

## Programme Specification

1	<b>Awarding body</b>	University of London					
2	<b>Teaching Institution</b>	<b>Birkbeck College</b>					
3	<b>Programme Title(s)</b>	<b>Foundation Degree in Psychology for Education Professionals (FdSc)</b>					
4	<b>Programme Code(s)</b>	UFSPSYCH_C					
5	<b>UCAS code</b>	N/A					
6	<b>Home Department</b>	Psychological Sciences					
7	<b>Exit Award(s)</b>	Certificate of Higher Education in Psychology for Education Certificate of Higher Education in Applied Psychology ( <i>subject to completion of appropriate modules - see further note in Section 18</i> ) Certificate of Continuing Education					
8	<b>Duration of Study (number of years)</b>	2 years and 2 terms					
9	<b>Mode of Study</b>	FT	-	PT	✓	DL	-
10	<b>Level of Award (FHEQ)</b>	5					
11	<b>Other teaching depts or institution</b>	Department of Management					
12	<b>Professional, Statutory Regulatory Body(PSRB) details</b>	N/A					
13	<a href="#"><u>QAA Benchmark Statement</u></a>	Psychology					

14	<b>Programme Rationale &amp; Aims</b>					
	<p><b>MAIN AIMS:</b>          The aim of this Foundation Degree is to provide a unique professional development opportunity for individuals working (or wishing to work) in educational contexts supporting children and young people, their learning and their families. The award is aimed at all interested students, including those who are entirely new to psychology, and will focus on the application of psychological understanding to issues that are of direct interest and relevance to educators. The emphasis on transferable work-related knowledge and skills will support students to meet the demands of working in this challenging field, particularly given the central role of schools on children’s wellbeing. As such, the Foundation Degree will both significantly enhance students’ understanding of their practice and their potential employability.</p> <p><b>Programme Objectives:</b></p> <ul style="list-style-type: none"> <li>• Examine psychological theories relevant to teaching and learning and consider how theory and research can be used to develop professional practice;</li> <li>• Examine key ideas and major theories of child development and their implications for education and education practice;</li> </ul>					

- Explore the impact of a range of developmental disorders, psychological disorders and adverse experiences on children’s lives and their education and consider how this understanding can be used to improve the lives of children;
- Explore psychological perspectives on schools as institutions;
- Examine concepts of cognitive and emotional intelligence, and their relation to achievement;
- Discuss the significance of children’s social relations in school and outside of school;
- Explore the tools and skills needed to properly reflect on individual professional practice and to consider how to implement insights and understandings gained;
- Support students to develop critical analytical skills;
- Explore and critique key policies that inform their professional lives;
- Explore the challenges and skills required to work in partnership with children, families and colleagues;

**Distinctive Features:**

- The Foundation Degree for Education Professionals was planned following extensive consultation and developed in partnership with education professionals and education managers who retain an ongoing active involvement in its monitoring and reviewing mechanisms in the form of an Advisory Panel consisting of professionals in the field.
- Is distinct from existing Foundation Degrees (which predominantly offer training for new entrants to these jobs) by offering continuing professional development (CPD) and an opportunity to gain qualifications at Level 5 +;
- Offers a holistic and intellectually challenging approach to the teaching and learning experience (which goes beyond the basic training to do the job) by focussing on how psychological understanding can enhance professional practice and a curriculum that balances psychological theory with an exploration of application;
- Places personal development planning and continuing professional development at the heart of the curriculum permeating through each module and supported by additional events, workshops and tutorials throughout the degree;
- Focuses on issues particularly pertinent to the everyday experience of educators including working in partnership, the challenges of multi-agency working, the social context of education, safeguarding children and young people and personal development and reflective practice.
- Will offer this opportunity to the widest possible range of interested applicants by welcoming students without standard qualifications, mature students and those from diverse educational and cultural backgrounds;
- Offers part-time face-to-face study that has been planned with the needs of students in mind and devised following extensive consultation with prospective students and employers;

**Progression:**

Students who successfully complete this Foundation Degree can continue their studies to undergraduate level in one of three ways:

	<ol style="list-style-type: none"> <li>1. Transferring the credit from this programme to the BSc Professional Studies programme in the Department of Management; or</li> <li>2. Transferring the credit from this programme to the BA Psychology for Education in the Department of Psychological Sciences; or</li> <li>3. Transferring the credit from this programme to the BEd/BA Children and Well-being Top Up programme at the Institute of Education (subject to a memorandum of agreement).</li> </ol> <p>Progression is subject to students meeting the necessary entry criteria on those programmes.</p>
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15	<p><b>Entry Criteria</b></p> <p>We welcome all interested applicants with and without formal qualifications, however, as a minimum, applicants must have:</p> <ol style="list-style-type: none"> <li>a) a good standard of written and spoken English equating to GCSE English;</li> <li>b) a good standard of basic mathematics;</li> <li>c) basic computer skills; and</li> <li>d) an active and ongoing engagement in the education sector working directly 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.</li> </ol> <p>Suitability for admission will be assessed on the basis of the application and all applicants are interviewed. Applicants are also required to undertake a written test of their English and mathematics skills as well as a self-assessment of their computer skills as part of the interview process. Admission will be conditional on students providing written confirmation of their work placement and on arranging for a workplace mentor who would be willing to provide on-going professional support for the duration of the degree.</p>
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16	<p><b>Learning Outcomes</b></p> <p>On completion of this degree, students will be able to:</p> <p><b>Subject-Specific:</b></p> <ol style="list-style-type: none"> <li>1. Critically discuss psychological theories relevant to teaching and learning;</li> <li>2. Critically discuss key ideas and major theories of child development;</li> <li>3. Critically discuss the applications of these for education policy and education practice;</li> <li>4. Critically discuss a range of developmental disorders, psychological disorders and adverse experiences that children can experience; and</li> <li>5. Critically evaluate the impact of such disorders and experiences on children’s lives and their education;</li> <li>6. Critically discuss schools as social institutions;</li> <li>7. Describe, discuss and evaluate a range of research methodologies appropriate to the study of this area of psychology.</li> <li>8. Critically discuss the ethical issues involved when conducting research (with particular reference to harm) and the issues that arise when trying to generalise results (for example across cultures).</li> </ol>
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9. Critically discuss concepts of cognitive and emotional intelligence, and their relation to achievement;
10. Discuss the significance of children's social relations in school and outside of school;
11. Critically discuss the challenges of working with children, families and colleagues;

**Intellectual:**

12. Analyse and evaluate theories, concepts, arguments and evidence.
13. Begin to construct theoretical and empirical arguments drawing on theory and research.
14. Appreciate the formative effects of psychological, social and cultural factors on childhood experiences.
15. Appreciate the issues concerned with authorship and plagiarism including the ability to properly reference their own work.
16. Be able to critically analyse key policies which inform their professional lives;
17. Consider how theory and research can be used to develop professional practice;
18. Reflect on individual professional practice and to begin to consider how to implement insights and understandings gained;
19. Appreciate the system of knowledge generation and application to the field of education – the 'academic', 'research' and 'applied' domains and the ways these relate to 'personal' and 'public' theories.
20. Have developed an understanding of a range of communication theories and practice and some insight on their application to their professional practice;
21. Begin to critically reflect on the professional skills (such as multi agency working and effective communication) that facilitate collaboration and positive relationships in education/care settings.

**Practical:**

22. Demonstrate listening, written and oral communication and presentation skills in class work and in assignments.
23. Be able to use information technology in a critical and evaluative way including the use of the Library for study and research and Blackboard/Moodle for accessing learning materials and communicating with lecturers and peers.
24. Use key software packages relating to the curriculum and coursework requirements including Word, Excel and PowerPoint.
25. Present ideas and make reasoned arguments orally and in writing.
26. Be able to design and carry out a research project to meet a specific aim.
27. Practice, apply and develop a range of transferable skills to contribute to their academic, personal and professional development.
28. Have developed a personal plan for their professional development beyond the Foundation Degree including the production of an appropriate CV.
29. Recognise and employ the skills necessary to becoming reflective practitioners.
30. Recognise and employ the skills necessary to work as part of an effective team.
31. Demonstrate effective organisation skills in managing independent study.

**Personal and Social:**

32. Demonstrate an awareness of societal/cultural/historical beliefs about the status and needs of children and families and the ways such beliefs influence collaboration and communication.

	<p>33. Adopt a self-reflective stance towards own beliefs, assumptions, predispositions and biases and the ways these may influence their everyday practice.</p> <p>34. Demonstrate an awareness of ethical issues related to research, including in the workplace.</p> <p>35. To assess their study skills objectively including an understanding of how to transfer their work skills to study and their study skills to work.</p> <p>36. Be able to recognise the benefits of working in groups and employ strategies to increase their individual effectiveness when working as part of a team.</p> <p>37. Recognise and begin to employ skills of professional communication and collaborative working.</p> <p>38. Use a personal development plan as a medium for setting goals, reflecting on learning, recording achievement and evaluating their progress towards academic, work-related and personal objectives.</p> <p>39. Understand their personal motivations and interest in pursuing their chosen progression route.</p> <p>In addition, the Foundation Degree also includes detailed planning of students’ personal development. The learning outcomes for this aspect of the programme are summarised at the end of the specification.</p>
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17	<p><b>Learning, teaching and assessment methods</b></p> <p>The teaching and learning methods in the programme follow the objectives of student-centred learning with a creative approach to linking critical analytic thinking and work-related learning. Methods will include group work, student research projects, case studies, discussions, student presentations and feedback alongside traditional lectures. Students will be expected to engage actively in the process of learning, participating in discussions and presentations, group and project work, where appropriate.</p> <p>Students 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.</p> <p>The use of a learning journal and critical reflection will be central to students’ exploration of their development as reflective practitioners and will be supported by additional workshops and events and monitored in tutorials.</p> <p>In addition to classes, students will be supported through an induction event and three tutorial sessions per year with a personal tutor as well as additional study skills events as appropriate. Tutorials will also ensure that students set and work towards appropriate targets and offer personal support in developing strategies to meet these.</p> <p>Assessment has been planned to be both academically rigorous and professionally relevant. Although always linked to learning outcomes, wherever possible the subject matter of individual coursework is finalised in consultation with students and tailored to their needs and interests. Coursework will be varied within and between modules and wherever possible a choice of assessment activities will be offered to allow students to focus on topics of direct interest and relevance to them. This will include:</p> <ul style="list-style-type: none"> <li>• Essays;</li> <li>• Case studies;</li> <li>• Small scale research reports;</li> </ul>
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	<ul style="list-style-type: none"> <li>• Critical analyses of published papers;</li> <li>• Class presentations;</li> <li>• Learning and reflective journals; and</li> <li>• Essays and/or short answer questions written under examination conditions.</li> </ul> <p>Specific assignments set are chosen to provide students with the opportunity to demonstrate an understanding of the knowledge being developed in the module and its practical application, where appropriate. Given the nature of the award, there is an emphasis on coursework rather than examinations. However, to provide students with some preparation for future study at higher education, first year modules will also include timed essays written in class under examination conditions; support will be given to help students develop the skills necessary to revise and prepare for this task.</p> <p>The specific assessment requirements of individual modules are set out in the module syllabus; however in general, students 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.</p> <p>Students 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.</p> <p>In addition to classes, students will be supported through an induction event, annual orientation events, three tutorial sessions per year with a personal tutor and additional study skills events as appropriate. Tutorials will also ensure that students set and work towards appropriate targets and offer personal support in developing strategies to meet these. Some further key features planned to support student’s learning include:</p> <ul style="list-style-type: none"> <li>• Opportunities for reflection, analysis and evaluation across all modules.</li> <li>• Support materials for students include course and module handbooks, lecture-specific handouts (often including power-point presentations), and reference lists. These are all available via Moodle which students can access outside of College.</li> </ul> <p>The use of a reflective journal and critical reflection will be central to students’ exploration of their development as reflective practitioners and will be supported by workshops, within individual modules and most explicitly in the module <i>Psychology and Education: Integrating Theory and Practice</i> as well as being monitored and reviewed in tutorials.</p>
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18	<p><b>Programme Description</b></p> <p>This programme is taught over two years and two terms, studied at the rate of 90 Credits in Years 1 and 2 and 60 Credits in Year 3.</p> <p>Students who wish to transfer to the BA in Psychology for Education will be able to apply to do so until the end of Year 2; however such students will need to choose <i>Approaches to Applied Research</i> as their option in Year 2.</p> <p>Details of modules offered are as follows:</p> <p><b>CORE:</b></p> <ul style="list-style-type: none"> <li>• Psychology and Education: Integrating Theory and Practice (15 Credits) (Level 5)</li> <li>• Work-based Research Project (Work Based Module) (30 Credits) (Level 5)</li> </ul> <p><b>COMPULSORY:</b></p>
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<ul style="list-style-type: none"> <li>• Learning, Problem Solving and Decision Making (30 Credits) (Level 4)</li> <li>• The Developing Child: A Psychological Perspective (30 Credits) (Level 4)</li> <li>• Research Methods for Psychology (Introduction) (15 Credits) (Level 4)</li> <li>• Working with Children and Families: Working in Partnership (30 Credits) (Level 4)</li> <li>• Policy in Practice (Work Related Module) (30 Credits) (Level 5)</li> <li>• The Developing Child: A Social Perspective (15 Credits) (Level 5)</li> <li>• Psychology in the Classroom (15 Credits) (Level 5)</li> </ul> <p><b>OPTIONAL</b></p> <ul style="list-style-type: none"> <li>• Critical Approaches to Attachment (15 Credits) (Level 4)</li> <li>• Understanding Human Personality (15 Credits) (Level 4)</li> <li>• Critical Approaches to Positive Psychology (15 Credits) (Level 4)</li> <li>• Psychological and Developmental Issues in Childhood (15 Credits) (Level 5)</li> <li>• Psychological and Developmental Issues in Adolescence (15 Credits) (Level 5)</li> <li>• Approaches to Applied Research (15 Credits) (Level 5)</li> </ul> <p>Students whose studies are interrupted before completing will be able to exit with the following awards.</p> <ul style="list-style-type: none"> <li>• After 60 credits at Level 4: Certificate of Continuing Education.</li> <li>• After 120 credits at Level 4: Certificate of Higher Education in Psychology for Education.</li> <li>• After 120 credits at Level 4, subject to completing the modules listed below: Certificate of Higher Education in Applied Psychology             <ol style="list-style-type: none"> <li>a) The Developing Child: A Psychological Perspective (30 credits)</li> <li>b) Learning, Problem Solving and Decision Making (30 credits)</li> <li>c) Research Methods for Psychology (Introduction) (15 credits)</li> <li>d) One of the Level 4 options (15 credits)</li> <li>e) Working with Children and Families: Working in Partnership (30 credits)</li> </ol> </li> </ul>
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19	<b>Programme Structure</b>			
<b>Part-Time programme – 2 years and 2 terms</b>				
<b>Year 1</b>				
Level	Module	Module Title	Credit	Status*
4	SCPS002S4	Psychology of Learning, Problem Solving and Decision Making	30	Compulsory
4	SCPS113S4	The Developing Child: A Psychological Perspective	30	Compulsory
4	SCPS168H4	Research Methods for Psychology (Introduction)	15	Compulsory
<i>Students choose ONE from the following options:</i>				
4	SCPS090H4	Critical Approaches to Attachment	15	Option
4	FFPS127H4	Critical Approaches to Positive Psychology	15	Option
4	FFPS123H4	Understanding Human Personality	15	Option
<b>Year 2</b>				
Level	Module	Module Title	Credit	Status*
4	SCPS003S4	Working with Children and Families: Working in Partnership	30	Compulsory
5	FDPD022S5	Policy in Practice (Work-related module)	30	Compulsory

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5	SCPS004H5	The Developing Child: A Social Perspective	15	Compulso
<i>Students choose ONE from the following options:</i>				
5	SCPS200H5	Approaches to Applied Research	15	Option
5	SCPS031H5	Psychological and Developmental Issues in Childhood	15	Option
5	SCPS119H5	Psychological and Developmental Issues in Adolescence	15	Option
<b>Year 3</b>				
Level	Module	Module Title	Credit	Status*
5	SCPS202H5	Psychology and Education: Integrating Theory and	15	Core
5	SCPS201H5	Psychology in the Classroom	15	Compulso
5	FDPD023S5	Work-Based Learning Module	30	Core

**Status\***

*CORE – Module must be taken and passed by student; COMPULSORY – Module must be taken, mark can be reviewed at sub-exam board; OPTIONAL – Student can choose to take this module*

20	<b>Regulations</b> <ul style="list-style-type: none"> <li>• <b>Admissions</b> This programme adheres to the College Admissions Policy <a href="http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf">http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf</a></li> <li>• <b>Credit Transfer</b> Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning <a href="http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf">http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf</a></li> <li>• <b>Programme Regulations</b> This programme adheres to the College Common Awards Scheme <a href="http://www.bbk.ac.uk/registry/policies/regulations">http://www.bbk.ac.uk/registry/policies/regulations</a></li> <li>• <b>Programme Specific Regulations</b> Students who have satisfactorily completed relevant modules on the Certificate of Higher Education in Applied Psychology programme may be considered for direct entry into the second year (subject to places being available). Students must complete the following modules: The Developing Child: A Psychological Perspective; Psychology of Learning and Learning Styles; Problem Solving and Decision Making (Cognitive Psychology); Research Methods for Psychology (Introduction) (or one of its equivalent modules); and <i>at least one</i> of: Critical Approaches to Attachment; Understanding Human Personality; Cross-Cultural Psychology <i>or</i> Critical Approaches to Positive Psychology.  Students who have satisfactorily completed the first two years of the BA Psychology for Education programme may choose to transfer to this programme at the start of Year 3.  Transfers into the programme of this nature will always be assessed and determined on a person by person basis and is subject to the agreement of the Programme Director.</li> </ul>
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21	<b>Student Attendance Framework – in brief</b>
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	<p>The full version of the 'Student Attendance Framework' is available <a href="http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf">http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf</a> .</p> <p><b>Principle</b>          Consistent and regular student attendance in class (or equivalent) promotes and affords student success. Inconsistent and irregular attendance is less likely to result in student success and is consistent with lower marks and degree classifications being achieved and awarded.</p> <p><b>Attendance expectation</b>          Birkbeck, University of London expects you to consistently attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, laboratories, field trips, inductions and demonstrations. Students' participation counts towards the assessment on some modules.</p> <p><b>E-Registers</b>          All Birkbeck students are issued with student cards. Students are expected to take them to classes and to assessment venues and to present them to a member of staff if requested. This is for the purpose of identifying Birkbeck students.</p>
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22	<b>Student Support and Guidance</b>
	<p>All Birkbeck students have access to a range of student support services, details can be found on our website here: <a href="http://www.bbk.ac.uk/mybirkbeck/services/facilities">http://www.bbk.ac.uk/mybirkbeck/services/facilities</a></p>

23	<b>Methods of Enhancing Quality and Standards</b>
	<p>The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input.</p> <p>For more information please see the Academic Standards and Quality website <a href="http://www.bbk.ac.uk/registry/about-us/operations-and-quality">http://www.bbk.ac.uk/registry/about-us/operations-and-quality</a> .</p>

24	<b>Programme Director</b>	Ana da Cunha Lewin
25	<b>Start Date</b> ( <i>term/year</i> )	Autumn 2010
26	<b>Date approved by TQEC</b>	4 <sup>th</sup> February 2010
27	<b>Date approved by Academic Board</b>	Summer 2010
28	<b>Date(s) updated/amended</b>	March 2019

**PSYCHOLOGY FOR EDUCATION PROFESSIONALS (FdSc)**

**LEARNING OUTCOMES: PERSONAL DEVELOPMENT PLANNING**

The learning outcomes for this aspect of the programme are summarised as follows:

By the end of the degree, students should:

	<b>Learning Outcome</b>
1.	Be able to assess their study skills objectively including an understanding of how to transfer their work skills to study and their study skills to work;
2.	Be able to identify their own learning experiences, reflect on these and develop strategies to further enhance their learning;
3.	Have turned this understanding and such reflections into a personal action plan;
4.	Have monitored and reviewed their action plan throughout the degree and reflected on their learning through regular tutorials and the development of a portfolio of work setting goals and evaluating progress towards their academic, work and personal goals;
5.	Be able to use the Library for study and research including the accessing of online resources such as e-journals;
6.	Have developed critical reading skills;
7.	Be able to use information technology in a critical and evaluative way.
8.	Be able to use Moodle to access learning materials and to communicate with lecturers and peers;
9.	Carry out research on the web;
10.	Have developed the critical skills necessary to analyse, compare and evaluate source material;
11.	Have developed and learnt to use the skills necessary to complete written assignments including essays, critical analyses, case studies and reports;
12.	Have developed an appreciation of the issues concerned with authorship and plagiarism including the ability to properly reference their own work.
13.	Use Word to prepare and submit coursework;
14.	Have begun to critically evaluate research evidence and to use this as part of presenting their own argument;
15.	Have begun to critically evaluate theories and arguments using a number of criteria;
16.	Have developed critical writing skills;
17.	Be able to prepare for and complete written tasks under timed exam conditions;
18.	Be able to plan and undertake oral presentations including the use of PowerPoint;
19.	Be able to recognise the benefits of working in groups and employ strategies to increase their individual effectiveness when working as part of a team;
20.	Be able to critically analyse key policies which inform their professional lives;
21.	Be able to connect theory and experience in their professional reflections;

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22.	Have improved their skills as reflective practitioners;
23.	Have developed an understanding of a range of communication theories and practice and some insight on their application to their professional practice;
24.	Have developed a personal plan for their professional development beyond the Foundation Degree including the production of a portfolio and an appropriate CV;