

## 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 Science  
For students entering Part 1 in 2002  
Programme length: 3 years  
Programme Director: Dr E A Gaffan  
Date of specification: Nov 2002  
Programme Advisers: Prof F McKenna, Dr J Harris  
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

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

As part of this programme students are expected to have gained experience in, and show competence in, the following: basic uses of IT including information search; presentation and analysis of quantitative data; written reports on projects; oral presentation and written summary of research and other material; critical evaluation of research; project management.

### 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)

##### Compulsory modules

	<i>Credits</i>	<i>Level</i>
PY11A <i>Psychological Research 1</i>	10	C
PY11B <i>Perception &amp; Learning</i>	10	C
PY11C <i>Introduction to Neuroscience</i>	10	C
PY12D <i>Psychological Research 2</i>	10	C
PY12E <i>Cognition &amp; Applied Psychology</i>	10	C
PY12F <i>Developmental &amp; Social Psychology</i>	10	C

**Part 2 (three terms)**

	<i>Credits</i>	<i>Level</i>
<i>Compulsory modules (but see note below)</i>		
PY24A <i>Research Methods &amp; Data Analysis 1</i>	10	I
PY24B <i>Developmental &amp; Social Psychology 1</i>	10	I
PY24C <i>Neuroscience 1</i>	10	I
PY24D <i>Cognition 1 (Memory &amp; Thought)</i>	10	I
PY24E <i>Cognition 2</i>	10	I
PY24F <i>Applied Psychology</i>	10	I
PY25G <i>Research Methods &amp; Data Analysis 2</i>	10	I
PY25H <i>Developmental &amp; Social Psychology 2</i>	10	I
PY25I <i>Neuroscience 2</i>	10	I
PY25J <i>Cognition 3</i>	10	I
PY25K <i>Personal Development and Careers Skills</i>	10	I
PY25L <i>Clinical Psychology</i>	10	I

British Psychological Society Graduate Basis of Registration. Part 2 modules PY24A + PY24B + either PY24C or PY25I + either PY24D or PY25J 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. The Project module PY3P must be passed with at least 40%.

**Part 3 (three terms)***Compulsory modules*

PY3P <i>Project</i>	40	H
PY3C <i>Contemporary Issues</i>	10	H
PY3E <i>Extended essays</i>	10	H

*Optional modules:*

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

PY37A <i>Language Development</i>	10	H
PY37B <i>The Development of Social Understanding</i>	10	H
PY37C <i>Acquired and Developmental Dyslexia</i>	10	H
PY37D <i>Cognitive Neuropsychology of Memory</i>	10	H
PY37E <i>Developmental Neuroscience</i>	10	H
PY37F <i>Clinical Neuropsychology</i>	10	H
PY37G <i>Visual Perception</i>	10	H
PY37I <i>Occupational Stress</i>	10	H
PY37J <i>Organizational Cultures and Change</i>	10	H
PY37K <i>Cognitive Perspectives in Adult Clinical Psychology</i>	10	H
PY38A <i>Nature &amp; Aetiology of Childhood Psychopathology</i>	10	H
PY38B <i>Early Experience &amp; Developmental Psychopathology</i>	10	H
PY38C <i>Memory, Belief, and Judgement</i>	10	H
PY38D <i>Auditory Perception</i>	10	H
PY38E <i>Clinical Aspects of Learning and Memory</i>	10	H
PY38F <i>Social Cognition</i>	10	H
PY38G <i>Biochemistry of Behaviour</i>	10	H
PY38H <i>Applied Cognition 1: Implicit Cognition</i>	10	H
PY38I <i>Applied Cognition 2: Risk &amp; Optimism</i>	10	H

### **Progression requirements**

To proceed to Part 2 it is sufficient to have obtained at least 40% in the Psychology modules averaged together, to have obtained at least 40% in Part 1 overall, and at least 30% in every module, except that marks of less than 30% in a total of up to 20 credits may be condoned, provided that the candidate has pursued the course for the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

To proceed from Part 2 to Part 3 it is sufficient to obtain an average of at least 40% overall, and at least 30% in every module (with the proviso that up to 20 credits less than 30% may be condoned as above).

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) in small groups (Part 2) or individually (Part 3 project). Part 2 lectures and Part 3 options are supported by seminars. Modules are assessed by a mixture of coursework and formal examination; only the Project is 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 presentations (e.g. oral presentations, poster) 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 or better in Mathematics in GCSE; and to have achieved:

UCAS Tariff: 340 points (or 300 points from 3 A Levels); or

International Baccalaureat: 33 points including 5 in Ordinary Mathematics; or

Irish Leaving Certificate; AABBB; or

Access Course 70% or equivalent.

Admissions Tutor: Dr Patricia Riddell

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 Special Needs Advisor, 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, monitor their progress (liaising with the Course Administrator) and advise those who fall behind in academic work. Staff with relevant expertise, e.g. in dyslexia, support the departmental Special Needs 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 Department of Psychology participates in a Socrates exchange scheme under which students can spend XXXXX at one of the following EU universities: Liège, Toulouse, Geneva, Padua, Granada, Barcelona Central, Barcelona Autònoma, 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*

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. Concepts, theories and evidence in six core domains: research methods, individual differences, biological, cognitive, developmental and social psychology</li> <li>2. a broad variety of methods and approaches used in psychological research</li> <li>3. practical applications of psychological theory and research</li> <li>4. a selection of optional specialist topics, studied in depth using up-to-date research evidence</li> <li>5. ethical issues in research and appropriate conduct by researchers</li> </ol>	<p><b>Teaching/learning methods and strategies</b> 1-3 are covered in lectures and seminars. 2 is further supported by practical classes and exercises, microprojects 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.</p> <p><i>Assessment</i> 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.</p>
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#### *Skills and other attributes*

<p><b>B. Intellectual skills – able to:</b></p> <ol style="list-style-type: none"> <li>1. use evidence-based reasoning to argue or evaluate a claim</li> <li>2. apply multiple perspectives and levels of explanation to understand behaviour</li> <li>3. critically evaluate the design and conduct of psychological research</li> <li>4. write well-structured and well-argued essays</li> <li>5. integrate material from different fields of psychology and cognate areas</li> </ol>	<p><b>Teaching/learning methods and strategies</b> 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.</p> <p><i>Assessment</i> 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).</p>
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**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 microprojects and the Part 3 project.

*Assessment*

2-4 are assessed in reports on practical classes. Microproject 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 microprojects; 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 microproject assessment while 4 and 5 are necessary for microprojects 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.