Disclaimer

This document was published in September 2020 and was correct at that time. The department* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

* Please note, the term ‘department’ is used to refer to ‘departments’, ‘Centres and ‘Schools’. Students on joint or combined degree programmes will receive two departmental handbooks.

Important information on terminology

- Degree Course – May also be referred to as ‘degree programme’ or simply ‘programme’, these terms refer to the qualification you will be awarded upon successful completion of your studies.

- Module – May also be referred to as ‘course’, this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Front cover photograph published with permission of Professor Marco Cinnirella

Hands
This sculpture was photographed while on display at the Surrey Sculpture Park in 2016. The park has a regularly rotating roster of sculptures, many of which are for sale.
© Marco Cinnirella, 2016.

In his leisure time Marco Cinnirella is an award-winning professional photographer, working for, amongst other clients, the National Trust and Getty Images. His images have been exhibited in various London galleries and some of his work is featured on his Flickr site: https://www.flickr.com/photos/marcoc
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1 Introduction to your department

1.1 Welcome

Welcome to Royal Holloway. Royal Holloway, University of London (hereafter ‘the College’) is one of the UK’s leading research-intensive universities, with nineteen academic departments spanning the arts and humanities, social sciences and sciences.

Welcome to the Department of Psychology at Royal Holloway, University of London. We are delighted to have attracted a new cohort of such exceptional students from around the world, and are so pleased to welcome back our returning students. Our students are the foundation of this department. We look forward to the many contributions that you will make to our learning community over the year, and we will do all that we can to make your university experience a success. Our vision is to provide our students with the most outstanding teaching and pastoral care, within a world-leading research environment at the forefront of scientific discovery. You’ll certainly be challenged and need to work hard, but the staff here will be supporting you all the way. Your university years are such an important time, and they will fly by in a flash, so do make the most of all that this community offers. We look forward to teaching and meeting with you, and wish you all the best in your studies.

1.2 How to find us: the Department

Our administrative team and most staff offices are located in the Wolfson Building with some in John Bowyer.

Mailing address:

The Department of Psychology
Wolfson Building
Royal Holloway, University of London
Egham Hill
Egham
Surrey TW20 0EX

Telephone: +44 (0)1784 276884

1.3 How to find us: the academic staff and Departmental office

A list of staff names and contact details is also available on the Department web pages: https://www.royalholloway.ac.uk/research-and-teaching/departments-and-schools/psychology/about-us/
This handbook and other relevant information available on the Moodle Student Information page: Psychology Student Information

1.4 Departmental office

Our administrative team is located on the Ground Floor of the Wolfson Building (W118) just behind the Helpdesk. Along with this handbook, the Helpdesk should be your primary source of information.

School Manager
Michelle Jux
01784 44 3763

Helpdesk
lse-school@rhul.ac.uk
01784 27 6884

IT Services
IT Services Manager
Can Keles
01784 44 3700
IT Support Officer
Veli Inov
01784 44 3527

1.5 The Department: Drop In Hours and Key Roles

If you have specific questions about the content of a particular lecture, or about a particular course, then you are welcome to approach the lecturer concerned directly. If you do not wish to raise issues in a crowded lecture room, then you should feel free to approach lecturers in person at another time. Please note that lecturers can only provide general guidance on coursework pre-submission, and this will be disseminated to the whole class (e.g. through Moodle forums or in a lecture). Lecturers will not give individual pre-submission guidance on
coursework tasks.

During term-time, members of the academic staff hold drop in hours, that is, periods of time during the week that are specifically set aside for meeting students. You can turn up during an office hour and the member of staff will usually be available to see you. Staff members are also happy to receive emails requesting an alternative appointment outside of a designated office hour.
Please see our link to office hours through the Psychology student information page in Moodle: Staff Drop In Hours

1.5.1 Key roles in the Department

Day-to-day administration of the Undergraduate and Postgraduate Taught Programmes is carried out primarily by the Administration Team and the Programme Director.

There are currently around 50 full-time academic staff in the Department and you will encounter some of them in your lectures. The Department also has a number of administrators, technicians, research assistants and research demonstrators.

**Academic Staff** are usually full-time and include post-doctoral teaching associates, teaching fellows, lecturers, senior lecturers, readers, and professors. Staff teach and also conduct their own research. Most lectures are given by academic staff.

Whilst you will be taught mainly by academic members of staff, occasionally some of the teaching may be carried out by experts from external institutions. The research project (a compulsory component of Year 3 UG Programmes, Year 4 for MSci UG Programmes and for PGT Programmes) is always supervised by a member of academic staff, as is the Dissertation, an optional Year 3 course.

**Course Coordinators** are responsible for the organisation, content, delivery and assessment of the course(s) that they lead. If you have any questions relating to these, please make an appointment to see the relevant coordinator.

If you find a particular piece of work difficult, or experience health, financial, emotional or family problems that are affecting your performance and/or your ability to meet deadlines, you should notify your **Personal Tutor** or a member of the Administration Team as soon as possible so that they can advise you on how to minimise the impact of such problems on your performance.

Whilst the Programme Director is responsible for the management and organisation of the Undergraduate and Postgraduate Taught Programmes as a whole, the following list offers guidance on contacting the right staff member (whether from within the Department or outside) for more of the commonly asked questions that students have. It is not comprehensive but does cover key points based on past experience. If your question or problem is not in the table below please see one of the Administrators for further help.
### Who do I approach with a problem?

<table>
<thead>
<tr>
<th>Type of query</th>
<th>Who can help</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ General enquiries;</td>
<td>Helpdesk</td>
</tr>
<tr>
<td>✓ Deferral/Interruption of study forms;</td>
<td><a href="mailto:lse-school@rhul.ac.uk">lse-school@rhul.ac.uk</a></td>
</tr>
<tr>
<td>✓ Course registration queries;</td>
<td></td>
</tr>
<tr>
<td>✓ Programme timetable;</td>
<td></td>
</tr>
<tr>
<td>✓ Information on submission of coursework;</td>
<td></td>
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<tr>
<td>✓ Information regarding extensions for assignments/research project;</td>
<td></td>
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<tr>
<td>✓ Exam/assignment timetables/deadlines and results;</td>
<td></td>
</tr>
<tr>
<td>✓ First port of call for students wishing to appeal a decision;</td>
<td></td>
</tr>
<tr>
<td>✓ Re-sit registration/Information;</td>
<td></td>
</tr>
<tr>
<td>✓ Pastoral support and guidance.</td>
<td></td>
</tr>
<tr>
<td>✓ Pastoral support and guidance;</td>
<td>Personal Tutor</td>
</tr>
<tr>
<td>✓ Academic support and guidance;</td>
<td></td>
</tr>
<tr>
<td>✓ Job/Personal references.</td>
<td></td>
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<tr>
<td>✓ Specific course information.</td>
<td>Course Lecturers/Coordinators</td>
</tr>
<tr>
<td>✓ Extenuating circumstances;</td>
<td></td>
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<tr>
<td>✓ Disclosure and Barring Service (DBS) checks;</td>
<td></td>
</tr>
<tr>
<td>✓ Visa queries/General visa letters – 5 working days, on receipt of email request;</td>
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<tr>
<td>✓ Fees;</td>
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<tr>
<td>✓ Final Result transcripts;</td>
<td></td>
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<tr>
<td>✓ Re-sit information/Confirmation;</td>
<td></td>
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<tr>
<td>✓ Confirmation of attendance letters – 5 working days, on receipt of email request;</td>
<td></td>
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<tr>
<td>✓ Proof Status/Award;</td>
<td></td>
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<tr>
<td>✓ College Cards;</td>
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<tr>
<td>✓ Interim Transcripts;</td>
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<td>✓ Accommodation.</td>
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<tr>
<td>✓ Email accounts, SPSS installation and licence.</td>
<td>It Service Desk</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:itservicedesk@rhul.ac.uk">itservicedesk@rhul.ac.uk</a></td>
</tr>
<tr>
<td>✓ Change of address.</td>
<td></td>
</tr>
<tr>
<td>✓ Help line for Electronic Learning Package – called Moodle (once successfully registered on the system). Please make sure that you look at the course MOODLE pages regularly.</td>
<td>Moodle Support</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Moodle-support@rhul.ac.uk">Moodle-support@rhul.ac.uk</a></td>
</tr>
<tr>
<td>✓ Accessing electronic journals and other material necessary to follow individual course units and to complete course work.</td>
<td>Library</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:library@rhul.ac.uk">library@rhul.ac.uk</a></td>
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<tr>
<td>✓ Emergencies;</td>
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<td>✓ Disability/SpLD;</td>
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<td>✓ Counselling Services;</td>
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<td>✓ Health Centre;</td>
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<td>✓ Student Wellbeing;</td>
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<td>✓ Childcare;</td>
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<td>✓ Financial Support;</td>
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<td>✓ International Support;</td>
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<td>✓ Peer guidance;</td>
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<td>✓ Faith support;</td>
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<td>✓ Hall Life;</td>
<td></td>
</tr>
<tr>
<td>✓ Private accommodation.</td>
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</tbody>
</table>
1.6 Important Websites

- Department Web Site
  https://www.rhul.ac.uk/psychology/home.aspx

- Psychology Student information page
  https://moodle.royalholloway.ac.uk/course/view.php?id=4098

- Taught Student Handbook
  https://moodle.royalholloway.ac.uk/course/view.php?id=4098

- Computer Services
  http://www.rhul.ac.uk/Information-Services/Computer-Centre/home.aspx

- Library
  http://www.rhul.ac.uk/library/home.aspx

- Moodle
  http://moodle.royalholloway.ac.uk/

1.7 Staff research interests

Our academic staff are world-leading researchers in areas across the whole discipline of psychology, with particular expertise in sensory systems, language, memory and attention, social and affective cognition, and health and wellbeing. Their research engages a wide range of populations (e.g., clinical populations, developmental populations), uses a wide range of methodological techniques (e.g., fMRI; questionnaires, behavioural), and has considerable social and political impact.

Please see Appendix 1 for a list of all our Academic Staff and their research interests.

2 Support and advice

2.1 Support within your school/department

The School Helpdesk is there to help you with any questions or concerns you might have about your studies. It is situated in the Wolfson main entrance on the left-hand side. Opening hours are 8:30am to 5:30pm in term time and 10:00am to 4:00pm during vacation. The Helpdesk is staffed throughout these opening hours. You can call in person during opening hours, ring 02784 27 6884 or email to lse-school@rhul.ac.uk. Depending on your query, the Helpdesk will answer your questions then and there, put you in touch with a colleague who can help, or find out the answer and get back to you. If you wish, you may also talk to them in private and they will make sure you receive the support you require.

2.2 School Helpdesk during Covid-19 restrictions

The Helpdesk will not be manned while social-distancing measures remain in place. Instead we are offering other ways for students to receive assistance via email, MS Teams drop-in sessions, private MS Teams appointments or by the telephone. Please follow the link to the Psychology Student Information page on Moodle for more information Psychology Student Information

2.3 Personal Tutors

Your Personal Tutor is a member of the Academic teaching staff, assigned to you for the duration of your degree course. Their function is to monitor your progress throughout your programme of study and to help maximise your potential as a student of psychology. It is therefore important to maintain regular contact with your Personal Tutor to discuss your progress, as well as to consider how to enhance your skills and employability. Your Personal Tutor is also responsible for writing your letters of reference (e.g., for job or postgraduate study applications).

You can make an appointment with your Personal Tutor by an online booking system available on the
Psychology student information page in Moodle (click “Student Support & Personal Tutoring”, scroll down to “Booking your meeting with [name of personal tutor]”). Alternatively, you may email your personal tutor if no time slots are available on the system.” The names, room numbers and contact details of academic staff (and other key members of the Department) are listed on the web pages.

If you experience any difficulties in keeping up with your work, or in adhering to deadlines, it is crucial that you inform your Personal Tutor or your Departmental Helpdesk. There are many reasons why students sometimes run into difficulties of this kind: particular pieces of work may be seen as too difficult to cope with; emotional or family problems may be interfering with work; financial problems, which might, for example, result in students taking on excessively long hours in part-time jobs; accommodation problems; or an accident or ill-health may interrupt your studies. Whatever the reason, your Personal Tutor needs to know at the very earliest opportunity in order to help you decide on the best course of action with respect to your programme of study and to help you avoid penalties for late submission of coursework.

Your Personal Tutor can offer advice about the best course of action to take with respect to your studies. Sometimes, they can also refer you to other agencies that might be able to offer support and advice, for example, the College Counselling Service. While following college regulations, personal and other information that you provide to your Personal Tutor will be treated in strictest of confidence unless you give explicit permission to divulge information to specified sources. It is at the discretion of the Personal Tutor whether, due to the nature of the information provided, it may be shared internally. Your confidence will only be broken in cases where the Personal Tutor has good reason to believe that you are likely to cause harm to yourself or others.

You will also have regular scheduled group meetings with your Personal Tutor, particularly in Year 1 throughout your degree. These are designed to provide a forum for discussing various academic issues in a small-group setting, develop presentation skills, and discuss career-path ideas and plans. Your Personal Tutor will contact you in good time about when and where these group meetings will take place and about any preparation work you will need to do.

2.3.1 Senior Tutor

The Senior Tutor oversees the Personal Tutoring system in the Department. Your Senior Tutor is:

Name: Dr Inês Mendes
Phone: 01784 44 3707
Email: Ines.Mendes@rhul.ac.uk
Room: W 125

2.4 Disability & Dyslexia Services (DDS)

If you have a disability, long standing medical condition or specific learning difficulty, it is important that you bring it to the College’s attention as soon as possible.

The College Disability & Dyslexia Services support dyslexic and disabled students and those with mental health or chronic medical conditions to demonstrate their academic abilities by arranging support packages, dyslexia assessments and study skills sessions.

Phone: 01784 27 6473
Email: disability-dyslexia@royalholloway.ac.uk

Find out more about Disability & Dyslexia Services

Your first point of contact for advice and guidance is your Disability & Dyslexia Services Network Member in your department:

Name: Dr Sam McCormick
Phone: 01784 44 6523
Email: Sam.McCormick@rhul.ac.uk
Room: W255
2.5 Careers and Employability Talks in the Psychology Department

In the Psychology department, you will find that a focus on employability and careers is embedded throughout your degree.

- **As First years** (from 2020-21), you take “How to be a Psychologist”, and put together a CV and cover letter.
- **Second year students** can now take an optional elective (PS2090: Employability for Psychology), delivered in conjunction with Careers Service, which can be added to your transcript.
  - This module has four **workshops** to help you 1) explore careers after your Psychology degree, 2) recognise the skills you already have and are building during your degree, 3) understand how to acquire skills that you need for your dream role, and 4) present yourself to get that dream job (CVs, cover letters, interviews, and assessment centres).
  - As part of this module, we also have a set of **seminars** that help you navigate some popular career paths after Psychology (Clinical Psychology, Educational Psychology, Research, and Careers beyond chartered psychology). We bring in admission tutors or professionals in the area to speak to you about their work. These seminars can help you decide what you want to do, as well as what you don’t.
  - You have to **self-enrol** on this elective by clicking on the Moodle page if you want to take the course, but you are welcome to attend any of the sessions as you please.
- **Final year and MSc students** are welcome to attend any of the workshops and seminars on PS2090.

We also encourage students to find **relevant work experience** (paid/voluntary) through the course of their degree. We advertise relevant jobs and volunteering opportunities through forums on the Psychology Careers and Employability Moodle Page, and there is also a list of charities and organisations on this Moodle page that students can contact for experience. In the department, we recognise voluntary placements (>36 hours) on your transcript (PS3000P). Further resources for getting work experience are available via college (Micro-placements, Placement Years, and Volunteering).

Finally, all Psychology students can access departmental resources related to employability on the Psychology Careers and Employability Moodle Page. Over the course of your degree, personal tutors will also discuss your future career with you.

2.6 ‘Meet Our Grads’ Event

This annual event is in Term 1 and is for all students studying Psychology. This is a social event at which graduates from our Psychology Department will talk to you about their working life and career choice. In common with Psychology graduates across the UK, many are working in jobs that are graduate jobs that are Psychology-informed but not directly Psychology-related, which means that you will be able to see how the marketable skills gained during a Psychology degree are applicable to a wide range of employment environments.

Please note that this event is:

- Highly recommended and an essential part of your employability preparation:
- Most useful in the second/final year of your course, but all very welcome!
- You will also be offered a special preparatory “How to Network” session during the day ahead of Meet Our Grads.

Please return after you graduate to tell others about your progress!
3 Undergraduate Degree Programme Information
This section applies to Undergraduate students only

3.1 Programme Director Welcome

3.1.1 Welcome to our new students

Welcome to our new students
Welcome to the Department of Psychology at Royal Holloway, University of London. We very much hope that during your time with us you will have a rewarding, educational and enjoyable experience. Our undergraduate degrees have been designed to allow you to acquire a wide range of knowledge about psychological science and research, whilst developing the key skills that will enable you to be successful in your future education and career. You will probably find your time with us goes quickly, so please do take full advantage of all the opportunities that are available to you while you are studying with us.

The Department’s world-leading and hard-working team of academic and support staff ensures that we can meet the highest standards of excellence in teaching, whilst also having access to one of the country’s most vibrant research cultures in psychology. We take great pride in being an inclusive community, and we very much hope that you will quickly become part of our Department, not just through attending your scheduled lectures and classes, but also through attending our regular social events, research seminars, and perhaps even through taking on a research internship.

To excel in your degree requires a great deal of hard work and dedication, but the Department has a strong, friendly, student community, and an experienced and enthusiastic team of academic staff to guide you through your studies. If, at any time, you feel that you would benefit from further support, please do come and talk to someone within the Department.

This Student Handbook contains most of what you need to know about your degree and the Department’s processes and procedures. There is information about how the teaching year is organised, who is responsible for each course that you will take, and who you can go to if you have questions. It also includes some of important links to further information about the Departmental and College regulations. When you have a question, this handbook should be the first place you look for the answer, but if you have any other questions, please do come and ask us.

Good luck with your studies!

Dr Elisa Ferrè
Director of UG Programmes

3.1.2 Welcome to our returning students

Welcome to our returning students
Welcome back to those of you returning for the next stage of your degree programme. This year our expectations of you will be greater, and the material you learn will be more advanced, but you are successfully progressing through you degree, so we are confident that you are ready to meet our rising standards!

As you move through your degree, you will be expected to take more independent control of your learning. This requires developing new sets of academic skills, but these will be invaluable as you work towards graduate employment and education opportunities. Many of you will be thinking more about what you will do after graduation, and we will also be focusing on helping you to explore the different paths that you may choose to follow and supporting you in preparing the strongest applications that you can. Please do take full advantage of all the opportunities that are offered to you, both by the Careers Service and within the Department.

For those of you that have now progressed to the final stage of the programme, this is a particularly exciting time in your degree as you will be undertaking a major piece of research in which you will be involved in planning, designing, running, analyzing and interpreting an original empirical study under the supervision of an academic member of staff who is an expert in the relevant area of research. Over the last years of study we have been developing your research and academic skills. So whilst doing your independent research project may feel daunting at times, we are completely confident that you have the necessary skills to work as an independent researcher, and hopefully also enjoy the process.

Good luck with your continuing studies!

Dr Elisa Ferrè
Director of UG Programmes
3.2 Department Specific information about degree structure-Undergraduate Students

Full details about your degree course, including, amongst others, the aims, learning outcomes to be achieved on completion, modules which make up the course and any course-specific regulations are set out in the course specification available through the Degree course library.

3.3 Undergraduate Psychology Programmes

Psychology is a varied and stimulating subject that appeals to those with an inquiring and critical mind as well as a yearning for well-established facts. Although many psychology students come straight from sixth form studies (with a wide variety of A-level subjects), psychology is also suitable for mature students since it offers a wide range of career opportunities and does not require a prior basis of specific school-acquired knowledge, except for mathematics and, in the UK, a certain standard of competence in the English language.

The Department offers modules in the whole range of psychological investigation, including physiological methods, human cognitive performance (perception, memory, thinking, and language), child development, personality theories, social psychology, and clinical psychology. Teaching of essential skills such as experimental design, statistical methods, and use of computers to run experiments and analyse data plays an important part of the course. The third-year project allows students to develop these skills in pursuing a research topic that interests them.

The Department runs five single honours degree courses, one joint course, and one integrated masters course. The degree courses offered by the Department are:

**BSc Single Honours:**
- BSc Psychology
- BSc Applied Psychology
- BSc Psychology, Clinical Psychology and Mental Health
- BSc Psychology, Development and Developmental Disorders
- BSc Psychology, Clinical and Cognitive Neuroscience

**Joint Honours:**
- BSc Criminology and Psychology

**Integrated Masters Honours:**
- MSci Psychology

3.3.1 Academic Team (Degree Course Director and Year Coordinators)

Most academic staff are located in the main part of the Wolfson building. Rooms with the prefix 1 are located on Level 1 (Ground Floor), prefix 2 on Level 2 (1st Floor) and so on.

Dr Elisa Ferrè  
**Director of Undergraduate Courses**  
Tel: 01784 44 3530  
Email: e.ferre@rhul.ac.uk  
Room: W343/4

Dr Rob Lachlan  
**MSci Coordinator**  
Tel: 01784 44 4390  
Email: Robert.Lachlan@rhul.ac.uk  
Room: W343/3

Dr Inês Mendes  
**Senior Tutor and UG Joint Courses**  
Tel: 01784 44 3707  
Email: Ines.Mendes@rhul.ac.uk
3.3.1.1 Year Coordinators

Single Honours Psychology students have Year Coordinators who provide another important contact point during the degree course. Each year group has a year coordinator associated with that group. The year coordinator is a member of the academic teaching staff who monitors student experience (including student performance, attendance, and feedback) for all the students in their year group and oversees curriculum and teaching issues across that year.

Your Year Coordinator can advise you if you have questions about your registration and entry for exams and will inform you of any regulations that might affect your degree course. They may work with Personal Advisors and students as an additional source of support, and can advise on extensions and academic progression.

Due to the nature of the Joint and Combined Honours Courses, students on these courses do not have individual Year Coordinators, but can contact the Student Support Coordinator for all of the above.

Dr Sam McCormick  
**Year 1 Coordinator**  
Tel: 01784 44 6523  
Email: Sam.McCormick@rhul.ac.uk  
Room: W255

Dr Sam Fairlamb  
**Year 2 Coordinator**  
Tel: 01784 41 6023  
Email: Samuel.Fairlamb@rhul.ac.uk  
Room: W113

Dr Danijela Serbic  
**Year 3 Coordinator**  
Tel: 01784 41 4055  
Email: Danijela.Serbic@rhul.ac.uk  
Room: W239

Please review Criminology & Psychology Joint handbook for further information.
3.4 Degree Classification

3.4.1 BSc Psychology

Your final mark for each module will be a percentage mark and your overall performance in each year of study will be calculated as a percentage mark based on the unit weightings of the modules you took. Each year of your degree is weighted differently in calculating your overall classification and there are a few additional criteria in the final year. Weightings are 0:1:2 respectively for each year (i.e., Year 2 is worth 33.3% while Year 3 is worth 66.7%). Note that a pass is required in each year (including Year 1) to progress to the next year/to graduate.

3.4.2 MSci Psychology

Your final mark for each module will be a percentage mark and your overall performance in each year of study will be calculated as a percentage mark based on the unit weightings of the modules you took. Each year of your degree is weighted differently in calculating your overall classification and there are a few additional criteria in the final year. The weightings are 0:1:2:2 respectively for Years 1, 2, 3 and 4 (i.e., Year 2 is worth 20% while Year 3 is worth 40% and Year 4 is worth 40%). To progress each year specific progression requirements must be met, refer to the Undergraduate Regulations.

For further information on your degree structure, please refer to the Undergraduate Regulations which can be accessed on the college web pages. The regulations explain in detail how your final degree class is calculated.

3.4.3 Degree class categories

Your results are classified under one of the degree class categories:

- 70% - 100%  First Class Honours
- 60% - 69.99%  Second Class Honours (Upper Division or ‘2:1’)
- 50% - 59.99%  Second Class Honours (Lower Division or ‘2:2’)
- 40% - 49.99%  Third Class Honours
- 35% - 39.99%  Pass without Honours
- 0% - 34.99%  Fail

3.5 BSc Single Honours and MSci Degrees

The single honours and MSci degree courses are designed to qualify graduates for the Graduate Basis for Chartered Membership (GBC) of the British Psychology Society and to facilitate entry to postgraduate training courses in various branches of professional psychology (e.g., clinical, educational, and occupational). Students will be eligible for the GBC on successful completion of the programme when achieving a minimum 2:2 final classification and passing the third year research project (PS3201) for BSc students, or the Micro Project (PS3194) for MSci students.

The major aims of the single honours degrees and the MSci degree include the provision of knowledge and understanding of the main areas of psychology as a scientific, experimental, and applied discipline. Major objectives include providing students with a wide range of important transferable skills related to research, study, information and computer technology, and communication.

All single honours degrees are structured to provide general coverage of the main areas of psychology in the first two years. The BSc Psychology degree allows students to select options across a range of areas of psychology in the final year. Other single honours degrees offer final-year options that allow specialisation in particular areas of psychology. The MSci Psychology degree allows students to choose from a large number of options in both the third and fourth (and final) year of study, allowing for specialization within the field, including gaining advanced knowledge and skills from MSc level options.
3.5.1 First Year

All first year students must take ALL modules listed in the table below. To progress to Year 2 of the degree, students must pass ALL modules.

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Terms</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS1010</td>
<td>Introduction to Psychological Research (including PS1010 Toolkit)</td>
<td>1 &amp; 2</td>
<td>30 credits</td>
</tr>
<tr>
<td>PS1030</td>
<td>Understanding Individuals and Groups</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS1040</td>
<td>Understanding Development across the Lifespan</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS1070</td>
<td>How to be a Psychologist</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS1080</td>
<td>Understanding Perception and Cognition</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS1090</td>
<td>Understanding Neuroscience</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS1110</td>
<td>Understanding Mental Health and Wellbeing</td>
<td>2</td>
<td>15 credits</td>
</tr>
</tbody>
</table>

PS1010 Psychology Toolkit supports your development of academic and employability skills. First year students are also strongly encouraged to register for appropriate courses in the Computer Centre, as part of the PS1010 Psychology Toolkit and for generic skills training.

Please note: Failure to pass PS1010 will result in a failure to progress to the 2nd year of study. Anyone failing the module may be given the option of re-sitting in the summer (quizzes excluded). A failure in the re-sit will normally result in automatic termination from the degree course.

The Computer Centre provides a range of IT training sessions designed to enhance your current IT skills and prepare you for your academic life and beyond, including self-study packs. This year the Psychology Department recommends the following sessions:

- IS165 Managing Large Documents using Word 2013
- IS164 Further Word 2013 Techniques for Projects and Dissertations
- IS361 Working with Spreadsheets using Excel 2013
- IS363 Presenting Data Graphically using Excel 2013
- IS763 Producing Effective PowerPoint 2013 Presentations

Most of these sessions are available in both class-based and Self-Study format. For further details of the sessions available or to book sessions, visit the Student IT Training page at: https://www.royalholloway.ac.uk/it/training/home.aspx and click on the For students tab. Alternatively, if you need help or advice please call in at the IT Training Room (Room 108) in the Computer Centre.
3.5.2 Second Year

*Note to current 1st years: The information provided here is for current 2nd years; details of the second year for your cohort may differ from those described here.

All second year students must take ALL modules listed in the table below. To progress to Year 3 of the degree, students must pass all modules.

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Terms</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS2010</td>
<td>Psychological Research Methods and Analysis</td>
<td>1 &amp; 2</td>
<td>30 credits</td>
</tr>
<tr>
<td>PS2021</td>
<td>Cognitive Psychology</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS2030</td>
<td>Social Psychology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS2040</td>
<td>Developmental Psychology</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS2050</td>
<td>Personality &amp; Individual Differences</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS2061</td>
<td>Brain &amp; Behaviour</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS2080</td>
<td>Conceptual Issues in Psychology</td>
<td>2</td>
<td>15 credits</td>
</tr>
</tbody>
</table>

**Year 2 Modules**

(All mandatory)

Please note: Failure to pass PS2010 will result in a failure to progress to the 3rd year of study. Anyone failing the module may be given the option of re-sitting in the summer (lab reports and quizzes excluded). A failure in the re-sit will normally result in automatic termination from the degree programme.
3.5.3 Third year BSc Single Honours

*Note to current 1st and 2nd years: The information provided here is for current 3rd years; details of the third year for your cohort may differ from those described here.

All third year BSc single honours students take the Research Project (PS3201) as a 45 credit module (1.5 units). Successful completion of the Research Project is a British Psychological Society requirement for the recognition of the degree course as providing the Graduate Basis for Registration (GBR). GBR status will not be given to any student who is awarded a degree without successful completion of this module or without achieving a 2:2 minimum final classification for the degree as a whole.

In addition to PS3201, students take modules to a total value of 75 credits (normally made up of five modules). These may be selected entirely from the modules taught in the Psychology Department as shown in the table below or, alternatively, appropriate modules up to a total value of 30 credits may be taken in another Department. If you are interested in taking a module from another Department, you should contact the Department in question to enquire whether they can accommodate you. Once you have confirmation that they have space for you, please notify the Administrative staff in Psychology. They will check that the module is at an appropriate level (i.e., a second or third year module). If you want to discuss your intention to take a module from another Department, you should contact your Personal Advisor.

<table>
<thead>
<tr>
<th>Year 3 BSc Single Honours Psychology</th>
<th>(Mandatory module)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module</strong></td>
<td><strong>Module Title</strong></td>
</tr>
<tr>
<td>PS3201</td>
<td>Research Project</td>
</tr>
</tbody>
</table>

Options vary for different single honours degree streams, as shown below.
Students can select up to five elective modules (75 credits) from the following options. Students will be advised in Year 2 of the modules available for them as they prepare for Year 3. The modules available to current Year 3 students are as follows:

### Year 3 Course Electives  (Choose up to 5 modules)

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Term(s)</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS3022</td>
<td>Language, Communication &amp; Thought</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3031</td>
<td>Methods in Cognitive Neuroscience</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3041</td>
<td>Adv. Developmental Psychology</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3050</td>
<td>Health Psychology and Wellbeing</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3061</td>
<td>The Ageing Brain</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3090</td>
<td>Social Psychology in the Real World</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3110</td>
<td>Adult Psychopathology</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3121</td>
<td>Developmental Disorders</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3141</td>
<td>Clinical and Cognitive Neuroscience</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3151</td>
<td>Occupational &amp; Organisational Psychology</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3171</td>
<td>Human Performance: Working with Technology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3181</td>
<td>Criminal and Forensic Psychology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3190</td>
<td>Educational Psychology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3191</td>
<td>The Social Brain</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3192</td>
<td>Real World Quantitative Techniques</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3193</td>
<td>Advanced Statistics</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3230</td>
<td>Psychology of Brain Injury</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3240</td>
<td>Psychology of Love, Death and Meaning</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3210</td>
<td>Dissertation</td>
<td>1 or 2</td>
<td>15 credits</td>
</tr>
</tbody>
</table>
### 3.5.4.1 BSc Applied Psychology (C804)

Students can select up to five elective modules (75 credits) from the following options:

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Term(s)</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS3110</td>
<td>Adult Psychopathology</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3050</td>
<td>Health Psychology and Wellbeing</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3090</td>
<td>Social Psychology in the Real World</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3151</td>
<td>Occupational &amp; Organisational Psychology</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3171</td>
<td>Human Performance: Working with Technology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3181</td>
<td>Criminal and Forensic Psychology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3190</td>
<td>Educational Psychology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3192</td>
<td>Real World Quantitative Techniques</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3193</td>
<td>Advanced Statistics</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3230</td>
<td>Psychology of Brain Injury</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3240</td>
<td>Psychology of Love, Death and Meaning</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3210</td>
<td>Dissertation</td>
<td>1 or 2</td>
<td>15 credits</td>
</tr>
</tbody>
</table>

### 3.5.4.2 BSc Psychology, Development and Developmental Disorders (C805)

Students can select up to five elective modules (75 credits) from the following options:

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Term(s)</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS3022</td>
<td>Language and Communication</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3041</td>
<td>Adv. Developmental Psychology</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3050</td>
<td>Health Psychology and Wellbeing</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3061</td>
<td>The Ageing Brain</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3121</td>
<td>Developmental Disorders</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3141</td>
<td>Clinical and Cognitive Neuroscience</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3181</td>
<td>Criminal and Forensic Psychology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3190</td>
<td>Educational Psychology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3192</td>
<td>Real World Quantitative Techniques</td>
<td>2</td>
<td>15 credits</td>
</tr>
</tbody>
</table>
### 3.5.4.3 BSc Psychology, Clinical Psychology and Mental Health (C806)

Students can select up to five elective modules (75 credits) from the following options:

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Term(s)</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS3050</td>
<td>Health Psychology and Wellbeing</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3061</td>
<td>The Ageing Brain</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3110</td>
<td>Adult Psychopathology</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3121</td>
<td>Developmental Disorders</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3141</td>
<td>Clinical and Cognitive Neuroscience</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3181</td>
<td>Criminal and Forensic Psychology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3190</td>
<td>Educational Psychology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3192</td>
<td>Real World Quantitative Techniques</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3193</td>
<td>Advanced Statistics</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3230</td>
<td>Psychology of Brain Injury</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3240</td>
<td>Psychology of Love, Death and Meaning</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3210</td>
<td>Dissertation</td>
<td>1 or 2</td>
<td>15 credits</td>
</tr>
</tbody>
</table>

### 3.5.4.4 BSc Psychology, Clinical and Cognitive Neuroscience (C807)

Students can select up to five elective modules (75 credits) from the following options:

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Term(s)</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS3022</td>
<td>Language and Communication</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3121</td>
<td>Developmental Disorders</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3031</td>
<td>Methods in Cognitive Neuroscience</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3061</td>
<td>The Ageing Brain</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3110</td>
<td>Adult Psychopathology</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3141</td>
<td>Clinical and Cognitive Neuroscience</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3171</td>
<td>Human Performance: Working with Technology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3191</td>
<td>The Social Brain</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3192</td>
<td>Real World Quantitative Techniques</td>
<td>2</td>
<td>15 credits</td>
</tr>
</tbody>
</table>
Students must take two mandatory modules (15 credits each) and must take elective modules to a total value of 90 credits (normally made up of six modules). These may be selected entirely from the modules taught in the Psychology Department as shown in the table below or, alternatively, appropriate modules up to a total value of 30 credits may be taken in another Department. If you are interested in taking a module from another Department, you should contact the Department in question to enquire whether they can accommodate you. Once you have confirmation that they have space for you, please notify the Administrative staff in Psychology. They will check that the module is at an appropriate level (i.e., a second or third year module). If you want to discuss your intention to take a module from another Department, you should contact your Personal Advisor.

**MSc Mandatory Modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Terms</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS3193</td>
<td>Advanced Statistics</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3194</td>
<td>Micro project</td>
<td>2</td>
<td>15 credits</td>
</tr>
</tbody>
</table>

Students can select up to six elective modules (90 credits) from the following options:
<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Terms</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS3022</td>
<td>Language and Communication</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3031</td>
<td>Methods in Cognitive Neuroscience</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3041</td>
<td>Adv. Developmental Psychology</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3050</td>
<td>Health Psychology and Wellbeing</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3061</td>
<td>The Ageing Brain</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3090</td>
<td>Social Psychology in the Real World</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3110</td>
<td>Adult Psychopathology</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3121</td>
<td>Developmental Disorders</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3141</td>
<td>Clinical and Cognitive Neuroscience</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3151</td>
<td>Occupational &amp; Organisational Psychology</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3171</td>
<td>Human Performance: Working with Technology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3181</td>
<td>Criminal and Forensic Psychology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3190</td>
<td>Educational Psychology</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3191</td>
<td>The Social Brain</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3192</td>
<td>Real World Quantitative Techniques</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3230</td>
<td>Psychology of Brain Injury</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3240</td>
<td>Psychology of Love, Death and Meaning</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS3210</td>
<td>Dissertation</td>
<td>1 or 2</td>
<td>15 credits</td>
</tr>
</tbody>
</table>
3.5.5.1 MSci Year 4

Students must take one mandatory module (Research Dissertation) and must select 4 elective modules (60 credits) from the options below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Term(s)</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS4210</td>
<td>MSci Research Dissertation (mandatory)</td>
<td>1+2</td>
<td>60 credits</td>
</tr>
</tbody>
</table>

**Electives: Students must choose 4 of the following MSc level modules:**

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Term(s)</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS4201</td>
<td>Psychology in Applied Settings</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS4202</td>
<td>Intergroup and Interpersonal Processes</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS4207</td>
<td>Neuroscience of emotion and decision making</td>
<td>1</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS4208</td>
<td>Applied Neuroscience</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS4301</td>
<td>Topics in Psychological Science</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS4303</td>
<td>Cognitive, Social and Neuroscience Approaches for Forensic Investigations</td>
<td>2</td>
<td>15 credits</td>
</tr>
<tr>
<td>PS4306</td>
<td>Clinical Assessment and Treatment Approaches</td>
<td>1</td>
<td>15 credits</td>
</tr>
</tbody>
</table>

3.6 Marking criteria

All assessed written work submitted in the Psychology Department is evaluated on a percentage scale. The relations to class band are shown in the tables on the next pages. For each percentage band, a set of general assessment criteria has been articulated. These criteria may be modified, where appropriate, to specific courses or forms of assessment. See individual coursework pages for further information. Adherence to referencing conventions and the presentation of bibliographical information will also be taken into account by markers.

An increased emphasis is placed on evidence of outside reading and on critical and analytical skills as you progress from Year 1 through to the final year. Thus, in the first year, you are only expected to display evidence of having consulted the recommended reading material to have the potential to attain a first class mark. However, this is not the case for Year 2 and the final year.

A mark in the class range may be awarded where the assessed work meets the majority of the criteria for that range.

All coursework assignments and exam scripts are marked ‘blind’. The standard of marking is then moderated (again, blind). The Visiting Examiners, who are independent of Royal Holloway, may also see your work. Visiting and External Examiners can suggest changes, where appropriate, to marks awarded by markers and moderators in order to maintain and enhance the general standards of marking.
### 3.6.1 Undergraduate Coursework Marking Criteria

<table>
<thead>
<tr>
<th>Degree class (marking scale)</th>
<th>Writing and presentation</th>
<th>Answering the question</th>
<th>Knowledge and evidence</th>
<th>Evaluation and critique</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st</strong> (72, 75, 78, 82, 85, 88, 92, 95, 98)</td>
<td>Very good writing style and structure, with accurate referencing and the assignment adheres to APA style.</td>
<td>A very good answer that explicitly addresses the question (or learning outcomes) throughout the assignment.</td>
<td>Clear evidence of relevant wider reading and shows full understanding of key issues/concepts/methods. Use of evidence shows originality of thought.</td>
<td>Arguments are clearly constructed and well justified, with strong evidence of analytical skill and/or problem solving.</td>
</tr>
<tr>
<td><strong>2.1</strong> (62, 65, 68)</td>
<td>Good writing style and structure, with referencing and APA style only having minor errors.</td>
<td>A good answer that addresses the question (or learning outcomes) throughout the assignment.</td>
<td>Evidence of wider reading and good understanding of key issues/concepts/methods. Some originality of thought shown.</td>
<td>Arguments are well constructed and logical, with good evidence of analytical skill and/or problem solving.</td>
</tr>
<tr>
<td><strong>2.2</strong> (52, 55, 58)</td>
<td>Adequate writing style and structure, with some errors in referencing and APA style.</td>
<td>An answer that addresses the question (or learning outcomes), but with some irrelevant/omitted/poorly expressed material.</td>
<td>Evidence for limited and/or tangential wider reading, with a satisfactory understanding of key issues/concepts/methods. Limited originality of thought.</td>
<td>Arguments are mainly well constructed and logical, with some evidence of analytical skill and/or problem solving.</td>
</tr>
<tr>
<td><strong>3rd</strong> (42, 45, 48)</td>
<td>Weak writing style and structure, with frequent errors in referencing and APA style.</td>
<td>An answer that partially addresses the question (or learning outcomes), but with significant sections being irrelevant/omitted/poorly expressed.</td>
<td>Little evidence of relevant wider reading, with some flaws in understanding of key issues/concepts/methods. Little originality of thought.</td>
<td>Arguments are poorly constructed, and evidence of analytical skill and/or problem solving is weak, with unsupported assertions.</td>
</tr>
<tr>
<td><strong>Fail</strong> (0, 2, 5, 8, 12, 15, 18, 22, 25, 28, 32, 35, 38)</td>
<td>Poor writing style and structure, with inadequate referencing and major errors in APA style.</td>
<td>A limited answer, with major omissions and/or errors, with little or no attempt to address the learning outcomes.</td>
<td>Minimal (or no) evidence of wider reading, with major flaws in understanding of key issues/concepts/methods. Lacks originality of thought.</td>
<td>Arguments are weak and lack logical structure, with limited evidence of analytical skill and/or problem solving.</td>
</tr>
</tbody>
</table>

**Additional note:** Any figures included in the coursework will be assessed on the basis of the extent to which they enhance the reader’s understanding, are clearly explained and integrated with the arguments being developed in the text and are clearly labelled and captioned.
### Undergraduate Research Report Marking Criteria (PS1010, PS2010, PS3201, PS3194, PS4200)

<table>
<thead>
<tr>
<th>Degree class (marking scale)</th>
<th>Abstract (A)</th>
<th>Introduction (I)</th>
<th>Methods (M)</th>
<th>Results (R)</th>
<th>Discussion (D)</th>
<th>Writing and presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st (72, 75, 78, 82, 85, 88, 92, 95, 98)</td>
<td>Clearly written and a suitable length, with an appropriate balance of information across the I, M, R &amp; D.</td>
<td>Includes highly relevant, clearly explained and critiqued research. Hypotheses are well justified.</td>
<td>Clearly explained with an appropriate level of detail to allow for replication.</td>
<td>Includes all the relevant statistics, presented in the correct order, accurately interpreted and formatted.</td>
<td>Able to clearly relate their findings to the wider research, and strong use of independent critical thinking.</td>
<td>Very good writing style and structure, with accurate referencing and the assignment adheres to APA style.</td>
</tr>
<tr>
<td>2.1 (62, 65, 68)</td>
<td>Well written and an appropriate length, with most parts (I, M, R &amp; D) well balanced and accurate.</td>
<td>Includes relevant, well explained and critiqued research. Hypotheses are justified.</td>
<td>Well explained, with the level of detail mainly appropriate. May have some minor errors/omissions.</td>
<td>Includes the key statistics, mainly in the correct order, only minor errors in interpretation or formatting.</td>
<td>Links their findings to the wider research and shows evidence of independent critical thinking.</td>
<td>Good writing style and structure, with referencing and APA style only having minor errors.</td>
</tr>
<tr>
<td>2.2 (52, 55, 58)</td>
<td>Length not appropriate, and some parts (I, M, R &amp; D) not clearly summarised or contains errors.</td>
<td>Includes some relevant research. May lack critique or be inaccurate. Hypotheses are weak.</td>
<td>Key methodology is explained, but some omissions and/or irrelevant information.</td>
<td>Some statistics are omitted or are inaccurately presented/interpreted.</td>
<td>Links to wider research are weak, and critical thinking is limited.</td>
<td>Adequate writing style and structure, with some errors in referencing and APA style.</td>
</tr>
<tr>
<td>3rd (42, 45, 48)</td>
<td>Length not appropriate, and some sections (I, M, R &amp; D) missing or inaccurate.</td>
<td>Includes little relevant research, is inaccurate and/or lacks critique. Unclear hypotheses.</td>
<td>Some key methodological points missing or inaccurate.</td>
<td>Key statistics are omitted, or poorly presented and interpreted.</td>
<td>Little evidence of understanding the links to wider research, and superficial critique.</td>
<td>Weak writing style and structure, with frequent errors in referencing and APA style.</td>
</tr>
<tr>
<td>Fail (0, 2, 5, 8, 12, 15, 18, 22, 25, 28, 32, 35, 38)</td>
<td>Missing, or very weak due to inappropriate length and lacking in relevant information.</td>
<td>Includes very little relevant research, with major errors in understanding. Hypotheses are unclear or missing.</td>
<td>Weak understanding of the methodology serious errors or omissions.</td>
<td>Serious errors and omissions in the presentation of the statistics.</td>
<td>Major errors and/or omissions in understanding, with little attempt at critical thinking.</td>
<td>Poor writing style and structure, with inadequate referencing and major errors in APA style.</td>
</tr>
</tbody>
</table>

**Additional note:** Any figures included in the coursework will be assessed on the basis of the extent to which they enhance the reader’s understanding, are clearly explained and integrated with the arguments being developed in the text and are clearly labelled and captioned.
### 3.6.3 Contribution Marking Criteria (PS3201)

<table>
<thead>
<tr>
<th>Degree Class (Marking Scale)</th>
<th>Final year project (PS3201) Criteria for assessment of practical contribution and productivity (contributes 10% to overall project mark)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mark Range</strong></td>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td></td>
<td>Clear evidence of excellent technical performance, originality and initiative, high levels of application, planning and organisation, preparative work and analysis. A substantial contribution to the development of the work.</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; (72, 75, 78, 82, 85, 88, 92, 95, 98)</td>
<td>Good performance, notable for steady commitment, sound technical performance and some evidence of initiative, organisation, preparative work</td>
</tr>
<tr>
<td>2 (i) (62, 65, 68)</td>
<td>Performance generally satisfactory but with some deficiencies in technical performance and/or limited levels of commitment and application to the project.</td>
</tr>
<tr>
<td>2 (ii) (52, 55, 58)</td>
<td>Performance rather weak, characterized by poor technical performance and low levels of commitment and application. Poor understanding of the project and effectively no contribution to the planning and organisation of the work.</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; (42, 45, 48)</td>
<td>Very poor technical performance amounting to unreliable performance of routine tasks. Very low levels of commitment and application and unacceptably low attendance.</td>
</tr>
<tr>
<td><strong>Fail</strong> (0, 2, 5, 8, 12, 15, 18, 22, 25, 28, 32, 35, 38)</td>
<td>Very poor technical performance amounting to unreliable performance of routine tasks. Very low levels of commitment and application and unacceptably low attendance.</td>
</tr>
</tbody>
</table>
### 3.6.4 Online Exam Marking Criteria

<table>
<thead>
<tr>
<th>Degree Class (Marking scale)</th>
<th>Online Exam marking criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st (72, 75, 78, 82, 85, 88, 92, 95, 98)</td>
<td>An excellent answer displaying very good understanding of the topic and/or very good problem solving skills. The arguments are clearly constructed and the answer is well organised and presented. There is clear evidence of originality of thought and analytical skill. <strong>Referencing:</strong> The main citations will include the correct names and dates. Some of the additional citations may have small errors or omissions. <strong>Writing:</strong> Structure will be clear, writing style mainly fluent, and only minor errors in writing (e.g. typos, grammatical errors).</td>
</tr>
<tr>
<td>2.1 (62, 65, 68)</td>
<td>The answer displays a good understanding of the central issues and/or problem solving skills, and is well organised. The arguments are well constructed, most key points are addressed and there are few significant errors. Good grasp of relevant concepts / terminology. <strong>Referencing:</strong> The main citations will mainly include the correct names and dates. Some of the additional citations may have errors or omissions. <strong>Writing:</strong> Overall structure will be clear, writing style fluent in most of the answer, some minor errors in writing (e.g. typos, incomplete sentences).</td>
</tr>
<tr>
<td>2.2 (52, 55, 58)</td>
<td>The answer displays an understanding of the main issues and demonstrates generally adequate grasp of relevant ideas. There may be some irrelevant material, errors, omissions, poorly expressed ideas or partial understanding of some areas of the topic. <strong>Referencing:</strong> The main citations will be referenced, although with some errors or omissions. Additional citations are given, but with errors or omissions. <strong>Writing:</strong> Overall structure is not clear throughout, and writing style may not be fluid in places. Some errors in writing (e.g. typos, incorrect word use).</td>
</tr>
<tr>
<td>3rd (42, 45, 48)</td>
<td>The answer shows evidence of partial understanding of the key issues, but is poorly constructed and displays some flaws in understanding. There are some significant omissions or inaccuracies. The essay may not be fully focused on the question asked. There may be unsupported assertions and opinions. <strong>Referencing:</strong> An attempt to include the main citations, although with some errors or omissions. Some additional citations are given, but with errors. <strong>Writing:</strong> Overall structure is not clear, and writing style lacks fluidity, possibly relying on notes. Errors in writing (e.g. typos, incorrect word use).</td>
</tr>
<tr>
<td>Fail (0, 2, 5, 8, 12, 15, 18, 22, 25, 28, 32, 35, 38)</td>
<td>Either no answer is given, or the answer shows some minimal understanding of the topic although there may be at least some attempt to address the question. There are major errors and/or omissions that indicate poor understanding. <strong>Referencing:</strong> A small number of references are included, and these may contain errors or missing information (e.g. first author name only). <strong>Writing:</strong> Structure and writing style is not clear. Writing may be in note form/bullet points with several errors in writing (e.g. typos, incorrect word use).</td>
</tr>
</tbody>
</table>
### 3.7 Change of degree course

You may transfer to another degree course subject to the following conditions being met before the point of transfer:

(a) you must satisfy the normal conditions for admission to the new course;
(b) you must satisfy the requirements in respect of mandatory modules and progression specified for each stage of the new course up to the proposed point of entry;
(c) the transfer must be approved by both the department(s) or school(s) responsible for teaching the new course and that for which you are currently registered.

Further information about changing degree course is available in Section 8 of the [Undergraduate Regulations](#). If you hold a Tier 4 (General) student visa, there may be further restrictions in line with UKVI regulations.

Students can change course of study from the MSci to one of other psychology degrees at any time before Year 3 provided that they are eligible to progress to the next year. MSci students at the end of Year 3 can decide to receive a BSc instead of an MSci.

Students can transfer into the MSci:
- After Year 1: If they are eligible to progress to Year 2 in the MSci.
- After Year 2 and before the beginning of Year 3: Be eligible to progress to Year 3 on first attempt and achieve a Year 2 weighted average of at least 50%.

### 3.8 Placement opportunities

The Careers Service deliver an award winning Micro-Placements Scheme for all 2nd year undergraduates. Taking place over the summer, Micro-placements are short 2-4 week long work experience opportunities that help students enhance their employability skills and gain a valuable insight into a professional working environment. The Micro –Placements Scheme selection process replicates that of applying for work and applicants benefit from creating an industry standard CV and receiving personalised feedback as well as completing an interactive Interview E-learning course. If successful, students will be able to have tailored support in finding a placement and the chance to apply for placement opportunities sourced by the Placements Team.

The Psychology department also recognizes placements you have found yourself either advertised through the department or other means. By completing a 35 hours placement and the Psychology work placement programme reflection log you will gain a pass on the optional Psychology placement module (PS3000P).

- Further details for PS3000P are on the Psychology Careers and Employability Moodle page. You can find out more about the micro-placements scheme on the Careers & Employability website.

### 3.9 Student Prizes

There are several prizes available to students of the Department. For most of these awards, it is not necessary for students to actually enter, as the winner is determined by the Department on the strength of the winner’s academic record. Most prizes are awarded at the Examiners’ Meeting in mid-June each year.

**Vera Doniach Prize (Departmental)**
Awarded annually by the Academic Board, on the nomination of the Head of the Department of Psychology, to a Second Year student for excellent work.

**Beatrice Edgell Memorial Prize (Departmental)**
Awarded annually by the Academic Board, on the nomination of the Head of the Department of Psychology, to a First Year student for excellent work.

**Dorothy Farrar Essay Prize (Departmental)**
Awarded annually by the Academic Board, on the nomination of the Head of the Department of Psychology, to a student in the Department of Psychology for the best essay on a topic chosen in the general area of Psychology applied to the Arts, to be submitted by the first day of the Exam Term. This prize is usually awarded to an outstanding dissertation.

**Dorothy Farrar Research Prize (Departmental)**
Awarded annually by the Academic Board, on the nomination of the Head of the Department of Psychology, to the undergraduate student in the Department of Psychology who has produced an outstanding research project.

**The Jack Westaway Memorial Prize (Departmental)**
Awarded annually, on the recommendation of the Head of the Department of Psychology, to the undergraduate student who has either made the most outstanding progress or for an exceptional piece of work or presentation made in the final year of study.

**Martin Holloway Prizes (Faculty)**
Two prizes are awarded annually to single honours students, one in the Faculties of Arts & Music and one in the Faculty of Science, to the best and most efficient students with regard to academic and intellectual distinction.

**Murgoci Prize (Faculty)**
Awarded annually to the best student in the faculty at the end of his/her first year.

**Lilian Heather Prize (Faculty)**
Three prizes are awarded annually. One award is given out in a biological science and two awards in physical and mathematical. For students whose work in the first year of attendance at BSc classes is excellent. Geography is also considered.

**Harrison Prizes (Faculty)**
Three prizes are awarded annually, one in the Faculties of Arts and Music and two in the Faculty of Science, to students who have completed a Joint or Combined Subjects Degree Examination in the year of award.

**Ede and Ravenscroft Prize (Faculty)**
One prize is awarded annually by the Faculty of Science, to the best First Year student.

**Tempest Prize (Faculty)**
One prize is awarded annually by the Faculty of Science, to the best Second Year student.

**University of London Trust Fund Prizes (Departmental)**
Awarded to the top Second Year students for excellent work.

**External Prizes**

**British Psychological Society (BPS) Prize**
The BPS Undergraduate Award is to be presented to the best performing student at each accredited institution. The winning student will receive a certificate, a book, and also one year’s free Graduate Membership of the BPS.

**Experimental Psychology Society (EPS) Prize**
The Sub Board of Examiners may nominate a third year project for the EPS Prize. The purpose of the award is to give public recognition to the excellent scientific work being supported and carried out by able undergraduates within psychology Departments. Nominated projects should be experimental studies such as might be eligible for publication in the Quarterly Journal of Experimental Psychology.

**British Neurophysiological Society (BNS) Undergraduate Project Prize**
The Sub Board of Examiners may nominate the best third year project in the field of Neuropsychology for the BNS Prize. Nominated projects may be in any area of neuropsychology, including Clinical and/or Cognitive Neuropsychology, Brain Imaging, Behavioural Neuroscience, and Psychoneuropsychopharmacology. The winner will be invited to present their findings at the Annual Meeting of the BNS and will be awarded 3 years free membership of the BNS.
4 Postgraduate Taught Degree Course Information
This section relates to Postgraduate Taught Students only

4.1 Degree Course Director Welcome

Welcome to the Department of Psychology at RHUL. You are just about to join, or return to, one of the leading research and teaching Departments in the Country.

We are confident that our Masters Programme will advance your knowledge and deepen your understanding of a wide range of issues that are part of the varied discipline of Psychology. Offering a good combination of intellectual stimulation and professional training that will allow you to be successful in your future career.

The high quality of our Course means that you will have to work hard to achieve your degree but you will not be alone. You will be helped and guided by a very strong and enthusiastic team of about 50 Academics with an excellent track record in teaching and research plus a large number of additional Researchers and friendly Administrative Staff in the office.

This handbook is intended to provide you with the key facts about the structure and content of your Course. It contains a lot of information about how your teaching is organised and who is responsible for particular aspects of your teaching and learning.

If you have any questions, not answered in this handbook, you can talk to us or any one of your tutors, lecturers, course coordinators or our office staff. We are all here to support you throughout the duration of your study with us.

We wish you every success in our Department.

Prof Hanna Zagefka
Director of PGT Degree Courses

4.2 Postgraduate Taught Academic Team

Most academic staff are located in the main part of the Wolfson building. Rooms with the prefix 1 are located on Level 1 (Ground Floor), prefix 2 on Level 2 (1st Floor) and so on. Please avoid visiting members of staff without making a prior appointment unless you are dropping in during their advertised office hours.

Prof Hanna Zagefka  Director of Postgraduate Taught Courses
Tel: 01784 44(3715)
Email: hanna.zagefka@rhul.ac.uk
Room: JB001

Prof Anat Bardi  Applied Social Psychology Course Director
Tel: 01784 44(3524)
Email: anat.bardi@rhul.ac.uk
Room: W228

Dr Lyn Ellett  Clinical Psychology Course Director
Tel: 01784 41(4049)
Email: lyn.ellett@rhul.ac.uk
Room: W117a
4.3 PGT Degree Regulations

The Postgraduate Taught Regulations set out the various standards that shape the regulatory framework of your Postgraduate Taught degree with the College. These include a variety of essential information, ranging from admissions to academic progression and examination. Some frequently used elements of the regulations are covered in this handbook.

4.4 Degree Structure

Full details about your course, including, amongst others, the aims, learning outcomes to be achieved on completion, modules which make up the course and any course-specific regulations are set out in the course specification available through the Degree course library.

A module outline for each module within the course is available through https://moodle.royalholloway.ac.uk/course/view.php?id=4098. This describes each module and sets out the overall aims and learning outcomes of each module plus the general content.

4.5 Module registrations Postgraduate taught

You should register for 180 credits’ worth of modules. While you may have the option of changing module registrations within the first two weeks after the start of teaching (excluding Welcome Week) subject to agreement from the department, once you have submitted assessment for the module, you may not replace it with another either in that term or in a subsequent term (e.g. Spring term). Any modules that you wish to take on an extracurricular basis (that is, as extra and not counting towards your degree) must be identified at the start of the academic year or before any assessment has been completed for the module.

4.5.1 Applied Social Psychology Degree Course Structure

4.5.1.1 Core Modules

Students must take:

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Term</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS5201</td>
<td>Psychology in Applied Settings</td>
<td>2</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5202</td>
<td>Intergroup and Interpersonal Processes</td>
<td>1</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5204</td>
<td>Advanced and Applied Research Techniques</td>
<td>1</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5205</td>
<td>Social Research Project</td>
<td>1, 2 and 3</td>
<td>60C credits</td>
</tr>
<tr>
<td>PS5301</td>
<td>Topics in Psychological Science</td>
<td>1</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5302</td>
<td>Statistics for Research</td>
<td>1 &amp; 2</td>
<td>20 Credits</td>
</tr>
</tbody>
</table>

Electives for Applied Psychology continued on next page.
### 4.5.1.2 Elective Modules

Students must also select **one** module from the following options:

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Terms</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS5206</td>
<td>Adjustment and Wellbeing</td>
<td>2</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5207</td>
<td>Neuroscience of Emotion and Decision Making</td>
<td>1</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5208</td>
<td>Applied Neuroscience</td>
<td>2</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5303</td>
<td>Forensic Investigations: Cognitive and Social Approaches</td>
<td>2</td>
<td>20 Credits</td>
</tr>
</tbody>
</table>
### 4.5.2 Clinical Psychology MSc Degree Course Structure

#### 4.5.2.1 Core Modules

Students must take:

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Terms</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS5204</td>
<td>Advanced and Applied Research Techniques</td>
<td>1</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5306</td>
<td>Clinical Assessment and Treatment Approaches</td>
<td>1</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5307</td>
<td>Professional Clinical Practice and Skills</td>
<td>2</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5206</td>
<td>Adjustment and Wellbeing</td>
<td>2</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5302</td>
<td>Statistics for Research</td>
<td>1 &amp; 2</td>
<td>20 credits</td>
</tr>
<tr>
<td>PS5305</td>
<td>Clinical Dissertation</td>
<td>1-3</td>
<td>60 credits</td>
</tr>
</tbody>
</table>

#### 4.5.2.2 Elective Modules

Students must also select **one** module from the following options:

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Terms</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS5301</td>
<td>Topics in Psychological Science</td>
<td>1</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5201</td>
<td>Psychology in Applied Settings</td>
<td>2</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5303</td>
<td>Forensic Investigations: Cognitive and Social Approaches</td>
<td>2</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5207</td>
<td>Neuroscience of Emotion and Decision Making</td>
<td>1</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5208</td>
<td>Applied Neuroscience</td>
<td>2</td>
<td>20 Credits</td>
</tr>
<tr>
<td>PS5304</td>
<td>Placement: Clinical Psychology</td>
<td>1 &amp; 2</td>
<td>20 Credits</td>
</tr>
</tbody>
</table>
4.6 Postgraduate Taught Marking Criteria

All assessed coursework submitted by students in Psychology and examinations are evaluated on a percentage scale. The relations to class band are shown in the tables below. For each percentage band, a set of general assessment criteria has been articulated. These criteria may be modified, where appropriate, for specific courses or forms of assessment. See individual coursework pages for further information. Adherence to referencing conventions and the presentation of bibliographical information will also be taken into account by markers.

A mark in the class range may be awarded where the assessed work meets the majority of the criteria for that range.

In order to qualify for final consideration by the Sub-Board of Examiners, a candidate must first have satisfied the attendance requirements specified for the course. They should also have completed and presented for assessment all work specified for the course within specified deadlines.

<table>
<thead>
<tr>
<th>Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>To pass the Course a student must achieve an overall weighted average of at least 50.00%, with no mark in any module which counts towards the final assessment falling below 50%.</td>
</tr>
<tr>
<td>Failure marks between 40-49% may be condonable in modules which do not constitute more than 40 credits of the final assessment, provided that the overall weighted average is at least 50.00%.</td>
</tr>
<tr>
<td>A failure mark (i.e. below 50%) in the project/dissertation cannot be condonned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Merit Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Masters degree with Merit may be awarded if a student achieves an overall weighted average of 60.00% or above, with no mark in any module which counts towards the final assessment falling below 50%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distinction Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Masters degree with Distinction may be awarded if a student achieves an overall weighted average of 70.00% or above, with no mark in any module which counts towards the final assessment falling below 50%.</td>
</tr>
<tr>
<td>A Distinction will not normally be awarded if a student re-sits or repeats any element of the course. In exceptional circumstances a viva may be held for a student at the request of the Examiners.</td>
</tr>
</tbody>
</table>

4.6.1 Generic Postgraduate Taught Marking Criteria

This will be used to mark your exam and all assignments except the Social Research Project (PS5205); Topics in Psychological Science (PS5301); Forensic Investigations: Cognitive and Social Approaches (PS5303) and Clinical Dissertation (PS5305) which are shown below.

Work displaying some or all of the following features, depending on the nature of the assignment or task:

**Upper distinction: 95%**
- Publishable quality
- Outstanding research potential
- Ability to plan, organise and execute independently a research project or systematic review to the highest professional standards
- Exceptional degree of creativity, originality and independence of thought
- Ability to make informed judgements, develop original insights, and construct productive hypotheses in the absence of complete data
- Highest professional standards of competence, expression and presentation (written, oral, visual)
- Ability to assemble information from different sources to produce exceptionally well-organised and original answers
- Ability to analyse data critically and formulate questions which lead to original lines of enquiry
- Ability to evaluate critically existing methodologies and suggest new approaches to current research or professional practice
- Flexibility of thought, and the ability to employ different approaches to the solution of highly complex and novel
problems

- Ability to evaluate published or publicly-presented work critically and to the highest professional standards
- Penetrating analysis of primary sources of literature and information
- An exceptionally high level of understanding of current research techniques and how they can be applied most effectively to investigate challenging new problems
- Outstanding levels of accuracy and technical competence

**Mid distinction: 85%**

- Publishable quality subject to minor amendments
- Excellent research potential
- Ability to plan, organise and execute independently a research project or systematic review to a very high professional standard
- Very high professional standards of competence, expression and presentation (written, oral, visual)
- High degree of creativity, originality and independence of thought
- Ability to assemble information from different sources to produce very well-organised and original answers
- Ability to analyse data critically and formulate questions which may lead to productive lines of enquiry
- Ability to evaluate critically existing methodologies
- Flexibility of thought, and the ability to employ different approaches to the solution of complex and novel problems
- Ability to evaluate published or publicly-presented work critically and to a high professional standard
- Ability to analyse primary sources of literature and information critically
- A deep understanding of techniques applicable to their own research or advanced scholarship
- Very high levels of accuracy and technical competence

**Lower distinction: 75%**

- Publishable quality subject to amendments advised by academic staff
- Potential to proceed to research at Doctoral level
- Ability to plan, organise and execute independently a research project or a systematic review to a good professional standard
- Very good professional standards of competence, expression and presentation (written, oral, visual)
- Some evidence of creativity, originality and independence of thought
- Ability to assemble information from different sources to produce well-organised answers displaying some evidence of originality
- Ability to analyse data critically and raise relevant questions
- Flexibility of thought, and the ability to employ different approaches to the solution of problems
- Ability to evaluate published or publicly-presented work critically and to a good professional standard
- Ability to analyse primary sources of literature and information accurately and with some evidence of critical insight
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship
- High levels of accuracy and technical competence

**Merit: 62%, 65%, 68%**

- Good professional standard of competence, expression and presentation (written, oral, visual)
- Clear evidence of the potential to undertake original research or a systematic review given appropriate guidance and support
- Evidence of some creativity, originality and independence of thought
- Ability to assemble information from different sources to produce well-organised and convincing answers
- Ability to analyse data critically
- Some flexibility of thought and the ability to solve complex problems
- Some ability to evaluate published or publicly-presented work
- Some ability critically to analyse primary sources of literature and information
- Good degree of accuracy and technical competence

**Note:** Candidates who have achieved an overall average mark of not less than 60%, with a pass (min 50%) in each course-unit and the dissertation, may be eligible for the award of a Pass with Merit. Full details of the award regulations for individual postgraduate programmes are given in the College Regulations Handbook.

**Pass: 52%, 55%, 58%**

- Sound knowledge and understanding of the relevant literature and other key sources of information
- Ability to produce satisfactory answers to problems and questions
• Ability to construct largely coherent and relevant answer to questions, though with few signs of originality
• A sufficiently competent professional standard of organisation and expression
• Ability to engage in research involving a some degree of originality, when provided with close supervision and support
• Satisfactory degree of competence and technical accuracy

**Marginal fail: 42%, 45%, 48%**
• Basic knowledge and understanding of some of the essential literature and other key sources of information, but answers are either incomplete or not sufficiently coherent
• Shows some grasp of the problem or topic but lacks clarity in written or oral presentation
• Little evidence of independent thought
• Little or no evidence of originality in answers
• Work which is just below an acceptable basic professional standard

**Fail: 25%, 35%**
• Fragmentary knowledge and understanding of the essential literature and other key sources of information, yielding answers which show only a limited degree of understanding
• Shows little grasp of the problem or topic, and lacks clarity in written or oral presentation
• Almost no evidence of independent or original thought
• Work that is clearly below an acceptable basic professional standard

**Fail: 0%, 5%, 10%**
• Almost entirely lacking in evidence of knowledge and understanding of the essential literature and other key sources of information, yielding answers which, at best, show only the most rudimentary understanding of the question
• Shows almost no insight into the problem or topic
• Confused and incoherent written or oral presentation
• Totally devoid of independent or original thought
• Work that is far below an acceptable basic professional standard

The final mark for each module will be expressed as a percentage above.

The marks obtained on each module in your degree course are recorded and can be reproduced in a transcript.

The identity of candidates will be withheld from those marking summatively assessed work so far as is practicable until after the marking process is complete.

Work submitted for assessment shall be marked using one of the following methods:

a. single marking with sampling, where the work is marked by one Internal Examiner and a second Internal Examiner moderates a sample of the work, which shall include all pieces of work which are given a mark of Fail by the first marker, in order to ensure consistency with the approved marking scheme; or

b. double marking, where the work is marked by two Internal Examiners, or by an Internal Examiner and an Assessor, who shall together agree a single mark for each piece of work; or

c. blind double marking, where the work is marked in accordance with (b) above, except the second marker shall not have prior sight of the marks or comments of the first marker.

Any piece of work which contributes towards a candidate’s award classification shall normally be assessed using one of the methods outlined above, except in the case of in-course assessments the form or timing of which renders this impractical.

Save in the case of formal oral examinations, presentations or performances, Visiting Examiners will not normally mark work. In exceptional cases, however, a Visiting Examiner will be asked to adjudicate where a first and second marker are unable to agree a single mark for a piece of work, even after reference to a third internal marker.

All final module outcomes shall be moderated by a Visiting Examiner, who shall have regard for matters such as the positioning of candidates at borderlines, the distribution of marks across the cohort and the award of Fail.

The identity of candidates will be withheld from those marking summatively assessed work so far as is practicable until after the marking process is complete.
### 4.6.2 Psychology online exams: Postgraduate marking criteria

<table>
<thead>
<tr>
<th>Degree Class (Marking scale)</th>
<th>Exam marking criteria</th>
</tr>
</thead>
</table>
| **Distinction** (72,75,78,82,85, 88,92,95,98) | An excellent answer displaying very good understanding of the topic and/or very good problem solving skills. The arguments are clearly constructed and the answer is well organised and presented. There is clear evidence of originality of thought and analytical skill.  
Referencing: The main citations will include the correct names and dates. Some of the additional citations may have small errors or omissions.  
Writing: Structure will be clear, writing style mainly fluent, and only minor errors in writing (e.g. typos, grammatical errors). |
| **Merit** (62, 65, 68) | The answer displays a good understanding of the central issues and/or problem solving skills, and is well organised. The arguments are well constructed, most key points are addressed and there are few significant errors. Good grasp of relevant concepts / terminology.  
Referencing: The main citations will mainly include the correct names and dates. Some of the additional citations may have errors or omissions.  
Writing: Overall structure will be clear, writing style fluent in most of the answer, some minor errors in writing (e.g. typos, incomplete sentences). |
| **Pass** (52, 55, 58) | The answer displays an understanding of the main issues and demonstrates generally adequate grasp of relevant ideas. There may be some irrelevant material, errors, omissions, poorly expressed ideas or partial understanding of some areas of the topic.  
Referencing: The main citations will be referenced, although with some errors or omissions. Additional citations are given, but with errors or omissions.  
Writing: Overall structure is not clear throughout, and writing style may not be fluid in places. Some errors in writing (e.g. typos, incorrect word use). |
| **Fail** (0, 2, 5, 8, 12, 15, 18, 22, 25, 28, 32, 35, 38, 42, 45, 48) | The answer shows evidence of, at most, partial understanding of the key issues, but is poorly constructed and displays some flaws in understanding. There are significant omissions or inaccuracies. The essay may include much irrelevant material. There may be unsupported assertions and opinions.  
Referencing: None or only a small number of references are included, and these may contain errors or missing information (e.g. first author name only).  
Writing: Structure and writing style is not clear. Writing may be in note form/ bullet points with several errors in writing (e.g. typos, incorrect word use). |

*Note: A full references list/bibliography is not required and will not be looked at if included. We expect writing style and presentation to be consistent with standards usually demonstrated in unseen exams.*

### 4.7 What happens if I fail a module

If you fail a module, you may be offered the opportunity to resit failed components, depending on the decision of the Sub-board of Examiners. If you have failed a module and you resit and pass, your classification will be limited to a minimum pass regardless of the mark awarded (i.e. you cannot be awarded a merit or a distinction). If you wish to submit Extenuating Circumstances please refer to the section on Extenuating Circumstances Process – what to do if things go wrong, within the Central College Content Postgraduate Taught Student Handbook. Further information about resits can be found in Section 13 of the Postgraduate Taught Regulations: [Postgraduate Taught Regulations 2020-21](#).
### Marking Criteria: PS5205 Social Research Project

<table>
<thead>
<tr>
<th>Degree Class Marking Scale</th>
<th>Social research project (PS5205) marking criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>An exceptional project report displaying exceptional understanding of the research area. Arguments are very clearly constructed, very well-organised and presented. Demonstrates in-depth reading, mastery of the relevant statistical techniques, and evidence of a high degree of originality of thought, analytical skill and/or problem solving. Presented professionally, with referencing of exemplary standard. Suitable for submission to a peer-review journal.</td>
</tr>
<tr>
<td>85</td>
<td>An outstanding project report displaying excellent understanding of the research area. Arguments are clearly constructed, well organised and presented. Demonstrates in-depth reading, mastery of the relevant statistical techniques and evidence of a high degree of originality of thought, analytical skill and/or problem solving. Presented professionally, with referencing of exemplary standard. Suitable for submission to a peer-reviewed journal with minor editing/revision.</td>
</tr>
<tr>
<td>75</td>
<td>A very good project report displaying very good understanding of the research area. Arguments are clearly constructed, well organised and presented. Demonstrates in-depth reading, excellent grasp of the relevant statistical techniques and evidence of some degree of originality of thought, analytical skill and/or problem solving. Very well presented, with referencing of a very high standard. May be suitable for submission to a peer-reviewed journal with some editing/revision.</td>
</tr>
<tr>
<td>62, 65, 68</td>
<td>A good project report displaying a clear understanding of the research area with good use of relevant reading and effective use of relevant statistical techniques. Research aims and questions are clearly stated. The report is well organized and presented, referencing in correct APA format, and contains few errors or omissions.</td>
</tr>
<tr>
<td>52, 55, 58</td>
<td>An adequate project report displaying a basic understanding of the research area, with limited evidence of relevant reading. Research aims and questions are stated (possibly with some omissions/ inaccuracies). Includes original data collections/ analyses, and very basic account of methods used. Demonstrates some familiarity with relevant statistical techniques (though there may be some errors in application). There may be some irrelevant material, errors, omissions, poorly expressed ideas. Adequately presented, with some referencing errors (may include some deviations from correct APA format).</td>
</tr>
</tbody>
</table>

**Note:** marks less than 50% constitute a fail

| 42, 45, 48                  | A weak project report displaying a limited understanding of the research area, with little evidence of relevant reading. Research aims and questions are confused or vague. May include little original data collection/analyses, and possibly inadequate account of methods used. May be some significant omissions or inaccuracies, and discussion may not focus on the relevant research question(s). There are significant weaknesses in presentation. References section may be inadequate, and there may be some referencing errors. |
| 25, 35                      | A poor project report displaying very limited understanding of the research area. Little or no evidence of relevant reading. Research aims and questions are confused or vague. May include little or no original data collection/analyses. Inadequate account of methods used. There may be some major omissions and significant weaknesses in presentation. References section may be inadequate, and there may be many referencing errors. |
| 5, 10                       | A very poor project report that makes some minimal attempt to address the research conducted and related research but shows very limited understanding with major errors and omissions, and little or no evidence of relevant reading. No research aims or questions specified. No original data collection/analyses. Poorly presented and no or inadequate referencing. |
| 0%                          | Contains no evidence of relevant knowledge or understanding of the research conducted. |

If you fail a module, you may be offered the opportunity to resit failed components, depending on the decision of the Sub-board of Examiners. If you have failed a module and you resit and pass, your classification will be limited to a minimum pass regardless of the mark awarded (i.e. you cannot be awarded a merit or a distinction). If you wish to
submit Extenuating Circumstances please refer to the section Illness or other extenuating circumstances within the Central College Content Postgraduate Taught Student Handbook. Further information about resits can be found in Section 12 of the Postgraduate Taught Regulations: Postgraduate Taught Regulations 2020-21

4.9 Marking Criteria PS5301 Topics in Psychological Science

4.9.1 Marking of Podcasts

Here are the key aspects that will be considered in marking the podcasts:

- Logical structure - the podcast progresses logically from one part to the next, and includes a brief conclusion emphasising the key observations and evaluation points. Structure the podcast, but don't script it – natural language is more pleasant to listen to than reading out a script (just as you wouldn't read out a script in a presentation). More on delivery style below.
- Knowledge and understanding: evidence that you understand the relevant concepts, the methods used etc., and that you have a grasp of the wider background to the study.
- Critical evaluation and originality: outlines strengths and weaknesses of the research; evidence of original analytical thought.
- Clarity - easy to follow theoretical and empirical points; must be clearly audible (not patched together with lots of stops and starts).
- Delivery style - ability to maintain interest of listener – to achieve this, it will help to be animated, be engaging, use a varied tone of voice (not a monotone) and good pacing. The main focus in grading the podcasts will be content rather than delivery, but as stated in the marking criteria, assessment will also take into account “standards of competence, expression, and presentation”.
- Time-keeping - adequate coverage of the key issues without having to rush. It is worth practicing and checking the timing of your podcast (and potentially re-recording), to aim to be as close to ten minutes as possible while maintaining a natural delivery.

4.9.2 Portfolio

The portfolios will be marked according to the generic postgraduate marking criteria. Each abstract will be marked on a scale of 0-5. Please note that if you cannot provide a signature attesting to your attendance at the relevant seminar, then you will receive 0 for that abstract. We strongly recommend that after obtaining each signature, you take a photograph (e.g., using a smartphone) of your signature sheet, so as to guard against any possibility of losing the sheet. You do not need to worry about the lack of critique in the abstracts, as you will be able to demonstrate these skills in the critical analysis section.

4.10 Marking Criteria: PS5303 Forensic Investigations: Cognitive and Social Approaches

The coursework essay which contributes 100% to the final mark for this course will be graded according to the Generic Postgraduate Taught Marking Criteria (see 4.6)

4.11 Marking Criteria: PS5305 Clinical Dissertation

<table>
<thead>
<tr>
<th>Degree Class</th>
<th>Clinical Dissertation (PS5305) marking criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper distinction (95%)</td>
<td>An exceptional dissertation displaying exceptional understanding of the research area. Arguments are very clearly constructed, very well-organised and presented. Demonstrates in-depth reading, mastery of the relevant statistical techniques (where appropriate), and evidence of a high degree of originality of thought, analytical skill and/or problem solving. Presented professionally, with referencing of exemplary standard. Suitable for submission to a peer-review journal.</td>
</tr>
<tr>
<td>Mid distinction (85%)</td>
<td>An outstanding dissertation displaying excellent understanding of the research area. Arguments are clearly constructed, well organised and presented. Demonstrates in-depth reading, mastery of the relevant statistical techniques (where appropriate) and evidence of a high degree of originality of thought, analytical skill and/or problem solving</td>
</tr>
</tbody>
</table>
If you fail a course, you may be offered the opportunity to resit failed components, depending on the decision of the Sub-board of Examiners. If you have failed a course and you resit and pass, your classification will be limited to a minimum pass regardless of the mark awarded (i.e. you cannot be awarded a merit or a distinction). If you wish to submit Extenuating Circumstances please refer to the section Extenuating Circumstances Process - What to do if things go wrong? within the Central College Content Postgraduate Taught Student Handbook. Further information about resits can be found in Section 13 of the Postgraduate Taught Regulations: Postgraduate Taught Regulations 2020-21.

4.12 The Clinical Placement
The placement (PS5304) is designed to offer students the option to gain practical work experience within the area of solving. Presented professionally, with referencing of exemplary standard. Suitable for submission to a peer-reviewed journal with minor editing/revision.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower distinction (75%)</td>
<td>A very good dissertation displaying very good understanding of the research area. Arguments are clearly constructed, well organised and presented. Demonstrates in-depth reading, excellent grasp of the relevant statistical techniques (where appropriate) and evidence of some degree of originality of thought, analytical skill and/or problem solving. Very well presented, with referencing of a very high standard. May be suitable for submission to a peer-reviewed journal with some editing/revision.</td>
</tr>
<tr>
<td>Merit (62%, 65%, 68%)</td>
<td>A good dissertation displaying a clear understanding of the research area with good use of relevant reading and effective use of relevant statistical techniques (where appropriate). Research aims and questions are clearly stated. The report is well organized and presented, referencing in correct APA format, and contains few errors or omissions.</td>
</tr>
<tr>
<td>Pass (52%, 55%, 58%)</td>
<td>An adequate dissertation displaying a basic understanding of the research area, with limited evidence of relevant reading. Research aims and questions are stated (possibly with some omissions/ inaccuracies). Includes original data collections/ analyses, and very basic account of methods used. Demonstrates some familiarity with relevant statistical techniques (where appropriate, though there may be some errors in application). There may be some irrelevant material, errors, omissions, poorly expressed ideas. Adequately presented, with some referencing errors (may include some deviations from correct APA format).</td>
</tr>
<tr>
<td>Note: marks less than 50% constitute a fail</td>
<td></td>
</tr>
<tr>
<td>Marginal fail (42%, 45%, 48%)</td>
<td>A weak dissertation displaying a limited understanding of the research area, with little evidence of relevant reading. Research aims and questions are confused or vague. May include little original data collection/analyses (where appropriate), and possibly inadequate account of methods used. May be some significant omissions or inaccuracies, and discussion may not focus on the relevant research question(s). There are significant weaknesses in presentation. References section may be inadequate, and there may be some referencing errors.</td>
</tr>
<tr>
<td>Fail (25%, 35%)</td>
<td>A poor dissertation displaying very limited understanding of the research area. Little or no evidence of relevant reading. Research aims and questions are confused or vague. May include little or no original data collection/analyses (where appropriate). Inadequate account of methods used. There may be some major omissions and significant weaknesses in presentation. References section may be inadequate, and there may be many referencing errors.</td>
</tr>
<tr>
<td>Fail (10%)</td>
<td>A very poor dissertation that makes some minimal attempt to address the research conducted and related research but shows very limited understanding with major errors and omissions, and little or no evidence of relevant reading. No research aims or questions specified. No original data collection/analyses (where appropriate). Poorly presented and no or inadequate referencing.</td>
</tr>
<tr>
<td>Fail (5%)</td>
<td>The dissertation shows a clear lack of understanding of the research area and the research conducted and contains serious errors and omissions. Poorly presented with inadequate or absent referencing.</td>
</tr>
<tr>
<td>Fail (0%)</td>
<td>Contains no evidence of relevant knowledge or understanding of the research conducted or reported.</td>
</tr>
</tbody>
</table>
clinical psychology. Students will have to secure their own placement, which will allow the freedom to choose placements that best suit their career plans and the expectation is that these choices and the subsequent placement experiences will provide a clear enhancement to student CVs for future applications to courses such as the DClinPsy or for jobs in the health sector.

4.12.1 What to expect from the Course Coordinator?
The course coordinator will be available to answer any questions and to support you in the process of identifying and securing your placement. There will also be a placement review meeting with the course coordinator, which will take place approximately half way through your placement, to assess progress during placement. Placement review meetings will be organised by the course coordinator, and will take place in groups of 4-5 students, to facilitate sharing of experiences and group learning.

4.13 Student Prizes

Driver Prize
Awarded annually, on the recommendation of the Head of the Department of Psychology, to a Postgraduate Taught student for an exceptional coursework submission or presentation during their period of study.

Commendable Performance Prize
Awarded annually, on the recommendation of the Head of the Department of Psychology, either to the postgraduate taught student who has made the most outstanding progress overall, or to a student who has shown great determination to complete their studies.

5 Assessment Information

5.1 Descriptions for Psychology Modules
Full descriptions and specifications for each module and lecture schedules can be found through a link on the Psychology student information page in Moodle: https://moodle.royalholloway.ac.uk/course/view.php?id=4098. You will also be able to find detailed information about the weekly lectures and background reading for each module and past examination papers or sample exam questions on the Moodle pages.

5.2 Anonymous marking and cover sheets
It is important to remember that when submitting coursework, you must not write your name or student number on any assignment. Moodle will recognise you automatically when you log in and so providing your name/student registration number is not necessary (these numbers all start with 100xxxxx). Save and submit your work by using the below naming conversion using your Candidate number these all start with 21XXXX). By maintaining your anonymity, you can be confident that the marking process is fair and unbiased by any individual factors.

Naming convention for submitting course work via Moodle:
Candidate number / Module Code/ type of assessment
21xxxx / PS5301 / Essay
21xxxx / PS1010 / Lab Report 1

5.3 Submission of written work
Coursework must be submitted electronically to Turnitin through Moodle, which can be accessed at the following web link: https://moodle.royalholloway.ac.uk/

For further information on how to upload and submit your work, refer to the guides on Psychology student information page in Moodle: https://moodle.royalholloway.ac.uk/course/view.php?id=4098

Unless otherwise specified, submitted coursework must be in a standard Word document format (doc or docx) and be less than 5MB in size. Further details and instructions for electronic coursework submission can be found on the Psychology student information page in Moodle. If you are using a program other than Word on your personal computer, it is your responsibility to convert this to a Word format (by opening, formatting, and saving it using a campus computer, or one in the Psychology entrance prior to submission).
Please note that it is your responsibility to check that you have submitted the correct file and that the coursework was successfully uploaded to the correct module (acknowledged by an electronic receipt emailed to you once the file is uploaded). Make sure you read and follow the online submission instructions carefully.

All coursework must be submitted by 10am on the day of the deadline. If you try to submit to the box 1 minute past the deadline it will be closed and you will have to submit to the late box. A penalty will be applied to any work submitted to the late box unless an extension has been granted. You are strongly advised not to leave it until the last minute to upload your coursework onto the system. If you submit more than one copy for your assignment, then the last submission you make will be the one that will be marked. Computer and/or internet problems are not accepted as grounds for late submission and you will be penalised.

5.4 Penalties for over-length work

Penalties for over length work are the same for Undergraduate and Post Graduate Taught students.

Any work (written, oral presentation, film, performance) which exceeds the upper limit set will be penalised as follows

(a) for work which exceeds the upper limit by up to and including 10%, the mark will be reduced by ten percent of the mark initially awarded;

(b) for work which exceeds the upper limit by more than 10% and up to and including 20%, the mark will be reduced by twenty percent of the mark initially awarded;

(c) for work which exceeds the upper limit by more than 20%, the mark will be reduced by thirty percent of the mark initially awarded.

The upper limit may be a word limit in the case of written work or a time limit in the case of assessments such as oral work, presentations or films.

Work which is longer than the stipulated length in the assessment brief will be penalised in line with:

Regulation extracted from:
✓ Section 13, paragraph (5) of the College’s Undergraduate Regulations:
✓ Section 13, paragraph (6) of the College’s Postgraduate Taught Regulations:

A limit will be specified for each assignment. For written assignments, a word limit will be specified. In addition to the text, the word count includes citations in the text, quotations, footnotes, information in tables/figures and legends for tables/figures. Please note that the following are excluded from the word count: candidate number, title, course title, preliminary pages, page numbers, reference list and appendices.

Please log into the Psychology Student information page in Moodle, where you will be able to see examples of how the over length work penalties are applied: https://moodle.royalholloway.ac.uk/course/view.php?id=4098

5.5 Department of Psychology Avoiding Plagiarism Guidance

Avoiding Plagiarism. Different disciplines have different expectations for good scholarly practice in acknowledging another person’s work. In Psychology, this includes 1) citing the author(s) every time you refer to their work or ideas in a written assignment; 2) listing the full reference for each citation at the end of your assignment. Like most Psychology departments, we use APA Style rules for citations and references, summarised in Appendix 2 of this handbook Referencing. Before you submit an assignment, double-check its format against this appendix. It will not only help you avoid plagiarism, but also improve the presentation of your written work.
In addition, the Department requires all students to complete an online tutorial on Avoiding Plagiarism before submitting their first assignment. The tutorial is available on Moodle: http://moodle.rhul.ac.uk/login/index.php. It is compulsory to complete this tutorial. Students who do not comply with this request may have the marking of their assignment delayed.

6 Engagement Requirements

You will be monitored for engagement on all summative pieces of work.

7 Study weeks

Term 1 2 November 2020 – 6 November 2020
Term 2 15 February 2021 – 19 February 2021

8 Communication

8.1 Post

Students should not use the College address for private mail. Administrative staff will alert you via email to any internal mail received by the Department.

8.2 Questionnaires

The methods of feedback from students—outlined below—yield valuable insights and information. There have been numerous occasions on which student views have led to changes in how teaching, learning, and assessment are conducted in the Department. We take your views seriously and would like you to be involved in the process of shaping Departmental policy. Do not forget that you can raise general issues of concern with your Personal Tutor in addition to the ways described below. In some cases where the Department becomes aware of urgent issues, the Director of Undergraduate Programmes, Director of Teaching and Learning or the Head of Department may approach individual students for discussion of such issues.

One of the highest priorities within the Psychology Department is to help you realise your academic potential while at Royal Holloway. For this reason, we monitor the success both of our teaching and your learning. We also monitor the success of our administration, to make sure that we have effective and efficient mechanisms in place to facilitate progress through your degree.

Your opinions and concerns are of crucial importance as part of this monitoring process. We rely on you to let us know where you think improvements could be made. Within the natural constraints of time, money and resources, we make strenuous efforts to accommodate the balance of student views. If you have criticisms to make, we ask only that you be as constructive as possible in the way that you articulate them. For example, it is always especially helpful when raising an issue that you can suggest possible solutions to the problem that you are raising.

There are several ways in which we seek feedback from you on how well we are doing:

- Student Web pages: at the top of the ‘Psychology student information page’ in Moodle there is a Psychology student feedback button where you can provide constructive feedback at any time anonymously to the Director of Undergraduate Degree Courses and the Director of Teaching and Learning.
- Staff-Student Committee: a forum for staff and student representatives to discuss general issues relevant to students.
- Module feedback forms: your opinions of each course you have taken.
- Personal Tutor on-line feedback forms (available towards the end of Term 2 on the Psychology student
information page in Moodle): your views on the Personal Tutor system.

- Teaching and Learning Committee: these meetings are held several times during each term of the academic year and consider all aspects of teaching and learning in the Department. Students are sometimes asked to attend these meetings.
- Annual Curriculum Development Meeting: a meeting where the Department considers broad issues concerning the content and delivery of teaching, to which the student representatives are invited.
- Focus groups: confidential meetings where groups of students air their views and any concerns about the Department.

9 Facilities

9.1 Equipment and resources for projects

Various equipment is available for research projects. For example, the Department can supply equipment such as digital voice recorders, headphones, and laptops. You may also need help with preparing questionnaires, stationery, equipment for empirical work and travel expenses. The Department also has access to some Psychometric tests, which provide a standardised measure of some aspect of mental behaviour and performance. All resources required for your project must be discussed with the project supervisor and must be requested and approved through your Supervisor, see guidance notes in the relevant module handbook for more information about resources available to you.

Replacement calculators for PS1010 (A replacement charge of £5 is payable via the Online store)

10 Careers information

The College’s Careers & Employability Service is based in the Davison Building. The careers service run a number of industry themed weeks and a range of standalone events during the academic year including a careers fair in October. Our events are open to all students. One to one appointments are available all through the year where you can talk over your career ideas or get your CV, cover letter or application checked. You can also book a practice, in person or video interview.

Our website and Careers Moodle has a wide range of help and information including interview skills, writing CVs and applications, assessment centres & psychometric tests.

For more information about all Careers events and appointments visit their website or come along and speak to their friendly and helpful staff.

11 Health and Safety Information

The Health and Safety webpage provides general information about our health and safety policies.

11.1 Code of practice on harassment for students

The College is committed to upholding the dignity of the individual and recognises that harassment can be a source of great stress to an individual. Personal harassment can seriously harm working, learning and social conditions and will be regarded and treated seriously. This could include grounds for disciplinary action, and possibly the termination of registration as a student.

The College’s Code of Practice on personal harassment for students should be read in conjunction with the Student Disciplinary regulations and the Complaints procedure.

11.2 Lone working policy and procedures

The College has a ‘Lone Working Policy and Procedure’ that can be found here.
Lone working is defined as working during either normal working hours at an isolated location within the normal workplace or when working outside of normal hours. The Department and the type of work conducted by students is classified as a low risk activity and as such the following advice is relevant.

- Lone working is permitted, but it is good practice to ensure that a second person is aware of the first person's location and that they have access to means of communication;
- It is recommended that the second person could be a relative/friend who knows where the first person is located and approximate time of return. Relevant details should be exchanged (e.g. campus number and security telephone number);
- Any out of hours or weekend working needs to be reported to College Security Office extension 3063 stating name, location and duration of stay;
- No lone working is to be undertaken in any Laboratory Lab space before all appropriate training is provided by the member of Academic staff responsible for the Lab Space, which will be determined by their specialist knowledge of the equipment contained in the Lab and the risk assessment provided for that specific Lab. The risk assessment in the Lab must be read, understood and the controls in place adhered to. If you have any concerns or do not understand anything on the risk assessment, please contact the supervising member of staff.

Any health and safety concerns should be brought to the attention of the Departmental Health and Safety Coordinator by emailing lse-school@rhul.ac.uk or the College Health and Safety Office.

It is likely that most activities will take place on College premises. However, the principles contained in the above section will apply to students undertaking duties off campus.

11.3 Placements

Throughout your studies you will have the chance of volunteering in organisations relevant to your future career and also within the Department. These opportunities will be emailed and advertised on the Careers and Employability Moodle page. The Department recognises completed work experience in the form of awarding a pass on the Psychology Placement course, which requires the completion of a relevant placement and the completion of a self-reflective log, making sure students are able to present the skills they have gained to employers. The organisation where you are placed will be responsible for managing your health and safety.

11.4 Specialist equipment

Research students may only use test material with the written permission of a member of the academic staff and for a purpose connected with the student's course of work or supervised research. The member of staff who gives permission is responsible for seeing that the tests are used properly and that use of equipment is not undertaken until appropriate training has been completed.

Should equipment develop a fault, switch it off and notify the Helpdesk (Wolfson main reception). No attempt should be made to dismantle or repair faulty equipment.

11.5 Department Health and Safety Document

In addition to the College health and Safety policy, the Department also has its own policy which is set out below:

Department of Psychology

Health & Safety Document

&

ORGANISATION & ARRANGEMENTS FOR EXECUTING COLLEGE POLICY
1 In this document the Department of Psychology details its commitment for the provision of a safe and healthy working environment and conditions for its staff and students. This includes, cleaners, contractors and visitors working within the Department or in connection with Department activities.

2 The Department is committed to ensuring that risk assessments are carried out as required by the Management of Health and Safety at Work Regulations 1999 and other regulations. These risk assessments will be carried out by the staff responsible for the work, set out in writing and signed by the relevant research leader, manager or supervisor. **No work is permitted to start unless** it is covered by a suitable and sufficient assessment of the risks involved in the work. The Departmental Health and Safety Co-ordinator (Natalie Starkey) will be available to assist in the Risk assessment process.

3 The Department will arrange for all work activities to be performed by persons competent to perform those activities. To this end, the Department is committed to ensuring that all members of the Department receive such training as required for them to be able to discharge their tasks and duties in a competent manner. **ALL training must be recorded.**

4 The Department will arrange for all activities to be supervised by competent people. Supervisors and Line managers may delegate training and safety issues to a competent person but must remember that they cannot relinquish their responsibilities.

5 It is a duty for **all** staff and students in the Department to co-operate with the arrangements for health & safety set out in this document.

6 In order to ensure that the Department is complying with all the policies as laid down by the College Health & Safety Office it will undergo a periodic audit. The findings of the audit will be reported back to the College Health & Safety Consultative Group.
12 Equal Opportunities

12.1 Athena Swan

Equality is a core value in our Department, and we work hard to ensure that this is central to all that we do, for both staff and students. The Equality Challenge Unit (ECU) is a national organisation that promotes equality in higher educational institutions. One of their initiatives, the Athena SWAN scheme, recognise successes in developing good practise that promotes equality of opportunity in Higher Education. We are proud that our Department has been the recipient of an Athena SWAN Silver Award in October 2016, making us one of only 14 UK Psychology Departments to hold such an award. The award acknowledges the ways in which our Department promotes equality of opportunity for students. It also recognises the impact of our work on the career development of young researchers through outstanding early career training opportunities, the creation of an inclusive environment in which a high proportion of women progress to senior leadership levels, and the closing of the gender pay gap at the professorial level. We also operate activities that challenge inequalities more widely in academia, beyond Royal Holloway. Further information about Athena SWAN can be found by using the website address below: http://www.ecu.ac.uk/equality-charters/athena-swan/.

Apart from the work that has been done with gender equality through Athena SWAN, the College has also engaged with the ECU around issues related to race equality. Royal Holloway is proud to be awarded a prestigious Race Equality Chartermark - one of only nine higher education institutions across the UK to have received this award.

If you would like to know more about the ways in which the Department supports equality and diversity, or would like to get more involved, please contact Dr Steve Hammett (s.hammett@rhul.ac.uk).
Appendix

13.1 Appendix 2 – Referencing

In Psychology we use the APA style for referencing. This includes both for in text citations and the reference list at the end of your papers. Note that in Psychology we do not include a bibliography (unless explicitly requested as a part of an assignment). Bibliographies are used as a method of referencing all the sources you have read but not that you have necessarily cited within your essay. As with empirical papers, we wish for you to reference only those sources which you have cited from in your paper within your reference list.

Below are some of the key points of APA style referencing both for in text citations and for the reference list. This is not an exhaustive list, but are the types of citations and referencing that you will use most often. For more information you should see the APA Publication Manual, which is available in the library.

An important point to note is that every few years the APA publish a new Publication Manual. The below information follows the most recent version of the APA referencing style rules (as per the APA Publication Manual 6th Edition). Students are expected to follow the 6th Edition guidelines in their work. Please note that the APA referencing guidelines can change over time – if the guidelines are updated during the academic year then either the most up to date rules or those in the 6th Edition outlined below can be used in your work.

In text citations

When you make a point that involves one or more pieces of literature you have read, you give the authors’ surnames and year of publication next to that point in the text. Depending on the flow of your paragraph, you may wish to do this either in brackets or within the text, as in the following examples.

- It has been found that the brain is generally white and sticky (Smith, Perkins, & Davis, 2003).
- Smith, Perkins, and Davis (2003) found that the brain is generally white and sticky.

Note in those examples that the ampersand (&) is only used when the authors' surnames are within the brackets. Also, note the placement of commas between names and before the date. The date is always presented in brackets. The citation is included within the relevant sentence, before the full stop. Round brackets, not square or triangular, are used. The authors' surnames are presented in the same order as in the article’s header.

Depending on the number of authors of the work you are citing, and how many times you are citing it, you may need to include only some of the authors.

**First citation:** The first time you are citing a paper with 1-5 authors, you include all of the authors’ surnames in the citation (as in the previous example), but if there are 6 or more authors you would only put the first surname followed by “et al.”

**Subsequent citations:** When you have only 1 or 2 authors, be sure to cite all authors’ surnames each time you cite the piece of work, followed by the year. When you have 3+ authors, cite the first author’s surname and then put “et al.” or “and colleagues”, followed by the year (as in the examples below).

- ... brains are white and sticky (Smith et al., 2007).
- Smith and colleagues (2007) found that brains ...
- Smith et al. (2007) found that brains ...

(note that when ‘et al’ is not in brackets it has a full stop but not a comma after it).

Citing multiple papers to support a point: If you are citing more than one work at a time (e.g., at the end of the same sentence), the citations to the different works should be placed in alphabetical order and separated by a semicolon. If you are referring to multiple papers by the same author(s), these must be placed in chronological order and separated with a comma. If both the author(s) and the year-of-publication for two or more different works are the same, distinguish the works by letter after the year (a, b, c, etc.) (see example below). Note that you must also include the letter in the reference list at the end.

- ... successful if intrinsically motivated (Lee et al., 2007; Scott, 1998).
- ... type of motivation influences one's study strategies (Davis, 1983; Smith et al., 2006, 2007a, 2007b).
**Citations from secondary sources:** Wherever possible you should try to obtain the original version of any work you wish to refer to in your essay. However, it is not always possible to do so (e.g., the library does not have a hard copy, we don't have access to the online journal, and the author does not have a copy on their website). If you want to reference a piece of research (the primary source) that is itself cited in the text you are reading (the secondary source) then you must refer to both the primary source and the secondary source in your citation (demonstrated below).

- ... if intrinsically motivated (Jones, 1998, cited in Lee et al., 2007).

**Citations for quotes:** In general, you should try to paraphrase quotes (i.e., put into your own words). However, if this is not possible, or the particular way in which the author(s) expressed something is important for the point you want to make, you must always have the reference information, as well as the page number where the quote was found (see below).

- ... "students should focus on understanding material, rather than rote memorisation" (Smith et al., 2008, p. 134).

**Reference List**

The reference list appears at the end of your essay or report. It includes all of the full reference details for the pieces of work that you have cited throughout your paper and is compiled in alphabetical order according to the first author's surname. If there are multiple papers with the same first author, the references are given alphabetically according to the second author's name. If there are multiple papers with exactly the same author/s, then they are presented from the oldest to the most recently published.

References should not include articles, books, etc., that you have read but then decided not to include in your paper. It appears at the end of your assignment, before any appendices. There is only one list – do not have a separate list for journals, books, and websites. It is a block of text, double-spaced like the rest of your essay, and bullet points should not be used. Different kinds of work have different styles for referencing them correctly, as outlined below. In the examples, pay close attention to the use of punctuation marks, as well as where italics and capital letters are used. For example:


Note the following important elements:

- There are commas after surnames, the author’s initial (if an author only has one initial) or blocks of initials (if an author has more than one) except for the last-listed author, after the journal name, and after the journal volume number. There are full stops after each initial, after the date, after the title, and after the reference as a whole.
- There are spaces between initials.
- There are brackets around the date.
- The journal name is in italics.
- Capitals for each key word in the journal name (note that function words like ‘of’, ‘and’ etc. are not capitalised however).
- No capitals for the title, other than for the first word or for any proper nouns, and except for the first word following any colon.
- After the journal name, you will see the volume number, which is italicised. You may sometimes then see the volume number in brackets. This used to be a requirement of APA style referencing, but you no longer need to include the issue number. So whilst you may see the volume number in brackets in older publications, it is not necessary to include it within your referencing.
- A DOI is a Digital Object Identifier, which is a unique code given to all journal articles. Many journals only started assigning DOIs to articles around 2000, so not all journal articles will have a DOI. Older APA standards did not require the DOI to be included, so you will not always see the DOI in the references list of published papers. **If an article has a DOI you should include it in your reference.**

Some of these requirements vary for each element depending on the kind of work you are referencing (e.g., journal article, book, website), so pay close attention to the examples. These small details may seem insignificant and frustrating to get right, but it must be emphasised that these are important skills to perfect as a professional psychologist, and the accuracy of your referencing will be checked by markers.
Note that no matter how many authors wrote a paper, they are all included in the reference list except when there are more than seven authors. In this case, list the first six then “…” then the last author, e.g.:


When citing a work from a secondary source, in your reference list, only reference the secondary source. So from the example above under ‘Citations from secondary sources’, you would provide a reference for Lee et al. (2007) but not Jones (1998).

Refer to the following examples for how to construct each reference correctly.

**Journal Articles**

Note that in the following example we have the volume number (24) and the issue number (1). For some journals no issue number is available, and in these cases you will just have the volume number. An issue number is only needed if each issue begins at page 1. Also, note that the volume, like the journal title, is in italics, while the issue number is not.


**Books**

Note that in the following example we have the edition number. This is only required when there is more than one edition.

Note also that book titles, unlike Journal titles, do not involve capitalising any letters other than for the first word or the first word after a colon.


**Book chapter**


Edited book


**Edited book chapter**


**Reports**


**Unpublished theses/dissertations**


**Conference papers**

Note that if proceedings are published regularly, treat them as a periodical reference.

In press
Note that you will sometimes see articles cited within a paper that are referenced as “in press”. By the time you are reading the paper there is a good chance that the research has actually been published, and the full details will now be available. Always check on “in press” publications to see if it has actually been published.


Unpublished/Submitted
(Note that the article titles are now in italics in such cases).

Electronic sources
In some cases you may need to use information you found on the internet. Generally, websites should only be used when they are from a reliable source (e.g., newspaper, government sites). In this case you would want the author surname(s), date of publication, title of piece (journal or book title if appropriate), date retrieved, and full URL.


Other general points
In some cases (for all references), and especially for electronic sources, it may be difficult to find some of the required information. In these cases you can use the following abbreviations:
Author not given, use “Anonymous”
No date, use “n.d.”
No place (sine loco), use “S.l.”
No publisher (sine nomine), use “s.n.”
Not known, use “n.k.”
13.2 Staff Research Interests

13.2.1 Professors

Anat Bardi BA, PhD (Hebrew University of Jerusalem)
Personal values (what is important in the lives of a person), their change and their effects (e.g., on behaviour, on attention). Cultural values (what is important in a culture) and their effects.

Victoria Bourne BA, DPhil (Sussex)
Understanding and alleviating anxiety about statistics and mathematical ability in psychology students, and exploring the relationships statistics anxiety has with academic performance, prior educational experiences, individual differences and wellbeing.

Marco Cinnirella BSc, PhD (London)
National identity and patriotism; prejudice; identity and self in online environments; human factors in cyber-security; behaviour change.

Polly Dalton BA (Oxford), PhD (London)
Selective attention in vision, hearing and touch. The relationship between voluntary and involuntary control of attention. The role of working memory in successful selective attention.

Dawn Langdon MA (Oxford), MPhil, PhD (London), CPsychol, AFBPS
Psychological aspects of MS, including effects of medication, mood, cognitive dysfunction. Effective communication of benefits and risks of medication. Measurement and models of cognition. Cognition and employment.

Andrew MacLeod MA (Aberdeen), PhD (Cambridge), Dip.Clin.Psychol.

Ryan McKay M ClinPsych, PhD (Macquarie University)
Irrational beliefs and behaviour, e.g., delusions, self-deception, and certain "ritualistic" practices. Another key interest is the relationship between religion and morality.

Amina Memon BSc (Lond) PhD (Nott) CPsychol FBPsS
Eyewitness memory, false memories, child and adult recollections of traumatic events. The impact of cognition, emotion and social context on memory and decision making in legal and forensic settings.

Tamar Pincus MSc (UCL), M.Phil (Cambridge), PhD (UCL)
Cognitive processes in chronic pain patients; information processing biases, such as recall, interpretation and attention bias towards pain and illness-related material, and the relationship between such biases and the development of disability (or chronicity). Measurement quality, and selection of appropriate outcome measures. Clinical trials of psychological interventions for pain, and the study of the relationship between practitioners and patients. The use of technology in health care setting, and especially moving rehabilitation into patients' homes.

Helen Pote BSc (London), MSc (London), DClinPsy-postqual (Canterbury Christchurch)

Narender Ramnani BSc (Birkbeck, London), MSc (IoP), PhD (UCL)
1. Neuroimaging methods for studying the evolution, structure and function of the brain. 2. The neuroscience of cognition, action and decision-making. More specifically: (i) Interactions between areas in the cortico-cerebellar system that support the acquisition of cognitive and motor skills; (ii) the processing of error feedback and reward (iii) the social cognition of action (vi) The evolution of the cortico-cerebellar system.

Kathleen Rastle BA (California), PhD (Sydney)
Language processing, especially visual word recognition, speech production, the perception-production relationship, and bilingual or bialphabetic reading; computational modelling of language processes; language learning and the role of sleep in this process.
Manos Tsakiris BSc (Athens); MSc Philosophy of Mental Disorder (London); MSc Cognitive Neuropsychology (London); PhD (London).
The neurocognitive processes that underpin our sense of self-identity in action and body-perception; self-recognition, body-image, body-awareness and multisensory integration; action awareness and sensorimotor integration. Methods: psychophysics, fMRI, TMS.

Robin Walker BSc (Newcastle), PhD (Durham)
The cognitive neuroscience of eye movement behaviour; functional brain imaging studies of the human midbrain; eye movements in reading dynamic text; reading with a loss of central vision (macular degeneration); development of technological aids for people with low vision.

John Wann BA (Leeds), MPEd (W. Australia), PhD (Cambridge)
Visual-motor control in high level skills and children with disorders: Judging collisions and controlling steering (including fMRI); Co-ordination Disorders in Children; Perceptual skills of the ageing car driver; Movement recovery following stroke. The design of virtual environment systems and tele-operative environments.

Hanna Zagefka MSc, PhD (Kent)
How do people relate to each other, and how is this impacted by intergroup and interpersonal processes? For intergroup processes this includes ethnic identity, acculturation, and intergroup helping. For interpersonal processes, this includes romantic love and family relationships.

Johannes Zanker Diplom (Tübingen), PhD, Higher Doctorate (Tübingen)
Visual perception, eye movements and visual arts. Psychophysics and computational modelling of the human visual system. Comparative aspects of motion vision and navigation in biological and artificial sensory systems. Image deformations perceived in Age-related Macular Degeneration (AMD). Experimental aesthetics – how can we study a subjective experience as individual as the sense of beauty with objective, scientific, and computational methods?

13.2.2 Readers

Lyn Ellett BSc, PhD (Exeter), DClinPsy (London), CPsychol
1. Psychological processes in the development and maintenance of psychotic symptoms, particularly persecutory delusions; 2. Psychological understanding of nonclinical paranoia; 3. Mindfulness interventions for people with psychosis and for distress in the general population.

Michael Evangeli MA (Oxford), MSc (LSHTM), ClinPsyD (Birmingham), CPsychol
1. HIV/STI prevention and behaviour change interventions. 2. Psychological elements to individuals’ engagement with HIV care. 3. Well-being and adjustment in HIV. 4. HIV disclosure.

Rob Hughes BSc (Royal Holloway, London), PhD (Cardiff)
Selective attention, particularly the mechanisms underpinning various forms of auditory distraction and the cognitive control of such distraction. Short-term sequence memory and longer-term sequence learning, particularly the role of ‘peripheral’ perceptual and motor processes in putatively memorial performance.

Jessie Ricketts BSc (Bristol), MSc (Oxford), DPhil (Oxford)
Reading and oral language development in childhood and adolescence, with a focus on the role of vocabulary in reading (word-level reading and reading comprehension), and reciprocally, the role of reading in oral vocabulary acquisition. Developmental disorders of reading, language and communication; in particular, poor comprehenders, dyslexia, specific language impairment and autism spectrum disorders.

13.2.3 Senior Lecturers

Rebecca Brewer BA (Oxford), MSc (Birkbeck, University of London), PhD (King's College, London)
Social and emotional abilities and interoception (sensing the physical state of the body) across typical and clinical groups. The relationship between alexithymia (difficulties identifying one's own emotions) and emotional and interoceptive abilities. Face processing (emotion and identity) in those with Autism Spectrum Disorder and Prosopagnosia.

Gary Brown BA, MSc (Pennsylvania), PhD (UCLA), CPsychol
Identification of mechanisms of worsening and improvement of emotional problems in everyday contexts and in response to psychotherapy. Approaches to assessment and formulation within the cognitive behavioural and emotion
regulation models that complement or can potentially replace clinical diagnosis. Development and application of methods for bridging individual and group level knowledge relevant to the broad range of emotional problems.

Szonya Durant  MSci, PhD (London)
The study of the mechanisms of human visual perception using psychophysical, computational and functional magnetic resonance imaging (fMRI) methods. In particular the dynamics and interaction of different visual modalities.

Elisa Raffaella Ferrè  BSc, MSc, PhD (Pavia)
Multisensory interactions between vestibular inputs from the ear's balance organs and other sensory inputs (somatosensory, visual, and proprioceptive). Role of these vestibular-multisensory interactions in bodily perception and awareness (self-motion, embodiment, ownership, and perspective taking). Methods: artificial vestibular stimulations, psychophysics, EEG.

Nicholas Furl  BA (Illinois), MSc, Ph.D. (Texas)
Social perception and decision making, with an emphasis on hierarchical brain mechanisms, face perception and brain imaging data analysis.

Scott Glover  BSc (Lethbridge), PhD (Alberta)

Steve Hammett  BSc, PhD (Cardiff)
Vision, particularly speed encoding, computational models of vision, driving simulators. The effect of creatine on memory and lower level processes. The functional role of GABA in sensory and cognitive processes.

Jonas Larsson  MSc (Stockholm/Uppsala), PhD (Karolinska Institute)
Mechanisms of early and intermediate vision; human visual cortical organization; models of visual processing; neuroimaging methods (particularly fMRI).

Olga Luzon  BSc (UAM), DClinPsy (RHUL)
My research interests include cognitive processes in psychosis and anxiety disorders. In particular, I am interested in understanding the contributing role of anxiety processes in positive symptoms of psychosis. I am currently looking into the role of responsibility beliefs in psychosis, and specifically in acting or not on command hallucinations. Part of my research investigates these processes on postpartum psychosis, and its impact on the mother/infant relationship. I am also interested in cognitive and behavioural processes involved in obsessive compulsive disorder, and in particular, the role of morality, interoception and imagery, in driving distress and associated compulsions.

Danijela Serbic  BSc (Andrews), MSc (Open), PhD (Royal Holloway, London) CPsychol, SFHEA
Psychological aspects of chronic pain, including: diagnostic uncertainty, guilt, depression, anxiety, acceptance and cognitive biases. Relationship between chronic pain, mental health and psychological, social and academic functioning in young adults.

Jeanne Shinskey  BA (Providence), MSc, PhD (Massachusetts)
Cognitive development in infancy and early childhood, especially the development of symbolic thought: Object representation, learning from symbolic media (e.g., picture books, touchscreen devices), word learning, numerical cognition, body representations, drawing.

Kate Theodore  BSc (RHUL), DClinPsy (RHUL)
Adults with intellectual (learning) disabilities, particularly in the areas of relationships, sexuality and people with learning disabilities who are parents. Service user and carer involvement in clinical psychology services and training.

Dawn Watling  MSc, DPhil (Sussex)
Development of children's understanding of reputation management and self-presentation tactics, and the development of emotion recognition and understanding. Understanding the role that social anxiety, depression, and personality play in strategies used to manage one's reputation, as well as in how we interpret our social environment (including recognising emotions in others).
13.2.4 Lecturers

**Joe Bathelt** BSc (Tübingen), MSc (UCL), PhD (UCL)
Developmental Cognitive Neuroscience, development of children and young people with neurodevelopmental disorders (attention deficit hyperactivity disorder, autism spectrum disorder, sensory impairments), application of machine learning approaches and neuroimaging (EEG, structural MRI, fMRI) to understand heterogeneity in cognitive development. Translation of basic cognitive neuroscience research into clinical and educational practice.

**Thora Bjornsdottir** BA (Cornell), MA, PhD (Toronto)
Person perception, social cognition. How social group memberships (e.g., social class, sexual orientation, culture) affect social perception, with a focus on first impressions from faces. Primarily test how faces reflect people's social group memberships and identities (and how others detect this) and how people's group memberships impact their perceptions of others.

**Alex Fowke** BSc (Southampton), PGCert (Hertfordshire), MSc (Southampton), DClinPsy (Southampton)
Psychological well-being in men, including factors related to stigma and mental health, as well as patterns of help-seeking behaviour in various male communities. Aspects of complex personality difficulties, specifically looking at people with under- and over-controlled personality styles and their associated psychosocial problems. Help-seeking behaviours in this population as well as the relationship between personality difficulties and physical health problems.

**Carl Hodgetts** BSc (Cardiff), PhD (Cardiff)
How does the brain construct representations of events and places? Does memory and imagination rely on a common brain system? How is this system impacted in disorders of ageing, such as Alzheimer's disease? How do we judge the similarity between objects in the world and how does this shape our conceptual knowledge? Methods: Behavioural experimentation, neuropsychology, functional MRI (3T and 7T), diffusion MRI.

**Jessica Kingston** BSc, MSc, PhD (Southampton & DHUFT), DClinPsy (RHUL)
Acceptance and Commitment Therapy and Mindfulness-based approaches to psychological difficulties across the spectrum of experience, from experiences in the non-clinical population (special interest in paranoia, low mood, well-being) to client with enduring mental health difficulties (e.g., recurrent mental health difficulties, psychosis, acquired brain injury, chronic pain). Clinical trials, analogue studies and the use of digital technologies in mental health care.

**Saloni Krishnan** BSc, MSc (London), PhD (London)
Neuroscience of communication development. Focus on 1. determining how brain circuits for speech/language change over childhood and differ in developmental speech and language disorders (such as stuttering, dyslexia, developmental language disorder) 2. investigating how speech/language learning can be improved, 3. exploring factors that explain individual differences in speech/language performance, and 4. pinning down the neural and cognitive changes that occur as a function of learning and training in the auditory-motor domain (such as being a musician).

**Robert Lachlan** BA (Cambridge) PhD (St. Andrews).

**Tatiana Lau** BA (Princeton), MA, PhD (Harvard)
Group processes and intergroup relations, social cognition, how do we come to construe who is and is not a member of our group and how does this cognitive process develop, how does knowledge of group membership information affect our judgements of and behaviors towards other agents.

**Shiri Lev-Ari** MA (Tel-Aviv), MA, PhD (Chicago)
The influence of social network properties (network size, network heterogeneity) on language learning, language processing and language use; The influence of community structure on language evolution and change including understanding how differences in community structure lead to cross-linguistic differences.

**Sam McCormick** MA, MSc (Edinburgh), PhD (Royal Holloway)
Visual word recognition, vocabulary development and reading processes in adults; social-cognitive development in
young children and its influence on children's emerging reading comprehension.

Inês Mendes BA (University of Minho, Braga), PhD (University of Minho, Braga)
Process of change in different therapeutic treatments and with different clinical problems (e.g. development of the change process in Bulimia Nervosa). The role of self-criticism, self-compassion in the development of clinical symptoms in university students. The relationship between mental health literacy and help-seeking behaviours with clinical symptoms in university students. The impact of a Virtual Reality self-compassion experience on promoting wellbeing. The experience of loss and development of complicated grief in the current COVID-19 pandemic.

Jennifer Murphy BSc (City University of London); MSc Social Genetic and Developmental Psychiatry (King’s College London); PhD (King’s College London)
Interoception (the perception of the internal state of one’s body) including its developmental trajectory, measurement and relationship with health and aspects of higher order cognition. Social perception, including the mechanisms underlying facial identity and emotion processing, and face learning ability.

Nura Sidarus BSc (London South Bank University), MSc, PhD (UCL)
Neurocognitive and computational processes underlying voluntary action, metacognition, sense of agency, and learning. Assessing the relation between these (meta)cognitive processes and mental illness, e.g. depression, using a transdiagnostic and computational psychiatry approach. Methods: behavioural studies, computational models, neuroimaging (EEG, fMRI).

Jakke Tamminen BSc (Bangor), MSc, PhD (York)
Impact of sleep on cognition; neural and cognitive bases of memory consolidation during sleep and wake; learning and memory; language learning; word learning; word recognition; impact of music on memory.

Jane Vosper BSc (Durh) MSc (UCL) PhD (Bristol), DClin Psy (RHUL), CPsychol

13.2.5 Teaching Fellows

Deirdre Birtles BSc (Waikato, NZ), MSc, PhD (London)

Hannah Broadbent BSc (Surrey), MSc, PhD (London)
The development of neurocognitive abilities including visuospatial skills, executive functioning, and multisensory integration and their role in children's learning The different constraints on these cognitive abilities across typical development as well as in individuals with disorders of known and unknown genetic origin including ADHD, ASD, Williams syndrome and Down syndrome.

Sam Fairlamb BSc, PhD (Royal Holloway, London)
The psychological function of the symbolic self in the protection against deep-rooted anxieties that concern the inevitable demise of the physical self. How this need for symbolic systems of self-worth and immortality may be used to explain a diverse array of human phenomena including prejudice and conflict.

Luke Kendrick, BSc, MSc (Bangor), PhD (Reading)
Interested in cognitive psychology, neuropsychology, and neuropsychological assessment. Specifically, using experimental psychology to explore how both neurotypical adults and individuals with acquired brain injury perform on cognitive tasks (that tap into learning, memory, executive functioning abilities) under different conditions.

Nuno Nodin MSc (Lisbon), PhD (Lisbon)
Human sexuality and relationships; Lesbian, gay, bisexual, trans and other sexual minorities’ (LGBT+) wellbeing; LGBT+ inclusivity in higher education; psychosocial implications of digital communication technologies, with a focus on online dating and sexual networking.
13.2.6 Emeritus Professors

Bernice Andrews BA, PhD (Lond), CPsychol, FBPsS
Psychosocial and cognitive-affective factors in Depression, eating disorders, PTSD, Trauma and memory.

Michael W. Eysenck BA, PhD (Lond), CPsychol, AFBPsS
Cognitive factors in anxiety, including clinical anxiety and implications for therapy. Memory functioning and attentional mechanisms. Personality and mood. Modular approaches to trait anxiety.

Elaine Funnell PhD (Reading), CPsychol, AFBPsS

Catherine M Loewenthal BSc, PhD (Lond), CPsychol, AFBPsS
Religion, culture and mental health; gender; psychology of religion; culture-sensitive health service provision.

Elizabeth R Valentine BA, PhD (Lond), CPsychol, FBPsS
History and philosophy of psychology. Memory and attentional skills. Music practice and performance.

13.2.7 Emeritus Reader

John Wilding MA (Oxon), PhD (Lond), CPsychol
Attention in children, including genetic and other disorders, use of computers to measure attentional ability; student learning.
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