

## Programme Specification

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### Education and Psychology (2017-18)

This specification 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 s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Full-time
Duration in years	3
Accreditation details	British Psychological Society (BPS)
Final award	Bachelor of Science with Honours (BSc (Hons))
Name of award	Education and Psychology
Interim Exit awards	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE)
FHEQ level of final award	Level 6
UCAS code	CX83
Programme code	6999
QAA Subject Benchmark or other external reference	Education Studies 2007, Psychology 2007
Programme Lead	David Galbraith (dwg1c11)

### Programme Overview

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#### Brief outline of the programme

\*2016-2017 & 2017-2018 entry only\*

With accreditation from the British Psychological Society, this Education and Psychology course provides a valuable first qualification for those seeking employment in either public or private organisations such as: human resources and administration; social and educational research, local government, community learning, education welfare or education-related work within charity organisations. Alternatively, it provides you with a starting point for extended study in Education or Psychology at Masters and/or Doctorate level. There is also the potential for you to follow a career in Education through a PGCE Primary or PGCE Further Education, Learning and Skills. If you select a specified pathway within the programme and achieve a minimum of a 2(2) degree, including passing the final year dissertation, you will be eligible for Graduate Basis for Chartership (GBC) with the BPS. In this case, you would

be eligible to apply for programmes offering postgraduate training in Educational Psychology.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

### **Learning and teaching**

A good mix of teaching methods are used in a flexible and inclusive way to develop your knowledge and understanding of the many disciplines within Education and Psychology. Different teaching methods are matched to the material being taught, and will provide a variety of learning activities and experiences to encourage deep learning. These will include:

- Lectures;
- Seminars;
- Workshops;
- Tutorial supervision;
- Small group work;
- Group projects; and
- Independent research.

Evidence of your intellectual skills generally culminates in the generation of a report on an independently conducted and original piece of small-scale research in the final year of your degree. A range of methods are used to develop your intellectual skills, including:

- Questioning;
- Problem solving;
- Student-led seminar discussions;
- Group projects;
- Oral presentations.

Across the degree and within the modules, learning activities are designed to develop your transferable skills.

### **Assessment**

The assessment methods are appropriate and varied in order to allow you to demonstrate the learning outcomes. Formative assessment relates to work that does not count but contributes to your mastery of the discipline. This may include practice essays, tutorial feedback, class activities etc., all of which provide the opportunity for formative feedback. Summative assessment relates to work that does count to your award. Hence it attracts a (summative) grade, but will very often be accompanied by (formative) comments to help you improve. The knowledge and understanding outcomes will be summatively assessed mainly through examinations, written assignments (essays, reports, reviews and a dissertation) and presentations.

## **Special Features of the programme**

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Some modules may include observational placements, field trips and other external visits. These are explained in the information supporting each module.

A number of the Option modules include in their title 'Critical Observations'. These modules provide you with the chance to organise observational visits to a range of different educational contexts. In each case, a similar delivery format is adopted. The principle is to 'critically observe' theory, policy, research and practice. The assessment adopted varies depending on the context. An enhanced Disclosure and Barring Service (DBS) check is required for these modules. (see Appendix 2)

If you choose to follow a specific pathway within the award that includes the modules specified for BPS accreditation, and achieve a minimum of a 2(2) degree, including passing the final year dissertation, you will be eligible for Graduate Basis for Chartership (GBC) with the BPS.

**Please note:** As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period

of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

## Educational Aims of the Programme

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The aims of the programme are to develop your knowledge and understanding of:

- The processes of learning, including some of the key paradigms and their impact on educational practices;
- The effects of cultural, societal, political, historical and economic contexts on learning, including education policies, moral, religious and philosophical underpinnings, and issues of social justice;
- Formal and informal contexts for learning in both your own and other educational contexts, and the values underpinning your organisation;
- A range of research perspectives and methodologies applied to education and psychology;
- The complex interactions between education and its contexts, and relationships with other disciplines and professions.

The programme aims to give you opportunities to:

- Analyse education and psychology issues systematically;
- Evaluate education policy and some chosen areas of psychology in an informed and systematic way;
- Assimilate new principles and new knowledge;
- Apply key principles across educational systems and within chosen areas of psychology.

## Programme Learning Outcomes

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### Knowledge and Understanding

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On successful completion of this programme a student will have knowledge and understanding of:

- A1. Underlying values and principles relevant to education and some of the core domains in the study of psychology;
- A2. Diversity of learners and the complexities of the education process;
- A3. Complexity of the interaction between learning and contexts, and the range of ways in which participants (including learners and teachers) can influence the learning process;
- A4. Societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.
- A5. Essential grounding in the research process as it applies to the interdisciplinary fields of education and psychology.

## Teaching and Learning Methods

A range of teaching methods is used to develop your knowledge and understanding of the many disciplines within education and psychology, including lectures, seminars, workshops, one-to-one supervision where appropriate, for example in the dissertation module, small group work, group projects, and independent research. Different types of teaching sessions are matched to the material being taught, and will provide a variety of learning activities and experiences to encourage deep learning and to recognise and respond to the different preferred learning styles of students as appropriate.

## Assessment Methods

The intended learning outcomes will be summatively assessed through a variety of methods. Modules may have more than one item of assessment. The principles of the assessment design have been established (see Appendix 3). The assessment methods are varied as appropriate, in order to allow you to demonstrate the intended learning outcomes. For example, you may need to sit a formal examination, be asked to write an individual essay or you may be asked as a group to present an academic poster and respond individually to defend issues involved.

Summative assessment relates to work that in some way counts to your final award. Formative assessment relates to work that contributes to your mastery of the discipline and helps you progress. Formal summative feedback will normally include formative comments. Other feedback will be provided by responding to your questions and/or through tutorials.

## Subject Specific Intellectual and Research Skills

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On successful completion of this programme a student will be able to:

- B1. Systematically analyse educational and psychological concepts, theories and issues of policy;
- B2. Identify and reflect critically on across aspects of subject knowledge potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts;
- B3. Assimilate new principles and understandings as they relate to key areas of education and psychology;
- B4. Select and apply of a range of relevant theoretical and research-based evidence (primary and secondary sources) to extend your knowledge and understanding;
- B5. Formulate and justify potential changes in practice;
- B6. Adopt an objective approach, reflecting on your own and others' value systems;
- B7. Use your knowledge and understanding critically to locate and justify a personal position in relation to education and psychology;

## Teaching and Learning Methods

A range of teaching and learning methods are used to develop your intellectual skills, including problem solving exercises, student-led seminar discussions, group projects, oral presentations and dissertation discussions with your supervisor. Evidence of your intellectual skills generally culminates in the

generation of a report on an independently conducted and original piece of research in your final year.

### **Assessment Methods**

A variety of assessments are used across the programme in order for you to be able to demonstrate that you have met the learning outcomes for intellectual skills. Assessment methods include examinations, essays, individual and group presentations, and the final year dissertation.

### **Transferable and Generic Skills**

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On successful completion of this programme a student will be able to:

- C1. Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary;
- C2. Use information management tools in your study and other appropriate situations;
- C3. Collect and apply numerical data appropriately, present data in a variety of formats including graphical and tabular, and analyse and interpret both qualitative and quantitative data;
- C4. Collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities;
- C5. Articulate your own approaches to learning and organise an effective work pattern including working to deadlines;
- C6. Process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on relevant theoretical perspectives.

### **Teaching and Learning Methods**

Modules across the programme include activities such as lectures, seminars and workshops where you will be able to develop your transferable skills. Lectures, for example, will help you to understand the key issues within a topic but importantly, alongside this, seminars will give you the opportunity to discuss, debate and challenge those issues and ideas with your peers and tutors.

Different teaching approaches are matched to the material being taught, and will provide a variety of learning activities and experiences to encourage deep learning and to recognise and respond to the different preferred learning styles of students as appropriate.

### **Assessment Methods**

Assessment activities designed to help you develop your transferable skills are delivered in most modules. A wide range of activities may be used, including essays, data analysis, presentations and problem-solving activities. Formative and summative feedback will be provided to guide your learning and transferable skill development. The principles of the assessment design have been established.

## Programme Structure

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The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

### Part I

\*2016-17 & 2017-18 entrants only\*

#### Typical programme content

The programme design offers sufficient flexibility for you to focus on areas of interest. The programme comprises three parts, each part corresponding to one year of full-time study taught over two semesters. Each part comprises a similar number of modules. The modules you follow will be defined as: Core; Compulsory; and Option. In some cases, an Option module once selected is treated as a 'Core' module.

The core and compulsory modules deliver the programme outcomes through the study of a broad range of education and psychology topics. The option modules enable you to choose topic areas of particular interest to you from within the disciplines of Education and Psychology or, if preferred, from the choices that the wider University offers (subject to issues such as prerequisites and timetabling), for example language modules. The option modules shown below constitute an indicative list; there will always be choice but the options might vary between years. A full list of modules and rules will be available to you via the Student Record Self-Service system once you enrol at the University. You will be able to discuss your option choices with your Personal Academic Tutor and module tutors at appropriate times throughout your programme so that your choices are sensibly tailored to your career intentions.

### Part I Compulsory

Code	Module Title	ECTS	Type
EDUC1033	Contemporary Education Issues, Problems and Policies	7.5	Compulsory
EDUC1042	Special Educational Needs	7.5	Compulsory

### Part I Core

Code	Module Title	ECTS	Type
PSYC1017	Behavioural Neuroscience	7.5	Core
PSYC1016	Introduction to Psychology	7.5	Core

PSYC1018	Personality & Intelligence	7.5	Core
PSYC1010	Research Methods and Data Analysis I	7.5	Core
EDUC1060	Researching Learning	15	Core

## Part II

### Part II Core

Code	Module Title	ECTS	Type
PSYC2007	Developmental Psychology	7.5	Core
EDUC2054	Research Methods in Education & Psychology	15	Core
PSYC2003	Social Psychology	7.5	Core

### Part II Optional

If taking the BPS pathway, EDUC2045 Cognitive Psychology in Education must be selected and will be considered CORE.

Code	Module Title	ECTS	Type
EDUC2030	Adult Learners & Learning	7.5	Optional
EDUC2045	Cognitive Psychology in Education	7.5	Optional
EDUC2028	Employability	7.5	Optional
PHIL1005	Ethics	7.5	Optional
UOSM2004	Global Health	7.5	Optional
PSYC2021	Language and Memory	7.5	Optional
UOSM2013	Pathological Mechanisms of Disease	7.5	Optional

PSYC2019	Research Methods and Data Analysis III	7.5	Optional
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### Part III

#### Part III Optional

If taking the BPS pathway, EDUC3022 Advanced Research Methods must be selected and will be considered CORE.

Code	Module Title	ECTS	Type
EDUC3022	Advanced Research Methods	7.5	Optional
PSYC3002	Current issues in Clin Psych	7.5	Optional
PSYC3015	Social and Psychological Approaches to Understanding Sexual Health	7.5	Optional
EDUC3025	Social Justice & Inclusive Education	7.5	Optional
EDUC3029	Sociology of Education	7.5	Optional
EDUC3037	Supporting Additional Learning Needs: Critical Observations	7.5	Optional
PSYC3043	Understanding your world with vision, touch, sound and taste	7.5	Optional

#### Part III Optional/ Core

Select:

EDUC3027 Dissertation

or

PSYC3003 Literature Review

and

PSYC3005 Research Paper

Once selected the module(s) will become Core

Code	Module Title	ECTS	Type
EDUC3027	Dissertation	15	Optional/Core
PSYC3003	Literature Review	7.5	Optional/Core

## Progression Requirements

The programme will follow the University's regulations for [Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes](#) or the University's regulations for [Progression, Determination and Classification of Results: Standalone Masters Programmes](#) as set out in the General Academic Regulations in the University Calendar: <http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html>

## Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- Module handbooks/outlines. These will be available at the start of each module (normally in online format). The module handbook includes the aims and learning outcomes of the module, the methods of assessment, relevant background material to the module and a session-by-session breakdown of the module together with appropriate reading/resource lists.
- Module co-ordinators support. Module co-ordinators will be available at various times during the week to

discuss issues related to the particular modules you are studying at the time. This will be in addition to class contact time;

- Personal Academic Tutor (PAT). As soon as you register on this programme, you will be allocated a personal academic tutor. S/he is a member of the academic team and will be available to discuss general academic issues related to the programme as well as offer advice and support on any personal issues that may affect your studies;
- Senior Tutor. Education has a dedicated Senior Tutor that is available to meet with students and discuss any general academic issues as well as offer advice and support on any personal issues that may affect your studies.

Within the Faculty:

- Your Student Office deals with student records and related issues and with queries related to your specific degree programme provides administrative support;
- The FSHMS HUB: An information resource for students.

## Methods for evaluating the quality of teaching and learning

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You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student survey questionnaires for each module of the programme;
- Acting as a student representative on various committees, e.g. Student Staff Liaison Committee (SSLC), Faculty Programmes Committee (FPC) OR providing comments to your student representative to feedback on your behalf;
- Serving as a student representative on Faculty Scrutiny Groups for programme validation;
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group.

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty;
- Programme validation, normally every five years;
- External examiners, who produce an annual report;
- A national Research Excellence Framework (our research activity contributes directly to the quality of your learning experience);
- Higher Education Review by the Quality Assurance Agency for Higher Education.

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

## Criteria for admission

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The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

Alternative qualifications: these are considered individually.

Mature applicants

We welcome applications for mature students. Such applications are considered on a case-by-case basis.

International applications

Candidates with non-UK qualifications will normally be expected to have qualifications of an equivalent standard to those outlined above. In addition to any of the above qualifications, candidates whose first language is not English are required either to reach a satisfactory standard in an approved test in English or to have come from a

country which appears on the list of those exempt from testing and have been instructed and assessed in English.

Qualification	Grades	Subjects required	Subjects not accepted	EPQ Alternative offer (if applicable)	Contextual Alternative offer (if applicable)
International Baccalaureate	34 points, 17 at higher level.				
GCSE	All applicants must have GCSE Mathematics and English at grade [C] (numerical scale [4] or above).				
A Level	AAB				If you have been eligible for the Access to Southampton (A2S) scheme we may make an alternative conditional offer, typically BBB.

### Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#)

Students are accepted under the University's recognition of prior learning policy; however, each case will be reviewed on an individual basis.

### English Language Proficiency

The table below sets out the English proficiency requirements for this programme in terms of the IELTS test. We accept a range of other English proficiency tests including TOEFL and Cambridge Advanced/Proficiency. For full details of the recognised tests and the equivalent requirements in those tests please see [www.southampton.ac.uk/admissions-language](http://www.southampton.ac.uk/admissions-language).

Overall	Reading	Writing	Speaking	Listening
6.5	5.5	5.5	5.5	5.5

### Career Opportunities

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Transferrable and intellectual skills are embedded in the programme along with modules that offer specific teaching in reasoning and communications. Employers value the mind-set and the skills you develop. A range of careers are possible.

A degree in education and psychology provides you with an excellent pathway to many professional career options. Typically, career opportunities include:

- Social and educational research;
- Educational development within community learning;
- Welfare-related work;
- Health and occupational psychologies;
- Human resources;
- Advertising
- Primary school teacher (following further study)
- Teaching in the post-compulsory sector (following further study)
- Further study (masters or PhD)

## External Examiner(s) for the programme

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Name: Jane Medwell - University of Nottingham

Name: Lorna Bourke - Liverpool Hope University

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

**Please note:** This specification 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 s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

## Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

### Additional Costs

Type	Details
Conference expenses	
Professional exams	
Parking costs (including on placements at hospitals)	
Replacing lost student ID cards	
Costs of attending a graduation ceremony (e.g. hiring a gown for graduation)	
Stationery	You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, etc.). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	<p>Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source.</p> <p>Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.</p>
Placements (including Study Abroad Programmes)	<p>Travel costs: Some optional modules may require attendance at schools or other educational institutions. You will be required to pay for any travel costs incurred in attending these institutions.</p> <p>Disclosure and Barring Certificates or Clearance: You will be expected to pay for the costs of Disclosure and Barring Certificates.</p>
Occupational Health, DBS checks or vaccinations	
Other	Official Certified Translation costs
Approved Calculators	Candidates may use calculators in the examination room only as specified by the University and as permitted by the rubric of individual examination papers. The University approved model is Casio FX-570 This may be purchased from any source and no longer needs to carry the University logo.
Accommodation and Travel	

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at [www.calendar.soton.ac.uk](http://www.calendar.soton.ac.uk).

