

BSc Psychology Childhood and Ageing
For students entering Part 1 in 2008/9

UCAS code: C805

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Psychology
Faculty:	Life Sciences Faculty
Programme length:	3 years
Date of specification:	10/Aug/2010
Programme Director:	Dr Carmel Houston-Price
Programme Advisor:	Dr Lesley Tranter Dr Patricia Riddell
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. 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. A substantial proportion of work at Part 3 will be devoted to areas of Psychology relevant to human development, through infancy, childhood and later life; the programme will be particularly useful to those who seek careers working with children or in education.

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 will have been 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)

Compulsory modules

<i>Module</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
PY1CA	Cognition and Applied Psychology	10	4
PY1DS	Developmental and Social Psychology	10	4
PY1IN	Introduction to Neuroscience	10	4
PY1PL	Perception and Learning	10	4
PY1PR1	Psychological Research 1	10	4
PY1PR2	Psychological Research 2	10	4

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

PY1SK	Skills for Psychology	20	4
-------	-----------------------	----	---

Part 2 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PY2RM1	Research Methods & Data Analysis 1	10	I
PY2N1	Neuroscience 1	10	I
PY2C1	Cognition 1	10	I
PY2AP	Applied Psychology	10	I
PY2RM2	Research Methods & Data Analysis 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
PY2PN	Perception	10	I
PY2DP	Developmental Psychology	10	I
PY2SP	Social Psychology	10	I

British Psychological Society Graduate Basis of Registration. Students must gain Lower Second Class Honours or higher to qualify for BPS GBR.

Part 2 modules PY2RM1 + PY2RM2 + PY2DP + PY2SP + *either* PY2N1 *or* PY2N2 + 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.

Part 3 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
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 of Level 6 or 5 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	6
PY3AP	Auditory Perception	10	6
PY3ASD	Autism Spectrum Disorders	10	6
PY3AV	Active Vision	10	6
PY3CA	Cognitive Neuropsychology of Ageing	10	6
PY3VPM	Visual Perception - more than meets the eye?	10	6
PY3CBD	Cognitive Behavioural Approaches to Psychological Disorders	10	6
PY3CTT	Cognitive & Behavioural Theory to Therapy	10	6
PY3DN	Developmental Neuroscience	10	6
PY3ELD	Early Lexical Development	10	6
PY3FP1	Forensic Psychology 1: Managing Offending Behaviour	10	6
PY3FP2	Forensic Psychology 2: Clinical Applications of Forensic Psychology	10	6
PY3GD	Genes and Development	10	6
PY3HP	Health Psychology	10	6

PY3IC	Implicit Cognition	10	6
PY3IR	Issues in Rationality	10	6
PY3LPA	Language Processing and Aphasia	10	6
PY3NFD	Neuropsychology of Frontostriatal Disorders	10	6
PY3NUT	Nutritional Psychology	10	6
PY3OS	Occupational Stress	10	6
PY3PCD	Psychopharmacology of Clinical Disorders	10	6
PY3RA	Risk and Accidents	10	6
PY3SAN	Social and Affective Neuroscience	10	6
PY3SC	Social Cognition	10	6
PY3SE	Science of Emotion	10	6
PY3TDV	Three Dimensional Vision	10	6
PY3WMC	Working Memory and Cognition	10	6
PY3IGR	Improving Intergroup Relations	10	6

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 BSc Psychology, Childhood and Ageing, 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 in BSc Psychology, Childhood and Ageing, 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. Part 2 contributes one third of the overall assessment and Part 3 the remaining two thirds.

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 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%.

Admission requirements

Entrants to this programme are normally required to have obtained:

Grade B in Mathematics, Sciences, English in GCSE; and to have achieved:

A Levels: AAA / AAB; or

International Baccalaureat Diploma: 7,7,6 / 7,6,6 at higher level plus at least 5 in Ordinary Mathematics; or

Irish Leaving Certificate; AAAAB; or

Access Course 70% or equivalent.

Admissions Tutor: 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, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Directorate. The Student Services Directorate is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online (www.risisweb.reading.ac.uk), or by calling the central enquiry number on (0118) 378 5555. 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 on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student website (www.reading.ac.uk/student).

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 Officer, 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. Graduates of this programme will have studied the psychology of human development both broadly and in depth, and will be particularly well prepared for employment or further training in fields such as education, the care and treatment of children, or work with families. 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: Liege, Toulouse, Geneva, Padova, Granada, Barcelona Central, Barcelona Autònoma, Lisbon, Wurtburg, Nijmegen, Thessaloniki, Trondheim.

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. 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

Teaching/learning methods and strategies

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:

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

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

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

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).

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.

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 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.