

Module specification

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Module Code	PSYON708
Module Title	Introduction to Educational Psychology
Level	7
Credit value	15
Faculty	FSLS
HECoS Code	100496
Cost Code	GAPS
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MSc Psychology	Core
MSc Psychology with Educational Principles	Core
MSc Psychology with Forensic Principles	Core

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	15 hrs
Placement hours	0 hrs
Guided independent study hours	135 hrs
Module duration (Total hours)	150 hrs

Module aims

This module introduces educational psychology and discusses the range of learners, contexts, and situations educational psychologists work with. Theory, empirical evidence, and vignettes illustrate how educational psychologists can make an impact on young people's experiences within the school environment. Aspects of cognition, learning, and instruction will be covered, as well as social, emotional, and behavioural issues in school.

Students will become familiar with psychological theories and their application and relevance to professional practice, and develop an understanding of how they can be applied to enhance the experiences of individuals in a learning environment. Students will develop an appreciation of the ethical application of psychometric testing for educational purposes. They will learn to take a problem-based approach, apply critical thinking and evidence-based solutions, and to link theory with practice.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Critically discuss the role of educational psychologists in a variety of learning environments
2	Develop a systematic understanding of at least two different theories of learning and their application in educational settings.
3	Critically evaluate a range of psychometric tests educational psychologists may use to measure cognitive ability and performance.
4	Evaluate the relationship between individual differences and school ethos with respect to psychological health and wellbeing.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Work journal – from which a reflective piece (1,000 words) would be written considering observations of applying one of the learning theories discussed to the student's context.

Assessment 2: Critically evaluate the relationship between individual differences and school ethos with respect to psychological health and wellbeing (1500 words).

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2, 3,	Coursework	1000	40%	NA
3	4	Written Assignment	1500	60%	NA

Derogations

The minimum mark you need achieve for each module will be one of the following:

- 50%.
- A pass grade (normally only in place where an assessment is competency-based)

Learning and Teaching Strategies

The overall learning and teaching strategy will include adherence to the asynchronous elements of Active Learning Framework via a series of micro-lectures, directed reading and activities. There will be a mix of supporting materials along with directed study for students to complete as they work through the material and undertake the assessment tasks. The use of a range digital tools within the virtual learning environment together with additional sources of reading will also be utilised to promote breadth and depth of learning.

Welsh Elements

In line with the University's Welsh Medium Scheme, students will be offered the opportunity to submit assessments through the medium of Welsh. This will be drawn to the attention of students through the student handbook.

For those students wishing to engage with the subject area via the medium of Welsh, additional resources will be made available via www.porth.ac.uk, which is the Coleg Cymraeg Cenedlaethol resource portal

Indicative Syllabus Outline

- Introduction to Educational Psychology.
- Special needs and giftedness.
- Dyslexia and fear of maths.
- Effective communication in school.
- Psychological theory and research applied to educating children with autism.
- Psychological perspectives applied to managing classroom behaviour.
- Coping with life by coping with school.
- School ethos and student identity.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Cline, Culliford, & Birch (2015). *Educational Psychology, Topics in Applied Psychology* (2nd ed.) London: Routledge

Other indicative reading

Ormrod, J. (2019). *Educational Psychology: Developing Learners* (10th ed.). London: Pearson

Indicative journals

- Journal of Educational Psychology
- British Journal of Educational Psychology
- European Journal of Psychology of Education
- Canadian Journal of School Psychology
- School Psychology International
- Journal of Psychoeducational Assessment
- Educational Psychology Review
- Educational and Psychological Measurement
- Contemporary Educational Psychology
- School Psychology Review

Administrative Information

For office use only	
Initial approval date	June 2026
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