



DEPARTMENT OF PSYCHOLOGY

**TAUGHT  
STUDENT HANDBOOK**

Undergraduate and Postgraduate Taught



2024/2025

Telephone +44 (0)1784 276884

Department of Psychology  
School of Life Sciences and the Environment  
Royal Holloway University of London  
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#### Disclaimer

This document was published in September 2024 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 University. 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.**

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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 University') 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 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 [Psychology Department web pages](#). 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 Helpdesk	<a href="mailto:lse-school@rhul.ac.uk">lse-school@rhul.ac.uk</a>	01784 27 6884
IT Services IT Services Manager	<a href="#">Can Keles</a>	01784 44 3700

### 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 module, 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 several 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 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 Literature Review: Independent Critical Analysis (LiRICA), an optional Year 3 module.

**Module Coordinators** are responsible for the organisation, content, delivery and assessment of the module(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 the School Helpdesk 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 the School Helpdesk for further help.

## 1.5.2 Who do I approach with a problem?

Type of query	Who can help
<ul style="list-style-type: none"> <li>✓ General enquiries.</li> <li>✓ Deferral/Interruption of study forms.</li> <li>✓ Module and course registration queries.</li> <li>✓ Programme timetable.</li> <li>✓ Information on submission of coursework.</li> <li>✓ Information regarding extensions for assignments/research project.</li> <li>✓ Exam/assignment timetables/deadlines and results.</li> <li>✓ First port of call for students wishing to appeal a decision.</li> <li>✓ Re-sit registration/Information.</li> <li>✓ Pastoral support and guidance.</li> </ul>	<p>School Helpdesk  <a href="mailto:lse-school@rhul.ac.uk">lse-school@rhul.ac.uk</a></p>
<ul style="list-style-type: none"> <li>✓ Pastoral support and guidance.</li> <li>✓ Academic support and guidance.</li> <li>✓ Job/Personal references.</li> </ul>	<p>Personal Tutor</p>
<ul style="list-style-type: none"> <li>✓ Specific course information.</li> </ul>	<p>Module Lecturers/Coordinators</p>
<ul style="list-style-type: none"> <li>✓ Extenuating circumstances.</li> <li>✓ Disclosure and Barring Service (DBS) checks.</li> <li>✓ Visa queries/General visa letters – 5 working days, on receipt of email request.</li> <li>✓ Fees.</li> <li>✓ Final Result transcripts.</li> <li>✓ Re-sit information/Confirmation.</li> <li>✓ Confirmation of attendance letters – 5 working days, on receipt of email request.</li> <li>✓ Proof Status/Award.</li> <li>✓ Student Cards.</li> <li>✓ Interim Transcripts.</li> <li>✓ Accommodation.</li> </ul>	<p>Student Services Centre            Online: <a href="mailto:askroyalholloway@royalholloway.ac.uk">Ask Royal Holloway</a>  <a href="mailto:studentservices@royalholloway.ac.uk">studentservices@royalholloway.ac.uk</a></p>
<ul style="list-style-type: none"> <li>✓ Email accounts, SPSS installation and licence.</li> </ul>	<p>IT Service Desk  <a href="mailto:itservicedesk@rhul.ac.uk">itservicedesk@rhul.ac.uk</a></p>
<ul style="list-style-type: none"> <li>✓ Change of address.</li> </ul>	<p>Campus Connect</p>
<ul style="list-style-type: none"> <li>✓ Help line for Electronic Learning Package – called Moodle (once successfully registered on the system). Please make sure that you look at the course <b>MOODLE</b> pages regularly.</li> </ul>	<p>Moodle Support  <a href="mailto:e-learning@rhul.ac.uk">e-learning@rhul.ac.uk</a></p>
<ul style="list-style-type: none"> <li>✓ Accessing electronic journals and other material necessary to follow individual course units and to complete course work.</li> </ul>	<p>Library  <a href="mailto:library@rhul.ac.uk">library@rhul.ac.uk</a></p>

<ul style="list-style-type: none"> <li>✓ Emergencies</li> <li>✓ Disability/SpLD</li> <li>✓ Counselling Services</li> <li>✓ Health Centre</li> <li>✓ Student Wellbeing</li> <li>✓ Childcare</li> <li>✓ Financial Support</li> <li>✓ International Support</li> <li>✓ Peer guidance</li> <li>✓ Faith support</li> <li>✓ Hall Life</li> <li>✓ Private accommodation.</li> </ul>	<p>Student Advisory &amp; Wellbeing Services</p> <p><a href="#">Student Advisory &amp; Wellbeing Services</a></p>
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## 1.6 Important Websites

- Department Website  
<https://www.rhul.ac.uk/psychology/home.aspx>
- Psychology Student information page  
<https://moodle.royalholloway.ac.uk/course/view.php?id=4098>
- The [University's Core Student Handbook](#) has further information about the following: -
  - Support and Advice
  - Communication
  - Teaching
  - Attending Classes and Engaging with your Studies
  - Degree Structure
  - Facilities
  - Assessment Information
  - Careers information
  - Complaints and academic appeals procedure
  - Equal opportunities statement and University codes of practice
- IT 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. 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.

- Email: [LSE-School@rhul.ac.uk](mailto:LSE-School@rhul.ac.uk)  
The inbox is monitored from Monday to Friday from 9:00am to 5:00pm and they aim to respond to all queries within one working day.
- MS Teams appointment with a member of the admin team: [click here](#)
- Tel: 01784 27 6884

Alternatively, you can visit us in-person at the Helpdesk in the Wolfson main entrance on the left-hand side. We are available to speak to in-person from Monday to Friday from 10:00am to 4:00pm during term time.

### 2.2 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 Student Support & Personal Tutoring page in Moodle (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 University Counselling Service. While following University 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.

### 2.2.1 Personal Tutoring Lead

The Personal Tutoring lead will oversee the day to day running of the personal tutoring system and engagement monitoring, and should be the first point of contact for any queries regarding student support issues. Your Personal Tutoring lead is:

**Name:** Dr Juliet Holdstock

**Phone:** 01784 911612

**Email:** [Juliet.Holdstock@rhul.ac.uk](mailto:Juliet.Holdstock@rhul.ac.uk)

**Room:** JB010

### 2.2.2 Senior Tutor

The Senior Tutor will have oversight of all student support matters, work with the PT lead on engagement monitoring and warnings, oversee complex student cases, interruptions and withdrawals and EDI initiatives. Your Senior Tutor is:

**Name:** Dr Sam Fairlamb

**Phone:** 01784 27 6023

**Email:** [Samuel.Fairlamb@rhul.ac.uk](mailto:Samuel.Fairlamb@rhul.ac.uk)

**Room:** W113

## 2.3 Disability & Neurodiversity Team (D&N)

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

The University Disability & Neurodiversity Team 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@royalholloway.ac.uk](mailto:disability@royalholloway.ac.uk)

[Find out more about Disability & Neurodiversity Team](#)

Your first point of contact for advice and guidance is your Equalities, Diversity & Inclusion Network Member in your department:

Name: Dr Nura Sidarus

Email: [Nura.Sidarus@rhul.ac.uk](mailto:Nura.Sidarus@rhul.ac.uk)

## 2.4 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 must **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 University ([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.

### 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 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 University 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!

**Prof Danijela Serbic**  
Director of UG Programmes

##### 3.1.2 Welcome to our returning students

Welcome back to those of you returning for the next stage of your degree course. This year our expectations of you will be greater, and the material you learn will be more advanced, but you are successfully progressing through your 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, analysing 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. 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!

**Prof Danijela Serbic**  
**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 (1<sup>st</sup> Floor) and so on.

Prof Danijela Serbic

**Director of Undergraduate Courses**

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### 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 UG Joint Courses Liaison for all of the above.

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If you are studying the Joint Course, please refer to the [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 [Academic Taught Regulations](#).

For further information on your degree structure, please refer to the [Academic Taught Regulations](#) which can be accessed on the University 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 Psychological Science Research 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.

<u>Year 1 Modules</u> <u>(All mandatory)</u>				
Module	Module Title	Terms	Credit Value	Module Coordinator
PS1010	Understanding Psychological Research	1 & 2	30 credits	Prof Victoria Bourne
PS1030	Understanding Individuals and Groups	1	15 credits	Dr Sam Fairlamb
PS1040	Understanding Development across the Lifespan	2	15 credits	Dr Sam McCormick
PS1070	How to be a Psychologist	1	15 credits	Dr Sam McCormick
PS1080	Understanding Perception and Cognition	2	15 credits	Dr Rob Hughes
PS1090	Understanding Neuroscience	1	15 credits	Dr Isabella Vainieri
PS1110	Understanding Mental Health and Wellbeing	2	15 credits	Dr Dee Birtles

**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. A failure in the re-sit may result in automatic termination from the degree course.

To help you make good progress in your studies at RHUL, we have a simple on-line module SS1001 in 'Academic Integrity' which will guide you through preparing your assignments using the best academic standards. You will need to successfully complete this short module in your first year, and you can have as many attempts as you like before the deadline to pass it.



### 3.5.2 Second Year

\*Note to current 1<sup>st</sup> years: The information provided here is for current 2<sup>nd</sup> 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.

<b>Module</b>	<b>Module Title</b>	<b>Terms</b>	<b>Credit Value</b>	<b>Module Coordinator</b>
PS2010	Psychological Research Methods and Analysis	1&2	30 credits	Dr Luke Kendrick
PS2021	Cognitive Psychology	1	15 credits	Dr Jakke Tamminen
PS2030	Social Psychology	2	15 credits	Prof Marco Cinnirella
PS2040	Developmental Psychology	1	15 credits	Dr Juliet Holdstock
PS2050	Personality & Individual Differences	1	15 credits	Dr Beatrice Hayes
PS2061	Brain & Behaviour	2	15 credits	Dr Carl Hodgetts

#### Year 2 Course Electives (Choose 1 module)

PS2110	How Can Psychology Change the World: Applied and Developmental Perspectives	2	15 credits	Dr Hirotaka Imada
PS2120	How Can Psychology Change the World: Clinical and Neuroscience Perspectives	2	15 credits	Dr Joe Barnby

**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. A failure in the re-sit may result in automatic termination from the degree programme.

### 3.5.3 Third year BSc Single Honours

\*Note to current 1<sup>st</sup> and 2<sup>nd</sup> years: The information provided here is for current 3<sup>rd</sup> 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 Tutor.

**Preliminary registration:** In the second term of their second year, students will be invited to pre-register for the optional (non-mandatory) modules they intend to take the following academic year. Registration for mandatory modules is automatic. Pre-registration for optional modules is completed conveniently by MS Forms and full instructions are provided. You will have the option of changing modules up to the end of the first week after the start of teaching. It is your responsibility to check that your registrations are correct as they constitute the basis for examination entries. You can check this on Camus Connect, under the 'Degree Structure' section.

<u>Year 3 BSc Single Honours Psychology</u> (Mandatory module)				
Module	Module Title	Terms	Credit Value	Module Coordinator
PS3201	Research Project	1 & 2	45 credits	Prof Danijela Serbic

Options vary for different single honours degree streams, as shown below.

### 3.5.4 BSc Psychology (C800)

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)

Module	Module Title	Terms	Credit Value	Module Coordinator
PC3001	User-Centred Design	1	15 credits	Prof Szonya Durant
PS3022	Communication in the Social World	1	15 credits	Dr Shiri Lev-Ari
PS3031	Methods in Cognitive Neuroscience	1	15 credits	Dr Jonas Larsson
PS3041	Adv. Developmental Psychology	1	15 credits	Dr Jeanne Shinsky
PS3050	Health Psychology and Wellbeing	2	15 credits	Dr Izzat Morshidi
PS3061	The Ageing Brain	2	15 credits	Dr Steve Hammett
PS3090	Social Psychology in the Real World	2	15 credits	Prof Marco Cinnirella
PS3110	Adult Psychopathology	1	15 credits	Dr Nuno Nodin
PS3121	Developmental Disorders	2	15 credits	Dr Kaili Rimfield
PS3141	Clinical and Cognitive Neuroscience	1	15 credits	Prof Narender Ramnani
PS3151	Occupational & Organisational Psychology	1	15 credits	Dr Michal Chmiel
PS3181	Criminal and Forensic Psychology	2	15 credits	Prof Amina Memon
PS3190	Educational Psychology	2	15 credits	Prof Jessie Ricketts
PS3191	Social and Affective Neuroscience	2	15 credits	Dr Nicholas Furl
PS3192	Real World Data Science: AI & Machine Learning in Psychology & Beyond	2	15 credits	Dr Steve Hammett
PS3193	Advanced Statistics	1	15 credits	Dr Rob Lachlan
PS3195	Psychology of Equality, Diversity & Inclusion	2	15 credits	Dr James Ravenhill
PS3230	Psychology of Brain Injury	1	15 credits	Dr Scott Glover
PS3240	Psychology of Love, Death and Meaning	1	15 credits	Dr Sam Fairlamb
PS3210	Literature Review: Independent Critical Analysis (LiRICA)	1 or 2	15 credits	Dr Rob Mok

### 3.5.4.1 BSc Applied Psychology (C804)

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

Module	Module Title	Terms	Credit Value	Module Coordinator
PC3001	User-Centred Design	1	15 credits	Prof Szonya Durant
PS3110	Adult Psychopathology	1	15 credits	Dr Nuno Nodin
PS3050	Health Psychology and Wellbeing	2	15 credits	Dr Izzat Morshidi
PS3090	Social Psychology in the Real World	2	15 credits	Prof Marco Cinnirella
PS3151	Occupational & Organisational Psychology	1	15 credits	Dr Michal Chmiel
PS3181	Criminal and Forensic Psychology	2	15 credits	Prof Amina Memon
PS3190	Educational Psychology	2	15 credits	Prof Jessie Ricketts
PS3192	Real World Data Science: AI & Machine Learning in Psychology & Beyond	2	15 credits	Dr Steve Hammett
PS3193	Advanced Statistics	1	15 credits	Dr Rob Lachlan
PS3195	Psychology of Equality, Diversity & Inclusion	2	15 credits	Dr James Ravenhill
PS3230	Psychology of Brain Injury	1	15 credits	Dr Scott Glover
PS3240	Psychology of Love, Death and Meaning	1	15 credits	Dr Sam Fairlamb
PS3210	Literature Review: Independent Critical Analysis (LiRICA)	1 or 2	15 credits	Dr Rob Mok

### 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:

Module	Module Title	Terms	Credit Value	Module Coordinator
PS3022	Communication in the Social World	1	15 credits	Dr Shiri Lev-Ari
PS3041	Adv. Developmental Psychology	1	15 credits	Dr Jeanne Shinskey
PS3050	Health Psychology and Wellbeing	2	15 credits	Dr Izzat Morshidi
PS3061	The Ageing Brain	2	15 credits	Dr Steve Hammett
PS3121	Developmental Disorders	2	15 credits	Dr Kaili Rimfield
PS3141	Clinical and Cognitive Neuroscience	1	15 credits	Prof Narender Ramnani
PS3181	Criminal and Forensic Psychology	2	15 credits	Prof Amina Memon
PS3190	Educational Psychology	2	15 credits	Prof Jessie Ricketta

PS3192	Real World Data Science: AI & Machine Learning in Psychology & Beyond	2	15 credits	Dr Steve Hammett
PS3193	Advanced Statistics	1	15 credits	Dr Rob Lachlan
PS3195	Psychology of Equality, Diversity & Inclusion	2	15 credits	Dr James Ravenhill
PS3210	Literature Review: Independent Critical Analysis (LiRICA)	1 or 2	15 credits	Dr Rob Mok

### 3.5.4.3 BSc Psychology, Clinical Psychology and Mental Health (C8o6)

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

Module	Module Title	Terms	Credit Value	Module Coordinator
PS3050	Health Psychology and Wellbeing	2	15 credits	Dr Izzat Morshidi
PS3061	The Ageing Brain	2	15 credits	Dr Steve Hammett
PS3110	Adult Psychopathology	1	15 credits	Dr Nuno Nodin
PS3121	Developmental Disorders	2	15 credits	Dr Kaili Rimfield
PS3141	Clinical and Cognitive Neuroscience	1	15 credits	Prof Narender Ramnani
PS3181	Criminal and Forensic Psychology	2	15 credits	Prof Amina Memon
PS3190	Educational Psychology	2	15 credits	Prof Jessie Ricketts
PS3192	Real World Data Science: AI & Machine Learning in Psychology & Beyond	2	15 credits	Dr Steve Hammett
PS3193	Advanced Statistics	1	15 credits	Dr Rob Lachlan
PS3195	Psychology of Equality, Diversity & Inclusion	2	15 credits	Dr James Ravenhill
PS3230	Psychology of Brain Injury	1	15 credits	Dr Scott Glover
PS3240	Psychology of Love, Death and Meaning	1	15 credits	Dr Sam Fairlamb
PS3210	Literature Review: Independent Critical Analysis (LiRICA)	1 or 2	15 credits	Dr Rob Mok

### 3.5.4.4 BSc Psychology, Clinical and Cognitive Neuroscience (C8o7)

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

Module	Module Title	Terms	Credit Value	Module Coordinator
PC3001	User-Centred Design	1	15 credits	Prof Szonya Durant
PS3022	Communication in the Social World	1	15 credits	Dr Shiri Lev-Ari
PS3121	Developmental Disorders	2	15 credits	Dr Kaili Rimfield
PS3031	Methods in Cognitive Neuroscience	1	15 credits	Dr Jonas Larsson

PS3061	The Ageing Brain	2	15 credits	Dr Steve Hammett
PS3110	Adult Psychopathology	1	15 credits	Dr Nuno Nodin
PS3141	Clinical and Cognitive Neuroscience	1	15 credits	Prof Narender Ramnani
PS3191	Social and Affective Neuroscience	2	15 credits	Dr Nicholas Furl
PS3192	Real World Data Science: AI & Machine Learning in Psychology & Beyond	2	15 credits	Dr Steve Hammett
PS3193	Advanced Statistics	1	15 credits	Dr Rob Lachlan
PS3195	Psychology of Equality, Diversity & Inclusion	2	15 credits	Dr James Ravenhill
PS3230	Psychology of Brain Injury	1	15 credits	Dr Scott Glover
PS3210	Literature Review: Independent Critical Analysis (LiRICA)	1 or 2	15 credits	Dr Rob Mok

### 3.5.5 Year 3 MSci Psychology

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 Tutor.

#### MSci Mandatory Modules

Module	Module Title	Terms	Credit Value	Module Coordinator
PS3193	Advanced Statistics	1	15 credits	Dr Rob Lachlan
PS3194	Psychological Science Research Project	2	15 credits	Dr Juliet Holdstock

Students can select up to six elective modules (90 credits) from the following options:

Module	Module Title	Terms	Credit Value	Module Coordinator
PC3001	User-Centred Design	1	15 credits	Prof Szonya Durant
PS3022	Communication in the Social World	1	15 credits	Dr Shiri Lev-Ari
PS3031	Methods in Cognitive Neuroscience	1	15 credits	Dr Jonas Larsson
PS3041	Adv. Developmental Psychology	1	15 credits	Dr Jeanne Shinsky
PS3090	Social Psychology in the Real World	1	15 credits	Prof Marco Cinnirella
PS3110	Adult Psychopathology	1	15 credits	Dr Nuno Nodin
PS3230	Psychology of Brain Injury	1	15 credits	Dr Scott Glover

PS3240	Psychology of Love, Death and Meaning	1	15 credits	Dr Sam Fairlamb
PS3141	Clinical and Cognitive Neuroscience	1	15 credits	Prof Narender Ramnani
PS3151	Occupational & Organisational Psychology	1	15 credits	Dr Michal Chmiel
PS3121	Developmental Disorders	2	15 credits	Dr Kaili Rimfield
PS3050	Health Psychology and Wellbeing	2	15 credits	Dr Danijela Serbic
PS3061	The Ageing Brain	2	15 credits	Dr Steve Hammett
PS3181	Criminal and Forensic Psychology	2	15 credits	Prof Amina Memon
PS3190	Educational Psychology	2	15 credits	Prof Jessie Ricketts
PS3191	Social and Affective Neuroscience	2	15 credits	Dr Nicholas Furl
PS3192	Real World Data Science: AI & Machine Learning in Psychology & Beyond	2	15 credits	Dr Steve Hammett
PS3195	Psychology of Equality, Diversity & Inclusion	2	15 credits	Dr Beatrice Hayes
PS3210	Literature Review: Independent Critical Analysis (LiRICA)	1 or 2	15 credits	Dr Dee Birtles

### 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.

Module	Module Title	Terms	Credit Value	Module Coordinator
PS4210	MSci Research Dissertation (mandatory)	1+2	60 credits	Dr Vanita Chamdal
<b>Electives: Students must choose 4 of the following MSc level modules:</b>				
PS4201	Psychology in Applied Settings	2	15 credits	Prof Anat Bardi
PS4207	Neuroscience of emotion and decision making	1	15 credits	Dr Nura Sidarus
PS4306	Clinical Assessment and Treatment Approaches	1	15 credits	Dr Rebecca Brewer
PS4208	Neuroscience in the Real World	2	15 credits	Dr Gabriele Bellucci
PS4301	Psychological Science in the Real World	1	15 credits	Prof Ryan McKay
PS4303	Forensic Investigations: Cognitive and Social Approaches	2	15 credits	Dr Matthew Talbot

### 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 considered 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 most 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

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

*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.

### 3.6.2 Undergraduate Research Report Marking Criteria (PS1010, PS2010, PS3201, PS3194, PS4200)

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

*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)

Degree Class (Marking Scale)	Final year project (PS3201) Criteria for assessment of practical contribution and productivity (contributes 10% to overall project mark)
Mark Range	Criteria
<b>1<sup>st</sup></b> (72,75,78,82,85, 88,92,95,98)	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.
<b>2 (i)</b> (62, 65, 68)	Good performance, notable for steady commitment, sound technical performance and some evidence of initiative, organisation, preparative work
<b>2 (ii)</b> (52, 55, 58)	Performance generally satisfactory but with some deficiencies in technical performance and/or limited levels of commitment and application to the project.
<b>3<sup>rd</sup></b> (42, 45, 48)	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.
<b>Fail</b> (0, 2, 5, 8, 12, 15, 18, 22, 25, 28, 32, 35, 38)	Very poor technical performance amounting to unreliable performance of routine tasks. Very low levels of commitment and application and unacceptably low attendance.

### 3.6.4 Psychology Exam Marking Criteria (online and in-person)

Degree Class (Marking scale)	Exam marking criteria
<p><b>1<sup>st</sup></b> (72, 75, 78, 82, 85, 88, 92, 95, 98)</p>	<p>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.</p> <p><i>Referencing: The main citations will include the correct names and dates. Some of the additional citations may have small errors or omissions.</i></p> <p><i>Writing: Structure will be clear, writing style mainly fluent, and only minor errors in writing (e.g. typos, grammatical errors).</i></p>
<p><b>2.1</b> (62, 65, 68)</p>	<p>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.</p> <p><i>Referencing: The main citations will mainly include the correct names and dates. Some of the additional citations may have errors or omissions.</i></p> <p><i>Writing: Overall structure will be clear, writing style fluent in most of the answer, some minor errors in writing (e.g. typos, incomplete sentences).</i></p>
<p><b>2.2</b> (52, 55, 58)</p>	<p>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.</p> <p><i>Referencing: The main citations will be referenced, although with some errors or omissions. Additional citations are given, but with errors or omissions.</i></p> <p><i>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).</i></p>
<p><b>3<sup>rd</sup></b> (42, 45, 48)</p>	<p>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.</p> <p><i>Referencing: An attempt to include the main citations, although with some errors or omissions. Some additional citations are given, but with errors.</i></p> <p><i>Writing: Overall structure is not clear, and writing style lacks fluidity, possibly relying on notes. Errors in writing (e.g. typos, incorrect word use).</i></p>
<p><b>Fail</b> (0, 2, 5, 8, 12, 15, 18, 22, 25, 28, 32, 35, 38)</p>	<p>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.</p> <p><i>Referencing: A small number of references are included, and these may contain errors or missing information (e.g. first author name only).</i></p> <p><i>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).</i></p>

### 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 the [Academic Taught 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 2<sup>nd</sup> 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. 'The scheme empowers and equips the students with the skills and confidence to secure their own two - four-week work placement over the summer, a chance to experience a day-to-day professional environment and explore your career options.'

The Psychology department also recognizes placements you have found yourself either advertised through the department or other means. By completing a 35-hour 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 the winner is determined by the Department on the strength of the winner's academic record, but some awards are by application. Most prizes are decided 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 Literature Review: Independent Critical Analysis.

### **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, in the final year of study, has shown great determination and overcome exceptional adversity to complete their studies.

### **Research Progress and Achievement Award (Departmental)**

This award has been developed to recognise outstanding improvement and achievement in the first two years of undergraduate studies and to support future employability. It is open to all Year Two students, and it will be awarded to the student who shows the greatest improvement in marks from PS1010: Understanding Psychological Research to PS2010: Psychological Research Methods and Analysis.

### **Excellence in Research MSci Prize (Departmental)**

This award has been developed to recognise outstanding achievement in the research components of the MSci degree programme and to support future employability. It is open to all MSci Year Three students, and it will be awarded to the student who gains the highest mark across the two compulsory research modules (PS3193: Advanced Statistics and PS3194: Micro Project).

### **Achievement and Aspiration Award (Departmental, by application)**

This award recognises strong academic performance from a student during the second year of their degree, who is from one (or more) of the following categories: ethnicity (Black, Asian or mixed), disabled, educationally disadvantaged. We have chosen to make this award at the end of Year Two to allow the student to include the award in their CV, on cover letters and in interviews to enhance their applications during their final year of study for employment/postgraduate studies.

You can nominate yourself for this award, or if you feel one of your peers would be a good candidate for this award, you can also nominate others. The eligible nominee with the highest mark across Year Two modules will be given this award. Information on the application process will be communicated to students in Term 3.

### **Community and Contribution Prize (Departmental, by application)**

This award has been developed to recognise the work and commitment that our students show beyond their academic studies. This award will recognise unpaid work conducted by a student that goes beyond their academic work to benefit others over the previous 12 months. The award is open to students in their second, third or fourth year of undergraduate study.

You can nominate yourself for this award, or if you know someone who deserves having their contribution to the local community recognised, please encourage them to apply. Your application must include a summary of the work that you have done to contribute to the community (max. 2000 characters) and the names and email addresses of two people who are willing to support your application (at least one must be a member of staff at Royal Holloway). All applications will be reviewed by staff from the Department of Psychology. Information on the application process will be communicated to students in Term 3.

### **Martin Holloway Prizes (Faculty)**

Awarded annually to a final single honours student in the Faculty of Science, to the best and most efficient student with regard to academic and intellectual distinction. The prize is a £100 Amazon voucher.

### **Harrison Prizes (Faculty)**

Awarded annually to a final joint honours student in the Faculty of Science, to the best and most efficient student with regard to academic and intellectual distinction. The prize is a £100 Amazon voucher

### **Murgoci Prize (Faculty)**

Awarded annually to the best student in the faculty at the end of his/her first year. The prize is a £100 Amazon voucher.

### **Lilian Heather Prize (Faculty)**

Three prizes are awarded annually. One in a Biological Science and two in the Physical and Mathematical Sciences for "students whose work in the first year of attendance at BSc classes (BA Geography is also considered) is excellent". The prize is a £50 Amazon Voucher.

For this purpose, it has been agreed in the past that the following delineations would be appropriate:

- Biological Sciences: Biological Sciences, Psychology
- Physical Sciences: Geography, Earth Sciences, Electronic Engineering
- Mathematical Sciences: Computer Science, Mathematics, Physics

#### **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 Department Assessment Board 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 Department Assessment Board 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 Psychoneuropharmacology. 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 Course will advance your knowledge and deepen your understanding of a wide range of issues that are part of the varied discipline of Psychology. Our courses offer 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 courses 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, learning and support.

If you have any questions, not answered in this handbook, you can talk to us or any one of your tutors, lecturers, module 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.

**Dr Nuno Nodin**  
Director of PGT Degree Courses

### 4.2 Postgraduate Taught Academic Team

Most academic staff are located in the Wolfson building. Rooms with the prefix 1 are located on Level 1 (Ground Floor), prefix 2 on Level 2 (1<sup>st</sup> Floor) and so on. Please avoid visiting members of staff without making a prior appointment unless you are dropping in during their advertised 'Drop in Sessions'

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### 4.3 PGT Degree Regulations

The **Academic Taught Regulations** set out the various standards that shape the regulatory framework of your Postgraduate Taught degree with the University. 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). It is your responsibility to check that your registration is correct. To do this you'll need to log into **Campus Connect** and click on the 'My Studies' tab and go to the 'My Study Information' section, then click on the 'Active Registrations' section. 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 Neuroscience Degree Course Structure

##### 4.5.1.1 Mandatory Modules

Students must take:

Module	Module Title	Terms	Credit Value	Module Coordinator
PS5207	Neuroscience of Emotion and Decision Making	1	15 Credits	Dr Nura Sidarus
PS5208	Neuroscience in the Real World	2	15 Credits	Dr Carl J Hodgetts
PS5209	Applied Neuroscience Project	1-3	60 Credits	Prof Szonya Durant
PS5210	Applied Neuroscience Methods	1	45 Credits	Dr Kyle Jasmin & Dr Matteo Lisi
PS5302	Statistics for Research	1 & 2	30 Credits	Dr Beatrice Hayes

Students must also attend a few extra sessions of Masters Toolkit, see in the list of 'My Courses' on Moodle.

### 4.5.1.2 Elective Modules

Applied Neuroscience students must also select **one** module from the following options:

Module	Module Title	Terms	Credit Value	Module Coordinator
PS5201	Psychology in Applied Settings	2	15 Credits	Prof Anat Bardi
PS5206	Adjustment and Wellbeing	2	15 Credits	Dr James Ravenhill
PS5301	Psychological Science in the Real World	1	15 Credits	Dr Anna Katharina Matke Bauer
PS5303	Forensic Investigations: Cognitive and Social Approaches	2	15 Credits	Dr Matthew Talbot
PS5306	Clinical Assessment and Treatment Approaches	1	15 Credits	Dr Rebecca Brewer

### 4.5.2 Clinical Psychology MSc Degree Course Structure

#### 4.5.2.1 Mandatory Modules

Students must take:

Module	Module Title	Terms	Credit Value	Module Coordinator
PS5204	Advanced and Applied Research Techniques	1	15 Credits	Dr Ashley Symons
PS5306	Clinical Assessment and Treatment Approaches	1	15 Credits	Dr Rebecca Brewer
PS5307	Professional Clinical Practice and Skills	2	15 Credits	Dr Vanita Chamdal
PS5206	Adjustment and Wellbeing	2	15 Credits	Dr James Ravenhill
PS5302	Statistics for Research	1 & 2	30 credits	Dr Beatrice Hayes
PS5305	Clinical Dissertation	1-3	60 credits	Dr Nuno Nodin

Students must also attend a few extra sessions of Masters Toolkit, see in the list of 'My Courses' on Moodle.

#### 4.5.2.2 Elective Modules

Clinical Psychology students must also select **two** module from the following options:

Module	Module Title	Terms	Credit Value	Module Coordinator
PS5301	Psychological Science in the Real World	1	15 Credits	Dr Anna Katharina Matke Bauer
PS5201	Psychology in Applied Settings	2	15 Credits	Prof Anat Bardi
PS5303	Forensic Investigations: Cognitive and Social Approaches	2	15 Credits	Dr Matthew Talbot
PS5207	Neuroscience of Emotion and Decision Making	1	15 Credits	Dr Nura Sidarus
PS5208	Neuroscience in the Real World	2	15 Credits	Dr Gabriele Bellucci
PS5304	Placement: Clinical Psychology	1 & 2	15 Credits	Dr Gemma Northam

## 4.6 Postgraduate Taught Marking Criteria

All assessed coursework submitted by students in Psychology and examinations are evaluated on a percentage scale. For each percentage band, a set of general assessment criteria has been articulated. These criteria may be modified, where appropriate, for specific modules 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 Department Assessment Board, 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.

For degree award classifications, please see the regulations on:

<https://intranet.royalholloway.ac.uk/students/study/our-college-regulations/attendance-and-academic-regulations.aspx>

### 4.6.1 Postgraduate Taught Marking Criteria

The postgraduate taught marking criteria will be used to mark all assignments except the Applied Neuroscience Dissertation, Social Research Project and Clinical Dissertation (PS5209, PS5205 & PS5305) and examinations (online and in person), both of which have separate criteria, which are outlined below.

## Postgraduate Taught Marking Criteria

Degree class (marking scale)	Writing and presentation	Addressing the assignment	Knowledge and evidence	Evaluation and discussion
<b>Distinction</b> (75,85,95)	Excellent professional standard of competence in expression and presentation (written, oral, visual), with very good structure. Accurate referencing and adherence to APA style (formatting, tables, referencing, etc).	Work that very clearly addresses the assignment instructions and meets the learning outcomes to a very high or excellent standard.	Information is assembled from different sources to a very high or excellent standard, with clear evidence of relevant wider reading, and typically full understanding of key issues/concepts/ methods. Very high accuracy and technical competence.	Very high or excellent critical analysis, complex problem solving or effective evaluation of sources. Very high or excellent degree of creativity, originality or independence of thought. Arguments are clearly constructed and well justified.
<b>Merit</b> (62, 65, 68)	Good professional standard of competence in expression and presentation (written, oral, visual), with good structure. Only minor errors in referencing and APA style	Work that clearly addresses the assignment instructions and meets the learning outcomes to a good standard.	Information is assembled from different sources to a good standard, typically with evidence of wider reading and good understanding of key issues/concepts/ methods. Good degree of accuracy and technical competence.	Good critical analysis, problem solving or evaluation of sources. Good evidence of some creativity, originality or independence of thought. Arguments are

	(formatting, tables, referencing, etc).			well constructed and logical.
<b>Pass</b> (52, 55, 58)	A satisfactory standard of competence in expression and presentation (written, oral, visual), with adequate structure. Some errors in referencing and APA style (formatting, tables, referencing, etc).	Work that adequately addresses the assignment instructions and meets the learning outcomes to a satisfactory standard.	Information is assembled from different sources to a satisfactory standard, with limited evidence of wider reading and some understanding of key issues/concepts/methods. Satisfactory degree of accuracy and technical competence.	Satisfactory critical analysis, problem solving or evaluation of sources. Limited evidence of creativity, originality or independence of thought. Arguments are satisfactorily constructed and usually logical.
<b>Marginal Fail</b> (42, 45, 48)	Just below an acceptable standard of competence in expression and presentation (written, oral, visual), with a weak structure. Frequent errors in referencing and APA style. Lacks clarity in written or oral presentation.	Work that does not sufficiently address the assignment instructions or meet the learning outcomes.	Limited assembling of information from different sources, with little evidence of relevant wider reading, and some flaws in understanding of key issues/concepts/methods. Limited accuracy and technical competence	Little evidence of critical analysis, problem solving or evaluation of sources. Little evidence of creativity, originality or independence of thought. Arguments are weak and poorly constructed.
<b>Fail</b> (0, 2, 5, 8, 12, 15, 18, 22, 25, 28, 32, 35, 38)	Substantially below an acceptable standard of competence in expression and presentation (written, oral, visual), with a poor structure. Inadequate referencing and major errors in APA style. Unclear and/or incoherent written or oral presentation.	Work that does not address the assignment or does not meet the learning outcomes.	Very limited assembling of information from different sources, with no evidence of wider reading and major flaws in understanding of key issues/concepts/methods. Very limited/no accuracy or technical competence.	No evidence of convincing critical analysis, problem solving or evaluation of sources. No evidence of logical creative, original, or independent thought. Arguments are very weak and lack logical structure.

*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.

#### 4.6.2 Psychology exams (online and in person): Postgraduate marking criteria

Degree Class (Marking scale)	Exam marking criteria
<b>Distinction</b> (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. <i>Referencing: The main citations will include the correct names and dates. Some of the additional citations may have small errors or omissions.</i> <i>Writing: Structure will be clear, writing style mainly fluent, and only minor errors in writing (e.g., typos, grammatical errors).</i>
<b>Merit</b> (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. <i>Referencing: The main citations will mainly include the correct names and dates. Some of the additional citations may have errors or omissions.</i> <i>Writing: Overall structure will be clear, writing style fluent in most of the answer, some minor errors in writing (e.g., typos, incomplete sentences).</i>
<b>Pass</b> (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. <i>Referencing: The main citations will be referenced, although with some errors or omissions. Additional citations are given, but with errors or omissions.</i> <i>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).</i>
<b>Fail</b> (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. <i>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).</i> <i>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).</i>

*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.*

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 summative 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, External Examiners will not normally mark work. In exceptional cases, however, an External 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 an External 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 marks.

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

Marking Criteria: Applied Neuroscience Dissertation, Social Research Project and Clinical Dissertation (PS5209, PS5205 & PS5305)

Degree Class Marking Scale	Applied Neuroscience Dissertation, Social Research Project and Clinical Dissertation (PS5209, PS5205 & PS5305) marking criteria
95	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.
85	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.
75	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.
62,65,68	A good project report displaying a clear understanding of the research area with good use of relevant reading, mostly complete and correct reporting of methods, 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.
52,55,58	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).
<b>Note: marks less than 50% constitute a fail</b>	
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.
<b>25,35</b>	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.
<b>5, 10</b>	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.
<b>0%</b>	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 School Progression & Awards Board. 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 [Extenuating Circumstances webpage](#). Extenuating circumstances may allow you to resit the component as a first sit (uncapped), which would not bar you from achieving a merit or distinction. Further information about resits can be found in the [Academic Taught Regulations](#).

#### 4.7 Contribution Marking Criteria for Applied Neuroscience Dissertation, Social Research Project and Clinical Dissertation (PS5209, PS5205 & PS5305)

	<b>Criteria for assessment of practical contribution and productivity. Contributes 10% to overall project/dissertation mark</b>
<b>Mark</b>	<b>Criteria</b>
Distinction (75,85,95)	Excellent understanding of the project. Clear evidence of excellent contribution to technical aspects of the project (e.g., Preparing questionnaire/stimulus presentation, recruiting participants, data management), originality and initiative, high levels of application, planning and organisation, or other preparative work. A substantial contribution to the development of the work
Merit (62,65,68)	Good understanding of the project. Good performance, notable for steady commitment, sound technical contribution and some evidence of initiative, organisation, preparative work.
Pass (52,55,58)	Some difficulties in understanding of the project. Performance generally satisfactory, but with some deficiencies in technical contribution and/or limited levels of commitment and application to the project.
Marginal Fail (42,45,48)	Performance rather weak, characterised by little technical contribution and low levels of commitment and application. Effectively no contribution to the planning or organisation of the work.
Fail (0,5,10,25,35)	Very poor technical contribution amounting to unreliable performance of routine tasks. Very low level of commitment and application and unacceptably low attendance

## 4.8 Student Prizes

### **Driver Prize**

Awarded annually, on the recommendation of the Head of the Department of Psychology, to the student with the highest overall degree mark in MSc Clinical Psychology

### **Excellence in Scientist Practitioner Skills**

Awarded annually, on the recommendation of the Head of the Department of Psychology, to the student with the highest overall degree mark in MSc Forensic Psychology

### **Dissertation Prize**

Awarded annually, on the recommendation of the Head of the Department of Psychology, to the student with the highest dissertation mark

### **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, it is your responsibility to ensure that there is no identifying information anywhere in the document. 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 convention. 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:**

Module Code/ type of assessment

PS5301 / Essay

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 What to do if things go wrong – Extensions to deadlines

Please refer to the Extensions Policy and guidance on the University's webpage about [Applying for an Extension](#).

**Please note:** Not every assessment is eligible for an extension.

#### 5.5 Marking of over-length work

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

Any work (written, oral presentation, film, performance) may not be marked beyond the upper limit set. 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, films or performance. In the case of presentations, films or performance these may be stopped once they exceed the upper time limit

Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section 13, paragraph (7) of the University's [Academic 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.

#### 5.6 What happens if I fail a module?

Undergraduate Students

If you fail a module, you may be offered the opportunity to resit failed components, depending on the decision of the School Progression & Awards Board. If you wish to submit Extenuating Circumstances, please refer to the section on [Extenuating Circumstances Process](#) – on the University webpage. Further information about resits can be found in the [Academic Taught Regulations](#).

Postgraduate Taught Students

If you wish to submit Extenuating Circumstances because you cannot complete a piece of work or you feel that the standard of your work has been substantially affected by your current circumstances please refer to the section on [Extenuating Circumstances Process](#) – on the University webpage. Further information about resits can be found in the [Academic Taught Regulations](#).

#### 5.7 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: <https://moodle.royalholloway.ac.uk/my/> It is compulsory to complete this tutorial. Students who do not comply with this request may have the marking of their assignment delayed.

## 5.8 Support and exam access arrangements for students requiring support

The University Disability & Neurodiversity team might approve Exam Access Arrangements (EAAs) if you're unable to sit formal exams under standard examination conditions because of a disability or another condition. EAAs are designed to allow you to demonstrate your knowledge and abilities in exams without compromising academic standards. If you disclose a disability we'll take appropriate steps to make sure we provide reasonable adjustments.

For more information about how to register with the Disability & Neurodiversity Team, please visit: <https://intranet.royalholloway.ac.uk/students/study/exams/preparation/exam-access-arrangements.aspx>

To contact the Disability & Neurodiversity Team please email: [disability@rhul.ac.uk](mailto:disability@rhul.ac.uk)

## 6 Attendance and Engagement Requirements

You will be monitored for engagement on all summative pieces of work. Please refer to the central [Engagement web pages](#) and [Attendance and Engagement Policy](#) for full details.

## 7 Study weeks

Term 1 4 - 8 November 2024

Term 2 24 – 28 February 2025

## 8 Communication

### 8.1 Post

Students should not use the University 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.
- 
- 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 University's Career's Service is based in the Computer Centre. The careers service run a number of industry themed weeks, regular careers-themed webinars 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 University 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 University'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 University 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 University 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 [Natalie.Starkey@rhul.ac.uk](mailto:Natalie.Starkey@rhul.ac.uk) or the University Health and Safety Office.

It is likely that most activities will take place on university 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 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 can 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 University 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 UNIVERSITY 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<sup>1</sup>. 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<sup>2</sup>. 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 University Health & Safety Office it will undergo a periodic audit. The findings of the audit will be reported back to the University 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 University 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, diversity and inclusivity, or would like to get more involved, please contact Dr Nura Sidarus [Nura.Sidarus@rhul.ac.uk](mailto:Nura.Sidarus@rhul.ac.uk)

## 13 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 want 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:

[https://librarysearch.royalholloway.ac.uk/permalink/f/1ivlu00/44ROY\\_ALMA\\_DS21125437600002671](https://librarysearch.royalholloway.ac.uk/permalink/f/1ivlu00/44ROY_ALMA_DS21125437600002671)

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 7th Edition). Students are expected to follow the 7th 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 7th 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 & Davis, 2003).**
- **Smith 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 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.

**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 (see the example above). 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 (Bhatt et al., 2007).**  
**Bhatt and colleagues (2007) found that brains ...**
- **Bhatt et al. (2007) found that brains ...**

The only exception to this happens when including only the first author means that it is unclear which article you are writing about (e.g., if two papers have first-listed authors with the same name). In these cases, list as many names as needed to differentiate the papers, followed by "et al.")

- **Fannon, Chan, Ramirez, Johnson, and Grimsdottir (2019) and Fannon, Chan, Montego, Daniels, and Miller (2019) can be cited as (Fannon, Chan, Ramirez, et al., 2019) and (Fannon, Chan, Montego, et al., 2019), respectively.**

(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 (Bhatt et al., 2007; Scott, 1998).
- ... type of motivation influences one's study strategies (Davis, 1983; Lee 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 on-line 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 (Firooz, 1998, as cited in Lee et al., 2007).
- .. Wann and Ibrahims's study (1991, as cited in Galligani et al., 2020) showed...

This will be the case if you are citing a study described in a textbook. You would only list the textbook reference in the reference list.

**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). It is important to enclose direct quotations in double quotation marks rather than as in the example below.

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

## References

The reference list appears at the end of your essay or report. You should start your reference list on a new page at the end of your assignment with the heading "References". 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 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. You should use hanging indentation for each reference. This means that the first author's name is in line with the left-hand margin, but if there is more text it will automatically appear indented by 1.27cm. (MS Word Instructions: Windows [here](#), Mac [here](#)). 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:

Smith, A. & Davis, L. (2007). Consistency and colouring of the human brain: A review. *Journal of Brainiatrics*, 23, 91-102.  
<https://doi.org/123.456.789.0>

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 issue number in brackets. You should include it if it is available, but it should not be italicised.
- 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 in the format "<https://doi.org/.....>".**

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 twenty authors. In this case, list the first **nineteen** then "...", then the **last author**, e.g.:

Wiskunde, B., Arslan, M., Fischer, P., Nowak, L., Van den Berg, O., Coetzee, L., Juárez, U., Riyaziyyat, E., Wang, C., Zhang, I., Li, P., Yang, R., Kumar, B., Xu, A., Martinez, R., McIntosh, V., Ibáñez, L. M., Mäkinen, G., Virtanen, E., . . . Kovács, A. (2019). Indie pop rocks mathematics: Twenty-One Pilots, Nicolas Bourbaki, and the empty set. *Journal of Improbable Mathematics*, 27(1), 1935–1968. <https://doi.org/10.0000/3mp7y-537>

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 Firooz (1998).

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

### **Journal Articles**

In general, this is the format for a journal article reference, which will be the most common type to appear in your list

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number (issue number), pages. <https://doi.org/xx.xxx/yyyy>

Note that in the following example we have the volume number (7) and the issue number (2). For some journals no issue number is available, and in these cases, you will just have the volume number. You should include issue numbers if available. Also, note that the volume, like the journal title, is in italics, while the issue number is not. Include the doi in the format '<https://doi.org/...>' as in the example below

Wimberley, T. E., Mintz, L. B., & Suh, H. (2016). Perfectionism and mindfulness: Effectiveness of a bibliotherapy intervention. *Mindfulness*, 7(2), 433-444. <https://doi.org/10.1007/s12671-015-0460-1>

Some journals are only published in electronic form with no corresponding printed journal article. In this case you write Article followed by the article number. This also applies to articles which will later be published in paper format but are currently marked "Online first".

Aggrey, S. E., Milfort, M. C., Fuller, A. L., Yuan, J., & Rekaya, R. (2019). Effect of host genotype and Eimeria acervulina infection on the metabolome of meat-type chickens. *PLoS One*, 14(10), Article e0223417. <https://doi.org/10.1371/journal.pone.0223417berley>.

### **Books**

Here the date in brackets is the copyright date rather than the year of publication. You can find this in the first few pages of a book. 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.

Berkowitz, L. (1980). *A survey of social psychology* (3rd ed.). Holt.

### **Book chapter**

Jones, B., Brookes, C. B., & Smith, A. L. (1992). Problem patients. In *Psychotherapy research* (Vol. 2, pp. 34-55). Erlbaum.

Edited book

Wall, T. D. (Ed.). (1987). *The human side of manufacturing technology*. Wiley.

### **Edited book chapter**

Petrie, K. (1981). Life stress and illness: Formulation of the issue. In B. S. Dohrenwend & B. P. Dohrenwend (Eds.), *Stressful life events and their context* (Rev. ed., pp. 345-401). Wiley.



## Reports

Association of Chief Officers of Probation. (1997). *Position statement on electronic monitoring*. London: HMSO.

Klaasen, C. (1996). *Predicting aggression in psychiatric inpatients using ten historical risk factors: Validating the 'H' in the HCR-20*. Burnaby, British Columbia, Canada: Simon Fraser University, Department of Psychology.

## Informally published work, from a preprint archive or an institutional repository

Sometimes this published work may not be peer reviewed, as with the example shown below, which has been made available in a preprint archive. Here the article title is italicised and since there is no journal title, it is not included.

Millidge, B., Seth, A., & Buckley, C. L. (2021). *Predictive Coding: a Theoretical and Experimental Review*. PsyArXiv. <http://arxiv.org/abs/2107.12979>

Sometimes institutional repositories will include the author's own final accepted manuscript for download. In this case it would be more practical to use the subsequent journal article reference.

## Unpublished theses/dissertations

Beck, G. (1992). *Bullying amongst incarcerated young offenders*. Unpublished master's thesis, Birkbeck College, University of London.

## Conference papers

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

Deci, E. L., & Ryan, R. M. (1991). A motivational approach to self. Integration in personality. In R. Dienstbier (Ed.). *Nebraska Symposium on Motivation: Vol. 38. Perspectives on motivation* (pp. 237-288). University of Nebraska Press.

## 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 already been published, and the full details will now be available. Always check on "in press" publications to see if this article now has a full citation available.

Smith, A. B., & Clark, E. (in press). Unlimited thinking. *Cognitive Psychology*.

## Unpublished/Submitted

Black, P. T. (1999). *Educational level as a predictor of success*. Unpublished manuscript.

Black, P. T. (1999). *Educational level as a predictor of success*. Manuscript submitted for publication.

## 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), and the full URL. You only need the date for something that keeps changing. You only cite something as a webpage if it does not fit into any of the other categories.

Department for Children, Schools, and Families. (n.d.). *Don't suffer in silence*. <http://www.education.gov.uk/>

American Psychological Association. (n.d.). Motivational interviewing. In *APA dictionary of psychology*. Retrieved October 30, 2019, from <https://dictionary.apa.org/motivational-interviewing>

## Other general points

In some cases (for all references) it may be difficult to find some of the required information. If the date is missing, use the abbreviation "n.d.". If the author is missing give the rest of reference including the source (and URL). Do not use "Anonymous" unless the source says that the author is "Anonymous". For other missing elements please refer to the examples on the APA site [here](#) but in general you should try to provide complete references and avoid those without full information. Remember that the overall purpose of the list is for the reader to find your sources.

## 13.1 Staff Research Interests

### 13.1.1 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; group processes in business/organisational settings; conspiracy theories

**Polly Dalton** BA (Oxford), PhD (London)

The mechanisms of attention and perception in vision, hearing and touch, including: attentional capture; the relationship between attention and awareness; attentional allocation during real life tasks, such as driving cars, piloting aircraft and experiencing immersive technologies such as virtual reality.

**Szonya Durant** MSci, PhD (London)

The study of the mechanisms of human visual perception, especially focussing on the first steps of selecting information. The use of eye tracking and virtual reality environments to investigate visual processes, and the application of these methods in human computer interaction and design settings.

**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.

**Saloni Krishnan** BSc, MSc (London), PhD (London), CPsychol

Neural organisation for language processing and how organisation this might differ in neurodevelopmental conditions like DLD, dyslexia, autism, or stuttering. Reward and motivation for language learning.

**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. Adherence to medication.

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

Future-directed thinking and its relationship to well-being and emotional disorders. Conceptual issues in well-being. Brief, positive, future-focused interventions to enhance well-being and reduce distress.

**Ryan McKay** MClinPsych, 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 FBPoS

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.

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

Child mental health and behaviour, adolescent cognitive processes, family functioning and mental health literacy. Process and outcomes of systemic and cognitive-behavioural interventions for young people. Development and evaluation of digital interventions to support mental health for young people, families and schools.

**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.

**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.

**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.

**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)

Cognitive neuroscience in relation to the human eye movement (oculomotor) system including functional brain imaging. Reading in people with macular degeneration and the development of technological reading aids.

**Dawn Watling** MSc, DPhil (Sussex)

Understanding of reputation management, cybersecurity, and link between engagement with nature and biodiversity to feelings of self and connection to nature. Understanding the role of individual differences in mental health and wellbeing for online (social media) and offline (nature) risks and benefits.

**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 in computer-generated patterns, Galleries, and Virtual Reality – how can we study a subjective experience as individual as the sense of beauty with objective, scientific, and computational methods?

### 13.1.2 Readers

**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 including understanding how differences in community structure lead to cross-linguistic differences.

### 13.1.3 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.

**Michal Chmiel** MSc, PhD (Kraków), SFHEA  
Psychology of fake news, psychology of public relations, consistency of promotional communication. Gender portrayal in media. Attitudes towards climate change and sustainability communication.

**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)  
Cognitive neuroscience of action. Planning versus on-line control of action, in particular with regards to the relevant neural circuitry. Motor imagery in comparison to overt actions. Joint action, specifically comparing cooperative vs. competitive movements. Transcranial magnetic stimulation, brain imaging, and neuropsychology. Evolution of brain structures involved in action.

**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.

**Carl Hodgetts** BSc (Cardiff), PhD (Cardiff)  
How does the brain construct representations of places and events? How can this help us navigate the spatial and social world around us? How are individual differences in our ability to remember the past reflected in how the brain is organised/connected? How are these connections affected in old age, or in people at risk of Alzheimer's disease? Methods: Behavioural experimentation, neuropsychology, functional MRI (3T and 7T), diffusion MRI, imaging genetics.

**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.

**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). Clinical trials, analogue studies and the use of digital technologies in mental health care.

**Robert Lachlan** BA (Cambridge) PhD (St. Andrews).  
Cultural evolution and communication in comparative context. The evolution of vocal learning abilities and the evolutionary consequences of culture. Models of cultural change and diversity. Psychologically-inspired computational methods for the comparison of vocal signals. Categorical perception and its interaction with cultural evolution. Animal communication, in particular bird song.

**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.

**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.

**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.

**Gemma Northam** BSc (Keele), MSc (UCL), PhD (UCL)

My research uses detailed neuropsychological assessment to identify deficits in various cognitive domains (e.g. speech, language, general intelligence) and combines this with advanced neuroimaging techniques to quantify long-term changes in brain structure, connectivity and function. I am particularly interested in structural and functional neuroanatomy, the potential limits of cerebral plasticity - and addressing the question 'do children really recover better?' following early brain injury.

**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.

**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.

**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.

#### 13.1.4 Lecturers

**Joe Barnby** MSc (Clinical Mental Health; UCL), PhD (Cognitive Neuroscience; KCL)

How does the brain construct mental representations of our sense of self and other? I am interested in the computational and cognitive neuroscientific mechanisms that support our mental architecture of the social world in health and disorder. My research involves building and testing formal theoretical models of social representations, psychopharmacology, and psychiatric (e.g., psychosis) and neurological disorder (e.g., Corpus Callosum Dysgenesis).

**Katharina Matke-Bauer** BSc (Salzburg), MSc Neurocognitive Psychology (Oldenburg), PhD Experimental Psychology (Oldenburg)

Neural mechanisms underlying auditory and multisensory perception, with a focus on the interplay between auditory and visual systems. Changes in neural mechanisms across ageing and clinical populations. The role of attention and temporal expectations in shaping auditory processing. Social and cognitive aspects of music perception and interaction. Methods: psychophysics, EEG, MEG.

**Gabriele Bellucci** BA (Rome), MA (Humboldt University Berlin), MSc (Berlin School of Mind and Brain), PhD (Berlin Free University)

Neuropsychological and computational processes underlying social behaviors and learning and their relationship with mental illnesses (e.g., psychoses, loneliness). Both theoretical and empirical work with following methods: behavioural studies, computational models, neuroimaging (fMRI).

**Anna Crabtree** BSc (Exeter), MSc (Bath), DClInPsy (Exeter), PGDip Clinical Neuropsychology (Bristol)

My main area of research interest is in the practice of clinical psychology with older people, both in terms of mental health difficulties and also the neuropsychology of dementia/other neurodegenerative conditions. Specifically, I am interested in the experience of complex emotional needs in later life, including how presentations of emotional distress may differ in later life and exploring the effectiveness of interventions for these populations. I am also interested in how eating disorders present in later life, and in identifying the key factors in the development, maintenance and/or recurrence of eating disorders in later life. A further research interest is in how older adults live with cognitive change; dementia may be understood as a “fundamental threat to self”, and I am interested in exploring the ways in which people can be supported to live well with dementia and/or mild cognitive impairment. I am also interested in how people make sense of and understand cognitive changes, particularly executive functioning difficulties.

**Kyle Jasmin BA, MA, PhD (UCL)**

The psychology and cognitive neuroscience of speech, language, music, social interaction, and related disorders and conditions. <http://soundmindlab.com>

**Matteo Lisi** MSc, PhD (Padova)

How do people represent and use information about uncertainty when making decisions? I am interested in addressing this question both for simple perceptual decisions – that is, decisions about interpreting the sensory signals that reach our brains – as well as more complex decisions, e.g. deciding what news to believe and what to dismiss. I am interested in the metacognitive aspects of decision-making (e.g. what determine our confidence in a decision we have made) and in how decision-making changes during cognitive development and is affected by adverse life experience. I am also interested in visual perception, attention, and eye movements and in the prediction mechanisms that these use to work efficiently. Methods: Computational modelling, psychophysics and behavioural experiments, eye-tracking.

**David Plans**

Digital therapeutics design for smartphone and game-scale interventions. Neurophysiology and symptoms of stress and burnout and real-time predictive systems for their detection. Interoception (the perception of the internal state of one’s body) measurement and relationship with mental health.

**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).

**Ashley Symons** BA (University of California, Davis), MSc (University of York), PhD (University of Manchester)

My research explores how people perceive and interpret communicative signals – such as speech and music. I have a strong focus on individual differences and am particularly interested in how different people adapt their communication strategies in response to challenging listening environments. Methods used include behavioural testing/psychophysics and electroencephalography (EEG).

### 13.1.5 Senior Teaching Fellows

**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, attitudes towards the environment, and difficulty in maintaining sound mental health.

### 13.1.6 Teaching Fellows

**Deirdre Birtles** BSc (Waikato, NZ), MSc, PhD (UCL)

Early visual, cognitive and motor development in neurodiverse and neurotypical children and children with acquired brain injury. Sensory processing difficulties in neurodiverse adults. Neurodiversity in the Criminal Justice System.

**Vanita Chamdal** BSc, MSc (Keele), PhD (Leicester)

The media representation and public perception in the mental health of healthcare professionals.

**Beatrice Hayes** BSc, PGCE (Keele), PhD (RHUL)

Social, developmental, educational, mixed methods, cyberpsychology, online risks and benefits, social media use, perceptions, behaviours, online self-disclosure.

perceptions, behaviours, university students' use of technology and online platforms, the use of online platforms in HE teaching.

**Juliet Holdstock** BSc (Royal Holloway, London), PhD (St Andrews)

Memory and learning including the following: eyewitness memory; memory changes over the lifespan, with a particular interest in older age; and the use of technology, such as augmented reality, in learning.

**Isabella Vainieri** MSc, PhD (King's College London)

Psychological, cognitive, and social factors affecting lifestyle choices (e.g., diet, physical activity). Neurocognitive development across the lifespan in individuals with neurodevelopmental disorders (e.g., ADHD) and other mental health conditions (e.g., mood disorders).

### 13.1.7 Postdoctoral Teaching Associate

**Natasha Baxter** BSc (Brunel, London), MSc (York), PhD (York)

Facial processing and gaze behaviour in Autism Spectrum Conditions, specifically facial emotion recognition abilities.

The contributions of alexithymia, anxiety, and depression to face processing and gaze behaviour in Autism Spectrum Conditions.

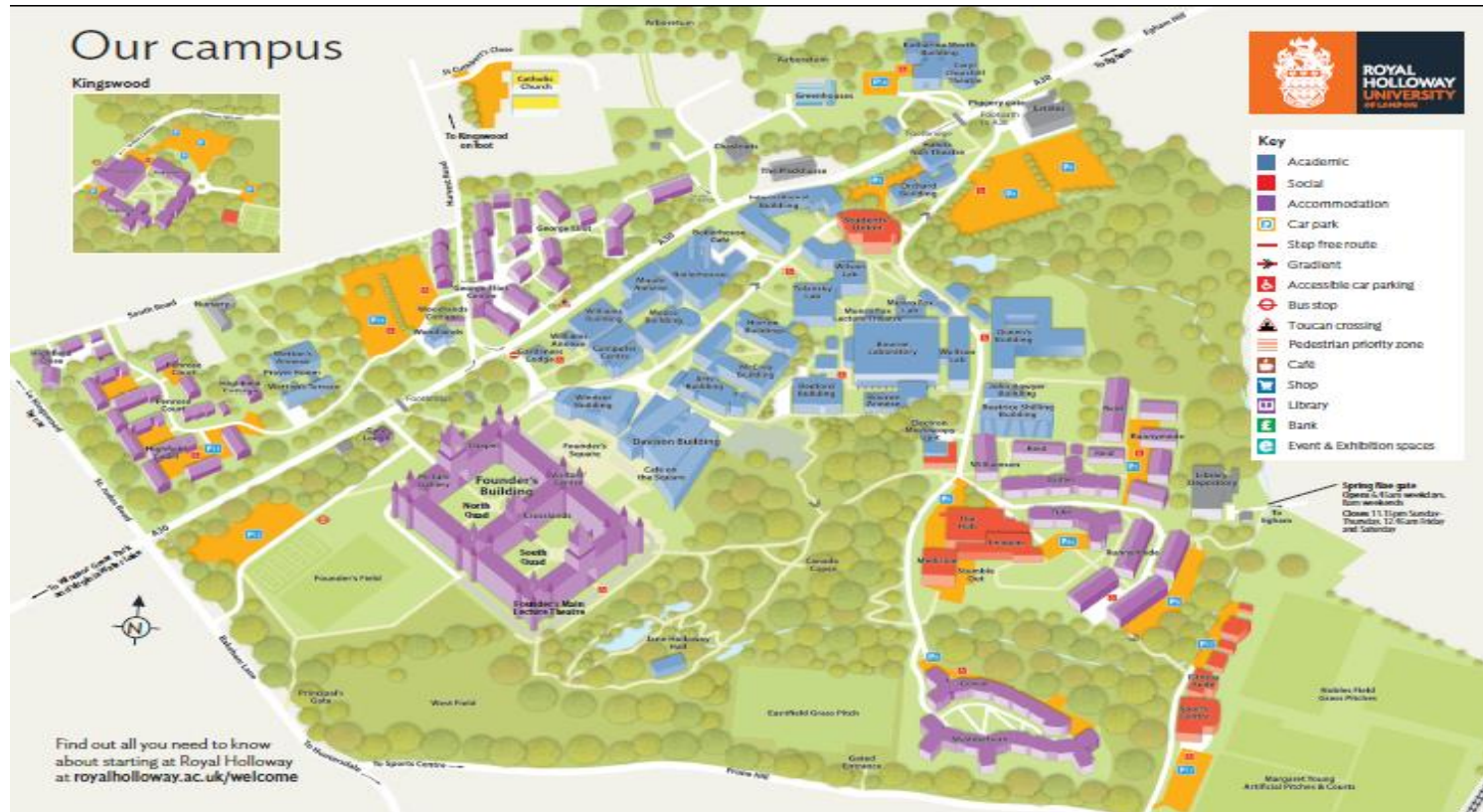
**Aysha Bellamy**

I am interested in understanding human decision-making from a gene-culture coevolutionary perspective, meaning that I am interested in both evolutionary and social factors to our behaviour. My main research interest is understanding social norms through this lens, including cooperation (i.e, when and why we help others) and sexual/romantic behaviours (i.e, when we perceive interest in others and when we act upon this). I study this with a mixture of surveys, economic games and agent-based modelling simulations.

**Adnan Levent** BSc (Turkey); MSc (Kingston University); PhD (Birkbeck, University of London)

Exploring the possible consequences of recreational drug use (e.g., alcohol, cannabis, ecstasy) on cognition, including prospective memory, retrospective memory, executive functions, attention, and metacognition. The research expands on the risk factors that contribute to the transition from recreational drug use to drug addiction, such as poor cognitive inhibition and autobiographical memory impairments.

## 13.2 Map of the Egham campus



Please note, student parking is very limited and is not available if you live in Halls or within 1.5 miles of campus. If you do live more than 1.5 miles away or have a particular reason why you need to come to campus by car, you must apply for a parking permit. If you have a motorbike or scooter you must also register the vehicle with University. Find more information about the Parking Permit portal [here](#).