



# Psychology

Psychology

Lancaster  
University



[lancaster.ac.uk/psychology](http://lancaster.ac.uk/psychology)



# Welcome to Psychology at Lancaster



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.

## Why choose to study Psychology at Lancaster?

The Psychology Department is a friendly and engaging place where both students and staff feel part of the community. Our students tell us that they appreciate the accessibility of our teaching staff, all of whom are active researchers with many being leading international experts in their field. Through high quality teaching, these experts will bring their knowledge and passion to your lecture theatre, lab class and seminar so that you will learn about the latest developments and their real-world application in this broad and fast-moving science.

We want our students to flourish so we help you to make the most of your academic studies and

your time here at Lancaster. You will be supported through our peer mentoring scheme and also by your Academic Tutor who can advise you on study skills, personal organisation, time management and how to choose from our varied selection of final year options.

Your personal and professional development matters to us and we place a strong emphasis on helping our graduates progress successfully to a range of careers both nationally and internationally in the field of psychology and beyond, and also to further study.

Our degree programme has been specially designed to nurture a range of key transferable skills that will enhance your future employment prospects, such as communication and presentation skills, IT skills and working well in a team. You will be given the opportunity to prepare yourself for the graduate job market by taking up a voluntary placement on our Psychology Employability Programme and gain relevant experience for a career in psychology. Our dedicated Careers Advisors and the University's Careers Service can offer advice about careers both in and out of psychology.

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*

# What is Psychology?

*(English Oxford Dictionary – definition)*

*The scientific study of the human mind and its functions, especially those affecting behaviour in a given context.*

*The mental characteristics or attitude of a person or group.*

The word psychology derives from Greek roots meaning study of the psyche, or soul (ψυχή psukhē, "breath, spirit, soul" and -λογία -logia, "study of" or "research").

- It's a challenging, stimulating and rewarding field of study
- It's important – the how, why and when of human behaviour
- It can lead to varied and exciting careers

Most of our students choose to study psychology because of their desire to understand and help people. Some of you will be studying psychology at A-level, or previously at GCSE level, and some of you may come to psychology via another route. What unites you all is your ability to see how psychology can be applied in everyday life and your curiosity about questions that remain unanswered.

If you share our passion for exploring how the brain works and why people behave as they do, a degree in psychology could be the right choice for you.

## So, why Lancaster?

### Research driven teaching



Our lecturers are all active researchers who are experts in their fields. Lecturers, PhD students and professors all take part in teaching – for example, Professor Charlie Lewis (pg 6) teaches developmental psychology

### Flexibility



Whilst the core content of the degree programme is in line with British Psychological Society specifications, you have freedom to choose areas that have inspired you for your optional third year modules, as well as your independent research project

### Psychology-relevant experience



If you want to pursue a career in professional psychology, you will need relevant experience. Our work placements offer you the chance to gain experience during your studies in organisations that support vulnerable people

### Impact



We like our research to have impact on the world - to improve people's lives and to make a difference. We're proud of this and work hard to share what we learn with schools, the wider community and with those who have diverse needs

# 84%

of students satisfied with the course  
(National Student Survey 2016)

# 98%

go on to work/study within 6 months  
(Unistats 2016)

# £17k

average salary 6 months after course  
(Unistats 2016)

One of the **top 10** universities in the UK

**Award winning** accommodation

City of Lancaster ranked as one of the top 10 'most vibrant' urban centres in the UK (2013)

Ranked in **top 1%** of universities globally

Supportive and friendly collegiate system



### Professor Charlie Lewis

Charlie teaches developmental psychology and statistics on our psychology degree programme.

Like all of our teaching staff, he is also an active researcher working on two areas: how preschool children come to understand the social world and how they develop self-control, and the role of the father in families. Charlie also does a lot of applied research and brings his passion for his work and the theories behind early development into his lectures.

“ Perhaps the most enjoyable experience for both the student and the lecturer is the research project when both of us think deeply about an issue and try to develop new understanding. ”

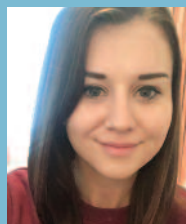


### Anna Wieclawska, PhD student

Anna has always been a 'people person' and wanted a career that involves being around

others, so never looked back once she began studying psychology at A-level. She became the third generation in her family to study at Lancaster and loved it here so much that she has stayed on to complete her PhD. Rather to her surprise, Anna found that her favourite part of her undergraduate degree was Statistics and Research Methods.

“ I believe that Lancaster is about more than just getting students through the course. They give you extra support and guidance to really develop yourself. You're not handed everything on a plate and asked to learn it, you are encouraged to go beyond the textbooks and really understand what you are being taught. ”



### Izzi Clark, Psychology student

Having been inspired to choose psychology at A-level when someone close to her

was diagnosed with OCD, Izzi is currently in the second year of her BSc Psychology degree and has developed a strong passion for developmental psychology. She plans to continue her studies at postgraduate level and progress to become a clinical psychologist.

“ Lancaster has a great developmental psychology department and the lecturers actually tell you about their own research and what they have been able to find. I am hoping to use this to shape my own research for my dissertation in third year. ”



### Samawa Zayat, Psychology student

Now in her second year of her BSc Psychology degree, Samawa chose Lancaster because of

its reputation and enjoys the homely feel of her environment. Her favourite area of study is developmental psychology and she loves the fact that psychology never fails to get her questioning various aspects of people and life.

“ Studying psychology allows you to think for yourself, to come up with ideas, suggestions, opinions on how various things work and come about. I believe these abilities are highly required in my future career, I'll always have to be thinking for myself and not depend on others to do the thinking for me. ”



# Degree Programme

Our degree programme follows the main study themes outlined by the British Psychological Society:

Brain and Behaviour

Cognitive Psychology

Developmental Psychology

Social Psychology



Psychology BSc/BA Hons	Psychology (Study Abroad) BSc/BA Hons	Psychology MPsych Hons
<b>1<sup>st</sup> Year</b> <ul style="list-style-type: none"> <li>Investigating Psychology</li> <li>Understanding Psychology</li> </ul>	<b>1<sup>st</sup> Year</b> <ul style="list-style-type: none"> <li>Investigating Psychology</li> <li>Understanding Psychology</li> </ul>	<b>1<sup>st</sup> Year</b> <ul style="list-style-type: none"> <li>Investigating Psychology</li> <li>Understanding Psychology</li> </ul>
<b>2<sup>nd</sup> Year</b> <ul style="list-style-type: none"> <li>Brain and Behaviour</li> <li>Cognitive Psychology</li> <li>Developmental Psychology</li> <li>Personality and Individual Differences</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>	<b>2<sup>nd</sup> Year</b> <ul style="list-style-type: none"> <li>Brain and Behaviour</li> <li>Cognitive Psychology</li> <li>Developmental Psychology</li> <li>Personality and Individual Differences</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>	<b>2<sup>nd</sup> Year</b> <ul style="list-style-type: none"> <li>Brain and Behaviour</li> <li>Cognitive Psychology</li> <li>Developmental Psychology</li> <li>Personality and Individual Differences</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>
<b>3<sup>rd</sup> Year</b> <ul style="list-style-type: none"> <li>Historical and Conceptual Issues in Psychology</li> <li>Research project</li> <li>The Lying Brain</li> </ul> <p><i>Plus five from the following:</i></p> <ul style="list-style-type: none"> <li>Advanced Cognitive Psychology</li> <li>Advanced Issues in Neuroscience</li> <li>Forensic and Investigative Psychology</li> <li>Prozac Nation: Human Psychopharmacology</li> <li>The Developing Mind</li> <li>The Neuroscience of Typical and Atypical Development</li> <li>The Psychology of Attention: from the laboratory to everyday life</li> <li>Topics in Clinical Psychology</li> </ul>	<b>3<sup>rd</sup> Year</b> <b>Year abroad</b>	<b>3<sup>rd</sup> Year</b> <ul style="list-style-type: none"> <li>Historical and Conceptual Issues in Psychology</li> <li>Research project</li> <li>The Lying Brain</li> </ul> <p><i>Plus five from the following:</i></p> <ul style="list-style-type: none"> <li>Advanced Cognitive Psychology</li> <li>Advanced Issues in Neuroscience</li> <li>Forensic and Investigative Psychology</li> <li>Prozac Nation: Human Psychopharmacology</li> <li>The Developing Mind</li> <li>The Neuroscience of Typical and Atypical Development</li> <li>The Psychology of Attention: from the laboratory to everyday life</li> <li>Topics in Clinical Psychology</li> </ul>
	<b>4<sup>th</sup> Year</b> <ul style="list-style-type: none"> <li>Historical and Conceptual Issues in Psychology</li> <li>Research project</li> <li>The Lying Brain</li> </ul> <p><i>Plus five from the following:</i></p> <ul style="list-style-type: none"> <li>Advanced Cognitive Psychology</li> <li>Advanced Issues in Neuroscience</li> <li>Forensic and Investigative Psychology</li> <li>Prozac Nation: Human Psychopharmacology</li> <li>The Developing Mind</li> <li>The Neuroscience of Typical and Atypical Development</li> <li>The Psychology of Attention: from the laboratory to everyday life</li> <li>Topics in Clinical Psychology</li> </ul>	
		<b>4<sup>th</sup> Year</b> <ul style="list-style-type: none"> <li>MPsych dissertation</li> </ul>

The modules shown in the standard BSc/BA Hons 3rd year are indicative content as the topics change to reflect the latest developments.

# Year 1

Understanding  
Psychology  
(PSYC101)

Investigating  
Psychology  
(PSYC102)

⊕  
a minor subject  
of your choice

## Understanding Psychology

You will be given an in-depth overview of the main themes of modern psychology:

- brain and behaviour
- cognitive psychology
- developmental psychology
- social psychology

As our teaching staff are active researchers, you will learn cutting-edge research from experts to complement your studies. You'll be taught about different research approaches, learn to assess and evaluate scientific journal articles and construct arguments formally in essays.

This module is delivered through lectures and seminar groups – two weekly lectures and one seminar group. Seminars are a one hour session where you will be encouraged to discuss your learnings with a small group of fellow students, under the guidance of a tutor. We encourage you to make the most of these groups by becoming used to speaking out, listening to others and learning to increasingly present yourself with confidence.

## Investigating Psychology

You will learn about the important practical skills in conducting research in psychology: the approaches used to collect data/test theories in different areas of psychology, the ways in which data may be analysed from lab experiments and field studies, and the professional skills used in disseminating and evaluating research.

This module is delivered through lectures and laboratory classes – two weekly lectures and two weekly lab classes. The labs provide experience of practising techniques taught in lectures.

## Minor Subject

This allows you the chance to study another subject that interests you and have exposure to another part of the University. You are free to choose whatever subject you like but it has to fit in with your timetable. We find that sociology, criminology and philosophy are popular choices with our students.

### EXAMPLE TIMETABLE Year one

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am		PSYC101 Lecture			
10.00am					PSYC101 Seminar Group
11.00am					
12.00pm	PSYC102 Lecture		PSYC101 Lecture	PSYC102 Lecture	
1.00pm					
2.00pm	PSYC102 Skills Lab (till 4.00pm)			Optional module	
3.00pm					
4.00pm		PSYC102 Psych Lab (till 6.00pm)			

## Term 1

You will discover how researchers in Developmental Psychology and Brain and Behaviour conduct studies, interpret findings and hypothesise about psychological phenomena.

## Term 2

The focus is on introducing the areas of Cognitive Psychology, and Social Psychology. As in term 1, the seminars and practical classes are designed to complement the material covered in the lectures.

## Term 3

You will be introduced to a variety of vocational skills, followed by a series of revision lectures that will assist you to prepare for the examinations.

The University's guidelines are that a student's week should consist of 40 hours of study in each of the term's weeks. So, if you have 10 hours of teaching (contact time), we expect that you would spend a further 30 hours on private study including:

- reading through and understanding lecture notes
- further reading of published materials
- completing coursework
- preparing for exams/tests

We increasingly encourage independent study as your degree progresses.

## Coursework and Assessment

The way we structure our assessment allows you to manage and pace your studies, as well as giving you feedback on a regular basis.

### First year assessment (Part I)

#### PSYC101 Understanding Psychology

- one essay each term\*
- fortnightly web assessments
- end of year exam

#### PSYC102 Investigating Psychology

- two practical lab reports
- eight class tests
- weekly web assessments
- end of year exam

Common to both modules is web assessment: each seminar has an associated set of preparatory readings, and the web based assessment will present a series of questions relating to the readings which you will need to complete before each seminar. These assessments allow you to monitor your progress and check your understanding of the work set.

\* advice on essay writing will be given throughout the programme, in both lecture and seminar format.

### Second and third year assessment (Part II)

For most of your Part II modules, you will be assessed by a coursework component and an exam component, with 33% for coursework and 67% for exams. The research methods modules in second year are coursework only, and your third year independent research project is marked on the report itself and oral presentation.

The methods we use to assess you have been chosen to support you by identifying your strengths and weaknesses, as well as counting towards your module mark. We focus on developing skills that will help you in the subject and also in general - we have seen that this is very useful when applying for jobs.

In second year, you will be assessed in a variety of ways: short report, report critique, essay, class test or research report. Third year extends to different skills and looks at oral presentation, poster and individual report, group work presentation and media analysis, alongside essays. In addition to the range of skills that we will teach you and assess you on, there are plenty of opportunities throughout your degree for personal development that may not be formally assessed.

# Year 2

A more in-depth exploration of the key themes on page 8.



## Brain and Behaviour

- Exploration of biopsychology
- Anatomy and physiology of the neuron
- Somatic and automatic nervous systems and functions
- Cognitive neuroscience of action and cognitive control
- Mechanisms of nerve impulse transmission and synaptic transmission
- Receptors and drug effects
- Biopsychology of emotion, stress, depression and schizophrenia
- Neuroscience of language and music



## Developmental Psychology

- How to conduct research with children
- Communication and learning in infants and children
- Development of social cognition
- Face perception in children
- Children's understanding of elementary physics
- Children's understanding of theory of others' minds
- Fetal development



## Cognitive Psychology

- How we perceive, think, talk and behave: human memory, attention, language, perception
- How we extract and interpret sensory information from multiple modalities to successfully interact within our environment
- Encoding, retention, recollection, and recall of memories in sensory, working and long term memory stores
- How we communicate our thoughts, in speech and text, and what happens when these skills are damaged by brain injury
- How people make decisions, how people use short-cuts when they make decisions and how decision making can go wrong



## Personality and Individual Differences

- Key theories of personality
- Debates on personality and individual differences
- Theoretical and practical insights into psychometric testing
- Biological, environmental and cultural influences on personality
- Impact of trait and type on psychological accounts of human behaviour
- Individual differences in cognition, thinking and development



## Research Methods I: experimental methods in psychology

- Design, evaluate and assess psychological research
- Employ evidence-based reasoning when presenting, interpreting and evaluating psychological research
- Carry out empirical studies drawing on a variety of psychological methods
- Plan, conduct and report empirical research including: defining a research problem, formulating testable predictions, choosing appropriate methods, planning and conducting data gathering, demonstrate evaluation of data and producing a professional report



## Social Psychology

- History of social psychology
- Social beliefs and judgement
- Intergroup relations
- Applying social psychology to everyday life
- Contemporary and empirical developments
- Develop a range of academic skills



## Research Methods II: asking questions, analysing responses

- Non-experimental methods used to carry out psychological research
- Data collection and analysis
- Ethical issues relevant to a range of experimental and non-experimental methods
- In small groups, design, report and evaluate different forms of psychological research through questionnaires and surveys, in addition to interviewing and qualitative analysis



## Statistics

- Understand how psychological research findings reported in journals and textbooks have been obtained
- Carry out your own analysis of data collected during practical classes and report the results
- Analyse and report the results of your own research project
- Evaluate the reliability and generalisability of research reported in the media
- Apply the analysis skills to research in other areas beyond psychology

# Year 3

## Core

### Historical and Conceptual Issues in Psychology

Learning about the history of the discipline will help you to understand some of the reasons for psychology being as it is. We will introduce you to debates about what kind of science psychology could be, what kinds of objects it should study and what effect it has had on how we think of ourselves and others.

### Research Project

Consistently popular with our students, this module allows you the freedom to choose your own specialism and work under the guidance of a leading expert in that area. You will have ownership of a major piece of work that allows you to demonstrate the breadth and depth of your psychological knowledge and research skills.

## Optional

The optional modules change to reflect the latest developments in psychological research. Those shown here are indicative content. You will choose 5 optional modules.

### Advanced Issues in Neuroscience

You will look at in-depth and up to date coverage of areas of current research interest in neuroscience. We will explain recent developments in research methods in neuroscience and provide you with the skills to evaluate critically the assumptions underlying these techniques. Our experts will deliver in-depth knowledge of selected important real-world disorders, such as schizophrenia and Parkinson's Disease.

### Hot Topics in Social Psychology

The topics in this module reflect the lecturers' active interests: recent examples are the psychology of animal treatment, social media and nostalgia and propaganda/advertising. You will explore how social psychology may be applied to real-world problems and learn the skills to engage critically but constructively with social psychological research and theory.

### Forensic and Investigative Psychology

You will gain an understanding of the predominant theoretical perspectives of forensic psychology and research on specialised topics such as deception, detection and offender profiling. Additionally, you will develop your capacity to think critically about theories and research methodologies, and appreciate the implications of the research for professional practice.

### Psychology of Art

Explore the role of different psychological processes in our understanding and appreciation of art. The module will enable students to recognise that different forms of artwork, such as visual art, music and dance, are all multi-dimensional and can be analysed, evaluated and experienced from various psychological perspectives.

## Optional

### The Psychology of Attention: from the laboratory to everyday behaviour

Attention is relevant to a wide range of psychological phenomena, and this module provides the opportunity to consider what attention is (and what it isn't) in more detail than is commonly provided. We will discuss various theoretical models of attention, but also examine how attentional concepts have been used in areas that include atypical development in childhood (specifically, autism and ADHD), anxiety states and disorders of attention.

### Prozac Nation: Human Psychopharmacology

You will be introduced to the concepts of human psychopharmacology and discover the theoretical background of drug-induced modification of nervous system function and behaviour respectively. We'll provide insight into psychoactive drugs and how they act upon the brain to influence behaviour. You will explore why individuals differ in responsiveness to psychoactive drugs and discuss current controversies in the area of psychopharmacology.

### The Lying Brain

Examine and explore striking instances of hallucination, delusions and disorders of consciousness in the normal, clinical and pathological population. You will learn overarching theoretical concepts which influence neurocognitive theory and our understanding of brain function. You only know what is real because your brain tells you what is real. However, your brain is lying to you, find out how and why in "The Lying Brain".

### Topics in Clinical Psychology

You will discover what clinical psychology is, learn about key theoretical frameworks and treatment approaches, and develop an understanding of how research is related to practice. Covering various populations (including children, adults and older adults), this module will discuss various psychological disorders in terms of their assessment, aetiology, research background and interventions. A series of guest lectures delivered by experienced practitioners will introduce you to issues in professional practice and confer a realistic appreciation of the work of clinical psychologists.

### The Developing Mind

Expanding on the knowledge gained in Year 2 Developmental Psychology, you will develop a better understanding of theoretical problems such as the Nativist vs Empiricist account on infant knowledge and reasoning, the development of empathy and prosocial behaviour, moral reasoning and the emerging understanding of moral rules, as well as social and emotional development in adolescence.

### The Neuroscience of Typical and Atypical Development

This module offers an in-depth examination of different topics within developmental psychology from a social neuroscience approach. You will be presented with different key aspects of typical and atypical socio-emotional development and how social cognitive and affective neuroscience core principles and methods have helped advance their understanding. A specific emphasis will be put on how different processes interact during development, and how this influences the outcome at different points during their ontogenetic trajectory.



# Combined Degrees

## French Studies and Psychology

### Year 1 - Core

- Investigating Psychology
- Part I French Studies (Advanced/CEFR: B1)
- Part I French Studies (Beginners to CEFR: A2)
- Understanding Psychology

### Year 2 - Core

- Cognitive Psychology
- Developmental Psychology
- French Language: Oral Skills (CEFR: B2)
- French Language: Oral Skills (post-Beginners/CEFR: B1)
- French Language: Written Skills (CEFR: B2)
- French Language: Written Skills (post-Beginners/CEFR: B1)
- Preparation
- Research Methods I: Experimental Methods in Psychology
- Research Methods II: Asking questions, analysing responses
- Social Psychology
- Statistics

### Optional

- Cross-cultural Encounters in World Literatures
- Economic and Social Change in France, Germany and Spain since 1945
- Language and Identity in France, Germany and Spain
- Professional Contexts for Modern Languages
- Society on Screen: The Language of Film
- Understanding Culture

### Year 3 - Core

- Residence Abroad: intercultural and academic reflection

### Year 4 - Core

- Brain and Behaviour
- French Language: Oral Skills (CEFR: C1/C2)
- French Language: Written Skills (CEFR: C1/C2)
- Project

## Linguistics and Psychology

### Year 1 - Core

- Investigating Psychology
- Linguistics
- Understanding Psychology

### Year 2 - Core

- Cognitive Psychology
- Developmental Psychology
- Research Methods I: Experimental Methods in Psychology
- Research Methods II: Asking questions, analysing responses
- Social Psychology
- Sounds of the World's Languages
- Statistics
- Structures of the World's Languages

### Year 3 - Core

- Brain and Behaviour
- Cognitive Linguistics
- Project
- Topics in Phonetic and Phonological Theory

### Optional

- Advanced English Phonetics
- Corpus-based English Language Studies
- Forensic Linguistics, Language and Identities: Gender, ethnicity and class
- Language Change in English and Beyond
- Language in the Workplace: Topics in Professional Communication
- Psycholinguistics

## Biology with Psychology

### Year 1 - Core

- Investigating Psychology
- Part I German Studies (Advanced/CEFR: B1)
- Part I German Studies (Beginners to CEFR: A2)
- Understanding Psychology

### Year 2 - Core

- Cognitive Psychology
- Developmental Psychology
- German Language: Oral Skills (CEFR: B2)
- German Language: Oral Skills (post-Beginners/CEFR: B1)
- German Language: Written Skills (CEFR: B2)
- German Language: Written Skills (Post-Beginners/CEFR: B1)
- Preparation
- Research Methods I: Experimental Methods in Psychology
- Research Methods II: Asking questions, analysing responses
- Social Psychology
- Statistics

### Optional

- Cross-cultural Encounters in World Literatures
- Economic and Social Change in France, Germany and Spain since 1945
- Language and Identity in France, Germany and Spain
- Professional Contexts for Modern Languages
- Society on Screen: The Language of Film
- Understanding culture

### Year 3 - Core

- Residence Abroad: intercultural and academic reflection

### Year 4 - Core

- Brain and Behaviour
- German Language Oral Skills (CEFR: C1/C2)
- German Language Written Skills (CEFR C1/C2)
- Project

## Management and Psychology

### Year 1 - Core

- Investigating Psychology
- Management and Organisational Behaviour
- Managing Organisations, Human Resources and Technology
- Understanding Psychology

### Year 2 - Core

- Cognitive Psychology
- Developmental Psychology
- Organisational Behaviour
- Research Methods I: Experimental Methods in Psychology
- Research Methods II: Asking questions, analysing responses
- Social Psychology
- Statistics

### Year 3 - Core

- Brain and Behaviour
- Managing People and Change
- Organisational Change
- Project

### Optional

- Organising in the Digital Age: Power, Technology and Identity
- Technology and Organisation: Society and Risk

# Combined Degrees

## Spanish and Psychology

### Year 1 - Core

- Investigating Psychology
- Part I Spanish Studies (Advanced/CEFR: B1)
- Part I Spanish Studies (Beginners to CEFR: A2)
- Understanding Psychology

### Year 2 - Core

- Cognitive Psychology
- Developmental Psychology

### Optional

- Cross-cultural Encounters in World Literatures
- Economic and Social Change in France, Germany and Spain since 1945
- Language and Identity in France, Germany and Spain
- Professional Contexts for Modern Languages
- Society on Screen: The Language of Film
- Understanding Culture

### Year 3 - Core

- Residence Abroad: intercultural and academic reflection

### Year 4 - Core

- Brain and Behaviour
- Project
- Spanish Language: Oral Skills (CEFR: C1/C2)
- Spanish Language: Written Skills (CEFR: C1/C2)

### Optional

- Contemporary Cities in Literature and Film
- Game of (Spanish) Thrones: Treachery, War and Exile in Spanish Poetry (13th-20th c.)
- Imagining Modern Europe: Post-Revolutionary Utopias and Ideologies in the First Half of the Nineteenth Century
- Latin America and Spain on Film: Violence and Masculinities
- Social Movements and Committed Writing in Mexico since 1968
- Translation as a Cultural Practice
- Witchcraft, Heresy, and Inquisition: The Prosecution of 'Otherness' in Europe (14th-17th c.)

## Marketing and Psychology

### Year 1 - Core

- Introduction to Marketing
- Marketing Learning Community – First Year
- Understanding Psychology

### Year 2 - Core

- Cognitive Psychology
- Consumer Behaviour
- Marketing Learning Community – Second Year
- Marketing Research
- Personality and Individual Differences
- Routes to Market
- Social Psychology

### Year 3 - Core

- Advanced Cognitive Psychology
- Advanced Social Psychology
- Advanced Topics in Consumer Behaviour
- Global Marketing Management
- Marketing Learning Community – Final Year
- Strategic Marketing
- Strategic Marketing Planning

### Optional

- Brand Strategy
- Business-to-Business Marketing
- Critical & Creative Communications

## Biology with Psychology

### Year 1 - Core

- Cell Structure and Function
- Evolutionary Biology
- Experimental Design and Data Analysis
- Genetics
- Human Physiology
- Skills in Biomedical and Life Sciences
- Understanding Psychology

### Optional

- Biomedical Science in Practice
- Biomedicine and Society
- Biotechnology
- Diagnosis in Biomedical Science
- Hormones and Development
- Infection and Immunity
- Protein Biochemistry

### Year 2 - Core

- Brain and Behaviour
- Cell Biology
- Cell Biology Techniques

- Cognitive Psychology
- Developmental Psychology
- Practical Physiology

### Optional

- Genetics
- Medical Microbiology

### Year 3 - Core

- Advanced Issues in Neuroscience
- Animal Behaviour
- Neurobiology
- Prozac Nation: Human Psychopharmacology
- Using your degree for career success

### Optional

- Advanced Cognitive Psychology
- Biology of Ageing
- Cancer
- Cell Cycle and Stem Cells
- Ethics in Biomedicine
- Pathobiology
- The Developing Mind

## Criminology and Psychology

### Year 1 - Core

- Crime and Social Life
- Investigating Psychology
- Understanding Psychology

### Year 2 - Core

- Connecting Crime and Mind
- Research Methods II: Asking questions, analysing responses
- Understanding Criminological Fieldwork

### Optional

- Brain and Behaviour
- Contemporary Crime Problems
- Extended crime-related essay
- Personality and Individual Difference
- Social Psychology
- Youth Justice

### Year 3 - Core

- Crime related dissertation

### Optional

- Advanced Social Psychology
- Cognitive Psychotherapy
- Criminal Perspectives on Violence
- Drugs, Crime and Society
- Forensic and Investigative Psychology
- Hate Crime: A Global Perspective
- Prozac Nation
- Sex Crimes and Sexual Offending

# Study Abroad

## Degree structure

1st and 2nd year are as per the existing BSc/BA Psychology degree programme, then you will spend your 3rd year abroad. When you return, you'll complete your final year which is the same as Year 3 of the standard programme.

During your year away, you will need to complete 8 modules in total, equivalent to 30 credits (1st, 2nd and 4th year required 120 credits each).

At least half of the modules should be from the Psychology Department. The rest can be subjects of your choice.

## Costs

The fee for Study Abroad is your usual costs plus 15%. If you are eligible for a UK Student Finance loan, you will be entitled to extra money.  
[www.lancaster.ac.uk/studyabroad](http://www.lancaster.ac.uk/studyabroad)

## Psychology (Study Abroad) BSc/BA Hons *(no difference between the BSc/BA)*

### Why study abroad?

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

### Entry requirements

AAB at A level. You will need to average 2:1 in your first two years in order to go abroad. If you fail the Study Abroad element, you will revert to the standard BSc/BA programme.

### Potential destinations

#### **America, Canada, Australia, Hong Kong and Netherlands**

If you join Lancaster as a Study Abroad student, you are guaranteed a place abroad (specific institutions are not guaranteed as partners may vary). If you join the standard BSc/BA degree and convert to Study Abroad, you won't be guaranteed a place abroad.

You can switch from Study Abroad back to the standard degree if you change your mind about going overseas, likewise if you wish to transfer from standard BSc/BA onto the Study Abroad programme.

*(A year abroad is not available for combined degrees at present.)*

# Research

## Infancy and Early Development



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

**Example:**

Professor Vincent Reid and Dr Kirsty Dunn are doing groundbreaking work on the visual abilities of the foetus. Developmental psychology texts will tell you that the first visual experiences occur after birth, but by using ultrasound and presenting visual stimuli that pass through the abdominal wall, Vincent and Kirsty are demonstrating that the foetus prefers to look at human faces and shows sensitivity to changes in number. This indicates that visual learning may have started by the time the baby is born.

## Language and Literacy

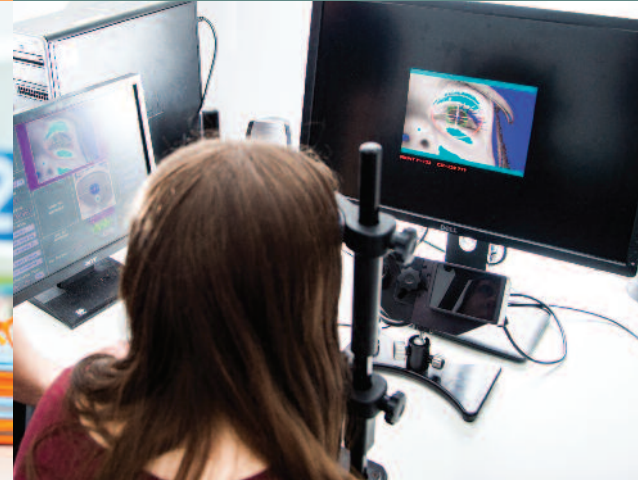


Working to understand all aspects of language and reading in both adults and children.

**Example:**

Professor Kate Cain looked at the semantic functions of the connective 'but' in middle childhood: the role of text and sentence-level comprehension abilities. Her findings make an advance in explaining the role of information presented in a text at different levels and an individual's linguistic abilities in children's understanding of the connective 'but' in stories and its development.

## Perception and Action



Working to understand human interactions with the world and their effect on behaviour.

**Example:**

Dr Trevor Crawford is looking at the monitoring of dementia using eye movements. He and Dr Thomas Wilcockson are working with Memory Loss Services, the NHS and the Join Dementia Research network to explore anti-saccadic eye movements. The aim of the study is to develop a screening tool that can predict dementia by measuring eye movements.

## Social Processes



One of the largest groups in the UK working on the decisions people make on their own and in groups.

**Example:**

Professor Paul Taylor examined how the cultural dimension of uncertainty avoidance impacts on police-civilian interactions. He observed negotiator-perpetrator dialogues in a highly realistic cross border police training exercise with a barricaded person looking at the dynamics of mixed- and same-culture crisis negotiations.

## Why our research matters

- These researchers will be the people who teach you, share their expertise, enthusiasm and latest findings with you.
- So many of our prospective and current students tell us that they want to help people, to bring about change and to leave their own mark on the world. This is what drives us too and we are proud of the impact that our research has.

*\* Research Councils UK (RCUK) defines research impact as 'the demonstrable contribution that excellent research makes to society and the economy'. This can involve academic impact, economic and societal impact or both.*

# MPsych

Integrated with the BSc/BA Hons Psychology degree, this Masters will give you the chance to carry out an extensive research project, more thorough and demanding than your Year 3 project and equipping you with more advanced data collection and analysis skills. Psychology staff will propose a list of possible dissertation topics in the summer term of Year 3. You can take expert advice on which to choose or you may propose your own topic to potential supervisors for consideration. Along with your supervisor, you will agree upon a project timetable for your dissertation across 600 hours. The results of your investigation will be presented in the form of a scientific paper and an academic conference talk.



# Preparing For Your Future

Helping you to shape your future is important to us here at Lancaster. As a psychology degree opens up a variety of career options, we believe in helping you make the right decision about your career path and giving you the chance to develop the right skills.

## 98%

98% of our students go on to work/further study with 6 months (UNISTATS 2016)

There are 3 dedicated Careers Advisors in the Psychology Department whose role is to provide information about pathways to various careers in psychology, explain what training and experience you will need for certain fields and advise you on postgraduate study.

In addition to teaching you about the practical skills that psychologists use, our degree programme will keep you focused on the skills that you will need to obtain and sustain a career in psychology:

- CV writing
- Introduction to careers
- Teamwork
- Interview skills
- Career planning

We appreciate that not everyone knows what career they want and that you might change your mind as your knowledge of psychology grows. That is why we offer one to one careers sessions with a Careers Advisor from the Psychology Department, and your Academic Tutor will likewise be able to provide guidance.

## 75%

75% of our students ended up in either graduate-level employment or further study

Destination of Leavers from Higher Education 2015 - 2016

To help you explore all the career opportunities that a psychology degree offers, we encourage students to engage with:

- One to one advice and guidance appointments at any stage and for any career-related issue
- Workshops and webinars on all aspects of the graduate recruitment process, such as CVs, applications, interviews and assessment centres. Employer presentations, alumni panels and careers fairs
- A Career Mentoring Programme, providing students with a mentor from the professional area they are interested in, in order to gain support for entry into that profession
- The Lancaster Award – to achieve this, students undertake work experience, community and campus activities and engage in careers and employability workshops. Students develop the skills employers are looking for but they also gain recognition for all that they do outside of their academic studies

## Pathways in Psychology

### Where else might your psychology degree take you?

Some of our recent graduates have chosen careers outside of psychology: this small sample gives you a flavour of how you might make use of your degree.

- Media marketing coordinator
- Sales consultant
- HR assistant
- Business support
- Child protection officer
- PGCE
- Social worker
- Assistant manager
- Trainee manager
- Recruitment advisor
- International English teacher

### Valuable employment skills

However you plan to use your degree\*, you will have plenty of time throughout your degree to develop and demonstrate valuable transferable employability skills:

- Thinking and problem solving
- Working together
- Self management
- IT
- Language
- Numeracy

*\*if you don't yet have a plan, don't panic. Remember that we are here to support and help you.*



In the future I would love to become a clinical psychologist. Lancaster provides me with all the skills I require to get there including analytical and critical thinking, a sound mathematical ability and the capability to interpret and analyse data. Once I obtain my undergraduate degree I hope to continue my studies with a postgraduate so I can gain a further understanding of the subject.

**Izzi Clarke**  
2nd year BSc Hons Psychology student



I was torn between two career choices for postgraduate study, and emailed Calum (Hartley) for advice. He replied very quickly with a really detailed email providing excellent information and tips on how best to proceed. He had looked up web links for me to search for the appropriate courses I'd expressed interest in, and had attached many online handbooks with a valuable list of information on how to pursue a career in Forensic Psychology, Counselling, and Cognitive Behavioural Therapy. He had also made suggestions for places to find work experience and volunteering placement opportunities in the area. This was extremely valuable and helpful to me in making my decision, and I was very grateful for the effort Calum had made in his response.

**Annabel Booth**  
3rd year BSc Hons Psychology student



# Psychology Employability Programme

Launched in 2015 – 16, the Psychology Employability Programme is designed to give you the opportunity to gain psychology-relevant work experience alongside your studies.

Some placements involve working in the community with charities and organisations that support individuals with mental health difficulties, and others involve working with research staff in the Psychology Department on their projects.

Every placement provides students with experience and/or skills that are valuable to both psychological careers and more general graduate level occupations, thus strengthening their CV and enhancing employability. Students apply for placements by uploading a CV and personal statement to the FST Internship website. Applicants are then interviewed by a representative from the host organisation (if community-based) or the host individual (if a research role), plus a member of the scheme's administrative team.

This recruitment process provides a valuable opportunity for students to practise applying and interviewing before students enter the job market. During their placements, students are encouraged to write a diary documenting their experiences and achievements each week, and to attend a reflective interview at the end of the academic year.

Some of the organisations we've offered placements with and example roles:

**Shelter**  
volunteer mentor

**National Autistic Society**  
research field worker/interviewer

**Lancaster University,  
Psychology Department**  
research assistant: infant and adult  
language acquisition

**Parkinson's UK**  
support group helper

**Advocacy Focus**  
mental health volunteers

**Alzheimer's Society**  
community support volunteer

**Lancaster University,  
Psychology Department**  
research assistant:  
neuroimaging/programmingr

**Making Space Supported Housing**  
activity co-ordinator

**Lancaster University,  
Psychology Department**  
research assistant: infant eye tracking

**Prison Advice and Care Trust**  
group facilitator

**Lancaster University,  
Psychology Department**  
research assistant: detecting deception



**Charlotte Rothwell**  
Psychology student

Charlotte volunteered as a research assistant as part of the Psychology Employability Programme where her role was to help set up and run a study, and collect and input the data. During the placement she gained many new psychology-relevant skills and also developed her communication skills. She feels that the experience will help her when she comes to do her own research project in 3rd year and when she goes on to further study, following her dream of having a career in clinical psychology.



I chose to volunteer in the BabyLab as I thought it was a fantastic opportunity to get some hands on research experience, in a setting with a great reputation and facilities. It was a good way to have experience doing research in the developmental field to see if it is something I would like to do in the future. The study was about categorisation, so 14 month olds are read a book containing pictures of toys that are unfamiliar to them. Some of these toys are given a made-up name. Using an eye tracker we aim to see whether the baby had learnt the label for the object or not.



**Georgia Jameson**  
Psychology student

Georgia volunteered with the Alzheimer's Society's 'Singing for the Brain' groups where her role was to greet the clients and to help to make them feel comfortable by supporting them with singing and using instruments. She aspires to become a clinical psychologist or psychology teacher.



I would definitely say that volunteering with the society has solidified my passion for changing the perception of mental health and seeing how much of an impact the disease has on people's lives has shown me how important it is to carry on with research and raising awareness for Alzheimer's disease, which I would hopefully be able to be a part of if I was to pursue a career in clinical psychology in the future.

I feel as though I have developed my communication skills quite a lot since volunteering with the Alzheimer's Society, as communicating with vulnerable adults was something that I had very little experience with.

One thing which really stuck out for me was a comment I received from a client in the session who said that I had 'brightened up the room'.



## Alumni



To try to inspire students and communicate a subject that I have gained so much from is a privileged position. Teaching is a relational job where your ability to understand and help people is essential, and my experience of psychology plays a central role in this.

Following his degree, Tom went to work in a high school as a teaching assistant so that he could work specifically with students with special educational needs. This was in order to gain greater understanding of some of the educational challenges that students face, and to see how schools were seeking to support students. He was then offered a position teaching a few support classes in English with some of the more challenging classes before going on to complete a PGCE in Psychology.

**Tom Johnson**  
Head of Psychology  
St Christopher's Sixth Form in Accrington



Clinical psychology is just one strand of psychology - we are often referred to as 'scientist-practitioners', working therapeutically with individuals or groups experiencing distress whilst maintaining our commitment to the scientific approach. I had all I needed to move on to a more specialised area of psychology when I left Lancaster, as my degree equipped me with the skills and knowledge I needed to move to the next stage.

After realising that his previous career didn't interest him, Daniel started studying psychology at Lancaster as a mature student and is currently training to become a qualified clinical psychologist. He still retains some of the interests from the academics here at Lancaster, particularly psychosis which he was taught in third year, and draws upon the skills that he gained here.

**Daniel Southall**  
Trainee Clinical Psychologist



## Entry Requirements

### Grade Requirements

**Psychology BSc/BA Hons and Psychology (Study Abroad) BSc/BA Hons**

**A Level:** AAB

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

**BTEC:** Distinction, Distinction, Distinction

**Access to HE Diploma:** a relevant subject including Distinctions in the majority of units

**Other Qualifications:** we welcome applications from students with other internationally recognised qualifications. For more information please visit the international qualifications webpage or contact the Undergraduate Admissions Office directly 01524 592028 or via [ugadmissions@lancaster.ac.uk](mailto:ugadmissions@lancaster.ac.uk)

**Essential subjects**

**GCSE** Mathematics (B); English Language (C)

**IELTS** 6.5 (with at least 5.5 in each component)

#### Further information

**General Studies:** offers normally include General Studies if it is taken as a fourth A level

**Combination of Qualifications:** applications from students with a combination of qualifications are welcomed, for further advice please contact the Undergraduate Admissions Office directly

**Taking a gap year:** applications for deferred entry welcomed

### Variations on Entry Requirements

For entry requirements for MPsych and combined degrees, visit [www.lancaster.ac.uk/study](http://www.lancaster.ac.uk/study)



The  
British  
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Society

#### Accreditation:

With the exception of Biology with Psychology, Marketing with Psychology and Criminology and Psychology, our degrees are accredited by the BPS (British Psychological Society).





## Contact us

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