BA Psychology and Philosophy   **UCAS code: CV85**
For students entering Part 1 in 2011/2

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Psychology; Philosophy
Faculty:	Life Sciences Faculty
Programme length:	3 years
Date of specification:	17/May/2013
Programme Director:	Dr Philip Beaman
Programme Advisor:	Dr Severin Schroeder
Board of Studies:	Psychology
Accreditation:	British Psychological Society Graduate Basis for Chartered Membership

Summary of programme aims

The programme aims to give a thorough and broadly based training in modern Psychology and Philosophy. It aims to introduce students to the wide range of approaches that constitute modern Psychology, and to concepts and evidence within the domains of the subject required for British Psychological Society accreditation. Students have the opportunity to apply their knowledge to chosen areas of interest. They are made aware of current research - its methods, applications and unresolved issues - and learn how to evaluate research and carry it out themselves.

The modules provided in Philosophy aim to give students an understanding of central philosophical principles, concepts, problems, texts and figures, and to provide a programme of study which introduces progressive intellectual challenges and consolidates previous experience at each new level. The course allows students to study in depth some aspects of Philosophy in which they have greater interest and to develop students' aptitude for Philosophy, engender a sense of belonging to a community of inquiry, and encourage intellectual development. It also is intended to prepare students, where appropriate, for possible postgraduate study and provide a supportive learning environment with full access to welfare, pastoral and careers support.

Two bridge modules (Philosophy of Mind, Project for Psychology and Philosophy) offer students an opportunity to reflect on philosophical issues in Psychology.

The Philosophy half of the programme aims:
* to give students an understanding of central philosophical principles, concepts, problems, texts and figures
* to provide a programme of study which introduces progressive intellectual challenges and consolidates previous experiences at each new level
* to require students to study in depth some aspects of Philosophy in which they have a greater interest
* to encourage students to reflect on philosophical issues in Psychology
* to develop students' aptitude for Philosophy, engender a sense of belonging to a community of enquiry, encourage intellectual development and prepare students, where appropriate, for possible postgraduate study
* to provide a supportive learning environment with full access to welfare, pastoral and careers support

The central *objective* of the Philosophy component is to cultivate the ability to do, and not just to read, Philosophy.

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. 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 and problem-solving, project management and reporting and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

As part of this programme students are expected to have gained experience in, and show competence in, the following: producing concise and accurate written reports; presenting a coherent talk delivered from notes; the ability to critically discuss particular issues and arguments, and to engage in discussion of each other's responses as well as articulate the student's own views; the ability to handle abstract ideas and utilise problem-solving skills; career planning.

Programme content
The profile 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 option modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part. The number of modules credit for and the level of each module is shown in brackets after its title.

Part 1 (three terms)
Compulsory modules

Code	Module title	Credits	Level
PP1CT	Critical Thinking	20	4
PY1PR	Psychological Research	20	4
PY1PC	Perception	10	4
PY1IN	Introduction to Neuroscience	10	4
PY1CG	Cognition and Learning	10	4
PY1DV	Developmental Psychology	10	4

Optional modules (40 credits)

Students are required to select optional modules to the value of 40 credits in total; at least 20 credits must be taken in Philosophy.

Students may select 20 credits of Psychology options from the following list:

PY1SK	Skills in Psychology	20	4
PY1SA	Social and Applied Psychology	10	4
PY1DIP	Debates in Psychology	10	4

Students must select at least 20 credits from the following Philosophy options:

PP1HN	Human Nature	20	4
PP1VV	Values and Virtues	20	4
PP1MW	Mind and World	20	4

Part 2 (three terms)
Compulsory modules

Code	Module title	Credits	Level
PY2DSP	Developmental and Social Psychology	20	5
PY2RM	Research Methods and Data Analysis	20	5
PY2CNS	Cognition and Neuroscience	20	5

British Psychological Society Graduate Basis for Chartered Membership (GBC)
Students must gain Lower Second Class Honours or higher to qualify for BPS GBC.
Psychology Part 2 modules PY2RM + PY2DSP + PY2CNS are the minimum required for BPS accreditation.
See also Part 3 Project.

Optional modules in Philosophy

Students must select modules to the value of 60 credits in Philosophy. A complete list of options is available from the Philosophy BA Programme Coordinator, and a list of current options can be found in the BA Programme Handbook. Part 2 modules include Philosophy of Mind, Logic and modules in the history of Philosophy.

Part 3 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
PY3C	Contemporary Issues	10	6
PY3PPP	Project for Psychology and Philosophy Students	40	6

British Psychological Society Graduate basis for Chartered Membership (GBC)

To qualify for BPS accreditation, the project must be passed with at least 40%, and the topic chosen must be suitable to be examined by a Psychology External Examiner.

Optional modules:

Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.
Optional m*odules to the value of 30 credits chosen from a list of Psychology options such as the following:*

PY3ACP	Cognitive Perspectives of Adult Clinical Psychology	10	6
PY3CA	Cognitive Neuropsychology of Ageing	10	6
PY3CAN	Cognitive and Affective Neuroscience	10	6
PY3CNN	Controversies in Cognitive Neuroscience	10	6
PY3CBD	Cognitive Behavioural Approaches to Psychological Disorders	10	6
PY3ELD	Early Lexical Development	10	6
PY3HP	Health Psychology	10	6
PY3IGR	Improving Intergroup Relations	10	6
PY3LPA	Lexical Processing and Aphasia	10	6
PY3PCD	Psychopharmacology of Clinical Disorders	10	6
PY3TDV	Three-Dimensional Vision	10	6
PY3VPM	Visual Perception - More than Meets the Eye?	10	6
PY3WMC	Working Memory and Cognition	10	6

Optional modules in Philosophy:
Modules to the value of 40 credits in Philosophy, chosen from the list available from the Philosophy BA Programme Coordinator, or the current BA Programme Handbook. A wide variety of Part 3 options will be available each year, reflecting the research interests of teaching staff.

Progression requirements
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 in Psychology and Philosophy, 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 PY1PR, PY1PC, PY1IN, PY1CG and PY1DV averaged together, with at least 30% in 5 or more of those 6 modules; and to have obtained at least 40% in the Philosophy module(s) averaged together, with at least 40% in 40 or more credits from the modules PP1CT, PP1HN, PP1MW and PP1VV.

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. In addition, all modules that are taken from the list shown above under British Psychological Society Graduate Basis for Chartered Membership (GBC) must be passed with at least 40%.

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

Assessment and classification
The University's honours classification scheme is:

Mark	Interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see:www.reading.ac.uk/internal/exams/Policies/exa-class.aspx

The weighting of the Parts/Years in the calculation of the degree classification is

Three-year programmes
Part 2 one-third
Part 3 two-thirds

In Psychology, teaching is organised in modules that typically involve lectures. Practical work is carried out either in large (Part 1) or in small groups or individually (Part 2 and Part 3 projects). Many modules are supported by tutorial groups or seminars. In Philosophy, teaching combines lectures, small group seminars and supervisions, with appropriate visual aides and course materials being provided throughout. Some modules are assessed wholly by coursework, some wholly by examination, and others by a mixture of the two: details are given in the module descriptions.

Formative assessment, for guidance purposes, also includes written work (essays of 1,500 word length in Part 1, essays of 2,000 word length in Parts 2 and 3), oral presentations and performance in small group seminars.

The assessment is carried out within the University's degree classification scheme, details of which are in the programme handbooks.

Admission requirements
Entrants to this programme are normally required to have obtained:
Grade B in Mathematics, English and Sciences in GCSE; and to have achieved:
A Levels at AAB or A Levels at ABB + AS in a different subject at B; or
International Baccalaureat Diploma: 6,6,6 at Higher level plus 5 in Ordinary Mathematics; or
Irish Leaving Certificate: AAABB; or
Access Course: 45 credits at level 3; 30 at Distinction and remainder at Merit.

Mature students: Applications from mature students are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example 2 or more A levels or an Access course, but each case is assessed on its relative merits. We recommend you contact the admissions tutor as soon as possible to discuss your individual circumstances.

International Students: Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact either the EU or the international admissions tutor before applying, in order to discuss the acceptability of your qualifications.

Admissions Tutor: Admissions Officer: Dr Carien van Reekum (Psychology)

Support for students and their learning
University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

There are Programme Advisers to offer advice on the choice of modules within the programme. In Psychology, each Part of the programme has a Year Tutor, whose role is to provide information to students in that year. Senior Tutors in both departments monitor students' progress and advise those who fall behind in academic work. Staff with relevant expertise, e.g. in dyslexia, support the Psychology Disability Officer. 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 training as, for example, clinical or educational psychologists. Psychology graduates move into an extremely wide range of careers with some bias towards health and education, but extending to many other professional roles. Graduates with a Philosophy background have gone into jobs in both the public and private sectors. In the public sector, jobs include academic and academic-related jobs (e.g. lectureships, administrative posts on research boards), and the civil service. In the private sector, recent jobs include working for computer firms and large finance and insurance companies. In general, there is some evidence that IT firms appreciate the logical and analytic skills of the Philosophy graduate. Furthermore, a survey by the Royal Institute of Philosophy found that graduates with British Philosophy degrees consider their degree course to have been very relevant to their jobs, and report a very high level of job satisfaction.

Opportunities for study abroad or for placements
There are opportunities for Single and Joint Honours Philosophy students to undertake academic placements for credit in Part 3. Students will work with module convenors to identify issues from particular modules which can be well-studied in the workplace and to identify appropriate hosts for the placement (for instance, work with an MP, an NGO, a health authority, police, legal firm, voluntary sector, etc.). Students are then responsible for securing their own placement. Assessed work will take the form of a report on the placement and on the outcomes of the study. Students undertaking an academic placement will benefit both intellectually (from applying their studies to issues in the workplace and thus illuminating the connections between their degree and the world beyond the University) and from a career perspective (gaining relevant and valuable work experience).

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 at least five out of six core domains of Psychology: research methods, individual differences, biological, cognitive, developmental and social psychology; 2. Key historical aspects of Philosophy 3. Awareness of philosophical terms and concepts	The knowledge required for 1 - 7 is delineated in lectures and seminars. 4 is further supported by practical classes and exercises, miniprojects and the Part 3 project or dissertation. Students also learn about 6 from participating in research studies in which the principles are made explicit, and while

4. A broad variety of methods and approaches used in psychological and philosophical research
5. Practical applications of psychological theory and research
6. Ethical issues in research and appropriate conduct by researchers
7. A selection of more specialist optional topics.

planning the Part 3 project. Part 3 optional modules, cover 7 and extend earlier work to a more advanced level.

Assessment
Most knowledge is assessed by unseen or open-book examinations, coursework essays and other exercises, and reports on empirical work. The Part 3 project or dissertation assesses 4 - 6 in the planning and final report, and through the rationale for the choice of methods.

Skills and other attributes

B. Intellectual skills - *able to:*

1. Analyse the logical construction of arguments
2. Produce and defend positions in response to critical pressure
3. Analyse and solve problems
4. Organise tasks into a structured form
5. Transfer appropriate knowledge and methods from one area within a subject to another and across disciplines when appropriate
6. Use evidence-based reasoning to argue or evaluate a claim
7. Apply multiple perspectives and levels of explanation to understand behaviour
8. Critically evaluate the design and conduct of psychological research
9. Critically read, comprehend and evaluate a large range of philosophical texts
10. Synthesise information from a range of sources, providing a coherent overview of positions in logical space.

Teaching/learning methods and strategies

As above, plus: self-directed learning facilitated through the use of research-based teaching materials and methods, and logical exercises.

Assessment
Guidance on student progress is given by feedback on coursework essays, reports and seminar presentations, plus discussion in tutor-led small groups and seminars. Logical exercises will also be evaluated in the Logic and Critical Thinking module. The module grade in Psychology is determined by a combination of coursework (essays, statistics exercises, reports of empirical work) and largely unseen written exams. In Philosophy the module grade is determined by the results of unseen written exams.

C. Practical skills - *able to:*

1. Use statistical software in an appropriate manner
2. Choose and apply appropriate data-analytic techniques to psychological data
3. Search for information, using suitable sources, about a specific topic
4. Plan and carry out empirical studies with guidance or supervision
5. Write concise and accurate reports on a variety of topics, including empirical studies.
6. Present a coherent talk delivered from notes.
7. Critically discuss particular issues and arguments, and to engage in discussion of each other's responses as well as articulate their own.
8. Utilise problem-solving skills.

Teaching/learning methods and strategies

Practical work and assignments are designed to enhance skill 1, including some practicals on software especially relevant to Psychology. Dedicated modules in Psychology using lectures, practical classes and exercises cover 2, 3 and the principles underlying 4. Further learning of 2 - 5 takes place through Psychology practical classes, miniprojects and the Part 3 project. Skill 6 forms part of tutorials and seminars in Years 2 and 3. Skills 7 and 8 are central to much of the Philosophy teaching.

Assessment
Skill 2 is tested both formatively in coursework and summatively in examinations, and 1 in coursework that involves computer-based analysis. 1, 2, 4 and 5 are assessed in reports on practical classes and miniproject reports; and skills 1 to 5 are assessed in the Psychology project. Skills 5 to 8 are assessed in Philosophy via feedback on coursework essays and seminar presentations, and via unseen examinations.

D. Transferable skills - *able to:*

1. Use IT to write, to present information visually, for statistical analyses and computation, to manage and analyse data, to communicate and to find information (especially via the internet)
2. Communicate information concisely or at length in writing
3. Give oral presentations
4. Work with a group
5. Plan and implement a project
6. Utilise problem-solving skills in a variety of theoretical and more practical situations.
7. Manage time effectively and prioritize workloads.
8. Evaluate his/her own performance, and recognize the steps required for improvement.
9. Start planning a career.

Teaching/learning methods and strategies

The use of IT is embedded throughout the programme (e.g. in such packages as Excel, SPSS, NUD*IST, etc.). 2 and 3 are reinforced in several Psychology and Philosophy modules, and 4 in miniprojects in Psychology. Competence at 5 and 6 are progressively developed through miniprojects and the Part 3 research project or dissertation. 7 is encouraged by staged deadlines and is essential for the timely and effective completion of the programme. Students work on 8 and 9 within Critical Thinking (Philosophy), but their planning should reflect both fields.

Assessment
1 is required widely for coursework in both subjects, 2 for most psychology and philosophy coursework and examinations. 3 is assessed within Part 3 Psychology Options and in seminars in Philosophy. 4 forms part of miniproject assessment. 5-7 are necessary for successful completion of Psychology miniprojects and project . 6 and 7 are necessary for successful completion of coursework in Philosophy. 8 and 9 are assessed within Crtical Thinking (Philosophy) which must be taken.

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 be expected 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 the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.