

**MSci in Psychological Theory and Practice  
For students entering Part 1 in 2014/5**

**UCAS code: C801**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Psychology
Faculty:	Life Sciences Faculty
Programme length:	4 years
Date of specification:	24/May/2016
Programme Director:	Dr Craig Steel
Programme Advisor:	
Board of Studies:	Psychology
Accreditation:	British Psychological Society (BPS)

**Summary of programme aims**

This programme provides students with the sound scientific understanding of modern Psychology and with practical and clinical skills required to work as a Psychological Well-being Practitioner (PWP). The programme provides students with the concepts and skills required for British Psychological Society accreditation and with the knowledge and skills required for accreditation as a PWP with the British Psychological Society.

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.

**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 During the course 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, record keeping, interpersonal skills, learning skills, numeracy, self-management, use of digital technologies, 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. 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 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 optional modules). Students must choose such additional modules as they wish in consultation with the programme advisor to make 120 credits in each part.

**Part 1 (three terms)**

*Compulsory modules*

PY1CG	Cognition and Learning	10	4
PY1DV	Developmental Psychology	10	4
PY1IN	Introduction to Neuroscience	10	4
PY1PC	Perception	10	4
PY1PR	Psychological Research	20	4

*Optional modules (60 credits)*

Students may choose from the range available across the University, but it is strongly recommended that some of the following be included:

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PY1CL	Clinical Psychology	10	4
PY1SK	Skills for Psychology	20	4
PY1PAW	Psychology at Work	10	4
PY1DIP	Debates in Psychology	10	4

PY1AP	Applied Psychology	10	4
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## Part 2 (three terms)

### Compulsory modules

Mod Code	Module Title	Credits	Level
PY2RM	Research Methods and Data Analysis	20	5
PY2ITC	Introduction to CBT	20	5

### Single Subject Modules (minimum of 40 credits)

PY2CN	Cognition	20	5
PY2NS	Neuroscience	20	5
PY2TA	Typical and Atypical Development	20	5
PY2PS	Personality and Social Psychology	20	5

To allow students to take 20 credits from outside Psychology (e.g. a foreign language) you may substitute 2 Single Subject modules for 1 combined Subject module.

### Combined Subject Modules (maximum of 20 credits)

PY2CNS	Cognition and Neuroscience (substitute for PY2CN & PY2NS)	20	5
OR			
PY2DSP	Developmental and Social Psychology (substitute for PY2TA & PY2PS)	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.

Part 2 modules PY2RM + PY2TA + PY2PS + PY2CN + PY2NS (or the equivalent Combined Subject modules) are the minimum required for BPS accreditation. All the modules from this list that are taken must be passed with at least 40%. Subject to those constraints, students may substitute up to 20 credits worth of Part 2 modules outside Psychology, e.g. a foreign language.

### BPS accreditation as PWP

Part 2 module PY2ITC is required and must be passed with at least 50%

## Part 3 (three terms)

### Compulsory modules

Mod Code	Module Title	Credits	Level
PY3EAA	Engagement and Assessment of Common Mental Health Problems	20	6
PY3TRT	Evidence-based low-intensity treatment of common mental health problems	20	6
PY3VEC	Values, Employment and Context	20	6
PY30PL	Placement (P3)	60	6

### BPS accreditation as PWP

Part 3 modules PY3EAA, PY3TRT, PY30PL and PY3VEC are required and must be passed with at least 50%.

## Part 4 (three terms)

### Compulsory modules

Mod Code	Module Title	Credits	Level
PY4P	Project	60	7
PYM0RT	Research Methods and Transferable Skills in Psychology	20	

### Optional modules (40 credits in total)

Modules to the value of 20 credits to be selected from the following:

Mod Code	Module Title	Credits	Level
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PYM0QQ	Applying Qualitative Methods in Psychological Research	10	7
PYM0CP	Methods in Clinical Psychology	10	7
PYM0CG	Methods in Cognition	10	7
PYM0DP	Methods in Developmental Psychology	10	7
PYM0NS	Methods in Neuroscience	10	7

Modules up to the value of 20 credits can be selected from the following:

<b>Mod Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Level</b>
PYM0PL	Clinical Placement	20	7
PYMICD	Child Development	10	7
PYM2CL	Clinical Neuropsychology	10	7
PYM2CS	Cognitive Neuroscience	10	7
PYM3P1	Development of Psychopathology	10	7
PYM3P2	Topics in Developmental Psychopathology	10	7
PYM0FM	fMRI Data Analysis	10	7

*BPS Accreditation as PWP*

To qualify for BPS accreditation the module PY4P Project must be passed with at least 40%.

### **Progression requirements**

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 no marks of below 30% in more than 20 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 PY1PR, PY1PC, PY1IN, PY1CG and PY1DV averaged together, with marks of at least 30% in each of these modules.

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, i.e., a weighted average of 40% over 120 credits taken at Part 2; marks of at least 40% in individual modules amounting to not less than 80 credits; marks of at least 30% in individual modules amounting to not less than 120 credits.

To remain on the MSci course, the student must also attain an overall weighted average of 50% or more at Part 2 including 50% or more in module PY2ITC, any students not meeting this threshold will be automatically transferred onto the 3-year BSc Psychology course,

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% and module PY2ITC required for BPS/BABCP accreditation as a PWP must be passed with at least 50%.

To gain a threshold performance at Part 3 a student shall normally be required to achieve an overall average of 50% in modules PY3EAA, PY3TRT, PY30PL and PY3VEC.

To be eligible for Honours students must normally pass all compulsory modules in both parts 3 and 4

The University's honours classification scheme is:

<i>Mark</i>	<i>Interpretation</i>
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: [www.reading.ac.uk/Exams/classificationpost2007.pdf](http://www.reading.ac.uk/Exams/classificationpost2007.pdf).

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

**Integrated Masters programmes (MSci, MEng, MMath, MChem, MEnvSci, etc.)**

Part 2 20%

Part 3 40%

Part 4 40%

### **Assessment and classification**

#### **Admission requirements**

Entrants to this programme are normally required to have

Grade A in Mathematics, Sciences, English, in GCSE; and to have achieved: 3 A Levels at AAA/AAB; or

International Baccalaureat: Highers 6,6,6 and 5 in Ordinary Mathematics; or

Irish Leaving Certificate: AAABB; or

Access Course: Level 3 Distinctions and Merits

**Admissions Tutor:** Dr Carien van Reekum

#### **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-session 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](http://www.reading.ac.uk/student)

#### **Career learning**

##### **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. The degree will also give students the basis for accreditation with the BPS as a Psychological Well-Being Practitioner which provide direct entry in to a graduate profession in the NHS. More generally, 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**

Students who will wish to study abroad during Autumn Term of their Final Year, should consult the School's Study Abroad Advisor early in Part 3 to discuss current opportunities. Students can take part in the Erasmus Exchange Scheme or spend a term in Canada, the USA or Australia.

### **Placement opportunities**

Throughout the course there are opportunities to engage in volunteer work.

Towards the end of Part 2 students can apply for a summer vacation placement which involves working with a member of academic staff on a research project in the Department.

Part 3 students have an integrated clinical training which includes a compulsory work placement which is required for accreditation as a Psychological Well-Being Practitioner.

Part 4 students have the opportunity to undertake another work placement in either a clinical or research environment in addition to further training in research skills and methods.

### **Programme Outcomes**

#### **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

##### **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).

##### **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

##### **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.

guidance or supervision

4. Write reports on empirical studies

*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 the 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.**