

Psychology in Education BSc (Hons)

UCAS Code: PSED | Duration: 3 years | Full-time | Hope Park | 2024/2025

Placement year opportunities available



Course Overview

Demand for individuals with knowledge and skills in the field of Educational Psychology is growing. The single honours BSc Psychology in Education course at Liverpool Hope University equips students with knowledge and understanding of human thinking and behaviour, and the skills to apply this knowledge to real-life educational settings.

The course provides an in-depth scientific knowledge and understanding of the core areas of psychology (social, cognitive, biological, developmental, individual differences) and the opportunity to apply theories, methods, and approaches from psychology to education. Students will gain a critical understanding of how young children, adolescents, and adults learn and develop within diverse educational settings in local, national, and global contexts. They will also be supported to develop knowledge and awareness of contemporary issues in psychology and education.

Situated within the Department of Psychology, and taught by lecturers from psychology and education, the course provides an intellectually stimulating environment in which students will acquire skills of critical thinking and independent learning. The transferable skills developed through the course will be relevant to a range of careers including teaching, mentoring, educational psychology, and social work.

Entry Requirements

This course follows the standard University entry requirements. Please see the website for further information.

Fees and Additional Costs

The tuition fees for 2024/2025 are £9,250 for full-time undergraduate courses.

On top of your tuition fees, you need approximately £250 for the purchasing of key textbooks. There may also be a cost for any fieldtrips; details of costs will be given to you with plenty of notice.

You will also need to consider the cost of your accommodation each year whilst you study at university. Visit our accommodation webpages for further details about our Halls of Residence: www.hope.ac.uk/halls

Applicants will need access to a computer if course delivery is switched to online. The University has a laptop lending service if remote study is necessary.



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Psychology in Education Curriculum

Year One

Year one introduces the core areas of psychology and students reflect on a range of issues relating to psychology and education.

What is Psychology?

This lecture series explores the historical and conceptual issues underpinning the study of psychology as a scientific discipline.

Ethical Dilemmas in Psychology

This lecture series explores the history of psychology and ethics, in addition to possible future ethical issues for psychology.

Psychology and Globalisation

This lecture series considers how globalisation has affected our understanding of psychological theories and constructs, and informed the methods used in psychological science.

Reflective Learner in Psychology

You will work in tutorial groups to explore topics encountered in lectures and seminars and apply these to the field of education.

Year Two

Developmental Psychology

This lecture series examines how humans change cognitively, socially, and emotionally over the lifespan across different experiences and contexts.

Educational Psychology

These lectures discuss fundamental issues in educational psychology. Topics include classroom behaviour, young people who are considered to be at risk in education, civic engagement, and thriving neighbourhoods.

Clinical Psychology

These lectures examine psychological models applied to mental health. The curriculum covers classification, assessment and treatment, and focuses on specific diagnoses including anxiety, trauma, stress, PTSD, mood and

eating disorders, depression, addiction, psychosis, and schizophrenia.

Applied Psychology Research

In these tutorials, students will work to develop a research funding proposal for a piece of psychological research within the field of education.

Year Three

Motivation and Emotion

This lecture series investigates motivation and emotion from various psychological perspectives (e.g., attitudes and self-concept, intrinsic and extrinsic motivation, and goal setting).

The Research Project: Dissertation

Students are guided by a supervisor in Psychology to produce an independent research project exploring the links between psychology and education.

Counselling Theory and Practice

Students have the opportunity to apply basic counselling skills related to Person Centred Therapy and explore the ethical, legal, and diversity frameworks which inform current practice.

Human memory

This course provides an in-depth understanding of human memory. It expands on the underlying processes across different contexts, such as, how memory influences eyewitness performance, how memory interacts with technology, how memory changes through ageing, and how memory can explain individual differences in the acquisition of literacy skills.

Cognitive Neuroscience

This course explores the structural and functional brain mechanisms associated with information processing during high-level cognitive functions, such as, attention, decision making, and consciousness.

COURSE STRUCTURE

Teaching on this course is structured into lectures, where all students are taught together, seminars of small groups of around 20-30 students, and tutorials which typically have no more than 10 students.

In the first year of study, there are approximately 12 teaching hours each week, which reduces to approximately 10 teaching hours in the second and third years.

In addition to the in-class hours, students will be expected to complete independent study (e.g., reading relevant texts and completing assignments) both on their own, and in groups.

Students will also have the opportunity to engage in specific enrichment activities including research internships, workshops and talks from special interest groups, placements, and the Global Hope programme.

ASSESSMENT AND FEEDBACK

During the course, students will undertake a variety of assessments, including written exams, essays, research reports, presentations, and assessed laboratory work. Assessments include both individual assignments, and group work. In the final year, students complete an individual empirical research project (dissertation).

Feedback is provided electronically for all coursework, and students have the opportunity to discuss this with a tutor if required.



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