BSc Psychology   UCAS code: C800

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	Psychology
Faculty of Life Science	Programme length: 3 years
For students entering Part 3 in 2009	Date of specification: Apr 2009

Programme Director: Dr E A Gaffan
Programme Advisers: Dr C P Beaman (Part 1), Dr C Houston Price (Part 2), Dr P M Riddell (Part 3)
Board of Studies: Psychology
Accreditation: British Psychological Society Graduate Basis of Registration

Summary of programme aims

Students are introduced to the wide range of approaches that constitute modern Psychology as a social and biological science, and to concepts and evidence within the domains of the subject required for British Psychological Society accreditation, which are covered in the Part 2 core modules. Students have the opportunity to apply their knowledge to chosen areas of interest, increasing their degree of choice and independence as they move through the programme. They are made aware of current research - its methods, applications and unresolved issues - and learn how to evaluate research and carry it out themselves, with staff research expertise providing stimulation, guidance and high-quality laboratory facilities. (For a full statement of the programme aims and learning outcomes see below.)

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to written and oral communication, interpersonal skills, learning skills, numeracy, self-management, use of IT, problem-solving, project management and reporting, and encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

Programme content

The specification which follows states which modules must be taken (the compulsory part), together with one or more lists of modules from which the student must make a selection (the "selected" modules). Students must choose such additional modules as they wish, in consultation with the programme adviser, to make 120 credits in each Part.

Part 1 (three terms)   *Credits*   *Level*

Compulsory modules

PY1PR1	*Psychological Research 1*	10	C
PY1PL	*Perception & Learning*	10	C
PY1IN	*Introduction to Neuroscience*	10	C
PY1PR2	*Psychological Research 2*	10	C
PY1CA	*Cognition & Applied Psychology*	10	C
PY1DS	*Developmental & Social Psychology*	10	C

Optional modules totalling 60 credits. It is strongly recommended that the following be included:

PY1SK	Skills for Psychology	20	C

Part 2 (three terms)   *Credits*   *Level*

Compulsory modules (but see note below)

PY2RM1	*Research Methods & Data Analysis 1*	10	I
PY2D1	*Developmental & Social Psychology 1*	10	I
PY2N1	*Neuroscience 1*	10	I
PY2C1	*Cognition 1*	10	I
PY2C2	*Cognition 2*	10	I
PY2AP	*Applied Psychology*	10	I
PY2RM2	*Research Methods & Data Analysis 2*	10	I
PY2D2	*Developmental & Social Psychology 2*	10	I
PY2N2	*Neuroscience 2*	10	I
PY2C3	*Cognition 3*	10	I
PY2PCS	*Project and Careers Skills*	10	I
PY2CL	*Clinical Psychology*	10	I

British Psychological Society Graduate Basis of Registration (GBR). Students must gain Lower Second Class Honours or higher to qualify for BPS GBR.
Part 2 modules PY2RM1 + PY2RM2 + PY2D1 + *either* PY2N1 *or* PY2N2+ *either* PY2C1 *or* PY2C3 are the minimum required for BPS accreditation. Subject to those constraints, students may substitute up to 20 credits worth of Part 2 modules outside Psychology, e.g. a foreign language.
See also Part 3 Project.

Compulsory modules (but see note* below)

PY3P **	*Project*	40	H
PY3C*	*Contemporary Issues*	10	H
PY3E*	*Extended essays*	10	H

British Psychological Society Graduate Basis of Registration (GBR). To qualify for BPS accreditation, the Project must be passed with at least 40%.
* PY3C and PY3E are normally compulsory but are not required for GBR. By agreement of the Programme Director, students may substitute up to 20 credits worth of Level H or I modules outside Psychology for any optional or compulsory modules except PY3P.

Optional modules:
Modules to the value of 60 credits chosen from a list of Psychology options such as the following:

PY3ACP	*Cognitive Perspectives of Adult Clinical Psychology*	10	H
PY3AP	*Auditory Perception*	10	H
PY3ASD	*Autism Spectrum Disorders*	10	H
PY3AV	*Active Vision*	10	H
PY3CA	*Cognitive Neuropsychology of Ageing*	10	H
PY3CLM	*Clinical Aspects of Learning and Memory*	10	H
PY3CBD	*Cognitive Behavioural Approaches to Psychological Disorders*	10	H
PY3DN	*Developmental Neuroscience*	10	H
PY3ELD	*Early Lexical Development*	10	H
PY3FP1	*Forensic Psychology 1: Managing Offending Behaviour*	10	H
PY3FP2	*Forensic Psychology 2: Clinical Applications of Forensic Psychology*	10	H
PY3GD	*Genes and Development*	10	H
PY3HP	*Health Psychology*	10	H
PY3IC	*Implicit Cognition*	10	H

PY3IR	*Issues in Rationality*	10	H
PY3LPA	*Lexical Processing & Aphasia*	10	H
PY3NFD	*Neuropsychology of Frontostriatal Disorders*	10	H
PY3OS	*Occupational Stress*	10	H
PY3PCD	*Psychopharmacology of Clinical Disorders*	10	H
PY3RA	*Risk & Accidents*	10	H
PY3SC	*Social Cognition*	10	H
PY3WMC	*Working Memory & Cognition*	10	H
PY3TDV	*3D Vision*	10	H
PY3CTT	*Cognitive & Behavioural Theory to Therapy*	10	H
PY3SAN	*Social & Affective Neuroscience*	10	H
PY3IGR	*Improving Intergroup Relations*	10	H

Progression requirements

Part 1. To gain a threshold performance at Part 1 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 1, and a mark of at least 30% in individual modules amounting to not less than 100 credits**. In order to progress from Part 1 to Part 2**, a student shall normally be required to achieve a threshold performance at Part 1 and to have obtained at least 40% in the Psychology modules PY1PR1, PY1PL, PY1IN, PY1PR2, PY1CA and PY1DS averaged together, with at least 30% in 5 or more of those 6 modules.

Part 2. To gain a threshold performance at Part 2 a student shall normally be required to achieve: an overall average of 40% over 120 credits taken in Part 2, and a mark of at least 30% in individual modules amounting to not less than 100 credits.

In order to progress from Part 2 to Part 3, a student should normally be required to achieve a threshold performance at Part 2.

To be eligible for Honours students must pass the Project module.

Summary of teaching and assessment

Part 1 and Part 2 modules are principally taught by lectures. Others include practical work, either in large groups (Part 1) or in small groups or individually (Part 2 and Part 3 projects). Part 2 lectures and Part 3 options are supported by seminars. Modules are assessed by a mixture of coursework and formal examination; only PY2PCS and the Project are assessed 100% by coursework. At Part 1 the coursework principally constitutes essays and practical reports; at Part 2, essays and short project reports; at Part 3, essays, some oral presentations and the Project report. The proportion of credit for coursework relative to examinations increases from Part 1 to Part 3 as students become more independent.

The assessment is carried out within the University's degree classification scheme, details of which are in the programme handbooks. The pass mark in each module is 40%.

Part 2 contributes one third of the overall assessment and Part 3 the remaining two thirds.

Admission requirements
Entrants to this programme are normally required to have obtained:
Grade C Mathematics in GCSE; and to have achieved:
3 A Levels at AAB; or
International Baccalaureat: Highers 7,7,6 / 7,6,6 and 5 in Ordinary Mathematics; or
Irish Leaving Certificate; AAABB; or
Access Course 70% or equivalent.
Admissions Officer: Mrs Teresa Young

Support for students and their learning
University support for students and their learning falls into two categories. Learning support
includes IT Services, which has several hundred computers and the University Library, which
across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals,
has a range of electronic sources of information and houses the Student Access to Independent
Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory
facilities both for those students studying on a language degree and for those taking modules
offered by the Institution-wide Language Programme. Student guidance and welfare support is
provided by Personal Tutors, the Careers Advisory Service, the University's Disability Office,
Study Advisors, Hall Wardens and the Students' Union.
In Psychology, each Part of the programme has a Year Tutor, whose role is to provide information
to students in that year. The Senior Tutor monitors the progress of all students (liaising with the
School Administrator) and advises those who fall behind in academic work. Staff with relevant
expertise, e.g. in dyslexia, support the School Disability Advisor, and we work closely with the
University Study Advisors who are psychologists. Our staff's specialised laboratories are
available for use in student research projects.

Career prospects
Because the degree is accredited by the British Psychological Society, graduates are qualified to
enter professional training as, for example, clinical or educational psychologists. Psychology
graduates generally move into an extremely wide range of careers with some bias towards health
and education, but extending to many other professional roles. As numerate scientists they also
enter a wide variety of other commercial and business occupations. Many go on to postgraduate
training.

Opportunities for study abroad or for placements
The School of Psychology currently has exchange schemes under Erasmus/Socrates with the
following EU universities: Liège, Toulouse, Geneva, Padova, Granada, Barcelona Central,
Barcelona Autonoma, Lisbon, Würzburg, Nijmegen, Thessaloniki, Trondheim.

Educational aims of the programme

Students are introduced to the wide range of approaches that constitute modern Psychology as a social and biological science, and to concepts and evidence within the domains of the subject required for British Psychological Society accreditation, which are covered in the Part 2 core modules. Students have the opportunity to apply their knowledge to chosen areas of interest, increasing their degree of choice and independence as they move through the programme. They are made aware of current research - its methods, applications and unresolved issues - and learn how to evaluate research and carry it out themselves, with staff research expertise providing stimulation, guidance and high-quality laboratory facilities.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:	**Teaching/learning methods and strategies**
1. Concepts, theories and evidence in six core domains: research methods, individual differences, biological, cognitive, developmental and social psychology 2. a broad variety of methods and approaches used in psychological research 3. practical applications of psychological theory and research 4. a selection of optional specialist topics, studied in depth using up-to-date research evidence 5. ethical issues in research and appropriate conduct by researchers	1-3 are covered in lectures and seminars. 2 is further supported by practical classes and exercises, miniprojects and Part 3 projects. Part 3 options cover 4 and extend 1-3 to a more advanced level. Students learn about 5 from participating in research studies in which the principles are made explicit, from lectures, and while planning the Part 3 project. *Assessment* 1-4 are assessed by unseen or open-book examinations, coursework essays and other exercises, and reports on empirical work. The Part 3 project assesses both 5 in the plan and final report, and 2 through the rationale for the choice of methods.

Skills and other attributes

B. Intellectual skills – able to:	**Teaching/learning methods and strategies**
1. use evidence-based reasoning to argue or evaluate a claim 2. apply multiple perspectives and levels of explanation to understand behaviour 3. critically evaluate the design and conduct of psychological research 4. write well-structured and well-argued essays 5. integrate material from different fields of psychology and cognate areas	1-3 are explicated in lectures and option seminars. Part 3 option seminars focus strongly on 1 and 3. The Contemporary Issues module is not formally taught but gives scope for all of 1-5, especially 4. Essays, increasing in length through the programme, provide practice in 1-5 with formative feedback. *Assessment* 1-4 are assessed in examinations and coursework. 5 is a marker of high-quality work throughout, and is emphasised in the Contemporary Issues module (assessed by a pre-seen and planned examination paper).

C. Practical skills – able to:
1. search for information, using suitable sources, about a specific topic
2. choose and apply appropriate data-analytic techniques
3. plan and carry out empirical studies with guidance or supervision
4. write reports on empirical studies

Teaching/learning methods and strategies
Dedicated modules using lectures, practical classes and exercises cover 1, 2 and the principles underlying 3. Further learning of 3 and 4 takes place through practical classes, Part 2 miniprojects and the Part 3 project.
Assessment
2-4 are assessed in reports on practical classes. Miniproject reports, the Part 3 project plan and report assess all 4 skills. 1 is also assessed in extended essays and in the Contemporary Issues module.

D. Transferable skills – able to:
1. communicate information concisely or at length in writing
2. give oral presentations
3. work with a group
4. plan and implement a project
5. solve practical problems
6. use IT to write, to present information visually, to manage and analyse numeric data, to communicate and to find information
7. manage time
8. start planning a career

Teaching/learning methods and strategies
Transferable skills are integrated in subject-based teaching. 1 is learned, with formative feedback, through essays and other exercises while 2 is included in seminars especially at Part 3. 3 is required in small-group miniprojects; these, and the Part 3 project, entail 4 and 5. Special classes cover 6, and IT resources are applied throughout the programme. Staged deadlines for coursework encourage 7. 8 forms part of a Part 2 module.
Assessment
1 is assessed in coursework and examinations, 2 within Part 3 seminars. 3 (team participation) forms part of miniproject assessment while 4 and 5 are necessary for miniprojects and the Part 3 project. 6 and 7 are required for most coursework. 8 is the subject of assignments in the relevant module.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.