

BSc Mathematics and Psychology with a Placement Year
For students entering Part 1 in 2015/6

UCAS code: GC19

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Mathematics, Statistics and Operational Research, Psychology
Faculty:	Science Faculty
Programme length:	4 years
Date of specification:	19/Aug/2015
Programme Director:	Dr Peter Chamberlain
Programme Advisor:	Dr Peter Chamberlain Prof Judith Ellis
Board of Studies:	School of Mathematical and Physical Sciences
Undergraduate	
Accreditation:	British Psychological Society Graduate Basis for Chartered Membership

Summary of programme aims

The programme aims to give a broadly based training in modern mathematics and modern psychology, and to produce scientists qualified to apply mathematical techniques to a wide range of psychological problems. It aims to introduce 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, 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. The year spent on placement enables students to gain experience of the practical application of their studies and accordingly make a more informed choice of career.

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 career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

As part of this programme students are expected to have gained experience in, and show competence in, the following: uses of IT including information search and mathematics software; presentation and analysis of quantitative data; written reports on projects; oral presentation and written summary of research and other material; teamwork; time management; project management; career planning.

Programme content

The profile 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 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 credits and level of each module are shown after its title.

Part 1 (three terms)

Compulsory modules

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
MA1FM	Foundations of Mathematics	20	4
PY1PR	Psychological Research	20	4
PY1PC	Perception	10	4
PY1IN	Introduction to Neuroscience	10	4
PY1CG	Cognition and Learning	10	4
PY1DV	Developmental Psychology	10	4
MA1CA	Calculus	20	4
MA1LA	Linear Algebra	20	4

Part 2 (three terms)

Compulsory modules

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
MA2RA1	Real Analysis I	20	5
MA2ODE	Ordinary Differential Equations	10	5
MA1NA1	Numerical Analysis I	10	5
MA2PDE	Partial Differential Equations	10	5
MA2GS	General Skills	10	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 a lower second class honours degree, or higher, to qualify for BPS GBC. Psychology Part 2 modules PY2RM + PY2DSP + PY2CNS are the minimum required for BPS accreditation. See also Part 3 Project.

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

Compulsory modules

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
MA2PY	Industrial Placement Year	120	5

The placement should not normally be shorter than nine months full-time and students will be assessed in the form of an end-of-year report. Note that the placement will be organised and supported by the School of Mathematical and Physical Sciences.

Part 3 (three terms)

Compulsory modules

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
PY3P**	Project	40	6
MA3CA1	Complex Analysis I	10	6
MA3RA2	Real Analysis II	10	6
MA3VC	Vector Calculus	10	6

**British Psychological Society Graduate Basis of Registration

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

Optional modules in Maths

Modules to the value of 20 credits chosen from:

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
MA3ASP	Applied Stochastic Processes	10	7
MA3DS	Dynamical Systems	10	6
MA3MB	Mathematical Biology	10	6
MA3NAT	Numerical Analysis II	20	6
MA3CV	Calculus of Variations	10	6
MA3PD2	Partial Differential Equations II	10	6
MA3WW	Water Waves	10	6
ST3MVA	Multivariate Data Analysis	10	6

Optional modules in Psychology

Modules to the value of 30 credits chosen from options available from within Psychology.

Progression requirements

To gain a threshold performance at Part 1 and qualify for the CertHE a student shall normally be required to achieve an overall weighted average of 40% over 120 credits taken in Part 1, where all the credits are at level 4 or above, 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 weighted average of at least 40% over the modules MA1CA, MA1LA, MA1FM and obtain a weighted average of at least 40% over the modules PY1PR, PY1PC, PY1IN, PY1CG, PY1DV and obtain marks of at least 30% in 120 credits.

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 order to progress from Part 2 to Part 3, a student shall normally be required to achieve a threshold performance at Part 2, and also achieve a mark of at least 40% in each of the Psychology modules PY2RM, PY2DSP and PY2CNS.

To be eligible for Honours, students must pass the Project module PY3P.

Summary of Teaching and Assessment

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: 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, including placement year:

Part 2 one-third

Placement Year not included in classification

Part 3 two-thirds

(where students fail a placement year which does not contribute to classification they transfer to the three-year version of the programme)

Teaching is organised in modules that typically involve both lectures and (in Mathematics) problems. 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.

Admission requirements

Entrants to this programme are normally required to have obtained:

Grade B or better in Mathematics, Science and English in GCSE; and achieved

- UCAS Tariff: A Level: AAB in three A levels, including grade A in A Level Mathematics; or
- International Baccalaureat: 35 points including 6, 6, 6 at Higher level including 6 at Higher Mathematics.

Equivalent qualifications are acceptable.

Admissions Tutor: Dr Calvin Smith

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

There are Course Advisers to offer advice on the choice of modules within the programme. The development of problem-solving skills in Mathematics is assisted by provision of model solutions to problems. In Psychology, each Part of the programme has a Year Tutor, whose role is to provide information to students in that year, monitor their progress (liaising with the Course Administrator) and advise those who fall behind in academic work. Staff with relevant expertise, e.g. in dyslexia, support the departmental Special Needs advisor. Staff's specialised laboratories are available for use in student research projects.

Career learning

Career prospects

Graduates whose degree includes Mathematics may find openings with various companies and research institutes that use mathematics directly (though for many of these the natural route is through a postgraduate qualification). The financial sector, both in actuarial and accountancy work, absorbs many graduates in mathematical disciplines. 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. Joint degree graduates may proceed to careers in either of their subject areas, and this programme provides particularly appropriate training for teachers of mathematics. Recent graduates who have followed this programme have gone into jobs as actuarial trainee, trainee chartered accountant, teaching, business analyst and postgraduate study.

Opportunities for study abroad

There are currently no opportunities for Study Abroad on this programme.

Placement opportunities

This programme includes a maxi placement. This year does not contribute to the final degree classification.

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. The fundamental concepts and techniques of calculus, linear algebra, analysis and numerical mathematics
2. The use of the basic techniques of mathematics in applicable areas of mathematics, such as differential equations and numerical analysis
3. Concepts, theories and evidence in at least five out of six core domains of Psychology: research methods, individual differences, biological, cognitive, developmental and social psychology
4. A broad variety of methods and approaches

Teaching/learning methods and strategies

The knowledge required is delineated in lectures and seminars. 1 and 2 are supported in Part 1 by tutorials and practical classes, and throughout by problems which students are expected to work on individually. 4 is further supported by practical classes and exercises, miniprojects and Part 3 projects. Students also learn about 6 from participating in research studies in which the principles are made explicit, and while planning the Part 3 project. Part 3 optional modules cover 7 and extend earlier work to a more advanced level.

- used in psychological research
5. Practical applications of psychological theory and research
 6. Ethical issues in research and appropriate conduct by researchers
 7. A selection of more specialist optional topics.

Assessment

Most knowledge is assessed by unseen or open-book examinations, coursework essays and other exercises, and reports on empirical work. The Part 3 project assesses both 6 in the plan and final report, and 4 through the rationale for the choice of methods.

Skills and other attributes

B. Intellectual skills - able to:

1. Think logically
2. Analyse and solve problems
3. Organise tasks into a structured form
4. Transfer appropriate knowledge and methods from one area within a subject to another
5. Use evidence-based reasoning to argue or evaluate a claim
6. Apply multiple perspectives and levels of explanation to understand behaviour
7. Critically evaluate the design and conduct of psychological research
8. Write well-structured and well-argued essays.

Teaching/learning methods and strategies

1-3 are explicated in lectures, tutorials or feedback on exercises throughout the Mathematics teaching, and 5-7 in Psychology lectures and option seminars. 4 is not formally taught but is illustrated and encouraged particularly in Part 3 modules, and is intrinsic to high-level performance in all parts of the programme. Psychology essays at Parts 1 and 2 provide practice in 8 with formative feedback.

Assessment

1- 3 are assessed indirectly in most parts of Mathematics, and 5-8 in Psychology examinations and coursework at all levels. 4 is emphasised in formative and summative assessment as an indicator of the most successful work in both subjects.

C. Practical skills - able to:

1. Understand and construct mathematical proofs
2. Formulate and solve mathematical problems
3. Choose and apply appropriate data-analytic techniques to psychological data
4. Search for information, using suitable sources, about a specific topic
5. Plan and carry out empirical studies with guidance or supervision
6. Write reports on empirical studies.
7. Gain work experience through spending a year on placement

Teaching/learning methods and strategies

Mathematical proof is taught in Part 1 lectures and reinforced in practical classes. Problem solving is introduced in lectures in Part 1 and forms a large part of subsequent Mathematics. Dedicated modules using lectures, practical classes and exercises cover 3, 4 and the principles underlying 5. Further learning of 5 and 6 takes place through practical classes, miniprojects and the Part 3 project.

Assessment

1-3 are tested both formatively in coursework and summatively in examinations. 3 and 6 are assessed in reports on practical classes. Miniproject reports, the Part 3 project plan and report assess all of 3 - 6.

D. Transferable skills - able to:

1. Use IT to write, to present information visually, for mathematical analyses and computation, to manage and analyse data, to communicate and to find information
2. Communicate information concisely or at length in writing
3. Give oral presentations
4. Work with a group
5. Plan and implement a project
6. Solve practical problems
7. Manage time
8. Start planning a career.

Teaching/learning methods and strategies

The use of IT is embedded throughout the computational side of the mathematics course and in practical modules in Psychology. 2, 3 4 and 8 form part of one Part 2 mathematics module; 2 and 3 are reinforced in various psychology modules throughout the programme, and 4 in the psychology microprojects. Competence at 5 is progressively developed through psychology miniprojects and the Part 3 research project. 6 is encouraged by staged deadlines and is essential for the timely and effective completion of the programme. The placement will provide opportunities to develop

each of these skills.

Assessment

1 is required widely for coursework in both subjects, 2 for most psychology coursework and examinations. The Part 2 module General Skills includes assessments of 3, 4 and 8. 4 also forms part of microproject assessment and 3 is also assessed within Part 3 psychology options. 5-7 are necessary for successful completion of miniprojects and the Part 3 project.

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.