

BSc Language Sciences and Psychology
For students entering Part 1 in 2015/6

UCAS code: 1Q66

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Speech and Language Therapy
Faculty:	Life Sciences Faculty
Programme length:	3 years
Date of specification:	25/Sep/2015
Programme Director:	Prof Theo Marinis
Programme Advisor:	Prof Patricia Riddell Dr Rachel Pye
Board of Studies:	Clinical Language Science
Accreditation:	British Psychological Society

Summary of programme aims

Students are introduced to the wide range of approaches in language sciences and psychology, 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. The core subjects studied include linguistics, psychology and language pathology, which are relevant to the analysis and understanding of normal speech and language and to the understanding of abnormal speech and language. In addition to the study of the core subjects, students can study specialist courses in language disorders, assessment, clinical skills and participate in some practical clinical work. Students have the opportunity to apply their knowledge to chosen areas of interest. There is more scope for choice modules and independence of study 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 high-quality laboratory facilities and staff with research expertise providing stimulation and guidance.

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.

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 (100 credits)

Code	Title	Credits	Level
PL1GML	Grammar and Meaning	10	4
PL1PPH	Phonetics and Phonology	20	4
PL1C1L	Clinical Studies	10	4
PY1PR	Psychological Research	20	4
PY1CG	Cognition and Learning	10	4
PY1DV	Developmental Psychology	10	4
PY1PC	Perception	10	4
PY1IN	Introduction to Neuroscience	10	4

Optional Modules (20 credits) Students may either choose 20 optional credits from any available from Psychology or Applied Linguistics or they may choose a Modern Language from the ISLC.

Part 2 (three terms)

Compulsory modules

Compulsory Modules (100 credits)

Code	Title	Credits	Level
PL2GM2L	Grammar and Meaning 2	10	5
PL2EM	Experimental Methods in Language Sciences	10	5
PL2CSLP	Careers in Speech & Language Therapy and Psychology	20	5
PY2RM	Research Methods & Data Analysis	20	5
PY2DSP	Developmental and Social Psychology	20	5
PY2CNS	Cognition and Neuroscience	20	5

Psychology Part 2 modules PY2RM, PY2DSP, PY2CNS are the minimum required for BPS accreditation. All of the modules from this list that are taken must be passed with at least 40%. See also Part 3 Project.

Optional Modules (20 credits)

Students may either choose 20 optional credits from Language Sciences from the following list, a Modern Language from the ISLC or Sociolinguistics from English Language & Applied Linguistics:

Code	Title	Credits	Level
PL2CL	Child Language Acquisition	10	5
PL2CPH	Clinical Phonetics and Phonology	10	5
LA1XX1	Modern Language (ISLC)	20	5
LS2SLG	Sociolinguistics	10	5

Part 3 (three terms)

Compulsory Modules (80 credits)

Code	Title	Credits	Level
PL3ISL	Introduction to Speech and Language Pathology	20	6
PL3LPR	Language Processing	20	6
PY3P	Project	40	6

To qualify for BPS accreditation, the Project must be passed with at least 40%, and the topic chosen must be suitable to be examined by a Psychology examiner.

Students can choose 20 optional credits from Language Sciences or a Modern Language from the ISLC and 20 from Psychology. A wide range of modules is available each year reflecting the research interests of members of staff.

Optional Modules (20 credits from List 1 and 20 from List 2)

List 1

Code	Title	Credits	Level
PL3CLC	Clinical Assessment of Language in Children	10	6
PL3CLA	Clinical Assessment of Language in Adults	10	6
PL3BT	Bilingualism & Thought	10	6
PL3EL	Electrophysiology of Language	10	6
PL3LI	Specific language Impairment	10	6
PL3CB	Child Bilingualism	20	6
LA1XX1	Modern Language	20	6

List 2

Modules to the value of 20 credits chosen from a list of Psychology 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, PY1PC, PY1IN, PY1CG and PY1DV averaged together, with at least 30% in each of these modules.

To gain a threshold performance at Part 2, a student shall normally be required to achieve:

- (i) a weighted average of 40% over 120 credits taken at Part 2;
 - (ii) marks of at least 40% in individual modules amounting to not less than 80 credits;
- and
- (iii) marks of at least 30% in individual modules amounting to not less than 120 credits.

In order to progress from Part 2 to Part 3, a student should normally be required to achieve a threshold performance at Part 2.

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

Summary of Teaching and Assessment

The University's honours classification scheme is:

Mark Interpretation

70% - 100% First class

60% - 69% Upper Second class

50% - 59% Lower Second class

40% - 49% Third class

35% - 39% Below Honours Standard

0% - 34% Fail

For the University-wide framework for classification, which includes details of the classification method, please see:

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

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

Three-year programmes

Part 2 one-third

Part 3 two-thirds

Part 1 and Part 2 modules are principally taught by lectures. Others include practical work, either in large groups (Part 1) or in small groups or individually (Part 2 and Part 3 projects). Part 2 lectures and Part 3 options are supported by seminars. Modules are assessed by a mixture of coursework and formal examination. At Part 1 and Part 2 the coursework principally constitutes essays, practical reports and data analysis assignments; at Part 3, essays, some 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%.

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: Carol Fairfield

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student

guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

In Psychology and Clinical Language Sciences, 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

The degree provides a good basis for students to apply for postgraduate speech and language therapy programmes. Because the degree is accredited by the British Psychological Society, graduates are also qualified to enter professional training as, for example, clinical or educational psychologists. Language Sciences and Psychology graduates generally move into an extremely wide range of careers with some bias towards health and education, but extending to many other professional roles. As numerate scientists they also enter a wide variety of other commercial and business occupations. Many go on to postgraduate training.

Opportunities for study abroad

Students who will wish to study abroad during Autumn Term of their Final Year, should consult the Head of School or School Manager early in Part 2 to discuss current opportunities. Students can take part in the Erasmus Exchange Scheme or spend a term in Canada, the USA or Australia.

Placement opportunities

There is a placement component in PL2CP 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.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. The normal processes of speech and language and communication impairment
2. Concepts, theories and evidence in biological, cognitive, developmental and social psychology
3. A broad variety of methods and approaches used in linguistic and psychological research
4. Practical applications of linguistics and psychological theory and research
5. A selection of optional specialist topics, studied in depth using up-to-date research evidence
6. Ethical issues in research and appropriate conduct by researchers

Teaching/learning methods and strategies

1-4 are covered in lectures and seminars. 3 is further supported by practical classes and exercises, mini-projects and Part 3 projects. Part 3 options cover 5 and extend 1-4 to a more advanced level. Students learn about 6 from participating in research studies in which the principles are made explicit, from lectures, and while planning the Part 3 project.

Assessment

1-5 are assessed by unseen or open-book examinations, coursework essays and other exercises, and reports on empirical work. The Part 3 project assesses both 6 in the plan and final report, and 3 through the rationale for the choice of methods.

Skills and other attributes

B. Intellectual skills - able to:

Teaching/learning methods and strategies

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 linguistics, psychology and cognate areas

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

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

1-3 are explicated in lectures and option seminars. Part 3 option seminars focus strongly on 1 and 3. 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.

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 mini-projects and the Part 3 project.

Assessment

2-4 are assessed in reports on practical classes. Mini-project reports, the Part 3 project plan and report assess all 4 skills. 1 is also assessed in extended essays and in the Contemporary Issues module.

Teaching/learning methods and strategies

Transferable skills are integrated in subject-based teaching. 1 is learned, with formative feedback, through essays and other exercises while 2 is included in seminars especially at Part 3. 3 is required in small-group mini-projects; these, and the Part 3 project, entail 4 and 5. Special classes cover 6, and IT resources are applied throughout the programme. Staged deadlines for coursework encourage 7. 8 forms part of a Part 2 module.

Assessment

1 is assessed in coursework and examinations, 2 within Part 3 seminars. 3 (team participation) forms part of mini-project assessment while 4 and 5 are necessary for mini-projects and the Part 3 project. 6 and 7 are required for most coursework. 8 is the subject of assignments in the relevant module.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.