

# Discover your world *Psychology*



Psychology

Lancaster  
University





– Transcranial magnetic stimulation (TMS) laboratory

# The place for you

*Psychology is a fascinating subject and one that I am incredibly passionate about. As the scientific study of the mind and behaviour, it allows us to continually push at the boundaries of understanding how humans behave, and to carry out research that impacts on society, enabling us to help people.*



I'm proud of our Department - not just our rankings but the staff and students too. Part of my role as Head of Department is to recruit expert researchers who make a vital contribution to society. It is important to me that these people are also motivated to share their passion with students and are inspirational in their teaching.

My goal is to maintain our strong student outcomes and excellent teaching, and to grow the Department organically. The sense of community that the size of the Department enables is a

key part of our identity and something that our students value. It is a supportive, open and friendly environment.

Lancaster is a great place to study and enjoy the experience of being a student. We hope that you'll make lasting friendships, create special memories and develop life skills that will stay with you long after you graduate.

We'd love to welcome you to the Department.

Professor Kate Cain,  
Head of Department

# #1

for career prospects after 6 months  
(The Guardian University Guide 2020)

# #6

in the UK for Psychology  
(The Guardian University Guide 2020)

# 91%

students were satisfied overall  
(National Student Survey 2018)

# #9

in the UK  
(Complete University Guide 2020)



## Support for you



Kate Rowley,  
3rd year student

"A peer-mentor is a second or third year psychology student that you, as a first year, can meet to talk about issues with. This is actually partly what convinced me to come to Lancaster University, because other universities didn't have this kind of support system, but I could see from the offset that Lancaster was a really person centered, supportive university. A large part of the reason why the peer-mentoring scheme is so successful is because it gives every first year the chance to talk to someone that has been through everything you'll be going through.

You'll meet your mentor during Welcome Week, and you'll have the same mentor as eight to ten others that are on your course. You all chat as a group in this first meeting, so by the end of it you've already made quite a few course friends before classes have even started.

As a student joining Lancaster's Psychology Department, you're automatically enrolled to the peer-mentoring programme. Personally, this helped me because I didn't meet my mentor at first; I was doing fine during the transition from sixth form to university. However a couple of weeks in I started to feel homesick, which is a completely normal and common occurrence, so I emailed her. I wouldn't have been able to do this if enrolment wasn't automatic, because she had sent an email to each of her mentees, whether they had come to meet her or not. So, I got everything off my chest, which really helped me to feel better and in the end I felt more comfortable and at home being at university."

# The place to be involved

*Belong, Engage, Employ (BEE)*



Placement in Lancaster University's BabyLab

*Your future is important to us. The BEE programme offers a range of activities designed to help you engage with opportunities outside of core teaching and enhance your employability when you leave us. Creating a sense of community is a key part of the programme.*

## *Psychology Employability Programme (PEP)*

You will be encouraged to apply for placements on this scheme which has been designed to give you the opportunity to gain relevant work experience by applying for PEP placements alongside your studies.

Some placements will involve working in the community with charities and organisations that support vulnerable individuals. Others will give you the chance to work as a research assistant alongside expert researchers in the psychology labs.

These roles are part-time and fit around your studies. This means that you can apply for more than one placement in each year of your degree, and by taking on different roles you will get a sense of how your future might look. Each placement will provide you with experience and/or skills that are valuable to both psychology careers and more general graduate level occupations.

## **Example placements**

- + Advocacy Focus – mental health volunteer
- + Making Space Supported Housing – activity co-ordinator
- + Alzheimer's Society – community support volunteer
- + Prison Care and Advice Trust – group facilitator
- + National Autistic Society – research field worker
- + Lancaster University – research assistant in neuroimaging/programming
- + Lancaster University – research assistant in infant and adult language acquisition
- + Lancaster University – research assistant in detecting deception
- + Lancaster University – research assistant in infant eye tracking

## *Careers Cafes*

Regular drop ins where you can seek expert guidance on matters such as work experience, postgraduate study, making career decisions, CVs/cover letters and job applications.

## *Brain Food*

Monthly sessions that tackle a range of issues such as coping with exam stress, building confidence and resilience, and balancing work and study. These sessions are informal, relaxed and involve free pizza!



Brandon O'Hanlon,  
2nd year student

### *Can you tell us about your own PEP placement?*

Throughout the summer vacation and Year 2 of my course, I assisted in a research project in the Transcranial Magnetic Stimulation (TMS) Lab. I helped with recruitment of participants, engaging with participants in the experiment and even using the TMS equipment myself!

### *What skills and knowledge did you gain from the placement?*

I was trained by experienced staff to use Transcranial Magnetic Stimulation (TMS) devices on motor cortex regions of the brain, which is incredibly exciting technology! Furthermore, I developed fantastic administrative skills and research experience. These helped me to obtain a paid research assistant role with a collaborative study on dyslexia and speech perception using TMS. The administrative experience also helped me to secure another paid role as the student administrative assistant for the PEP itself.

Outside of furthering my current employment, the training in TMS has also provided me with another unique opportunity: a scholarship award and research grant to conduct my very own piece of neuropsychological research. I can't wait to get started on the project!

### *What would you say to students thinking about applying to PEP?*

Apply. Just do it! I can say without a doubt that I thoroughly enjoyed my PEP placement throughout the year, and the opportunities it has provided me went above and beyond what I had expected and hoped for when I first applied. PEP is all about gaining valuable and insightful experience, no matter where you wish to apply it.

### *Psychology Alumni Evening*

An annual event in which our past students return to talk about their career progression. This is a great opportunity for informal networking, and to hear first hand about how other students have advanced their careers.

### *Psychology Connect*

This scheme offers one day placements for those who can't commit to undertaking unpaid voluntary work. It's a great opportunity to see how your degree can be applied whilst expanding your network.



"I managed to get a placement as a research assistant in my first year at university, using virtual reality equipment to study perception. The academic who I work with in the lab is one of the first people I met at university when she did a taster lecture on my Applicant Visit Day – I was really interested in the subject and when I saw that work experience was available in the same area, I jumped at the chance! I came to university wanting to be a Clinical Psychologist, however because of how much I have enjoyed my placement, I would now like to pursue a career in psychological research. Keep your eyes open for opportunities and get involved!"

Jess Pepper, 2nd year student

# An experience for Brandon













# MPsych

Our four year integrated Masters programme is accredited by the British Psychological Society (BPS) and has been specifically designed for those who wish to pursue a career in research. It is also suitable for people who want to earn an advanced degree to provide a competitive edge in the job market.



- Adult EEG equipment

You will typically choose three advanced modules giving you the opportunity to specialise in key topics across different fields of psychology. These modules are taught by academic staff whose research is internationally renowned. You have complete freedom of choice so you can choose the modules that you feel are best suited to your interests.

In addition to the modules, you will complete an in-depth and extended research project during your fourth year. By the time you complete your studies, you will have a deeper understanding of psychological science and the skills and knowledge required to conduct independent research.

## Combined Degrees

In addition to our Psychology degrees, you can also combine Psychology with these subjects.

BSc Hons\*  
**Biology with Psychology (Placement Year)**

BA Hons\*  
**Criminology and Psychology**

BSc Hons\*  
**Marketing with Psychology**

BA Hons  
**Psychology and French Studies**

BA Hons  
**Psychology and German Studies**

BA Hons  
**Psychology and Linguistics**

BA Hons  
**Psychology and Management**

BA Hons  
**Psychology and Spanish Studies**

	Year 1	Year 2		Year 3	Year 4
<b>Psychology BSc &amp; BA Hons</b>	<ul style="list-style-type: none"> <li>+ An Introduction to Cognitive Psychology</li> <li>+ An Introduction to Developmental Psychology</li> <li>+ An Introduction to Neuroscience</li> <li>+ Personality &amp; Individual Differences</li> <li>+ Social Psychology in a Digital Age</li> <li>+ Statistics for Psychologists 1 &amp; 2</li> <li>+ Research Integrity &amp; Open Science 1 &amp; 2</li> <li>+ Essential skills for Psychologists</li> <li>+ Minor module*</li> </ul>	<p><b>Core BPS** content</b></p> <ul style="list-style-type: none"> <li>+ Cognitive Psychology</li> <li>+ Developmental Psychology</li> <li>+ Foundations of Cognitive Neuroscience</li> <li>+ Research Methods 1 Experimental Methods in Psychology</li> <li>+ Research Methods 2 Asking questions, analysing responses</li> <li>+ Social Psychology</li> <li>+ Statistics</li> </ul>		<p><b>Core</b></p> <ul style="list-style-type: none"> <li>+ Research Project</li> </ul> <p><b>Plus 5 from the following***</b></p> <ul style="list-style-type: none"> <li>+ Cognitive Affective and Clinical Neuroscience</li> <li>+ Culture in Cognition and Development</li> <li>+ Current Directions in Social Psychology</li> <li>+ Forensic and Investigative Psychology</li> <li>+ Prozac Nation: Human Psychopharmacology</li> <li>+ The Developing Mind</li> <li>+ The Lying Brain: An Examination of Hallucinations &amp; Delusions in Normal, Clinical and Pathological Populations</li> <li>+ The Neuroscience of Typical and Atypical Development</li> <li>+ The Psychology of Art</li> <li>+ The Psychology of Attention: from the laboratory to everyday behaviour</li> <li>+ The Psychology of Cooperation</li> <li>+ The Psychology of Meditation</li> <li>+ Topics in Clinical Psychology</li> </ul>	
<b>Psychology (Study Abroad) BSc &amp; BA Hons</b>	<ul style="list-style-type: none"> <li>+ An Introduction to Cognitive Psychology</li> <li>+ An Introduction to Developmental Psychology</li> <li>+ An Introduction to Neuroscience</li> <li>+ Personality &amp; Individual Differences</li> <li>+ Social Psychology in a Digital Age</li> <li>+ Statistics for Psychologists 1 &amp; 2</li> <li>+ Research Integrity &amp; Open Science 1 &amp; 2</li> <li>+ Essential skills for Psychologists</li> <li>+ Minor module*</li> </ul>	<p><b>Core BPS** content</b></p> <ul style="list-style-type: none"> <li>+ Cognitive Psychology</li> <li>+ Developmental Psychology</li> <li>+ Foundations of Cognitive Neuroscience</li> <li>+ Research Methods 1 Experimental Methods in Psychology</li> <li>+ Research Methods 2 Asking questions, analysing responses</li> <li>+ Social Psychology</li> <li>+ Statistics</li> </ul>		<p><b>Year abroad</b></p>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>+ Research Project</li> </ul> <p><b>Plus 5 from the following***</b></p> <ul style="list-style-type: none"> <li>+ Cognitive Affective and Clinical Neuroscience</li> <li>+ Culture in Cognition and Development</li> <li>+ Current Directions in Social Psychology</li> <li>+ Forensic and Investigative Psychology</li> <li>+ Prozac Nation: Human Psychopharmacology</li> <li>+ The Developing Mind</li> <li>+ The Lying Brain: An Examination of Hallucinations &amp; Delusions in Normal, Clinical and Pathological Populations</li> <li>+ The Neuroscience of Typical and Atypical Development</li> <li>+ The Psychology of Art</li> <li>+ The Psychology of Attention: from the laboratory to everyday behaviour</li> <li>+ The Psychology of Cooperation</li> <li>+ The Psychology of Meditation</li> <li>+ Topics in Clinical Psychology</li> </ul>
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\*You will choose your minor module from a recommended list compiled by your Department.

\*\* BPS – British Psychological Society

\*\*\* These optional modules are indicative content as the topics change to reflect the latest developments in psychology.

### Charlie Brown, 3rd year student

My favourite module is definitely the dissertation, or 304 Project as it's known. It's a culmination of everything we've learned so far during lectures and practical lab classes, but with a more individual take that really depends on personal motivation and work ethic.

Although it is commonly known as the third year project, it actually starts towards the end of second year with supervisor allocation and the ethics proposal. Each student is encouraged to read through all the supervisors' research interests and rank them in order of preference. An algorithm is then used to ensure fair distribution of preference, and more often than not the student-supervisor pairings work out really well. Second year exams both start and finish earlier than most other courses, to allow for initial work on the project and ethics application, which must be submitted before the summer holiday. I was lucky to get on really well with my supervisor, she was really encouraging and helped me to work out what I wanted to study in my project – alcohol-related attentional bias and sleep in university students.

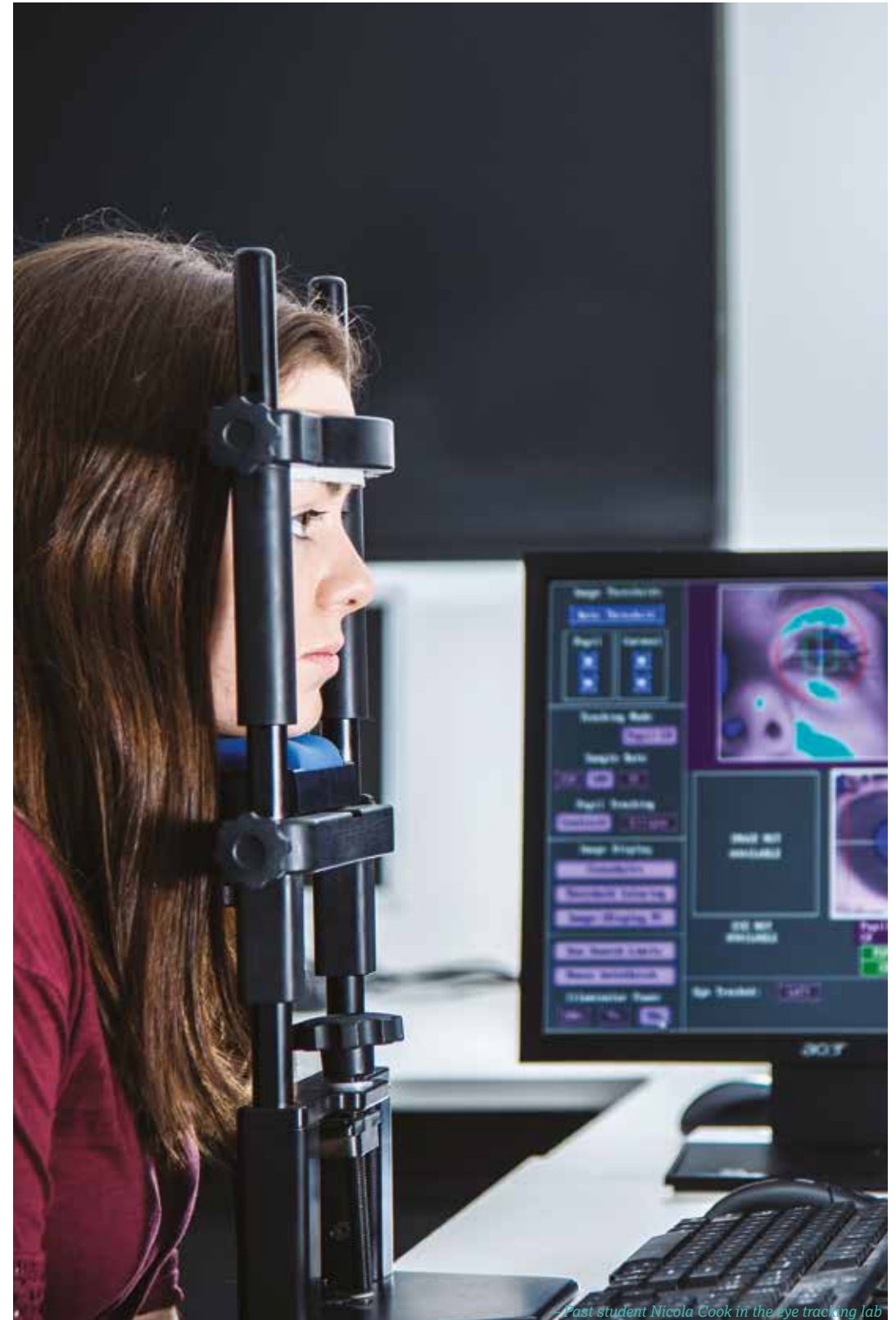
The beginning of third year was really fun, as soon as I received ethical approval I could start recruiting participants and running my study! I set up in one of the labs with my borrowed eye tracker, and dragged in all my friends to anonymously and confidentially answer questionnaires about their sleeping patterns and drinking habits, before taking on the eye-tracking task.

It was great fun to learn to use new equipment and to use the SONA participants recruitment system, where first years can complete psychology studies in exchange for course credits which also allows them to use the system to recruit participants for their own project in the future.

Analysing the data from the questionnaires and eye tracking task was a little more daunting and complicated, but with my supervisor's help I managed to make sense of all the numbers. It was at this point I realised just how valuable the practical lab sessions from previous years were, as I could read back over the slides and practical exercises to remember how to analyse the data properly and use the software correctly to draw out my results. Throughout all this I read a lot of the previous literature, to help with my own project and to write the background literature part of my report.

Writing the report was the hardest bit, but again I received a lot of support from my supervisor and was motivated to demonstrate the hard work I had put into my project. It really felt like I finally got to put into practice what I'd learned over the past few years and study an area I was interested in. This project was really mine, and I enjoyed it so much that I am now applying for a research Masters so I can continue doing what I enjoyed most throughout my three years at university.

# A dissertation for Charlie



Past student Nicola Cook in the eye tracking lab

# Study Abroad

## Why study abroad?

- + Gain a thorough grounding in the key areas of modern psychology, complemented by the benefits of living and studying abroad
- + Engage with different methodologies, research and teaching practices within your host university
- + Widen your academic network
- + Increase your employment opportunities

## Potential destinations

Asia, Australia, Canada, Europe (Italy, the Netherlands and Switzerland), South America and New Zealand.

Partner universities may vary so for up to date information, we advise that you contact the Global Experiences team directly: [globalexperiences@lancaster.ac.uk](mailto:globalexperiences@lancaster.ac.uk)



Marie Ceesay, 2nd year student

*Attending Lancaster University has given me many opportunities to travel. I am currently on a Study Aboard scheme which means I add an extra year to my degree by going to a different university for a year between my second and third year.*

The Psychology Department has one of the highest number of destinations within the University giving us many options. The Department was also very helpful throughout the whole application process, discussing potential destinations and modules that could be studied whilst there.

The beauty of the different travel opportunities available is that you can either go on a Study Abroad programme or go on a short vacation programme, or you can travel within the student societies that you join. Last year I met many new people on our Psychology Society exchange trip to Utrecht in the Netherlands.

The University also leads trips each year to many different destinations, some close to home like Germany, Belgium and France, or much further away such as India, China and Malaysia. These opportunities are amazing because it allows you to travel with other students from the University lasting between one to three weeks.

They include activities co-ordinated by the University whilst also having free time. These trips are really good for those not wanting to commit for a year or even for those who want to find out if they are capable of travelling and being independent.

In the summer of my first year I went to a summer school in Seoul, South Korea through a programme the University organised, I loved it so much and because of that experience I knew that I could handle being on my own in a wildly different culture. This made me more confident for being on my own for a year.

## Your global experience



# A place for the *researcher*

*Our teaching experts bring their knowledge and passion to your lecture theatre, lab class and seminar.*

This means that you will learn about the latest developments and their real-world application in this broad and fast-moving science.

Many of our prospective and current students tell us that they want to help people and to bring about positive change in the world. This is what drives our research too and we are proud of the impact that our work has.

## *Infancy and Early Development*

One of the largest groups in the world working on the development of babies from before birth through to the social and physical world of toddlerhood.

## *Language and Cognition*

Our expertise focuses on language at multiple levels from phonemes to literacy, and cognition from behavioural regulation to embodied cognition, and beyond.

## *Perception and Action*

We investigate human interactions with the world and their effect on behaviour via sensory and motor processes.

## *Social Processes*

We study the social and cognitive processes that shape human actions and evaluations of others using a range of quantitative and qualitative methodologies.

# Entry requirements

Degree	UCAS Code	Duration
BSc Hons Psychology	C800	3 years
BA Hons Psychology	C802	3 years
BSc Hons Psychology (Study Abroad)	C801	4 years with a year abroad
BA Hons Psychology (Study Abroad)	C803	4 years with a year abroad
MPsych Hons Psychology	C804	4 years

## Entry requirements for BSc/BA Hons Psychology and BSc/BA Hons Psychology (Study Abroad)

**A levels**  
AAB

**BTEC**  
DDD

**International Baccalaureate**  
35 points overall with 16 points from the best 3 Higher Level subjects.

**Required subjects:**  
Mathematics grade B or 6 (grade 5 will be considered on a case by case basis).

## Entry requirements for MPsych Hons Psychology

**A levels**  
AAA

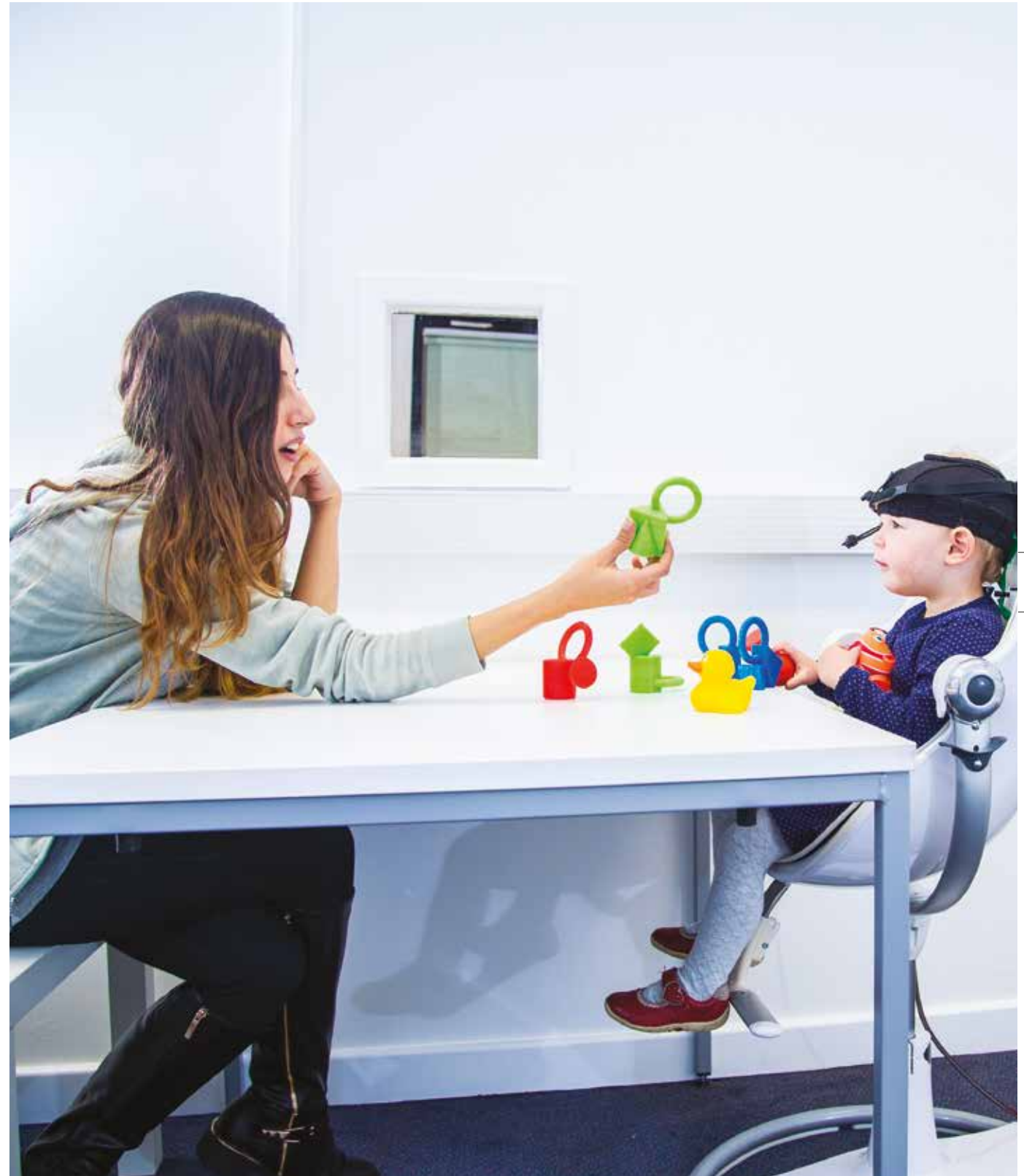
**BTEC**  
DDD

**International Baccalaureate**  
35 points overall with 16 points from the best 3 Higher Level subjects.

**Required subjects:**  
Mathematics grade B or 6 (grade 5 will be considered on a case by case basis).

### Disclaimer

The information provided in this brochure is correct at the time of publication (June 2019) but this may be subject to change as we constantly review and update our degree programmes. This brochure does not guarantee the availability of any module and does not form part of any contract between any person and Lancaster University.







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