BSc Psychology with Professional Placement   **UCAS code: C810**
For students entering Part 1 in 2015/6

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: 23/May/2016
Programme Director: Dr Rachel Pye
Programme Advisor:
Board of Studies: Psychology
Accreditation: British Psychological Society Graduate Basis for
                                                        Chartered Membership

Summary of programme aims
Students are introduced to the wide range of approaches that constitute modern Psychology as a social and biological science, and to concepts and evidence within the domains of the subject required for British Psychological Society accreditation, which are covered in the Part 2 core modules. 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. Students will receive practical experience of the application of psychology within a clinical and/or research setting during the placement year.

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 written and oral communication, interpersonal skills, learning skills, numeracy, self-management, use of IT, problem-solving, project management and reporting and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.
During their placement year, students will gain experience of ethical, scientific and research and/or clinical issues within professional practice as a research or applied (e.g., clinical) psychologist. These may include such things as managing risk, for example using dedicated record-keeping systems (e.g., RIO, the NHS electronic patient record system), conducting systematic assessments, and current administrative and research support procedures for a clinical setting.

Programme content
The specification which follows states which modules must be taken (the compulsory part), together with one or more lists of modules from which the student must make a selection (the 'selected' modules). Students must choose such additional modules as they wish, in consultation with the programme adviser, to make 120 credits in each Part.

Part 1 (three terms)
Compulsory modules

Compulsory modules

Code	Title	Credits	Level
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
And either			
PY1SK	Skills in Psychology	20	4
Or			
PY1SKE	Skills in Psychology with Academic Language	20	4

Optional modules (40 credits)
Students may choose from the range available across the University, but it is strongly recommended that some of the following be included:

Code	Title	Credits	Level
PY1AP	Applied Psychology	10	4
PY1DIP	Debates in Psychology	10	4
PY1CL	Clinical Psychology	10	4
PY1PAW	Psychology at Work	10	4

Part 2 (three terms)
Compulsory modules

Compulsory modules

Code	Title	Credits	Level
PY2CP*	Careers in Psychology	20	5
PY2RM	Research Methods in Psychology	20	5

Single Subject modules (minimum of 40 credits)

Code	Title	Credits	Level
PY2CN	Cognition	20	5
PY2NS	Neuroscience	20	5
PY2TA	Typical & Atypical Development	20	5
PY2PS	Personality & Social Psychology	20	5

Combined Subject modules (maximum of 20 credits)

Code	Title	Credits	Level
PY2CNS	Cognition & Neuroscience (substitute for PY2CN & PY2NS)	20	5
OR			
PY2DSP	Developmental & Social Psychology	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. See also Part 3 Project.
Please note - PY2CP is not required for students wishing to transfer to BSc Psychology with Professional Placement at the end of Part 2 providing all other criteria are met.

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

Compulsory module

Code	Title	Credits	Level
PY2PRP	Professional Placement	120	5

Students are expected to undertake a period of industrial training between Parts 2 and 3. The placement should be no shorter than 30 weeks and students will be assessed via a formal 3-month review and a final appraisal meeting resulting in a final placement report.

Part 3 (three terms)
Compulsory modules

Compulsory modules

Code	Title	Credits	Level
PY3P	Project	40	6
PY3CHI	Contemporary & Historical Issues	20	6

British Psychological Society Graduate Basis for Chartered Membership (GBC)

To qualify for BPS accreditation, the Project must be passed with at least 40%.
By agreement of the Programme Director, students may substitute up to 20 credits worth of Level 6 or 5 modules outside Psychology and Clinical Language Sciences. Normal substitution is of PY3PE.
Recommended modules

Code	Title	Credits	Level
PY3PE	Public Engagement	10	6

Optional modules
Modules to the value of 40 credits chosen from the list of Psychology and Clinical Language Sciences options available.
Students Studying Abroad during the Autumn term will normally take:
Compulsory modules

Code	Title	Credits	Level
PY3P	Study Abroad	40	6
PY3SA5	Study Abroad	50	6
PY3C	Contemporary Issues	10	6

Optional modules
Modules to the value of 20 credits chosen from the list of Psychology and Clinical Language Sciences options available.

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 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 to have obtained at least 40% in the Psychology modules PY1PR and PY1SK.

In order to progress from Part 2, a student should normally be required to achieve a threshold performance at Part 2. 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%.
During the Placement Year the final placement report must be passed at 40% or higher to progress to the final Part.

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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:
www.reading.ac.uk/internal/exams/Policies/exa-class.aspx.

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

Three-year programmes
Part 2 one-third
Part 3 two-thirds

Part 1 and Part 2 modules are principally taught by lectures, workshops and tutorials. Part 2 lectures and Part 3 options are supported by seminars. Some modules include practical work, either in large groups (Part 1), small groups (Part 2), in pairs or individually (Part 3 project). Modules are typically assessed by a mixture of coursework and formal examination; some modules are assessed 100% by coursework and some are assessed 100% by examination. 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 assessment is carried out within the University's degree classification scheme, details of which are in the programme handbooks. The pass mark in each module is 40%.

Summary of Teaching and Assessment

Admission requirements
Entrants to this programme are normally required to have obtained:
Grade B in Mathematics, Sciences, English, in GCSE; and to have achieved:
3 A Levels at AAB/ABB; 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 David Field

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 Psychology, each Part of the programme has a Year Tutor, whose role is to provide information to students in that year. The Senior Tutor monitors the progress of all students (liaising with the School Administrator) and advises those who fall behind in academic work. Staff with relevant expertise, e.g. in dyslexia, support the School Disability Advisor, and we work closely with the University Study Advisors who are psychologists. Our staff's specialised laboratories are available for use in student research projects.

Career 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. 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
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 is a placement component in PY1PAW for Part 1 students and in PY2CP for Part 2 students. Throughout the course there are opportunities to engage in volunteer work and 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.
Students also have the opportunity to spend Autumn Term of their Final Year studying in Europe (organised through the Erasmus Exchange Scheme), Canada, the USA or Australia. Students who wish to study abroad in one of these countries should consult the School's Study Abroad Advisor in Canada, the USA or Australia.

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Programme Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:

1. Concepts, theories and evidence in six core domains: research methods, individual differences, biological, cognitive, developmental and social psychology
2. A broad variety of methods and approaches used in psychological research
3. Practical applications of psychological theory and research
4. A selection of optional specialist topics, studied in depth using up-to-date research evidence
5. Ethical issues in research and appropriate conduct by researchers

Teaching/learning methods and strategies

1-3 are covered in lectures and seminars. 2 is further supported by practical classes and exercises, miniprojects and final year projects. Final year 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 final year project.

Assessment
1-4 are assessed by unseen or open-book examinations, coursework essays and other exercises, and reports on empirical work. The final year 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. Final year 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 & Historical 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 guidance or supervision
4. Write reports on empirical studies
5. Reflect on, and report about, professional skills.

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 final year project

Assessment
2-4 are assessed in reports on practical classes. Miniproject reports, the final year project plan and report assess all 4 skills. 1 is also assessed in extended essays and in the Contemporary & Historical 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 during the final year. 3 is required in small-group miniprojects; these, and the final year 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 as well as the placement year.

Assessment
1 is assessed in coursework and examinations, 2 within final year seminars. 3 (team participation) forms part of miniproject assessment while 4 and 5 are necessary for miniprojects and the final year 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.