analysis and problem-solving skills.

**Practical Learning Outcomes:**

15. Demonstrate high levels of computer literacy.
16. Plan and carry out a review of relevant literature.
17. Demonstrate effective organisation skills in managing independent study.
18. Communicate ideas and findings orally, visually and in writing.
19. Recognise and employ the skills necessary to becoming a reflective practitioner and effective team member.

**Personal and Social Learning Outcomes:**

20. Demonstrate an awareness of societal/cultural/historical beliefs about the status and needs of children and families and the ways such beliefs influence childhood and adolescent experiences as well as professional practice, collaboration and communication.
21. Adopt a self-reflective stance towards your own beliefs, assumptions, predispositions and biases and recognise the ways these may influence your everyday practice.
22. Recognise and begin to effectively employ skills of professional communication and collaborative working.
23. Reflect on and to take responsibility for your own learning.

**Careers and further study**

You will find BA Psychology for Education graduates in many roles, including:

- Behaviour Mentors and other Behaviour Specialists
- Children and Adolescent Mental Health Service (CAMHS) Workers
- Early Years Practitioners
- Higher Level Teaching Assistants
- Learning Mentors
- Nursery Managers
- Occupational Therapists
- Pastoral Managers
- Teachers – Early Years, Primary and Secondary
- Special Educational Needs Co-Ordinators
- Special Educational Needs Specialists
- Speech and Language Therapists

BA Psychology for Education graduates also gain a set of valuable attributes, for example:

- Computer literacy, including the use of word processing and literature databases
- The ability to critically analyse and evaluate material
- Effective oral and written communication skills
- Independent and critical thinking,
- Problem analysis and problem-solving skills,
- Research skills
- The ability to reflect on your own practice
- The ability to take responsibility for and to manage your own learning and development,
- The ability to work independently and as part of a team.

Birkbeck offers a range of careers support to its students. You can find out more on [the careers pages of our website](#).

## **Academic regulations and course management**

Birkbeck's academic regulations are contained in its [Common Award Scheme Regulations](#) and Policies published by year of application on the Birkbeck website.

You will have access to a course handbook on Moodle and this will outline how your course is managed, including who to contact if you have any questions about your module or course.

## **Support for your study**

Your learning at Birkbeck is supported by your teaching team and other resources and people in the College there to help you with your study. Birkbeck uses a virtual learning environment called Moodle and each course has a dedicated Moodle page and there are further Moodle sites for each of your modules. This will include your course handbook.

Birkbeck will introduce you to the Library and IT support, how to access materials online, including using Moodle, and provide you with an orientation which includes an online Moodle module to guide you through all of the support available. You will also be allocated a personal tutor and provided with information about learning support offered within your School and by the College.

[Please check our website for more information about student support services](#). This covers the whole of your time as a student with us including learning support and support for your wellbeing.

In addition, students on the BA Psychology for Education have a range of study support strategies also embedded into the curriculum at Levels 4 and 5. Some support will be provided by your lecturers within lectures; however, you will also complete two modules – *Psychology Study Skills* in Year 1 and *Applying Psychology: Integrating Theory and Practice* in Years 2 and 3 - whose focus is on your development as an effective learner and an effective practitioner. These modules will allow you to explore and practice the key skills that you need to achieve.

## **Quality and standards at Birkbeck**

Birkbeck's courses are subject to our quality assurance procedures. This means that new courses must follow our design principles and meet the requirements of our academic regulations. Each new course or module is subject to a course approval process where the proposal is scrutinised by subject specialists, quality professionals and external representatives to ensure that it will offer an excellent student experience and meet the expectation of regulatory and other professional bodies.

You will be invited to participate in an online survey for each module you take. We take these surveys seriously and they are considered by the course team to develop both modules and the overall courses. Please take the time to complete any surveys you are sent as a student.

We conduct an annual process of reviewing our portfolio of courses which analyses student achievement, equality data and includes an action plan for each department to identify ongoing enhancements to our education, including changes made as a result of student feedback.

Our periodic review process is a regular check (usually every four years) on the courses by department with a specialist team including students.

Each course will have an external examiner associated with it who produces an annual report and any recommendations. Students can read the most recent external examiner reports on the

course Moodle pages. Our courses are all subject to Birkbeck Baseline Standards for our Moodle module information. This supports the accessibility of our education including expectations of what information is provided online for students.

The information in this programme specification has been approved by the College's Academic Board and every effort has been made to ensure the accuracy of the information it contains.

Programme specifications are reviewed periodically. If any changes are made to courses, including core and/or compulsory modules, the relevant department is required to provide a revised programme specification. Students will be notified of any changes via Moodle.

Further information about specifications and an archive of programme specifications for the College's courses is [available online](#).

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