

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	Module code:	M09
2.	Title:	Psychology for Education
3.	Credit points:	30
4.	FHEQ level:	7
5.	Start term:	Autumn, Spring, Summer
6.	Module leader:	Jalak Patel
7.	Accredited by:	
8.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	PG
8.	(d) Other restrictions or requirements	
	9. Aims:	
	Psychology for Education aims to provide students with an understanding of different psychological theories and how they relate to educational settings. Empowering them to explore and examine how positive psychology can impact on their educational settings. By the end of the module students will understand the theories underpinning their own teaching approaches and “core values” and reflect on how these can be effectively harnessed to further develop their pedagogy. This will support them to understand the individual differences of learners within a learning environment and how to adapt pedagogy to support these.	
	10 Learning outcomes: <i>(Knowledge and Skills sections can be merged if appropriate)</i> On successful completion of this module, students will:	
1. Hold advanced knowledge a range of psychological theories that can be applied in the educational setting (Cognitive Psychology, Positive Psychology and Personal Construct Psychology). Consideration of the impact on student attainment and the evidence underpinning them.		
2. Develop an in depth understanding of the inherent variability and diversity of psychological functioning and its significance in the classroom.		
3. Be able to conceptualise links between the theories of psychology and individual needs in the school setting, via activities such as a structured observation in order to detect meaningful patterns in behaviour and critically evaluate their significance.		
4. Demonstrate sensitive awareness of contextual and interpersonal factors in groups and teams of colleagues and how these contribute to strategic and pedagogical decisions.		
5. Systematically reflect on and critically evaluate personal strengths and weaknesses for the purpose of future learning.		
11	Syllabus:	
	The Psychology for Education course covers the following:	

	<ul style="list-style-type: none"> ● Explore the established field of positive psychology as applied to learners in an educational setting. ● Develop the knowledge and skills to critically apply cognitive psychology theories to their classroom practice, to explore implementing metacognitive strategies with learners via a small scale piece of classroom based research and to reflect on how pedagogy can be adapted to support individual differences. ● Explore the Diagnostic and Statistical Manual of Mental Disorders (DSM) and how it contrasts with Positive Psychology in terms of using 'deficit based' language ● Explores psychology applied to settings including Self-determination theory, Character Strengths; application of these strengths to self and others; and how they relate to positive teaching and learning approaches. ● Work with colleagues to establish personal strengths within the team and how these can be utilised to support the learners, teaching team and wider development of the setting. ● Psychology applied to the practitioner, critically reflect on the students own personal pedagogy and "core values". ● The theory underpinning Personal Construct Psychology will be explored in the context of defining views of 'the ideal teacher' and the purpose of education for learners. ● Reflecting on the learning that has happened throughout the course will provide a framework for development of a personal action plan for future professional growth.
12	<p>Learning and teaching strategy:</p> <p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> ● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. ● Allows students to manage and track their progress through the activities and assessments. ● Allows the flexibility for students to work at their own pace, around their individual schedule and to revisit all materials at any point in their studies. ● Enables students to submit their evidence and assignments, and receive feedback from their tutors. <p>These are supported by activities that promote review and reflection and provide access to relevant theory, policy, case study and exercises. There is access to supporting content including:</p> <ul style="list-style-type: none"> ● Directed reading of selected papers, book chapters, specialist online materials. ● Use of case study examples, videos and other learning materials. ● Practical activities and reflection on own practice, structured through 'learning log' online entries.

	<p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> • Fellow students via online discussions to problem-solve issues raised by delegates from real-life settings, to critically analyse ideas and research, and respond to practical case studies. • Interaction with tutors including receiving formative feedback, and more general support (for learning, technical questions and course administration) via private messaging and forums. • Both students and tutors via webinars (both live and recorded) by tutors and visiting professionals and academics. 																																		
13	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Self evaluation questionnaires to self-check knowledge and understanding through the module.</p> <p>All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.</p>																																		
	<p>(b) Summative assessment scheme</p> <table border="1" style="width: 100%;"> <tr> <td colspan="5"> <p>Task: Critical/Practical analysis 1 A diagrammatic overview of the strategies, concepts and theories relating to one area of cognitive psychology, mapping knowledge to practical approaches to support teaching in the classroom.</p> </td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>25%</td> <td>1500 words or equivalent</td> <td>1, 2</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table> <table border="1" style="width: 100%;"> <tr> <td colspan="5"> <p>Task: Practical analysis 2 A visual presentation (powerpoint, video, a series of annotated photographs) outlining the process of engaging with a staff group to elicit character strengths and how these underpin the positive aspects of teaching in their school.</p> </td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>25%</td> <td>1500 words or 15 mins</td> <td>3,4</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> </table> <p>Reflective analysis 3:</p>					<p>Task: Critical/Practical analysis 1 A diagrammatic overview of the strategies, concepts and theories relating to one area of cognitive psychology, mapping knowledge to practical approaches to support teaching in the classroom.</p>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	25%	1500 words or equivalent	1, 2	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	<p>Task: Practical analysis 2 A visual presentation (powerpoint, video, a series of annotated photographs) outlining the process of engaging with a staff group to elicit character strengths and how these underpin the positive aspects of teaching in their school.</p>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	25%	1500 words or 15 mins	3,4	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>Task: Critical/Practical analysis 1 A diagrammatic overview of the strategies, concepts and theories relating to one area of cognitive psychology, mapping knowledge to practical approaches to support teaching in the classroom.</p>																																			
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																															
25%	1500 words or equivalent	1, 2	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																															
<p>Task: Practical analysis 2 A visual presentation (powerpoint, video, a series of annotated photographs) outlining the process of engaging with a staff group to elicit character strengths and how these underpin the positive aspects of teaching in their school.</p>																																			
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																															
25%	1500 words or 15 mins	3,4	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																															

A reflective analysis incorporating an evaluation of personal and professional development and an action plan for future change and growth.				
Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	3000 words or equivalent	5	<i>x</i> No <input type="checkbox"/> Yes	<i>x</i> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<p>Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.</p> <p>In order to pass the module, the student will be required to achieve either:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an overall aggregate of grade 16; <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component <i>x</i> an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component 				
Seen examination		0%		
Unseen examination		0%		
Coursework (no examination)		100 %		
14	Timetabled examination required	Yes <input type="checkbox"/> No X		
15	Length of examhours		
16	Learning materials	<p>The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.</p> <p>All essential reading materials that are required for the course are available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p>Additional learning materials can be accessed via EBSCO.</p> <p>Coxon, M. (2012) <i>Cognitive Psychology</i>. Los Angeles: Learning Matters (Critical Thinking in Psychology).</p> <p>Donaldson, S., Heshmati, S., Lee, J. & Donaldson, S. (2020). Examining building blocks of</p>		

		<p>well-being beyond PERMA and self-report bias. <i>The Journal of Positive Psychology</i>. 16. 1-8.</p> <p>Dweck, C. (2015). <i>Carol Dweck revisits the growth mindset</i>. [online] Available at: https://www.psychologicalscience.org/news/carol-dweck-revisits-the-growth-mindset.html</p> <p>Kington, A., Reed, N. & Sammons, P. (2014) 'Teachers' constructs of effective classroom practice: variations across career phases.' <i>Research Papers in Education</i>, 29(5), pp. 534-556</p> <p>Seligman, Ernst, R., Gillham, J., Reivich, K. & Linkins, M. (2009). 'Positive education: positive psychology and classroom interventions'. <i>Oxford Review of Education</i> 35(3), pp 293 – 311</p> <p>van Zyl L. and Rothmann S. (2022) <i>Grand Challenges for Positive Psychology: Future Perspectives and Opportunities</i>. [online] Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9196264/ [Accessed on 12 May 2023]</p> <p>Wragg, E. (2011). <i>An Introduction to Classroom Observation</i>. London: Routledge</p>
In addition, for in-house, joint and franchised programmes only		
17	UNISTATS - assessment	
	Please indicate summary of the following assessment types #:	
	COURSEWORK%
	EXAM%
	PRACTICAL%
18	UNISTATS – learning and teaching	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc). For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	
	Placement Activity (e.g. placement, work based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):	

	For Apprenticeship programmes, this is Employer-led Off The Job hours.							
	Independent Study (Time students will be required to complete independent study).							
	The proposed number of hours a student should complete independent study:							
	For Apprenticeship programmes, this is Apprentice-led Off The Job hours.							
19	Module run (NB These should be set up four years in advance):							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
20	Timetabling information:							
	(a) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES/NO			
	SEMINAR (SEM)				YES/NO			
	LABORATORY (LAB)				YES/NO			
	WORKSHOP (WRK)				YES/NO			
	(b) Timetabled				YES/NO			
	(c) Student centrally allocated				YES/NO			

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
	PgCert/PgDip/MEd SEND and Inclusion	Optional
	PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgCert/PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional
	PgCert SEND and Inclusion: Psychology for Education	Core

Validated collaborative partner (if applicable):
Real Group Ltd

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

Definition of UNISTATS assessment types:
(For further details see LQEH Section 16)