

BSc (Hons) Educational Psychology

- [Exemptions](#)
- [Programme Overview](#)
- [Programme Aims](#)
- [Programme Intended Learning Outcomes \(ILOs\)](#)
- [Programme content](#)
- [Assessment methods](#)
- [Work experience and placement opportunities](#)
- [Additional Costs Table](#)
- [Graduate Attributes](#)
- [Modifications](#)
- [Appendix 1: Programme Structure Diagram - BSc \(Hons\) Educational Psychology \(Single Honours\)](#)
- [Appendix 2: Map of Intended Learning Outcomes](#)
- [Appendix 3: Map of Summative Assessment Tasks by Module](#)
- [Appendix 4: Module Descriptors](#)

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	Sciences
Department	Psychology
Main campus	Newton Park
Other sites of delivery	N/A
Other Schools involved in delivery	Education
Name of award(s)	Educational Psychology
Qualification (final award)	BSc (Hons)
Intermediate awards available	CertHE, DipHE
Routes available	Single
Sandwich year	Optional
Duration of award	3 years full-time, 4 years with Professional Placement Year 6 years part time
Modes of delivery offered	Campus-based
Regulatory Scheme[1]	Undergraduate Academic Framework
Exemptions from regulations/framework[2]	Yes

Professional, Statutory and Regulatory Body accreditation	British Psychological Society (BPS)
Date of most recent PSRB approval (month and year)	September 2021
Renewal of PSRB approval due (month and year)	April 2022
UCAS code	Course: DP10, or DP11 with PPY
Route code (SITS)	
Relevant QAA Subject Benchmark Statements (including date of publication)	Psychology (2019)
Date of most recent approval	December 2020
Date specification last updated	January 2023

[1] This should also be read in conjunction with the University's Qualifications Framework

[2] See section on 'Exemptions'

Exemptions

The following exemptions are in place:

Programme/Pathway	Regulations/Framework	Brief description of variance	Approving body and date
BSc (Hons) Educational Psychology	Undergraduate Academic Framework	Exemption to depart from Framework, paragraph 1.8	Curriculum Committee - 16 December, 2020

Programme Overview

Our multidisciplinary Educational Psychology degree looks at learning within the wider world, across diversity in both context and individuals. Nurturing an interest in education and a deep concern for social justice, this course uses the lens of psychology to explore the psychological, social, cultural, and economic contexts of education including local, national and international policy and practice. As part of the core psychology accredited programme, you will have the opportunity to learn about behaviour from a range of perspectives (e.g., biological, cognitive, social, and developmental) and to develop skills in psychological methodologies, culminating in a final year dissertation project. This core programme is supported by modules addressing core ideas, methods, and issues in the field of education as well as modules specific to the field of Educational Psychology.

Informed by our Centre for Research in Early Childhood, the Psychology Centre for Health and Cognition, and building upon our scholarship in psychology and education, within this course you will have the opportunity to discover the science of learning as it relates to both groups and individuals and gain the research skills to investigate and generate new knowledge in the field.

This programme has professionalism and applied psychology at its core. Throughout the curriculum, and particularly within the embedded placement opportunity, the course will help students identify their professional aspirations and actively nurture them with independent learning and opportunities for reflection. The programme provides eligibility for the Graduate Basis for Chartership with the British Psychological Society, provided the student achieves a 2.2 overall and passes the final year dissertation. Graduates will have the knowledge and skills for further studies or employment within the education psychology sector and beyond.

Programme Aims

1. To engage learners in an exploration of the psychological, social, cultural, historical, political and economic contexts of education.
2. To access multiple psychological perspectives in a way that fosters critical evaluation and reflection, particularly of education.
3. To equip students with scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist.
4. To arm students with a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct psychological and education research independently.
5. To engage students with the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data.
6. Develop knowledge of psychology, leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues, and their application to education.
7. To equip learners with an understanding of real life applications of psychological theory to the full range of human experience and behaviour.
8. Develop the knowledge & skills that enable progression to a range of employment or postgraduate study in related applied psychological and educational contexts.

Programme Intended Learning Outcomes (ILOs)

A Subject-Specific Skills and Knowledge

Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4

A1	A systematic understanding and application of multiple contexts and perspectives of education and psychological issues, utilising approaches chosen from a range of research methods, theories, evidence and applications to relevant issues.	Knowledge and critical understanding and relevant application of multiple context and perspectives to education and psychological issues, recognising that Psychology involves a range of research methods, theories, evidence and applications to relevant issues.	Knowledge of the underlying context, concepts and principles across the multiple perspectives associated with education and psychological issues, recognising that Psychology involves a range of research methods, theories, evidence and applications.
A2	An ability to deploy coherent integration of ideas and findings from across the multiple perspectives and distinctive psychological approaches and educational practices.	Ability to apply underlying psychological concepts and principles outside the context in which they were studied, and demonstrate critical understanding of how educational practices relate to learners in a range of contexts.	Knowledge of psychological approaches to relevant issues and education practices.
A3	Conceptual understanding to identify and evaluate patterns in behaviour, psychological functioning and experience to devise and sustain arguments within the context of Educational Psychology.	Identify and evaluate patterns in behaviour, psychological functioning and experience to devise and sustain arguments within the context of Educational Psychology.	Knowledge of patterns in behaviour, psychological functioning and experience within the context of Educational Psychology.
A4	The ability to generate and explore and test hypotheses and research questions drawing on relevant psychological theory and research to critically evaluate particular aspects of current research within the context of Educational Psychology.	Knowledge of the main methods of enquiry in psychology, including the generation and exploration of hypotheses and research questions, drawing on relevant psychological theory and research to describe and comment upon the appropriateness of different approaches to solving problems within the context of Educational Psychology	Knowledge of the main methods of enquiry in psychology, including the ability to explore different approaches to research questions drawing on relevant psychological theory and research within the context of Educational Psychology
A5	The ability to evaluate established techniques of analysis and enquiry to analyse, present and evaluate quantitative and qualitative data leading to sound judgements in accordance with theories and concepts of the study of psychology and education.	An ability to present, deploy and interpret qualitative and quantitative data and evaluate research findings to develop lines of argument and make sound judgements in accordance with theories and concepts of the study of psychology and education.	Ability to present and interpret qualitative and quantitative data and evaluate research findings to develop lines of argument in accordance with theories and concepts of the study of psychology and education.
A6	Systematically employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the range of methodologies used in psychological research within the context of Educational Psychology	Critically examine practical, theoretical and ethical issues associated with the range of methodologies used in psychological research within the context of Educational Psychology.	Employ evidence-based reasoning and examine practical, theoretical and ethical issues within the context of Educational Psychology.

A7	The ability to use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments, applying psychological knowledge ethically and safely to real world problems with an appreciation of the and limits of knowledge.	Ability to use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments, applying psychological knowledge ethically and safely.	Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments.
A8	The ability to systematically and critically evaluate education and psychological theory and research within the context of Educational Psychology.	Understanding of the limits of own knowledge of education and psychological theory and research, and how this influences evaluations, analyses and interpretations based on that knowledge within the context of Educational Psychology.	Ability to evaluate education and psychological theory and research within the context of Educational Psychology.

B Cognitive and Intellectual Skills

	Programme Intended Learning Outcomes (ILOs)	On Achieving Level 5	On Achieving Level 4
	On Achieving Level 6		
B1	The ability to manage your own learning, and to make use of scholarly reviews and primary sources and to carry out an extensive piece of empirical research that requires you individually to demonstrate a range of research skills including planning.	The ability to critically apply information from primary resources.	Ability to retrieve information for a variety of sources (e.g. books, journals etc), within the context of Educational Psychology.
B2	The ability to manage their own development and training to acquire new statistical skills to a professional standard.	The ability to critically apply statistical and analytical software packages within the study of Educational Psychology.	Demonstrate numerical reasoning skills and have knowledge of statistical and analytical software packages and their use within Educational Psychology.
B3	Ability to identify and evaluate trustworthy sources to extend knowledge and understanding, applying the concept to your own research	Ability to identify and evaluate trustworthy sources to extend knowledge and understanding.	Ability to understand why some sources may be more trustworthy than others.
B4	Ability to create coherent and persuasive academic arguments that are grounded in recognisable paradigms and present these accurately and reliably, with structured and coherent arguments to specialist and non-specialist audiences.	Ability to create coherent and persuasive academic arguments. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline.	Ability to present structured academic arguments using principles associated with the discipline of Educational Psychology.

B5	The ability to apply analytic and problem solving skills to provide solutions to contemporary issues within Educational Psychology and to adapt solutions to changing circumstances.	The ability to critically evaluate contemporary issues within Educational psychology and propose solutions to problem.	Knowledge of contemporary issues and the ability to evaluate different approaches to problem solving within Educational Psychology
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C Skills for Life and Work

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
C1	Autonomous learning ^[3] (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility.
C2	Team working skills necessary to flourish in the global workplace with an ability both to work in and lead teams effectively.	Team work as would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed.	Team work as would be necessary for employment requiring the exercise of personal responsibility for effective work with others.
C3	Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences.	Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively.	Communication skills that demonstrate an ability to communicate outcomes accurately and reliably and with structured and coherent arguments.
C4	IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies.	IT skills and digital literacy that demonstrate the development of existing skills and the acquisition of new competences.	IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment.

[3] i.e. the ability to review, direct and manage one's own workload

Programme content

This programme comprises the following modules

Key:

Core = C

Required = R

Required* = R*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

Subject offered as single award

[Name of subject]				Status	
Level	Code	Title	Credits	Single	Joint
4	PSY4010-20	Introduction to Psychology (BPS)	20	C	
4	PSY4011-20	Research Methods in Psychology1 (BPS)	20	C	
4	PSY4012-20	Individual differences - personality and intelligence (BPS)	20	C	
4	EDU4000-20	Education for Change	20	C	
4	EDU4101-20	Controversial Issues in Special and Inclusive Education	20	C	
4	EDP4001-20	Introduction to Educational Psychology	20	C	
5	PSY5104-20	Research Methods in Psychology 2 (BPS)	20	C	
5	PSY5105-20	Cognitive and Developmental Psychology (BPS)	20	C	
5	PSY5106-20	Biological and Social Psychology (BPS)	20	C	
5	EDU5101-20	Supporting Learners with Additional Needs	20	C	
5	EDU5003-20	Professional Practice in Schools	20	C	
5	EDU5103-20	Environment and Education	20	R*	
5	EDU5105-20	Youth in Society - Power, Politics and Participation	20	R*	
5	EDU5114-20	Education, Social Inequalities, & Social Justice	20	R*	
5	PPY5100-120	Professional Placement Year	120	O	
6	PSY6011-20	Dissertation - Design and pre-registration (BPS)	20	C	
6	PSY6012-20	Dissertation - Research report (BPS)	20	C	
6	PSY6010-20	Contemporary Application of Psychological Science (BPS)	20	C	
6	EDU6105-20	Health, Education and Wellbeing	20	R*	
6	EDU6107-20	Professional Practice: Supporting the Dyslexic Learner	20	R*	
6	EDP6001-20	Advanced Educational Psychology	20	C	
6	EDU6113-20	Social and Educational Inclusion	20	C	

Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

Work experience and placement opportunities

All students have the option of a 'sandwich year' placement (PPY5100-120) in your second year of study, but we also have formal, embedded opportunities as well:

At level 5, the following work experience and placement opportunities are available to Educational Psychology students:

- On the core module, EDU5101 *Professional Practice in Education*, you must complete a compulsory placement in an education setting. You must have DBS clearance for this placement.

At level 6, the following work experience and placement opportunities are available to Educational Psychology students:

- On the optional module, EDU6107 *Professional Practice: Supporting the Dyslexic Learner*, you can complete a placement in working towards the Accredited Learning Support Assistant qualification

Additional Costs Table

Module Code & Title	Type of Cost	Cost

Graduate Attributes

Bath Spa Graduates...	In Educational Psychology, we enable this...
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1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	Requiring our students to work collaboratively at Level 4 onwards, supporting their development of excellent communication skills, and embedding employability in the undergraduate curriculum in core modules. A wide range of employable skills are embedded throughout the programme, especially with respect to data collection, analysis and presentation. In addition, we offer an embedded placement within the Professional Practice in Education module during the second year where students are encouraged to explore their professional identity.
2	Will be able to understand and manage complexity, diversity and change	Our education provision begins with Education for Change and builds to look at controversial topics and working within complex systems to best support learning. In addition, with 9 core areas of psychology (cognitive, biological, developmental, social, individual differences, research methods, conceptual and historical issues) our subject furnishes students with frames for conceptual linking to understand and manage complexity, diversity and change from the individual level to wider social systems.
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	Enabling our students to work across disciplines creatively and from a scientific perspective, to present material in creative ways in working collaboratively on both formative and summative assessments. In addition, we address this directly with our dissertation component where students work at the intersection of Psychology and Education, and within our module Building Bridges which looks at the team approach to supporting the needs of learners.
4	Will be digitally literate: able to work at the interface of creativity and technology	Emphasising the appropriate and effective use of digital resources throughout the course and the importance of communicating information via digital or online media, and in data handling at all levels of the programme.
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	Encouraging students to take up opportunities to study abroad (e.g., BSU's Global Citizenship Award) and by using our internationally relevant curriculum to build the confidence to do so.
6	Will be creative thinkers, doers and makers	Giving students opportunities to think creatively and imaginatively in their interpretation and presentation of scientific information and how to leverage it for children and social change

7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	Honing critical acumen through readings, activities and assessments throughout the programme
8	Will be ethically aware: prepared for citizenship in a local, national and global context	Embedding ethics throughout the programme, adhering to British Psychological Society guidance on ethics in conducting research, and to reflect on practice at all levels.

Modifications

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
EDU51 03-20	Environment and Education	New Module	Chair's Action May 2022	2022/2023
EDU51 05-20	Youth in Society - Power, Politics and Participation	New Module	Chair's Action May 2022	2022/2023
EDU61 00-20	Building Bridges: The Team Around the Child	Module Deletion	Chair's Action May 2022	2022/2023
EDU51 04-20	Sociology of Education	Module Deletion	Chair's Action May 2022	2022/2023
EDU51 06-20	Values, Philosophy, & Education	Module Deletion	Chair's Action May 2022	2022/2023
EDU61 13-20	Social and Educational Inclusion	New Module	Sciences SQMC November 2022	2023/2024
PSY40 11-20	Research Methods in Psychology 1 (BPS)	Changes to assessments and weightings.	Sciences SQMC March 2024	2024/2025
PSY40 12-20	Individual Differences - Personality and Intelligence (BPS)	Assessment change	Sciences SQMC March 2024	2024/2025
PSY51 06-20	Biological and Social Psychology (BPS)	Changes to ILOs and assessment	Sciences SQMC March 2024	2024/2025

PSY61 07-20	Advanced Topics in Psychology	Assessment change	Sciences SQMC March 2024	2024/2025
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Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Attached as appendices:

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

Appendix 1: Programme Structure Diagram - BSc (Hons) Educational Psychology (Single Honours)

Single Honours	
Level 4	
Semester 1	Semester 2
Core Modules	
PSY4010-20 Introduction to Psychology (BPS) PSY4011-20 Research Methods in Psychology 1 (BPS) EDU4000-20 Education for Change	PSY4012-20 Individual differences - personality and intelligence (BPS) EDU4101-20 Controversial Issues in Special and Inclusive Education EDP4001-20 Introduction to Educational Psychology
Rule Notes: N/A	
Level 5	

Single Honours	
Core Modules	
PSY5104-20 Research Methods in Psychology 2 (BPS) PSY5105-20 Cognitive and Developmental Psychology (BPS) EDU5101-20 Supporting Learners with Additional Needs	PSY5106-20 Biological and Social Psychology (BPS) EDU5003-20 Professional Practice in Schools
Required* Modules	
N/A	EDU5103-20 Environment and Education EDU5105-20 Youth in Society - Power, Politics and Participation EDU5114-20 Education, Social Inequalities, & Social Justice
Rule Notes: Students must choose one Required* module in Semester 2	
Optional Professional Placement Year 120 credits	
Level 6	
Core Modules	
PSY6011-20 Dissertation 1 - Design and pre-registration (BPS) PSY6010-20 Contemporary Application of Psychological Science (BPS)	PSY6012-20 Dissertation 2 - Research Report (BPS) EDP6001-20 Advanced Educational Psychology EDU6113-20 Social and Educational Inclusion
Required* Modules	
EDU6105-20 Health, Education and Wellbeing EDU6107-20 Professional Practice: Supporting the Dyslexic Learner	
Rule Notes: Students must choose one Required* module in Semester 1	

Appendix 2: Map of Intended Learning Outcomes

Level	Module Code	Module Title	Status (C,R,R*,O) [4]	Intended Learning Outcomes																	
				Subject-specific Skills and Knowledge								Cognitive and Intellectual Skills					Skills for Life and Work				
				A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	

4	PSY4010-20	Introduction to Psychology (BPS)	C	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4	PSY4011-20	Research Methods in Psychology 1 (BPS)	C	x		x	x	x	x	x	x	x	x	x	x	x		x	x
4	EDP4001-20	Introduction to Educational Psychology	C	x	x	x	x		x	x	x		x	x		x	x	x	x
4	PSY4012-20	Individual Differences - Personality and intelligence (BPS)	C	x	x	x			x	x	x		x			x	x	x	x
4	EDU4000-20	Education for Change	C		x					x			x			x	x		
4	EDU4101-20	Controversial Issues in Special and Inclusive Education	C	x	x			x										x	
5	PSY5104-20	Research Methods in Psychology 2 (BPS)	C	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5	PSY5105-20	Cognitive and Developmental Psychology (BPS)	C	x		x	x	x	x	x	x		x		x		x		
5	PSY5106-20	Biological and Social Psychology (BPS)	C	x	x		x	x	x	x	x		x		x	x	x	x	x
5	EDU5103-20	Environment and Education	R*			x								x			x		
5	EDU5105-20	Youth in Society - Power, Politics and Participation	R*	x							x							x	
5	EDU5114-20	Education, Social Inequalities, & Social Justice	R*	x		x	x	x	x	x	x		x	x		x	x	x	x
5	PPY5100-120	Professional Placement Year	O		x						x		x	x		x	x	x	x
5	EDU5003-20	Professional Practice in Schools	C		x					x			x	x			x	x	x
5	EDU5101-20	Supporting Learners with Additional Needs	C		x									x					
6	PSY6011-20	Dissertation 1 - Design and pre-registration (BPS)	C		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6	PSY6012-20	Dissertation 2 - Research report (BPS)	C		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6	PSY6010-20	Contemporary Application of Psychological Science (BPS)	C		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6	EDP6001-20	Advanced Educational Psychology	C		x	x	x	x	x	x		x	x		x	x	x	x	x
6	EDU6105-20	Health, Education and Wellbeing	R*		x								x					x	
6	EDU6107-20	Professional Practice: Supporting the Dyslexic Learner in the Classroom	R*		x			x									x		
6	EDU6113-20	Social and Educational Inclusion	C		x	x									x		x		

[4] C = Core; R = Required; R* = Required*; O = Optional

Appendix 3: Map of Summative Assessment Tasks by Module

Level	Module Code	Module Title	Status (C, R, R*, O)[5]	Assessment method																		
				Coursework						Practical					Written Examination							
				Composition	Dissemination	Essay	Journal	Project Plan	Portfolio	Report	Performance	Practical Project	Practical skills	Poster	Presentation	Set exercises	Written Examination	In-class test (seen)	In-class test (unseen)			
4	PSY4010-20	Introduction to Psychology (BPS)	C								1x						1x					

4	PSY40 11-20	Research Methods in Psychology 1 (BPS)	C							2x								
4	PSY40 12-20	Individual differences - personality and intelligences (BPS)	C							1x				1x				
4	EDP40 01-20	Introduction to Educational Psychology	C			1x						1x						
4	EDU4 000-20	Education for Change	C			1x								1x				
4	EDU4 101-20	Controversial Issues in Special and Inclusive Education	C			1x								1x				
5	PSY51 04-20	Research Methods in Psychology 2 (BPS)	C							2x								
5	PSY51 05-20	Cognitive and Developmental Psychology (BPS)	C			1x										1x		
5	PSY51 06-20	Biological and Social Psychology (BPS)	C							2x								
5	EDU5 003-20	Professional Practice in Schools	C							1x								
5	EDU5 101-20	Supporting Learners with Additional Needs	C			1x						1x						
5	EDU5 103-20	Environment and Education	R*						1x					1x				
5	EDU5 105-20	Youth in Society - Power, Politics and Participation	R*									1x		1x				
5	EDU5 114-20	Education, Social Inequalities, & Social Justice	R*			1x								1x				
5	PPY51 00-120	Professional Placement Year	O					1x	1x									
6	PSY60 11-20	Dissertation 1 - Design and pre-registration (BPS)	C							1x						1x		
6	PSY60 12-20	Dissertation 2 - Research report (BPS)	C							1x				1x				
6	PSY60 10-20	Contemporary Application of Psychological Science (BPS)	C						1x			1x						
6	EDU6 105-20	Health, Wellbeing, and Education	R*							1x				1x				
6	EDU6 107-20	Professional Practice: Supporting the Dyslexic Learner	R*			1x								1x				
6	EDU6 113-20	Social and Educational Inclusion	C			1x								1x				
6	EDP60 01-20	Advanced Educational Psychology	C							2x								

[5] C = Core; R = Required; R* = Required*; O = Optional