

University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Psychology & Education			
Code: PSYC10011	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	E Boyle		
Summary of Module			
<p>This elective aims to present a range of topical issues where psychological concepts, theories and methods have been applied in an educational context. Issues of relevance in pre-school, primary, secondary and tertiary education are considered. Students who want to pursue a career as a teacher or an educational psychologist would particularly benefit from taking this module.</p> <p>Graduate skills/abilities</p> <p>By the end of this module, students will have developed their skills in:</p> <ul style="list-style-type: none"> • reading, analysing, presenting and discussing research relevant to educational topics • application of psychological methods, concepts and theories to educational interventions and practice • critical evaluation of research findings for educational policy and practice • application of multiple theoretical perspectives to education issues <p>• The purpose of the module content is to support students in thinking about modern views of effective learning, children's performance in and experiences in the classroom, and issues that might support or constrain these, such as:</p> <ul style="list-style-type: none"> • Theories of learning and employability motivation and academic emotions mental health bullying age of entry to school educational disadvantage behaviour problems special educational needs reading problems /dyslexia 			
Module Delivery Method			

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate a critical understanding of the application of psychological methods, concepts and theories to issues within an educational context.
L2	Evaluate theory, research and interventions within education.
L3	Systematically apply, evaluate and integrate multiple perspectives to educational issues.
L4	Critically evaluate the implications of research findings for educational policy and practice.
L5	Systematically identify problems within an educational context and suggest appropriate solutions.
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:

Knowledge and Understanding (K and U)	SCQF Level 10 Understanding the nature and complexity of the application of psychological methods, concepts and theories to issues within an educational context.	
Practice: Applied Knowledge and Understanding	SCQF Level 10 Understanding the application of findings from educational research to government policy and classroom practice. Demonstrating an ability to systematically apply and integrate multiple perspectives to educational issues. Appreciating and evaluating ethical standards in educational research.	
Generic Cognitive skills	SCQF Level 10 Demonstrating the ability to critically evaluate educational research.	
Communication, ICT and Numeracy Skills	SCQF Level 10 Demonstrating the ability to present information orally and via written communication.	
Autonomy, Accountability and Working with others	SCQF Level 10 Functioning as an independent learner capable of adopting a self-reflective approach to learning. Being able to work as part of a team to gather, evaluate and present information.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: PSYC09015	Module Title: Applying Psychology Methods
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

This module will be delivered using a hybrid approach in which students are encouraged to engage with the module through three learning activities, presented both synchronously and asynchronously. Students will be encouraged to engage asynchronously with pre-recorded lecture content designed to provide an overview of the topic. Pre-recorded lecture material will be complemented with a series of asynchronous and synchronous activities to be undertaken in the student's own time or by the students/instructor simultaneously as appropriate.

Issues that are relevant in education, such as bullying, mental health, motivation, academic emotions, early education, special educational needs and behaviour problems, will be introduced in lectures, while workshops will provide students with the chance to follow up practical and applied aspects of these issues. The workshops will support the students in consolidating core material and tackling the assessments: the research briefing for educational professionals and the case study. During the workshops students will have opportunities to take part in a range of practical activities, such as designing educational interventions, as well as discussing educational interventions and policy implications of educational research. Students will be given guided reading to prepare for the workshop activities and they will also be asked to critically examine press coverage of educational issues. Students will be expected to adopt a reflective approach to study throughout.

Learning Activities

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:

Student Learning Hours

(Normally totalling 200 hours):

(Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture/Core Content Delivery	12
Laboratory/Practical Demonstration/Workshop	24
Asynchronous Class Activity	12
Independent Study	152

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total: 200

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

There are no set textbooks associated with this module. For each topic students will be provided with references of recommended articles from journals including the following:

Child Development
 Developmental Psychology
 Annual Review of Psychology
 British Journal of Educational Psychology

Relevant websites will also be recommended:

<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/>
webarchive.nationalarchives.gov.uk/.../nationalstrategies...dcsf.../literacy/

Scottish Council for Research in Education (SCRE)

Literacy Trust (www.literacytrust.org.uk)

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Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Psychology & Social Work
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG/ PG Psychology
Moderator	M Terras
External Examiner	S Langton
Accreditation Details	British Psychological Society
Changes/Version Number	2.12

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1: Research briefing for educational professionals – 2,000 words, weighted 50%

Assessment 2: Case study intervention – 2,000, weighted 50%

Assessment 3 – Free Text

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Research briefing	✓		✓	✓		50	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study		✓	✓	✓	✓	50	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)

