



SCHOOL OF PSYCHOLOGY AND CLINICAL LANGUAGE SCIENCES

# OPEN MINDS

“ At the School of Psychology and Clinical Language Sciences at Reading, we have always been at the forefront of psychological and applied language sciences. We are passionate about having an impact: we perform cutting-edge research, and then we develop it for practical use across the world.

As a student here, you will work alongside the respected researchers who are making this global difference. Your studies will also be enhanced by our facilities such as laboratories and on-site NHS clinics.

All our courses are designed to prepare you for the world of work. With a wide range of placements, our degrees offer you countless opportunities. You can seek a career in the direct specialism of your degree or you may use the range of abilities you will develop here to follow an almost unlimited number of graduate career paths.

Studying at the University of Reading is a chance to join a dynamic and friendly community who will support and inspire you to achieve your ambitions. ”



**Professor Carmel Houston-Price**  
Head of School

[www.reading.ac.uk/pcls](http://www.reading.ac.uk/pcls)



# OPPORTUNITY

"The university experience is one that provides students with lots of opportunities. My advice to students is always recognise and make the most of those opportunities."

These are the words of wisdom from Dr Beth Law – a senior member of the teaching team who has been part of the University of Reading family since her studies here as an undergraduate. As a lecturer and Academic Tutor, Beth is a widely-respected member of our team but she cites the extra opportunities she gained at Reading as key to her success.

Beth is keen to encourage all our students to take every opportunity that comes along. So in 2015, when given the chance, Beth moved to the other side of the world to teach at the University of Reading Malaysia campus on the BSc Psychology programme. Teaching students from Malaysia and the UK, Beth found the experience of teaching in a new country gave her a new understanding, and that students studying a term abroad on our mobility programme came home having broadened their horizons and enhanced their knowledge and skills.

"The students who have been to our University of Reading Malaysia campus have come back with a renewed sense of purpose in their studies and it's helped them to see what they want to do in their future career."

Now back in the UK, Beth continues to champion the added extras that make our programmes so special. From the opportunities to participate in research projects, and supporting events with world-renowned academics like Stephen Pinker and Noam Chomsky, to studying on our Malaysia campus and the many placement opportunities in professional settings and summer-long research placements. All of which will make a real difference after graduation.

"Psychology is such a broad subject, that the placement opportunities help students to discover potential interests, strengths and even new opportunities."

Your time at the University of Reading will leave you with more than a degree. Our courses will help you develop analytical skills, foster creativity and unleash critical thinking, but our extra opportunities will provide you with the experience and inspiration needed to embark on a successful career.

“Overall you can expect to learn and experience a lot at university, but the most important thing is that you enjoy studying something that you're really interested in.”



Dr Beth Law



# HOW TO BUILD A CAREER



**Dr China Eziefula**

Dr China Eziefula is a Clinical Psychologist with 10 years of experience working for the NHS. She specialises in helping people who are living with physical health problems, as well as supporting people who are interested in improving self-esteem, and enhancing confidence in order to achieve personal or career-oriented goals.

China campaigns for more access to psychological therapies, as well as for increasing ethnic diversity in psychology.

But China started her journey as a student at Reading, studying BSc Psychology, "I want to showcase how much career progression is available and how interesting the discipline can be. It's also important to me that we get people thinking about their careers early on to ensure people get the right work experience for the area they want to specialise in – this was key for me."

During her time on the course, China took up a summer job within the School.

"This was an amazing experience. I got to know the academics really well and network with major influencers within the community. That first-hand knowledge was priceless and played a huge part in preparing me for my work now – connecting and building relationships."

China also spoke of how invaluable her dissertation was to her career.

"My dissertation was on the learning of new words by toddlers. I applied a visual performance procedure from the course to develop storybooks for young people that their parents could read to them. These books contained novel words and through this and eye tracking software we were able to track whether toddlers started to pick up these novel words and where their gaze was focused when looking at

the storybooks. This project really got me excited about how creative and innovative psychology could be."

China found the degree gave her a solid foundation, encouraged her and helped her decide on her future career path.

"It was clear that there were many different areas to specialise in. This got me so excited about the future impact and opportunities I could have. The chance to learn from creative lecturers with such passionate teaching styles has stuck with me to this day. It's knowledge that has stood the test of time.

"The lectures were truly inspirational, particularly those on memory, perceptual borders, skill development and health psychology. Ultimately, I cannot stress enough how much the staff and students' enthusiasm really shaped my studies and career decisions going forward."

China is currently Head of the Haematology Psychology department at Whittington Health NHS Trust. At the same time, she is the long-term conditions lead for iCope, the primary care psychology service in Camden. China also guest lectures at University College London for post-graduate training in psychological approaches and has co-facilitated training in psychological approaches for healthcare professionals.

In the future, China wants to promote more awareness about the conditions she works with nationally and internationally, and help people understand the connections between physical and mental health. She is keen to link up with Reading students who'd be interested in this work.

# LITERALLY SPEAKING

**Jodie Kenvin's experience as a teaching assistant for a child with delayed language development, spurred her on to study Speech and Language Therapy at Reading. One highlight of her degree so far has been her involvement in the 'Aphasia Friendly Book Club'.**

The book club for adults with aphasia is run by the University of Reading's adult speech and language therapy clinic. Aphasia is an impairment that affects the production or comprehension of speech, usually as a result of a stroke.

During the sessions, participants read popular novels and are given chapter and character summaries. They are asked questions about their reading and are also encouraged to discuss themes around the authors' thinking.

Jodie, who began taking part in the club as part of her weekly summer placement, has found it a hugely positive experience. "I spend every session with a smile on my face. The people who attend have such wonderful attitudes and their determination is inspiring."

She describes how the sessions run: "We guide the discussions but try and sit back to allow everyone to converse with each other and express their opinions.

We try and make sure each group member gets the opportunity to make their opinion known – giving them the time and tools required to do so. Our main role in book club is to keep conversation flowing and eat lots of biscuits!"

Jodie highlights the benefits that taking part in the book club has had on her studies. She has particularly enjoyed the conversations she has had with participants once they have finished discussing a book and getting to know them better.

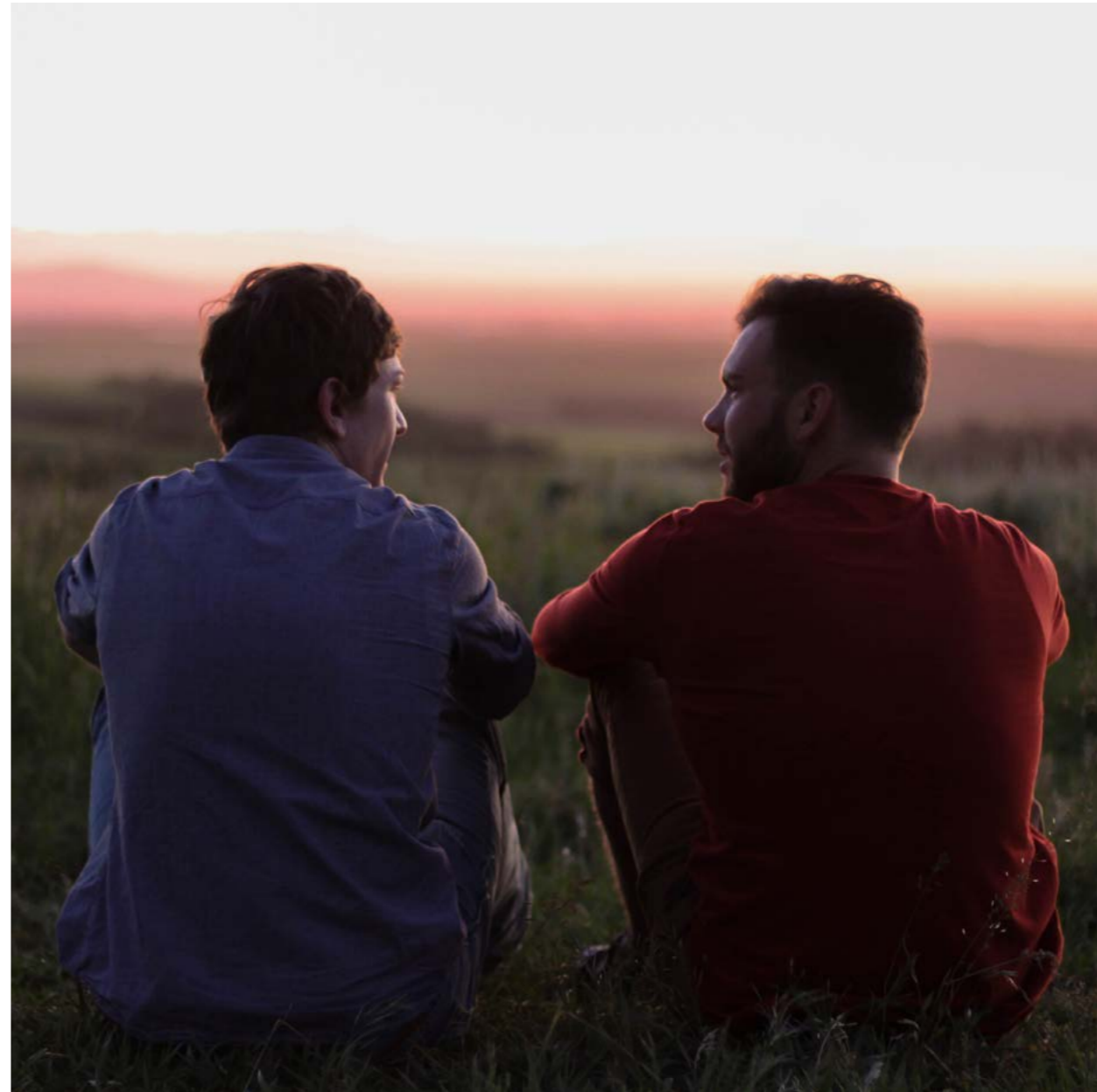
"One gentleman in particular was fairly quiet and could be quite negative. I sat with him one week and we began discussing books. We discovered we both had a love for 'Game of Thrones' and discussed the characters and plots in detail for the next half an hour. It was great to find something that pulled him out of his shell and I noticed his participation increased in the book club during the following weeks."

The club has also inspired Jodie to set her sights on her own future. Once she graduates, she hopes to become a Speech and Language Therapist for children with additional and complex needs.





# SEEKING SOLITUDE



**Dr Netta Weinstein**

Connecting to our inner selves and improving wellbeing in our personal lives is an area of interest in research due to its complexity. Associate Professor at the University of Reading, Dr Netta Weinstein's research on solitude and listening focuses on the benefits both areas bring to connecting to our inner selves, and thus improving wellbeing.

Solitude in the right quantity gives us an opportunity for creativity, self-exploration, and reflection and is a potentially untapped source of wellbeing.

"In solitude, we can feel empowered to think, feel and do what we want, and exercising those choices can foster a feeling of self-connection that promotes awareness, understanding, and personal growth."

Dr Weinstein's research presents an interesting avenue into a subject that has been dominated with negative connotations; that solitude is isolating and ultimately bad. However, using solitude to aid wellbeing and connecting to oneself presents an exciting development and one that is sure to be further investigated in the future.

Similarly, when connecting to our inner selves, Dr Weinstein's research on listening has shown how engaged listening techniques such as eye contact, nodding and using key words to praise openness can help young people open up.

"We all know that listening to someone talk about their problems is an effective way of reassuring them and establishing a connection. However, until now there has

been little thought given to the quality of that listening, and the difference that makes."

Dr Weinstein's research has shown how high-quality listening can contribute to reduced levels of loneliness because the speaker feels connected to the listener and has an opportunity for genuine self-expression.

Solitude and listening ultimately plays an important role for students and young people and the impact on their wellbeing. By actively using positive techniques both can be used as an advantage and present an interesting avenue for future research within the School of Psychology and Clinical Language Sciences.

**“Solitude in the right quantity gives us an opportunity for creativity, self-exploration, and reflection and is a potentially untapped source of wellbeing.”**



# FROM STRENGTH TO STRENGTH

As Anika Basler travelled from Germany to Reading three years ago, she was taking her first step towards fulfilling a childhood dream. At school, she had always been fascinated by what makes others tick and knew she wanted to make a positive difference to other people's lives.

The missing factor was knowing what direction to take to achieve her ambitions. By the time she caught her flight to the UK only one decision had been made: she was enrolled to study BSc Psychology with Professional Placement at the University of Reading. Three years later, Anika has discovered a unique career path thanks to the opportunities and experiences from her placement.

Reading has always been an attractive destination for students from across the world. It places a great deal of importance on ensuring students get the best possible experience from their studies, including enhancing their careers with a work placement.

"Once I started investigating UK universities, Reading clearly stood out. The practicality combined with the theoretical elements that they offered helped make my mind up. I committed to them because of their unique mix

of academic studies and placements within a growing network of world-class companies."

The School of Psychology and Clinical Language Sciences in particular has well-established links in the South East of England that students benefit from. Anika was able to secure a game-changing placement year at digital pioneers Siemens, an opportunity that set the direction for her future career.

"My experiences during my placement meant that I was finally able to see exactly where I wished my career to go. Being part of an organisation makes you feel so much more out there. Not limited. It gave me confidence and showed me so many possible routes."

A year spent in placement helped Anika learn more about herself and develop as a professional in a real-life working environment.

"I grew a lot during the placement year and learning an enormous amount about myself. This, combined with the insight and practical experience is what makes a strong placement such an enormous advantage at the beginning of a career.

"I realised my strengths lie within the areas of helping people cope with change,

working on projects collaboratively that involve clients and customers, garnering the benefit of others' opinions. This helped me develop a career plan that will suit me very well: Human Resources Psychology. The placement was the best thing I could have possibly done."

Studying Psychology at Reading can open up a huge range of career paths, even ones that most students don't realise exist.

Every student will have their own ambitions when they arrive at university, though these may evolve over the course of their studies. The University of Reading's support systems will help students find the right placement for them and find their focus. The programme offers students specialist training sessions in areas such as CV writing and interview preparation, as well as support from a dedicated Placements Officer whose one-to-one support ensures the placement runs smoothly.

"The placement helped me to understand myself better: that, despite my academic studies, I am also a practical person. This was a valuable lesson to learn and it enabled me to form career plans that work for me. A strong and well-chosen placement informs future choices - and what could be more valuable than that to a young person starting on their career?"

"I have met so many really inspiring people, so many role models who really made me grow. The experience I have gained within the 13 months in the business will help me showcase myself in future job applications, putting me a year ahead of most graduates. Now I'm not at all worried about graduating and securing job as I really know what I'm doing."

“A strong and well-chosen placement informs future choices – and what could be more valuable than that to a young person starting out on their career?”





# THE ART OF AnDY

**During his A levels, Simon Brett volunteered to help teach art and other classes to adults with severe physical and mental disabilities.**

This experience inspired him to choose to study Psychology at Reading – a path that has opened up a wealth of opportunities for him.

Simon decided to embark on an Applied Psychology (Clinical) MSc at the University of Reading because he saw it as a great opportunity to learn both how to conduct quality research and get hands-on clinical experience.

As part of his degree Simon was able to work with members of the University's Anxiety & Depression in Young People Research Unit (AnDY). The clinic works with NHS-referred young people aged 7–17 – treating them for anxiety and depression disorders, as well as undertaking research into the development, maintenance and treatment of such disorders.

Simon's degree qualified him as a Psychological Wellbeing Practitioner (PWP), allowing him to deliver practical, evidence-based

psychological therapies in the NHS or independent treatment centres.

"In particular, I benefitted – and still benefit – from being able to work with and learn from a large, diverse group of service users and within a team alongside other high-intensity therapists, clinical psychologists and other PWPs."

Since graduating, Simon has worked for AnDY as a PWP. His main role is to deliver evidence-based treatments for children and young people both in the clinic and in schools.

"I most enjoy learning a new skill, either from working with someone, or from a theory, reflecting by myself or in supervision, and then using this learning to inform my practice and seeing the positive impact that it has on a young person's life."

# GUT, BRAIN AND AFFECT



Professor  
BhismaDEV  
Chakrabarti

The impact of the bacteria in the human gut on our brain is the focus of a new €2 million research grant awarded to Professor BhismaDEV Chakrabarti, Professor of Neuroscience & Mental Health at the University of Reading.

He will be leading a team from the School of Psychology and Clinical Language Sciences and Department of Food and Nutritional Sciences to look at the effect of bacteria in the gut on brain function.

The project is titled "Mapping the impact of gut microbiota on brain and behaviour through the lens of GABA" and will be funded by a European Research Council Consolidator Award to Prof Chakrabarti. The research will look at the production of Gamma Amino Butyric Acid (GABA) by bacteria in the gut. GABA is one of the key signalling molecules in the brain. Through a series of experiments, the team, led by Prof Chakrabarti, will investigate whether the population of gut bacteria that produce GABA influence the brain levels of the compound.

"This grant provides us with an exciting opportunity to break new ground in the relationship between the bacteria in our gut and how our brain functions. The resident bacteria in the gastrointestinal tract is 40-90% distinct between different individuals, and the bacteria outnumber human cells. The bacteria also account for nearly 10 times as much DNA as that from human cells.

"As a result, there is this intriguing possibility that the bacteria contribute to the large variations seen in human behaviour and brain function. It is already suggested that there is a link between the bacteria in our gut and many health conditions including those affecting mental health.

"With the funding from the ERC, these studies will address a fundamental question of whether the population of gut bacteria capable of producing the neurotransmitter GABA, as well as its modulation by probiotics, has any impact on the level of GABA in the brain and its function."

The new €2 million grant was announced by the European Research Council as one of the winners of its latest Consolidator Grant competition. Over 301 top scientists and scholars across Europe have been awarded funding in this competition to date, totalling €600 million.

Mariya Gabriel, European Commissioner for Innovation, Research, Culture, Education and Youth, said: "Knowledge developed in these new projects will allow us to understand the challenges we face at a more fundamental level, and may provide us with breakthroughs and innovations that we haven't even imagined."



A wooden maze pattern on a dark wood background. The maze is constructed from light-colored wooden strips, creating a complex path that winds through the frame. The background is a dark, rich wood grain, providing a strong contrast to the lighter maze lines. The lighting is dramatic, with some areas of the maze appearing brighter than others, creating a sense of depth and shadow.

# IT'S WHAT WE DO

We are a research-led school, our academics are actively researching and contributing to current academic and clinical topics, providing our students with access to current thinking and ground-breaking research.

Community is at the heart of our School and we strive to create a friendly and inclusive environment in which to learn. We monitor standards, student achievement and student satisfaction to ensure everyone achieves their full potential.

Throughout your studies you will be taught by staff who are passionate about their field of study and want to pass that passion on to you. All of our students have the opportunity for regular contact with their own, named academic tutor who will support and guide you in your studies.

SCHOOL OF PSYCHOLOGY AND CLINICAL LANGUAGE SCIENCES

# MSci APPLIED PSYCHOLOGY (CLINICAL)

## MSci APPLIED PSYCHOLOGY (CLINICAL) C810

### Length of programmes

4 years full-time

### Typical A-level entry requirements

AAA. Some preference is given for Science A-levels (including Psychology)

Receive specialist clinical training and develop a thorough scientific knowledge of psychology in this exciting hands-on course.

The MSci Applied Psychology (Clinical) programme will qualify you for employment as a Psychological Wellbeing Practitioner (PWP) within the NHS. PWPs provide brief psychology interventions, based on the principles of Cognitive Behavioural Therapy, to people with common mental health problems. The degree is also a stepping-stone for postgraduate training in clinical psychology. This degree provides you with a masters-level qualification.

As well as gaining a grounding in key areas of psychology, you will have the opportunity of a placement within the Talking Therapies department of a Mental Health Trust in your third year. During this placement you will be conducting assessments and interventions for mild to moderate anxiety and depression. This experience will link directly into practical modules, which are designed to develop your clinical skills.

| YEAR ONE   | YEAR TWO  | YEAR THREE  | YEAR FOUR   |
|--|---|---|---|
| The Person and The Brain   | Research Methods in Psychology  | Placement   | Communicating Current Psychology  |
| Learning About Learning  | Development Across the Lifespan   | Engagement and Assessment of Common Mental Health Problems              | Empirical Project   |
| Introduction to Psychological Research   | Social Psychology and Individual Differences  | Evidence-based Low-intensity Treatment of Common Mental Health Problems | Plus 60 credits of optional modules.  |
| Debates in Mental Health   | Cognitive and Biological Psychology   | Values, Employment and Context  | Examples of optional modules that could be available include: Gathering Data for Cognition and Cognitive Neuroscience, Analysing Data Using R, Gathering Data for Applied Psychology, Theories and Models About the Brain, Programming for Behavioural & Cognitive Neurosciences and Evidence-Based Treatments Across the Lifespan. |
| Applied and Professional Psychology  | Introduction to CBT   |   |   |
| Plus 20 credits of optional modules. Examples of modules that could be available are: Introduction to Neuroscience Methods | Plus 20 credits of optional modules. Examples of modules that could be available are: Behaviour Change and Scientific Computing for Psychologists |   |   |

The following modules have been approved in principle for delivery in 2024/25. Please note that as part of our current curriculum improvement process, all modules require final University approval and may be subject to change. Placements are subject to availability and eligibility criteria, and are fully dependent on students securing their own placement opportunities.

In Year Three, placements in an NHS Talking Therapies service are facilitated by the course placement tutor. Wherever possible, we would take personal circumstances (such as disability and access to a car) as well as personal preference into account in this allocation process.

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SCHOOL OF PSYCHOLOGY AND CLINICAL LANGUAGE SCIENCES

# MSci SPEECH AND LANGUAGE THERAPY

## MSci SPEECH AND LANGUAGE THERAPY B62M

### Length of programmes

4 years full-time

### Typical A-level entry requirements

AAB from three A level subjects

Gain hands-on experience from the start of your degree, through a combination of theoretical knowledge and clinical practice.

The MSci Speech and Language Therapy programme will provide you with a comprehensive understanding of theory, and experience of working with patients. Our excellent teaching is informed by cutting-edge research, enabling students to graduate with outstanding clinical skills ready for the workplace. You will also gain valuable experience of working within a range of professional settings through weekly placement opportunities. Once you graduate you can apply for professional registration with the Health and Care Professions Council which will allow you to work as a Speech and Language Therapist.

From the first year of your programme, you will be provided with opportunities for participating in clinics with clients of all ages. You will spend up to 600 hours observing, treating and working with children and adults with communication and swallowing difficulties, across a varied range of locations and services.

| YEAR ONE                                   | YEAR TWO   | YEAR THREE  | YEAR FOUR   |
|--|--|---|---|
| Clinical Studies 1                         | Clinical Studies 2                               | Clinical Studies 3                                    | Clinical studies 4  |
| Introduction to Linguistics                | Speech Language and Communication 2 (Paediatric) | Speech Language and Communication Disorders 3 (Adult) | Dissertation  |
| Speech Language and Communication 1        | Phonetics and Phonology 2                        | Speech Language and Communication 4                   | Examples of optional modules that could be available include:   |
| Medicine Module 1                          | Linguistics 2                                    | Research Methods                                      | Language and Communication in Genetic Conditions, Multilingualism and Impairment across the Lifespan, Disorders of Eating, Drinking and Swallowing, Culturally Sustaining and Decolonisation Practices and Neuroscience of Language |
| Phonetics and Phonology 1                  |  | Medicine 2  |   |
| Psychology for Speech and Language Therapy |  |   |   |

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SCHOOL OF PSYCHOLOGY AND CLINICAL LANGUAGE SCIENCES

# BSc PSYCHOLOGY

# BSc PSYCHOLOGY WITH PROFESSIONAL PLACEMENT

## C802 BSC PSYCHOLOGY WITH FOUNDATION

This 4-year programme includes a foundation year that leads directly into our 3-year course, with the foundation year providing you with the knowledge to succeed in your degree. This route is ideal for those who do not meet the typical entry requirements, yet still would like to gain a BSc in Psychology.

## BSc PSYCHOLOGY C800

## BSc PSYCHOLOGY C810

WITH PROFESSIONAL PLACEMENT

### Length of programmes

3 or 4 years full-time

### Typical A-level entry requirements

AAB. Some preference is given for Science A-levels (including Psychology)

Our Psychology Honours degrees at the University of Reading combine our strengths in research and teaching to provide both fascinating content and a range of skills that will prepare you for the workplace.

Our course covers all the key areas of Psychology and is accredited by British Psychological Society (BPS). As a graduate of this course you will be qualified for further training to become a professional psychologist. The course also provides you with a range of transferable skills, including analytical qualitative abilities, writing experience and presentation skills. You will be equipped to move into careers such as HR, recruitment, management consultancy, publicity, finance and journalism.

You will benefit from the School's modern facilities. The University of Reading has on-site clinics that offer an insight into autism and speech and language disorders, including an NHS clinic that looks into anxiety and depression disorders. We also have the highly regarded Charlie Waller Institute on site to further enrich your studies.

There is the opportunity to spend a term at our University of Reading Malaysia campus, or with one of our partner institutions in Europe, Australia, USA or Canada. We have an extensive range of placement providers to enhance your career prospects. You can gain professional experience through work placements during the second year, or you can opt to take part in a four-year BSc Psychology with Professional Placement programme, where you will spend a year working in an NHS clinic, research lab or organisation of your choice.

| YEAR ONE   | YEAR TWO   | YEAR THREE/FOUR  |
|--|--|--|
| The Person and The Brain   | Research Methods in Psychology   | Research Project   |
| Learning About Learning  | Development Across the Lifespan  | Communicating Current Psychology   |
| Introduction to Psychological Research   | Social Psychology and Individual Differences   | Plus 60 credits of optional modules. Options that could be available include: Language and the Brain, Health Psychology, Science of Emotion, Early Lexical Development and Motivation and Performance in Organisations |
| Debates in Mental Health   | Cognitive and Biological Psychology  |  |
| Applied and Professional Psychology  | Professional and Clinical Practice   |  |
| Plus 20 credits of optional modules. Options that could be available include: Introduction to Neuroscience Methods | Plus 20 credits of optional modules. Options that could be available include: Scientific Computing for Psychologists, Behaviour Change |  |

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SCHOOL OF PSYCHOLOGY AND CLINICAL LANGUAGE SCIENCES

# BSc PSYCHOLOGY AND LANGUAGE SCIENCES

## BSc PSYCHOLOGY AND LANGUAGE SCIENCES C820

### Length of programmes

3 years full-time

### Typical A-level entry requirements

AAB. Some preference is given for Science A-levels (including Psychology)

Bringing together the University of Reading's internationally recognised expertise in Linguistics and Psychology, this three-year degree offers students a multidisciplinary approach to the study of the mind and communication, including language development and disorders.

With modules in linguistics, psychology and speech and language disorders, which cover the analysis and understanding of typical and atypical speech and language, you will develop a range of transferable communication and research skills.

This course - which is accredited by the British Psychological Society - provides you with a wide and marketable range of transferable skills. After graduating you can apply for junior positions in the publishing and technical writing industry, in advertising, PR, marketing. There are also opportunities for jobs with psychological and language testing agencies, or for instance as a social media analyst. You will have the chance to put your skills and knowledge to use through work placements during your degree. These may take place in non-NHS settings, such as schools, nurseries and research labs.

| YEAR ONE                               | YEAR TWO                                     | YEAR THREE   |
|--|--|--|
| Introduction to Psychological Research | Research Methods in Psychology               | Research Project   |
| Debates in Mental Health               | Social Psychology and Individual Differences | Introduction to Speech and Language Pathology  |
| The Person and The Brain               | Cognitive and Biological Psychology          | Neuroscience of Language   |
| Learning About Learning                | Professional and Clinical Practice           | Plus 40 credits of optional modules. Examples include: Health Psychology, Science of Emotion, Early Lexical Development, Motivation and Performance in Organisation. |
| Introduction to Linguistics            | Development Across the Lifespan              |  |
| Language in the Brain                  |  |  |

The following modules have been approved in principle for delivery in 2024/25. Please note that as part of our current curriculum improvement process, all modules require final University approval and may be subject to change. Placements are subject to availability and eligibility criteria, and are fully dependent on students securing their own placement opportunities.

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SCHOOL OF PSYCHOLOGY AND CLINICAL LANGUAGE SCIENCES

# BSc PSYCHOLOGY WITH NEUROSCIENCE

## BSc PSYCHOLOGY WITH NEUROSCIENCE C820

**Length of programmes**  
3 years full-time

**Typical A-level entry requirements**  
AAB. Some preference is given for Science A-levels (including Psychology)

This single honours Psychology course is designed to build a strong background for students interested in biological psychology, who may be considering a career in neuroscience. Explore the biology of thought and behaviour, and learn about the structure and function of the brain, and its interaction with the rest of the body. Our research-led teaching draws on the School's state-of-the-art research laboratories, including neuroimaging technologies and a digital signal analysis laboratory.

The first two years of the course will provide you with a broad overview of psychology, including cognition, development, as well as personality, and neuroscience modules taught by staff from the research-driven Centre for Integrative Neuroscience and Neurodynamics. In your third year you explore the areas which interest you most. Your final year project will allow you to immerse yourself in research supervised by an expert in the field. Final year modules are constantly revised to incorporate the latest developments.

You will have the opportunity to gain professional experience through work placements during the second year of the course. These can take place in private, public or voluntarily sector organisations, or within the Centre for Integrative Neuroscience and Neurodynamics. Alternatively, you can volunteer as a research assistant on a range of projects within the School. A number of past projects by Psychology with Neuroscience students have won awards from the British Psychological Society and British Neuroscience Association.

Our course is accredited by the British Psychological Society and as a graduate you will be qualified for further training to become a professional psychologist. As well as research related careers, the knowledge and skills acquired on the course also prepare students for careers in a host of other sectors, such as data science, project management, public sector administration, visual information design, HR, recruitment consultancy, PR, finance and journalism.

| YEAR ONE                               | YEAR TWO                                     | YEAR THREE  |
|--|--|---|
| The Person and The Brain               | Research Methods in Psychology               | Research Project  |
| Learning About Learning                | Development Across the Lifespan              | Communicating Current Psychology  |
| Introduction to Psychological Research | Social Psychology and Individual Differences | Plus 60 credits of optional modules. At least 20 credits of Part 3 options will need to be neuroscience based. Examples of optional modules include: Health Psychology, Science of Emotion, Early Lexical Development, Motivation and Performance in Organisation and Language and the Brain. |
| Debates in Mental Health               | Cognitive and Biological Psychology          |   |
| Applied and Professional Psychology    | Professional and Clinical Practice           |   |
| Introduction to Neuroscience Methods   | Scientific Computing for Psychologists       |   |

The following modules have been approved in principle for delivery in 2024/25. Please note that as part of our current curriculum improvement process, all modules require final University approval and may be subject to change. Placements are subject to availability and eligibility criteria, and are fully dependent on students securing their own placement opportunities.

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SCHOOL OF PSYCHOLOGY AND CLINICAL LANGUAGE SCIENCES

# BA PSYCHOLOGY AND PHILOSOPHY

## BA PSYCHOLOGY AND PHILOSOPHY CV85

### Length of programmes

3 years full-time

### Typical A-level entry requirements

ABB. Some preference is given for Science A-levels (including Psychology)

Develop critical thinking skills by examining beliefs about human nature as well as the inner workings of the mind.

In this long-standing joint degree with philosophy, develop a broad overview of modern psychology and philosophy on this British Psychological Society (BPS) accredited course. Our BA Psychology and Philosophy course will provide you with a range of transferable skills, including oral and written communication, critical thinking, problem solving and ability to work in a team, all of which are greatly valued in a variety of professional careers such as law, politics, management and marketing.

Make use of the School of Psychology and Clinical Language Science's neuroimaging facilities, observation rooms and research laboratories to keep up to date with the latest developments in psychology. You will enjoy a large degree of freedom in the philosophy elements of the degree to help you tailor your studies to your interests.

In the final year of your degree you will carry out an original piece of research on a psychology topic of your choice. You may even have the opportunity to present your work at conferences, and a number of past projects have won awards from the BPS and British Neuroscience Association.

| YEAR ONE  | YEAR TWO   | YEAR THREE  |
|---|--|---|
| Reason and Argument<br>Introduction to Psychological Research<br>Debates in Mental Health<br>The Person and The Brain<br>Learning About Learning<br>20 credits of optional modules will be based in Philosophy. | Research Methods in Psychology<br>Cognitive and Biological Psychology<br>Development Across the Lifespan<br>Social Psychology and Individual Differences<br>Plus 40 credits of optional modules from Philosophy. Options include: Ethical Argument, Oppression, Inequality and the Enemies of Democracy, Ignorance, Doubt and Relativism and Intermediate Logic. | Research Project<br>20 additional credits should be selected from Psychology and 60 credits of specialist Philosophy modules. Examples of optional modules include: Health Psychology, Science of Emotion, Early Lexical Development, Motivation and Performance in Organisations, Environmental Ethics, Fairness, Are we Free?, Colour, Future People and Climate Ethics, Happy, Good and Meaningful Lives, Death, Crime and Violence, The Science of Consciousness. |

The following modules have been approved in principle for delivery in 2024/25. Please note that as part of our current curriculum improvement process, all modules require final University approval and may be subject to change. Placements are subject to availability and eligibility criteria, and are fully dependent on students securing their own placement opportunities.

Visit [reading.ac.uk/pcls](https://reading.ac.uk/pcls) for more information.

Ask us your questions at [reading.ac.uk/question](https://reading.ac.uk/question)

SCHOOL OF PSYCHOLOGY AND CLINICAL LANGUAGE SCIENCES

# BA ART AND PSYCHOLOGY

## BA ART AND PSYCHOLOGY CW81

### Length of programmes

4 years full-time

### Typical A-level entry requirements

ABB. Some preference is given for Science A-levels (including Psychology)

This long-established and distinct joint degree with Art is a four-year course which offers students the opportunity to engage in substantial practical work in the studio, develop their understanding of ideas and theories in Contemporary Art, and provides broad-based training of modern Psychology.

In Art, students are taught by leading academics who are practising artists, curators, writers, and art historians. In Psychology, the degree course is research-led, taught by leading international researchers and emphasises independent learning and career skills. In addition to a range of psychology-related graduate careers that come with a BPS accredited degree, the degree prepares students for careers or further training in art therapy, art writing, teaching and publishing.

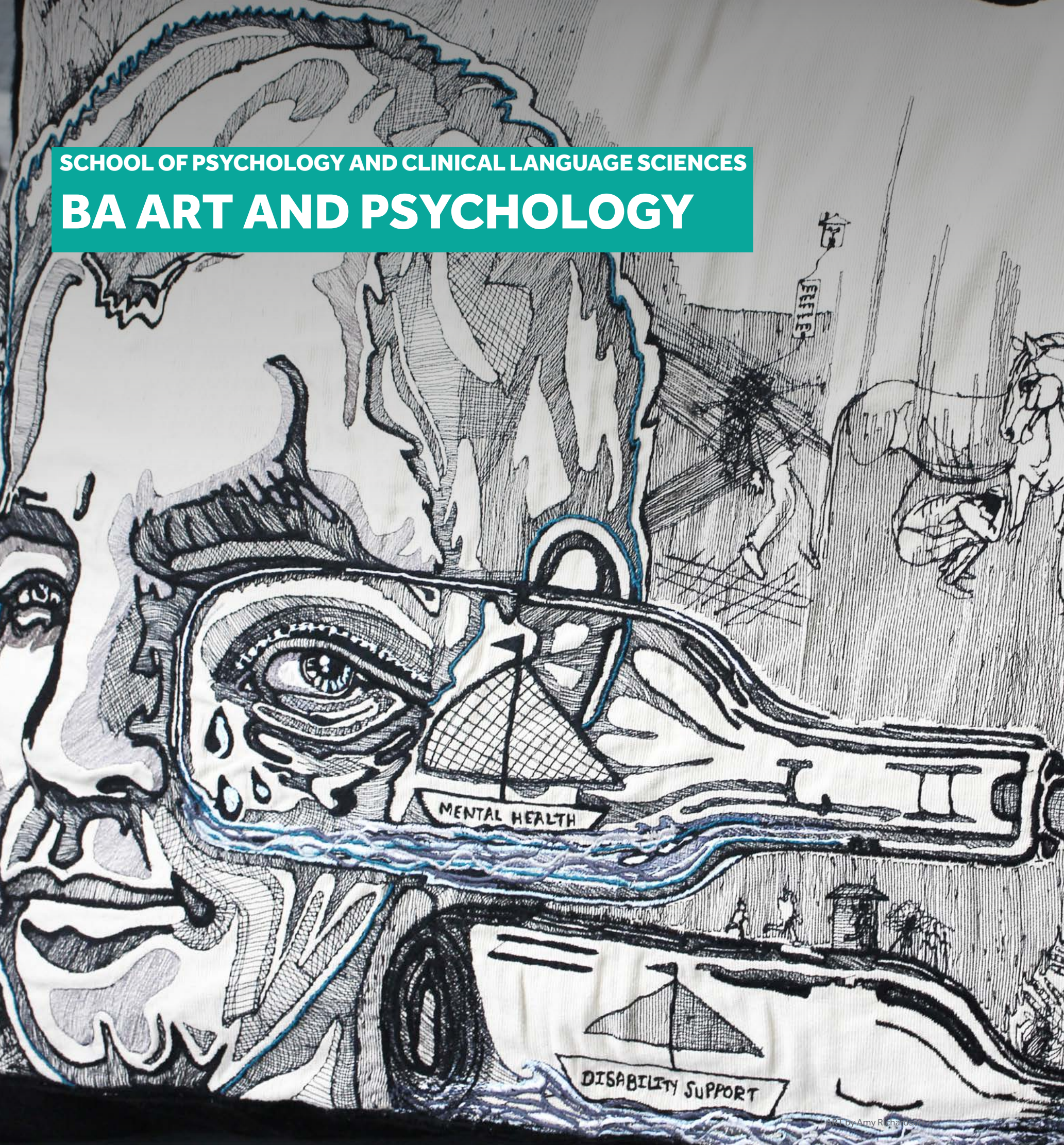
Having studied both Art and Psychology during the first year, students have the flexibility to make a decision to continue with their degree choice at the end of the year. This flexibility allows students to continue with their chosen joint course or change to single honours in either Art or Psychology.

| YEAR ONE                               | YEAR TWO   | YEAR THREE   | YEAR FOUR        |
|--|--|--|------------------|
| Art Studio                             | Art Studio 2   | Art Studio 2b  | Research Project |
| Introduction to Psychological Research | Research Methods in Psychology   | Development Across the Lifespan  | Art Studio 3b    |
| Debates in Mental Health               | Cognitive and Biological Psychology  | Situated Art Practice  |                  |
| The Person and The Brain               | Social Psychology and Individual Differences                                   | 20 credits of optional modules in Psychology.  |                  |
| Learning About Learning                | 20 credits of optional modules in Art.   | Optional modules that could be available include: Health Psychology, Science of Emotion, Early Lexical Development, Motivation and Performance in Organisation and Language and the Brain. |                  |
|  | Examples of optional modules include: History of Art 3 and International Study |  |                  |

The following modules have been approved in principle for delivery in 2024/25. Please note that as part of our current curriculum improvement process, all modules require final University approval and may be subject to change. Placements are subject to availability and eligibility criteria, and are fully dependent on students securing their own placement opportunities.

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### Important Information

This brochure was issued in 2023 and is aimed at prospective undergraduate students wishing to apply for a place at the University of Reading (the University) and start a course in autumn 2024. The University makes every effort to ensure that the information provided in the brochure is accurate and up-to-date at the time of going to press (May 2023). However, it may be necessary for the University to make some changes to the information presented in the brochure following publication – for example, where it is necessary to reflect changes in practice or theory in an academic subject as a result of emerging research; or if an accrediting body requires certain course content to be added or removed. To make an informed and up-to-date decision, we recommend that you check [reading.ac.uk/study](https://reading.ac.uk/study)

The University undertakes to take all reasonable steps to provide the services (including the courses) described in this brochure. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the University interfere with its ability to provide the services, the University undertakes to use all reasonable steps to minimise any disruption to the services.

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### Topics

Topics are provided as a taster of the areas of study that may be available on each course. Information is correct at the time of going to press (Sept 2023), for a list of compulsory (core) modules please check the webpage [reading.ac.uk/ready-to-study](https://reading.ac.uk/ready-to-study) for the most up to date information from Sept 2023. Teaching staff on specific courses mentioned in this brochure may be subject to change.

### Joint courses

Our joint courses may have extra requirements, including English language requirements. Please check the individual course pages on our website for further details.

### Year abroad and placement fees

Some courses include an optional or compulsory year abroad or placement year. During this year you will only pay a partial fee which is currently set at 15% of the normal tuition fee. Check the website for the latest information: [reading.ac.uk/fees-and-funding](https://reading.ac.uk/fees-and-funding)

### Placements

Programmes with a Professional Placement Year (also known as 'Year in Industry' or 'Placement Year') are fully dependent on students securing their own placement opportunity, normally through a competitive recruitment process. The University provides dedicated career and application support for placement year students. Students who do not secure a placement or who are unable to complete the placement year due to extenuating circumstances, have the option to transfer to a three year variant of their programme with agreement from their School/Department.

### Study abroad

The partnerships listed are correct at the time of publication (May 2023). For up to date information on the University's partnerships contact [studyabroad@reading.ac.uk](mailto:studyabroad@reading.ac.uk)


Where Study Abroad is not a compulsory part of the degree programme, the University of Reading cannot guarantee that every applicant who applies for the scheme will be successful. Whilst efforts are made to secure sufficient places at partner institutions, the number of places available and the University's partners can vary year-on-year. In all cases, the University cannot guarantee that it will be possible for applicants to choose to study abroad at a particular institution.

Further, certain courses and/or institutions may require you to satisfy specific eligibility criteria. It can be a competitive process. For further information on the University's Study Abroad Scheme please contact [studyabroad@reading.ac.uk](mailto:studyabroad@reading.ac.uk)

## School of Psychology and Clinical Language Sciences

[www.reading.ac.uk/pcls](https://www.reading.ac.uk/pcls)

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### Ask us a question

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