BA Art and Psychology   **UCAS code: CW81**
For students entering Part 1 in 2013/4

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:	16/Feb/2017
Programme Director:	Dr Ciara Healy-Musson
Programme Advisor:	Prof 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 develop students' individual creative enquiry informed by an understanding of art history, theory and contemporary practice. The programme is structured to enable students to develop critical practice in a supportive environment that enables the intellectual and technical production of art. It aims to provide the space to explore creative enquiry, written modes of research, reflection and professional practice skills that form the basis for students' future careers. The combined programme aims to provide students with understanding and significance of the discourses of art, as well as understanding how to locate their own work within the wider cultural field.

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 BA Art there is an emphasis on independent 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 and reflective analysis of visual and critical sources. The combined programme allows students to develop advanced skills in visual analysis, learning how to recognize sources and communicate their qualities in oral and written forms. They will be able to articulate and substantiate independent points of view, based on evaluating evidence and using reasoned arguments. They will learn how to organize their own work schedule, to become self-motivating and to take independent initiatives to develop their studies. They will understand ways of improving learning by identifying personal strengths and weaknesses, be skilled at time management, and have developed strategies for working with a team and alongside their peers. The programme will include opportunities to develop skills at making oral presentations, to use visual sources in support of an argument and to deploy IT, with a particular emphasis on visual images.

A key focus of the studio modules is the development of digital skills in the production and documentation of image, object, text, and environments. Students' digital literacy and knowledge of applications adds to their practical and academic skills, necessary to work in a professional environment or to undertake further study. In addition, students have the opportunity to work collaboratively, staging internal and external exhibitions, events and projects where they acquire curatorial, promotional, and entrepreneurial event management skills.

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 including the compulsory modules together with optional modules for Part 1. Part 1 students must choose which additional modules they wish to take from within the department and the faculty to make 120 credits in Part 1. The number of credits for each module is shown after its title.

Part 1 Art introduces students to a range of current art practices and discourses through a series of practice-based projects across a range of approaches, methods and media. Part 2 Art provides students with the opportunity to identify and investigate particular concerns through developing independent studio practice informed by relevant historical and contemporary precedents explored in seminars, lectures and study visits. Part 2I Art provides the opportunity to build on the intellectual and technical skills of the Part 2 through increasingly independent studio practice and its relation to art history and theory. Part 2I offers opportunities for study abroad and work-based learning. Part 3 Art studio module facilitates sustained and focused studio practice with an emphasis on independent research and enquiry.

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 3, 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
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
FA1ART	Art Studio	40	4
FA1RW	Reading Objects, Writing Images	20	4

Part 2 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
FA2S2	Part 2 Studio including Career Management Skills	40	5
PY2RM	Research Methods and Data Analysis	20	5
PY2DSP	Developmental and Social Psychology	20	5
PY2CNS	Cognition and Neuroscience	20	5

Optional Modules in Fine Art (20 credits)
20 credits to be chosen from a list of modules available from the Department.

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 3 Project

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

Mod Code	Module Title	Credits	Level
PY3CHI	Contemporary and Historical Issues	20	6
FA2IS2	Part 2I Studio	40	5

Art
Optional modules
Modules to the value of 40 credits chosen from the following options:

FA2IAT	Contemporary Art and Theory	20	5
FA2ITEX	Image Action Text	20	5
HA3 BD	Bodies of Difference: Mapping Contemporary Art	20	6

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:

PY3ELD	Early Lexical Development	10	6
PY3BE	Behavioural Economics	10	6
PY3DN	Developmental Neuroscience	10	6
PY3TDV	3D Vision	10	6
PY3NUT	Nutritional Psychology	10	6
PY3HP	Health Psychology	10	6
PY3CNN	Controversies in Cognitive Neuroscience	10	6
PY3ASC	Autistic Spectrum Conditions	10	6
PY3CAN	Cognitive & Affective Neuroscience	10	6
PY3FP1	Forensic Psychology 1: Managing Offending Behaviour	10	6
PY3SE	Science of Emotion	10	6
PY3SC	Social Cognition	10	6
PY3AV	Active Vision	10	6
PY3NFD	Neuropsychology of Frontostriatal disorders	10	6
PY3HP	Health Psychology	10	6
PY3EED	Emotion, Empathy and their Disorders	10	6
PY3MS	Memory and the Self: Past, Present and Future	10	6
PY3VPM	Visual Perception - more than meets the eye?	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 progress at Part 1 students must achieve a threshold performance and:
(i) obtain marks of at least 40% in the module FA1ART and FA1RW
(ii) obtain marks of at least 40% over the modules PY1PR, PY1PC, PY1IN, PY1CG, PY1DV
(iii) obtain a mark of at least 30% in PY1PR, PY1PC, PY1IN, PY1CG and PY1DV.

To gain a threshold performance at Part 2, a student shall normally be required to achieve:
(i) a weighted average of 40% over 120 credits taken at Part 2;
(ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and
(iii) marks of at least 30% in individual modules amounting to not less than 120 credits.
In order to progress from Part 2 to Part 3, a student must achieve a threshold performance
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/Exams/classificationpost2007.pdf
and see Programme Handbook

The weightings of the Parts/Years in the calculation of the degree classification is:

Part 2 and 2I one-third
Part 3 two-thirds

In **Art** at Part 1 teaching is by project, workshop, tutorials and lectures. At Parts 2 and 2I teaching is by individual tutorials, workshops, seminars and lectures; and at Part 3 by individual supervision. Technical assistance and learning is embedded within the studio modules and occurs throughout the year through specific workshops and by request. Directed study visits to museums and galleries take place throughout the programme. In Part 1 compulsory module FA1ART and FA1RW formative assessment with feedback takes place at the end of each project and summative assessment at the end of Part 1. Part 1, 2 and 2I optional modules are assessed by coursework and/or examination. In Parts 2 and 2I studio modules there are two points of assessment, an Interim and a Part assessment. Interim assessments are formative and take place mid-module where a diagnostic mark is achieved alongside written feedback and self-assessment. The Part assessment occurs at the end of the module, the results contributing to the final degree classification. At Part 3 assessment is by examination in the form of a presentation of practice-based work and reflective documentation. In all studio modules assessment is by coursework selected and presented by the student. Full details are given in module descriptions.

The conventions for classification are given in the Programme Handbook but you should note that the weighting for Part 2, 2I and 3 for classification purposes is:

Art: Part 2 and 2I: 33%; Part 3: 67%

In **Psychology**, Part 1 and Part 2 modules are principally taught by lectures. Part 2 lectures and Part 3 options are supported by seminars. Some modules include practical work, either in large groups (Part 1) or in small groups or individually (Part 2 and Part 3 project). Modules are typically assessed by a mixture of coursework and formal examination; some modules are assessed 100% by coursework. At Part 1 the coursework principally constitutes essays and summaries, presentations and practical reports; at Part 2, essays and project reports; at Part 3, essays, 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 weightings in Psychology will be Part 2 28%, Part 2I 36% and Part 3H (Project) 36%

Admission requirements
Entrants to this programme are normally required to have obtained:
UCAS Tariff: AAB from 3 A level subjects, or ABB from 3 A level subjects with grade B in a fourth AS level subject; and a portfolio
Three Higher Level International Baccalaureate scores of: 35 points overall; and a portfolio
GCSE Science at grade B
All home students are interviewed with their portfolio. Applications from mature students and international students are welcome. For international students digital portfolio submission is accepted.

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

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 or workshop. In Parts 2 and 2I each student is allocated a studio space, with twenty-four hour access the privilege of Part 3 students through access card entry. There is access to studio workshops for construction, printing and casting; darkrooms for photography and digital workshops including facilities for film and video editing, imaging, sound and web building tools. In addition there is a dedicated Audio Visual Room, a whitespace and sound recording booth. 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. The department gallery is a prominent resource that is student-run and offers opportunities to curate or collaborate on projects and events. 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 through 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.

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 learning
Career learning is delivered as a component embedded within the Part 2 Studio Module. It is delivered in part with Careers and by staff in the department. The dialogue established shapes the day which is animated through presentations by alumni and guests working in a number of fields such as museum education, art therapy and public curatorial roles. The three assignments that follow allow students to profile their skills, interests and career path, develop and articulate these through a CV; and develop a 'real world' proposal for residency, fellowship or relevant opportunity identified. The initial career learning activities are extended into Parts 2I and 3 through Professional Practice in which visiting speakers from across the cultural field address practical

considerations for funding, developing exhibition projects, public art commissions and the networks of support to sustain art practice after university. The Visiting Artists Lecturer series is a key resource in helping students map career options. Part 3 students are able to develop portfolios and applications through the Postgraduate Clinic, which assists students with applications.

Career prospects

Graduates of BA Art are equipped to sustain their practices as artists, curators and writers. In addition recent graduates 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 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

As part of the degree programme students have the opportunity to study abroad at an institution with which the University has a valid agreement.

There are opportunities to study abroad including international exchange programmes at Rutgers University, USA; Ottawa University, Canada; Monash University, Australia and National University of the Arts Taiwan. 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.

Placement opportunities

Throughout the programme there are opportunities for work-based learning, placements and internships. The department promotes prospective external exhibitions and public projects that enable experiences of working with outside arts organisations. In addition, there are opportunities to undertake negotiated placements for credit within the Part 2I Studio Module assessed through reflective writing that forms part of the students' practice-based documentation.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

Art
1. independent and self directed work through the management of a creative practice
2. contemporary art theory and 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

Teaching/learning methods and strategies

Art
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/or presentations, are introduced in Part 1 and fostered through the optional modules with group seminar presentations, delivered through lectures and seminars that introduce curating and exhibition practice (3). The diet of optional modules

by researchers.

develops distinctive strands of practice-based, historical and theoretical modes of enquiry through lectures, seminars and workshops that explore the critical contexts of art and its histories (4 + 5). The lectures and seminars introduce key terminology, theory and historical precedents (2). Through the taught component students are exposed to the language, vocabulary and debates that forge contemporary art. Museum and gallery study visits are an 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. display 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. 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. plan, organise and present an independent enquiry both individually and within a collaborative environment.

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 the range of optional modules, with individual essay tutorials supporting critical writing (4). The optional modules inform and culminate in one-to-one supervision of individual research interests for the Art Dissertation (2 & 4). Command of methods and processes

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.

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 and examination. 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 practice-based enquiry
2. develop conceptual and practice 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.

Teaching/learning methods and strategies

Art
The teaching of practical skills is embedded into the 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). Some of the optional modules with a practice-based research dimension promote diverse skills from exhibition making, collaboration and technical skills (4). FA2CM and FA2ITEX modules wrap theoretical concerns with practical skills with a particular focus on distributed forms that include websites, online publications, digital video, sound and image (5). Visiting Lecturers support teaching and learning through 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 is carried out throughout the year on 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 manage and analyse numeric
data, to communicate and to find information
7. manage time
8. start planning a career.

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). Career learning 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, visiting lectures and work-based learning.
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 6, and IT resources are applied throughout the programme. Staged deadlines for coursework encourage 7.

Assessment
Art
Transferable skills are integrated features that 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.