BA Psychology and Philosophy UCAS code: CV85
For students entering Part 1 in 2003

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Relevant QAA subject benchmarking group(s): Psychology; Philosophy
Faculty of Life Sciences Programme length: 3 years
Date of specification: Mar 2005
Programme Director: Prof P T Smith
Programme Adviser: Dr J Preston
Board of Studies: BA Joint degrees with Psychology
Accreditation: British Psychological Society Graduate Basis of Registration

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.

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: uses of IT including information search, spreadsheet, database and statistical software; presentation and analysis of quantitative data; 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; teamwork; time management; project management; 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)		Credits	Level
Compulsory modules			
PY11A	*Psychological Research 1*	10	C
PY11B	*Perception & Learning*	10	C
PY11C	*Introduction to Neuroscience*	10	C
PY12D	*Psychological Research 2*	10	C
PY12E	*Cognition & Applied Psychology*	10	C
PY12F	*Developmental & Social Psychology*	10	C

Optional modules: modules to the value of at least 20 credits chosen from:

PP1MW	*Mind & World*	20	C
PP1VV	*Values & Virtues*	20	C
PP1MR	*Metaphysics & Religion*	20	C

The remaining credits to make a total of 120 can be made up from any optional modules in Philosophy and/or from modules elsewhere in the University.

Part 2 (three terms)		Credits	Level
In Psychology:			
Compulsory modules			
PY24A	*Research Methods & Data Analysis 1*	10	I
PY24B	*Developmental & Social Psychology 1*	10	I
PY25K	*Project and Careers Skills*	10	I

At least one of:

PY24C	*Neuroscience 1*	10	I
PY25I	*Neuroscience 2*	10	I

At least one of:

PY24D	*Cognition 1*	10	I
PY25J	*Cognition 3*	10	I

Optional modules
Modules chosen from the following, if necessary, to make an overall total of 60 credits in Psychology:

PY24E	*Cognition 2*	10	I
PY24F	*Applied Psychology*	10	I
PY25G	*Research Methods & Data Analysis 2*	10	I
PY25H	*Developmental & Social Psychology 2*	10	I
PY25L	*Clinical Psychology*	10	I

British Psychological Society Graduate Basis of Registration. Psychology Part 2 modules PY24A + PY24B + *either* PY24C *or* PY25I + *either* PY24D *or* PY25J are the minimum required for BPS accreditation. *See also Part 3 Project.*

In Philosophy:
Compulsory modules

PP2MP	*Moral Philosophy*	20	I
PP2TK	*Theory of Knowledge*	20	I

Optional modules
One Module chosen from the following list:

PP2AES	*Aesthetics*	20	I
PP2CPP	*Contemporary Political Philosophy*	20	I
PP2EMP	*Early Modern Philosophy*	20	I
PP2LR	*Language & Reality*	20	I
PP2L	*Logic and Critical Thinking*	20	I
PP2MIN	*Philosophy of Mind*	20	I
PP2ANW	*Philosophy of Whitehead*	20	I
PP2PA	*Plato & Aristotle*	20	I

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

PY3PPP**	*Project for Psychology & Philosophy*	40	H
PY3C	*Contemporary Issues*	10	H

**British Psychological Society Graduate Basis of Registration. 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.

(i) *Modules to the value of 30 credits chosen from a list of Psychology options such as the following:*

PY3LD2	*Language Development*	20	H
PY3PBB	*Psychological Disorders and Brain Biochemistry*	20	H
PY3IA1	*Intentions & Actions: Social & Cognitive Perspectives 1*	10	H
PY3IA2	*Intentions & Actions: Social & Cognitive Perspectives 2*	10	H
PY3DN1	*Developmental Neuroscience 1*	10	H
PY3DN2	*Developmental Neuroscience 2*	10	H
PY3FP1	*Forensic Psychology 1: Managing Offending Behaviour*	10	H
PY3FP2	*Forensic Psychology 2: Clinical Applications of Forensic Psychology*	10	H
PY3ADD	*Acquired and Developmental Dyslexia*	10	H
PY3CN	*Clinical Neuropsychology*	10	H
PY3CNV	*Cognitive Neuroscience of Vision*	10	H
PY3OS	*Occupational Stress*	10	H
PY3VSD	*Visual & Spatial Development*	10	H
PY3CPA	*Clinical Psychology of Adulthood*	10	H
PY3LPA	*Language Processing & Aphasia*	10	H
PY3IR	*Issues in Rationality*	10	H
PY3WMC	*Working Memory & Cognition*	10	H
PY3ASD	*Autistic Spectrum Disorders*	10	H

PY3NCP	*Nature & Aetiology of Childhood Psychopathology*	10	H
PY3EDP	*Early Experience & Developmental Psychopathology*	10	H
PY3CDC	*Co-ordination Disorders in Children*	10	H
PY3AP	*Auditory Perception*	10	H
PY3CLM	*Clinical Aspects of Learning and Memory*	10	H
PY3ACP	*Cognitive Perspectives of Adult Clinical Psychology*	10	H
PY3SC	*Social Cognition*	10	H
PY3AV	*Active Vision*	10	H
PY3RA	*Risk & Accidents*	10	H
PY3NFD	*Neuropsychology of Frontostriatal Disorders*	10	H
PY3NP	*Neuropsychiatry*	10	H
PY3HP	*Health Psychology*	10	H
PY3CA	*Cognitive Neuropsychology of Ageing*	10	H
PY3IC	*Implicit Cognition*	10	H

(ii) *Modules to the value of 40 credits in Philosophy, chosen from the options listed below.*

PP3LN	*Philosophy of Language*	20	H
PP3MBC	*Metaphysics: Basic Concepts*	20	H
PP3LWE	*The Earlier Philosophy of Wittgenstein*	20	H
PP3LWL	*The Later Philosophy of Wittgenstein*	20	H
PP3RL1	*Philosophy of Religion 1*	20	H
PP3RL2	*Philosophy of Religion 2*	20	H
PP3FL	*Further Logic*	20	H
PP3NS	*Philosophy of Natural Science*	20	H
PP3SS	*Philosophy of Social Science*	20	H
PP3LAW	*Philosophy of Law*	20	H
PP3INE	*International Ethics*	20	H
PP3KNT	*Philosophy of Kant*	20	H
PP3EIN	*Ethical Intuitionism*	20	H
PP3CMT	*Contemporary Moral Theory*	20	H
PP3PIS	*Ethics & Animals*	20	H
PP3EE	*Environmental Ethics*	20	H
PP3PIS	*Personal Identity and the Self*	20	H
PP3SNS	*Schopenhauer, Nietzsche and Sartre*	20	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 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 PY11A, PY11B, PY11C, PY12D, PY12E and PY12F 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.

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
In Psychology, teaching is organised in modules that typically involve lectures. Practical work is carried out either in large or small groups (Parts 1 and 2) or individually (Part 3 project/dissertation). 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. Part 2 contributes one third of the final 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:
A Levels at AAB; or
International Baccalaureat: 34 points including 5 in Ordinary Mathematics; or
Irish Leaving Certificate: AAABB; or
Access Course credits at levels 3 and 2 to be confirmed

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: Dr Patricia Riddell (Psychology).
Admissions Officer: Mrs Teresa Young (Psychology).

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 Officer, Study Advisors, Hall Wardens and the Students' Union.

Support for students in their studies is provided through the University's Personal Academic Record Scheme (PARS), in which students meet their personal tutors regularly to review their progress.

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, 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 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.

Educational aims of the programme

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, 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.

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 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.

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:
1. Concepts, theories and evidence in six core domains: research methods, individual differences, biological, cognitive, developmental and social psychology
2. key historical aspects of Philosophy
3. awareness of philosophical terms and concepts
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.

Teaching/learning methods and strategies
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 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 & 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 Personal Development (Psychology), 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 Personal Development (Psychology) 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 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.