BSc Psychology

For students entering Part 1 in 2003

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

Date of specification: March 2005

Programme Director: Dr E A Gaffan

Programme Advisers: Dr C P Beaman (Part 1), Prof F McKenna (Part 2), Prof J Harris (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

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)		*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

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

Compulsory modules (but see note below)

PY24A	*Research Methods & Data Analysis 1*	10	I
PY24B	*Developmental & Social Psychology 1*	10	I
PY24C	*Neuroscience 1*	10	I
PY24D	*Cognition 1 (Memory & Thought)*	10	I
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
PY25I	*Neuroscience 2*	10	I
PY25J	*Cognition 3*	10	I
PY25K	*Project and Careers Skills*	10	I
PY25L	*Clinical Psychology*	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	*Project*	40	H
PY3C	*Contemporary Issues*	10	H
PY3E	*Extended essays*	10	H

Optional modules:

Modules to the value of 60 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

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 PY11A, PY11B, PY11C, PY12D, PY12E and PY12F 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) 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:

3 A Levels at AAB; or

International Baccalaureat: 34 points including 5 in Ordinary Mathematics; or

Irish Leaving Certificate; AAABB; 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 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:	**Teaching/learning methods and strategies**
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	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.