BA Art and Psychology   **UCAS code: CW81**
For students entering Part 1 in 2011/2

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Art and Design, Psychology
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	4 years
Date of specification:	14/May/2013
Programme Director:	Susanne Clausen
Programme Advisor:	Mr Alun Rowlands
	Prof Judith Ellis
Board of Studies:	Art
Accreditation:	British Psychological Society Graduate Basis of Registration

Summary of programme aims

The programme aims to give a thorough and broad based training in modern Psychology and Fine Art, and gives students opportunity to explore areas of overlap between Art and Psychology. In Fine Art, the course is arranged to provide a basis for practice as an artist. Students are encouraged to develop a habit of study embracing all the technical resources of the Department which will lead them to take an increasing level of responsibility for their individual programme. The Psychology component introduces 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.

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 communication, interpersonal skills, learning skills, numeracy, self-management, use of IT and problem solving and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

In Art there is an emphasis on self-initiated practice encompassing the acquisition and development of specific skills, methods and approaches attuned to professional practice. The importance placed on independent study demands that students become confident and self motivated in establishing working methods that expand through the technical resources of the department and wider university. Students will develop research skills including the ability to locate and assemble visual and written material, they will engage in evaluative analysis of visual and critical sources. In addition, students have the opportunity to work collaboratively through practice, staging internal and external exhibitions, events and projects.

In Psychology, 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 following profile 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 (optional 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 credit for each module and its level is shown after its title.

Each Part comprises 120 credits. In Part 1 the remaining credits can be made up from any optional modules and/or from modules elsewhere in the University.

In Art, Part 1 introduces the range of contemporary art practice and art theory, also a guided introduction to the development of an independent practice across specific methods, approaches and media. Part 2 provides students with the opportunity to identify and investigate particular interests and concerns through practical engagement in their own studio spaces and to relate their studio work to relevant contemporary contexts through the study visits, seminars and lecture programmes. Part 2I provides the opportunity to build on the intellectual and technical skills of the second year through increasingly independent development of work in the studio and through an exploration of the discourse surrounding contemporary art and art theory. Part 3H encourages the

focused development of an independent practice and its documentation in relation to contemporary art and art theory.

In Psychology, Part 1 provides the foundations in research skills and all areas of Psychology needed to progress to Part 2 in either Joint or Single Honours. At Part 2, Joint degree students take modules that will qualify them for accreditation with the British Psychological Society (in Research Methods, Neuroscience and in Social, Developmental and Cognitive Psychology) plus three other modules where they have some choice from a range of topics. At Parts 2I and 3H, they take three advanced optional modules, plus Contemporary Issues which allows them to apply knowledge of Psychology to a question of current interest (giving opportunity for integration with knowledge of Art), and carry out a personal empirical project as required by the British Psychological Society.

Part 1 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
FA1MP	Part 1 Compulsory Module Multimedia and Painting	40	4
PY1IN	Introduction to Neuroscience	10	4
PY1PR	Psychological Research	20	4
PY1PC	Perception	10	4
PY1DV	Developmental Psychology	10	4
PY1CG	Cognition and Learning	10	4

Optional modules: 20 credits from:

FA1AT	Contemporary Art Theory	20	4
FA1SP	Skills & Processes	20	4

Any other 20-credit level 4 module available in the Faculty or PY1SK or PY1SA and PY1DIP listed below.

Optional Module

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

Part 2 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
FA2S2	Part 2 Studio including Career Management Skills	40	5
FA2AT	Contemporary Art and Theory	20	5
PY2RM	Research Methods and Data Analysis	20	5
PY2DSP	Developmental and Social Psychology	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 and PY2CNS are the minimum required for BPS accreditation. See also Part 3I Project.

Year abroad/Year away/Additional year (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
PY3C	Contemporary Issues	10	6
FA2IS2	Part 2I Studio	40	5
FA2IAT	Contemporary Art and Theory	20	5
FA2ITEX	Image Action Text	20	5

Psychology
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. Modules to the value of 30 credits chosen from a list of Psychology options such as the following:

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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

Part 3 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
FA3HS2	Studio (joint honours)	80	6
PY3P	Project	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%. In addition, students must gain Lower Second Class Honours or higher.

Progression requirements
To proceed from Part 1 to Part 2 students must:
To gain a threshold performance at Part 1, a student shall normally be required to achieve an 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:
- Obtain a mark of at least 40% in the module FA1MP

- Obtain a weighted average of at least 40% over the modules PY1PR, PY1PC, PY1IN, PY1CG and PY1DV
- Obtain marks of at least 30% in PY1PR, PY1PC, PY1IN, PY1CG and PY1DV.

To proceed from Part 2 to 2I and from Part 2I to Part 3 students must:
achieve an overall average of 40% over 120 credits taken in Parts 2 and Part 2I and achieve a mark of at least 30% in individual modules representing a total of at least 100 credits at each of those Parts.
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%.
Psychology: a student shall normally be required to achieve a threshold performance at Part 2I. 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: http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx.

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

Four-year programmes in Art and in the Institute of Education

See Programme Handbook

In Art, at Part 1 teaching is by workshops, tutorials and lectures. At Parts 2, 2I and 3H teaching is by individual tutorials, workshops, seminars and lectures. Technical assistance and instruction occurs throughout the year and at the student's request. Directed visits to museums and galleries take place throughout the programme. In Part 1 Compulsory module FA1MP, formative assessment with written feedback takes place at the end of each project with summative assessment at the end of Part 1. The Part 1 final assessment is an aggregate of all the projects. Part 1 optional modules are assessed by coursework. In Parts 2 and 2I studio modules there are two types of assessment, an Interim and a Part assessment. Interim Assessments are formative and take place mid-module where a diagnostic mark is achieved alongside self-assessment. The Part Assessment occurs at the end of the module, the results contributing to the Final Degree classification. At Part 3H assessment is by examination in the form of an exhibition and documentation. In all studio modules assessment is by coursework selected and presented by the student. Seminars, Contemporary Art Theory and Art Dissertation are assessed by coursework. Full details are given in module descriptions.

In Philosophy, teaching is through seminars, lectures and essay tutorials. Over the programme as a whole, assessment will be conducted through a mixture of assessed essays and formal examination.

The conventions for classification are included in the Programme Handbooks but you should note that weightings in Art for Part 2, Part 2I and Part 3H for classification purposes are:-

Part 2 10% (Studio), Part 2I 20% (10% Studio, 10% Image Action Text), Part 3H 70% studio.

The Part 2I assessment takes place during the summer term. Due consideration will be given to the timing of and expectations at this assessment point in respect to the student's commitment to final examinations in the other subject.

Weighted Finals in Philosophy:

To reflect the notion of progression through the programme, Part 2I Philosophy examinations will have a greater impact on a student's Final Degree Classification, with Part 2 Philosophy examinations contributing 33% of the Final grade and Part 3H examinations contributing 67%.

Assessment criteria for each of the Parts are given in the appropriate Departmental Handbook

Admission requirements

All home students are interviewed with their portfolio of practical work. Applications from mature and international students are welcome. We recommend you contact our Admissions Tutor or Departmental Officer to discuss your individual circumstances and/or arrange a visit to the department.

Standard Offer:

UCAS tariff Minimum 340 points (AAB) from 3 A levels or ABB plus AS Grade B plus GCSE Maths, English and Science Grade B.

International Baccalaureate: Pass Diploma and achieve 6,6,6 in three higher level subjects and 5 in Maths at Standard Level.

Admissions Tutor: Tina O'Connell

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

Support for students in their studies is provided through the University's iLearn Academic Record.
There are Programme Advisers to offer advice on the choice of modules within the programme.
In Art there is an extensive provision of studio space alongside resources for exhibition and presentations. Part 1 has a dedicated studio environment that is collectively negotiated to the demands of each project. In Part 2 and 3 each student is allocated a studio space with twenty-four access the privilege of Part 3H students through access card entry. There is access to studio workshop for construction; two darkrooms for photography and two digital workshops including facilities for film and video editing, imaging, sound and website building. The department runs inductions and workshops covering core skills, embedded with health and safety as good practice. There are several 'bookable spaces' available for installation, time based work, testing modes of display and curation. Students can avail themselves of the opportunity to curate or collaborate on projects within the department gallery through proposal submission. From Part 2 onwards students elect studio tutors within the compulsory modules and support for students in their studies is provided through the Personal Tutorial system. New students are provided with a copy of their *Programme Handbook* (available online via blackboard) that covers resources available, programme specific matters and examinations. Academic feedback and guidance is given through oral and written feedback, and supported though individual tutorials, workshops and group seminars. In addition there are directed study visits to museums and galleries. The Library houses key journals and publications alongside electronic databases. Specialist subject librarians are available to advise and guide students to library resources. Throughout the programme there are opportunities for work-based learning, placements and internships. The department promotes prospective external exhibitions and projects that enable experience of working with outside arts organisations. In addition, there are opportunities to gain experience working with staff on practice-based research projects and exhibitions.
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 Department's special needs advisor. Staff's specialised laboratories are available for use in student research projects.
Each student is issued with a Programme Handbook.

Career prospects
In addition to being equipped to sustain their practice as artists, curators and writers, recent graduates with a Fine Art component to their degree, have found employment in museum and gallery education, art therapy, journalism and publishing, post-production, theatre and television. The programme is excellent preparation for further study at postgraduate level. Graduates have found that the specific and transferable skills developed by the programme enable to them to enter professions across the cultural field.
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.

Opportunities for study abroad or for placements
There are opportunities to study abroad including international exchange scheme at Rutgers University, USA; Ottawa University, Canada and Monash University, Australia. In Europe there are exchanges with F+F School of Art, Zurich and there is an Erasmus exchange with L'Ecole des Beaux Arts, Dijon, France. Individual student interest in work experience and public exhibition of work is supported by staff.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
Art	Art

1. independent and self directed work through the management of a creative practice
2. contemporary art theory and recent art history's relationship to the development of critical art practice
3. collaborative and individual production of exhibitions, their modes of display and curation
4. reflexive skills to research, analyse and evaluate material, both written and visual
5. professional practice and transferable skills.

Psychology
1. concepts, theories and evidence in at least five of six core psychology domains: research methods, individual differences, biological, cognitive, developmental and social psychology
2. a broad variety of methods and approaches used in psychological research, including statistics
3. practical applications of 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.

All students are inducted and introduced to approaches and methods of independent practice. Teaching is directed through project based workshops, tutorials and studio seminars addressing the principles of practice developing understanding across media (1). Students are encouraged to work in a range of studio disciplines focusing their intentions as the programme develops. The compulsory studio modules develop the emphasis towards a self-initiated programme of work that is tested, staged and documented throughout the year. Students work closely with their elected studio tutor, in individual and group tutorials. These taught sessions develop critical evaluation of practice and foster reflective skills towards exhibition and documentation (4). Modes of collaboration, both in practice and through exhibition, are introduced in Part 1 and fostered through the optional module 'Critical Collaborative Methods' delivered through lectures and seminars that introduce curating and exhibition practice (3).The compulsory module 'Image Action Text' develops through lectures, seminars and workshops, critical contexts for the dissemination of practice (4 + 5). Contemporary Art Theory lectures introduce key terminology, theory and historical precedents (2). Through the taught component students are exposed to the language, vocabulary and debates in contemporary art. Museum and gallery study visits are integral part of the programme, placing study within a wider cultural field. Visiting lectures provide a context within which student knowledge and understanding of professional practice is extended (5).

Psychology
1-3 are covered in lectures and seminars. 3 is further supported by practical classes, exercises and mini-projects, and Part 3H project. Part 2I options cover 5 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 (where relevant) while planning the Part 3H project.

Assessment
Art
Knowledge and understanding are assessed by studio presentations, essays, coursework and dissertation. In studio modules there is formative and self assessment with written feedback at an interim point in the year. Summative assessment at the end of the Part is through presentation and documentation.

Psychology
1-4 are assessed by unseen or open-book examinations, coursework essays, reports on empirical work, oral presentations and other exercises. The Part 3H project assesses 2 and 3 through the rationale for the choice of methods, and (where relevant) 5 in the plan and final report.

Skills and other attributes

B. Intellectual skills - *able to:*

Art
1. critical judgement in the selection of work for exhibition, and its relationship to the broader field of cultural production
2. engage in creative and speculative propositions, with the ability to find creative solutions
3. the ability to apply appropriate critical knowledge and understanding of professional practice and its contexts
4. identify key theories of contemporary practice, and to test and critically evaluate through written, oral and material resources
5. planning, organising and presenting an independent enquiry both individually and within a collaborative environment.
Psychology
1. use evidence-based reasoning to argue or evaluate a claim
2. critically evaluate the design and conduct of psychological research
3. write well-structured and well-argued essays
4. integrate material from different fields of psychology, and cognate areas
5. integrate theory and practice
6. formulate and test hypotheses.

Teaching/learning methods and strategies

Art
Intellectual skills are developed through the teaching and learning programme outlined above, particularly through lectures, seminars, tutorials and feedback on the development of individual programmes of work (2). Intellectual attributes are extended in dialogue and discussion demanded by individual and group tutorials, and seminars which are features of all module teaching. These skills are particularly addressed in Contemporary Art & Theory modules, with individual essay tutorials supporting critical writing (4). The lecture modules culminate in one-to-one supervision of individual research interests for the Art Dissertation (2 & 4). Command of methods and processes appropriate to practice are assisted through specific workshops available to support studio skills. Group tutorials in Part 1 are project specific, while Part 2 tutorials establish the specificity of individual practice. Planned and organised staging through exhibition, collaborative ventures and events (internal and external) test iterations of practice (5). In Part 3 in tandem with focused dissertation research, students manifest their critical practice through exhibition and documentation (1).
Psychology
1-2 are explicated in lectures and option seminars. Part 2I option seminars focus strongly on 1 and 2. The Contemporary Issues module is not formally taught but gives scope for all of 1-4, especially 4. Essays, increasing in length through the programme, provide practice in 1-3 with formative feedback. The mini-projects at Part 2, and the Part 3H project, develop 5 and 6.

Assessment
Art
Intellectual skills are assessed in all parts of the programme through coursework. Coursework in modules is both formatively and summatively assessed with written feedback at the appropriate stages. Critical judgement and selection form part of the studio assessment, in particular the final exhibition.
Psychology
1-3 are assessed in examinations and coursework. 4 is encouraged and evaluated throughout, and is emphasised in the Contemporary Issues module (assessed by a pre-seen and planned examination paper). 5 and 6 are assessed at several stages and particularly in the Part 3H project.

C. Practical skills - *able to:*

Art
1. employ the methods and approaches within

Teaching/learning methods and strategies

Art
The teaching of practical skills is embedded into the

practice-based enquiry
2. develop conceptual and practical skills appropriate to specific practice
3. research and develop reflective documentation skills
4. identify creative applications for sustaining practice and developing professional practice
5. understand the issues surrounding display and presentation of practice through the ability to stage exhibitions and events.

Psychology
1. use suitable sources to search for information about specific topics
2. choose and apply appropriate data-analytic techniques
3. plan and carry out empirical studies with guidance or supervision
4. interpret experimental observations and write reports on empirical studies.

structure, content and delivery of the programme. In Part 1 and 2 there is a focus on specific studio disciplines through inductions, workshops, technical demonstrations and tutorials (1). Further optional instruction is available with one-to-one support for skills diversification (2). The seminar module Critical Collaborative Methods promotes diverse skills from exhibition making, collaboration and technical skills (4). Image Action Text module wraps theoretical concerns with practical skills with a particular focus on distributed forms that include websites, online publications, digital video, sound and image (5). Visiting Lectures support teaching and learning though professional practice (4 + 5). The reflective documentation which forms part of all studio modules is taught through tutorials and workshops (3).

Psychology
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 mini-projects and the Part 3H project.

Assessment

Art
Subject specific and practical skills and the ability to assimilate knowledge appropriately are demonstrated in work submitted for assessment. Formative assessment throughout the year of presentations of studio work and contextual essays.

Psychology
2-4 are assessed in reports on practical classes and oral presentations. Mini-project reports, the Part 3H project plan and report, assess all 4 skills. 1 is also assessed in the Contemporary Issues module.

D. Transferable skills - *able to:*

Art
1. sustain independent work and study with initiative and to deadlines
2. discuss work and ideas in a well-informed and reasoned presentation
3. initiate and work responsibly both individually and in collaboration with others
4. utilise a range of digital and technological processes for the production of work and ideas
5. write and plan proposals and applications in support of professional practice
6. identify and develop careers in the visual arts and other related cultural fields.

Psychology
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

Teaching/learning methods and strategies

Art
The emphasis placed on self-initiated programmes of work centred on the studio enables students to develop specific techniques, skills, processes and working methods as required by their individual programme of work (1). The ethos of collaboration within the department, is explicitly taught within seminar modules, and fostered through external exhibition opportunities (3 + 4). Careers is introduced formally at the beginning of beginning of programme, and assessed as part of the studio module (5+6). Further professional practice is embedded in programme through tutorials and visiting lectures.

Psychology
Transferable skills are integrated in Psychology subject teaching. 1 is learned, with formative feedback, through essays and other exercises while 2 is included in seminars especially at Part 2I. 3 is required in small-group mini-projects; these, and the Part 3H project, entail 4 and 5. Special classes cover

manage and analyse numeric
data, to communicate and to find information
7. manage time
8. start planning a career.

6, and IT resources are applied throughout the programme. Staged deadlines for coursework encourage 7.

Assessment
Art
Transferable skills are integrated features which contribute to the quality of all coursework. The formal assessment of studio work, essays, seminar presentations, dissertation and reflective documentation covers 1-6.
Psychology
1 is assessed in written coursework and examinations, 2 within some Part 2 modules and Part 2I seminars. 4 and 5 are necessary for mini-projects and the Part 3H project; 6 and 7 are required for most coursework.

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.