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ADMISSIONS TUTORS

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SCHOOL OF PSYCHOLOGY: OVERVIEW

The School of Psychology at Cardiff University provides a stimulating academic environment for students within the context of a highly rated teaching and research unit. The Cardiff School of Psychology was 2nd in the UK in the 2014 Research Excellence Framework (REF). The Expert Panel’s recognition of the high quality and relevance of our research has been continued from the previous assessments (1996, 2001, 2008) where the School received the highest possible ratings of 5*.

The School is one of the largest psychology departments in the United Kingdom and has an academic teaching staff of 60, including 30 professors. The School attracts research grants totalling in excess of six million pounds each year from the major Research Councils and other bodies such as the Home Office, the Ministry of Defence, the Health and Safety Executive, the Wellcome Trust and other charities, as well as from industry. At the heart of the School’s mission is a dedication to the study and teaching of psychology from a scientific perspective, maintaining a balance between the major issues of contemporary relevance in the applied domain and fundamental questions about the determinants of human behaviour. Consistent with its commitment to research-led learning and teaching and the pursuit of research of international excellence across a wide range of contemporary psychology, the School’s researchers are aligned with four focal areas:

- Neuroscience
- Cognitive Science
- Developmental and Health Psychology
- Social and Environmental Psychology

The courses are taught through a wide range of media. Traditional lectures are supplemented by video demonstrations, practicals and small group seminars & discussion groups which encourage and help students in presenting arguments, setting out ideas, communication skills and analytical competence. Practical work, conducted both in the laboratory and in the field, enables students to learn interviewing techniques, survey work, psychometric testing and experimental skills. From the outset, there is a strong emphasis upon IT; computer workshops introduce students to statistical analysis and the application of the Internet as a primary teaching and learning tool as well as allowing the development of ‘transferable skills’ such as word processing, data analysis and presentation and the use of spreadsheets. Personal contact with academic staff at all levels is sustained by the extensive use of tutorial work throughout the degree programme. Upon commencing the degree, each student is assigned a member of the academic staff as his or her Personal Tutor. The role of the Personal Tutor is to provide advice and pastoral guidance throughout the programme and to help the student with any problems, academic or personal, which may arise.

In addition, students reading for a degree in the Psychology with Professional Placement Programme gain supervised experience of working in a professional psychology setting during their third year.
DEGREE PROGRAMMES

The School offers two undergraduate degree programmes:

- BSc Honours Psychology (3 years)
- BSc Honours Psychology with Professional Placement (4 years)

Both of these degree programmes are recognised by the British Psychological Society (BPS) for Graduate Basis for Chartered Membership.

We also offer the following opportunities for graduates to study at Cardiff:

- Graduate Diploma in Psychology
- Graduate Diploma in Psychology Entry Programme
- MSc Neuroimaging Methods and Applications
- MSc in Social Science Research Methods
- Doctorate in Educational Psychology
- Doctorate in Clinical Psychology
- Certificate and Diploma Programmes in Cognitive and Behavioural Therapies.

There are also over 60 students studying for a PhD or MPhil by research.
Psychology books and journals are primarily held in two libraries with circa 15,000 Psychology titles together with 200 Psychology journals. A crucial element in the School's teaching is a graded sequence of practical work that is designed to emphasise the importance of empirical approaches to psychology.

The School has excellent, purpose-built research facilities, and students have available a number of laboratories in which to conduct their practical studies, in particular their final year research project. These include a fully-equipped suite of cognitive and social psychology laboratories, the behavioural neuroscience laboratories, the family relations laboratory, perception and human factors laboratories.

The School also has the Cardiff University Brain Research Imaging Centre (CUBRIC) located on site, which features the latest brain scanning technologies, thus providing a world-class facility based around complementary applications for human-based brain imaging. In addition, there are excellent video facilities and sound-proof and echo-free rooms.

Computer-based learning plays a prominent role in the teaching of the School.

The School has outstanding teaching laboratories; our main computer teaching laboratory has 123 networked computers, there is a computer laboratory for running experiments containing 16 computers and there are additional private experimental rooms with computers provided.

In addition to their use in teaching, the main laboratory is also available for general computer use, internet access and access to subject specific databases such as PsycINFO and Web of Science.
ALWAYS LISTENING AND IMPROVING

We are always interested in hearing students’ views on how to improve the School of Psychology and our 2016 NSS scores show that our students agree. We achieved an overall satisfaction rating of 94% (4th in the Russell group of top universities) and came top of the Russell Group for ‘organisation and management’ with 95% satisfaction rating. The school came joint 4th in Russell group for teaching, scoring 92% satisfaction on this component. Despite evidence of our success in teaching, the school continues to drive forward changes to maintain and improve our students’ experience of teaching within the school through consultation with students, employers and external examiners. Here are some of the recent suggestions and the actions we took:

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>More feedback on examinations</td>
<td>The provision of generic feedback has been introduced after each set of examinations – providing a question-by-question explanation of how marks were gained for each answer. The feedback is published on the School’s web pages.</td>
</tr>
<tr>
<td>Better feedback discussions with staff to help understanding of how to improve performance</td>
<td>In our ongoing efforts to provide effective feedback on coursework to students in Year 2, we have introduced new oral feedback meetings. In these compulsory meetings, students will meet with markers of their essays and practical reports to discuss their work. Markers will provide both written and oral feedback that each student can then action to improve their performance.</td>
</tr>
<tr>
<td>Examination feedback is still not sufficient for student needs.</td>
<td>The School has provided students in the Autumn semester with a breakdown of their exam answer marks by question, and has improved the quality and consistency of the generic exam feedback. Tutorials encompass opportunities for students to discuss the use of exam feedback in their preparation for future exams. Currently, the University Student Information Management System is unable to deliver mark breakdowns by question. The School is taking an active role in assisting work to enable this level of mark feedback to be delivered centrally for all examinations.</td>
</tr>
<tr>
<td>Suggestion</td>
<td>Action</td>
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<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>More targeted feedback and comments on coursework assignments</td>
<td>We introduced electronic submission and marking that enables staff to make comments in the relevant assignment text. We are using university-approved procedures for grading and feedback to help improve consistency of student experience across schools.</td>
</tr>
<tr>
<td>Not to have all exams at the end of each year</td>
<td>We revised our degree programmes so that modules are split between the two semesters and examined at the end of each year.</td>
</tr>
<tr>
<td>More help with the transition from school to University</td>
<td>We created a first semester designed specifically to help students understand how study at University differs from school and to teach the necessary skills required to manage it.</td>
</tr>
<tr>
<td>Members of the Student Psychology Society requested more involvement with the School staff</td>
<td>The School established regular meetings with Society reps and provided some financial support for visiting speakers and BPS student conference attendance. Awards have followed this partnership initiative, for example, the 2011 Cardiff University Course Representative of the Year Award; 2013: Student Society Best University Society at the National Placement and Internship Awards.</td>
</tr>
<tr>
<td>There is a lack of contact in the final year with personal tutors after having had weekly academic tutorials in Year 2.</td>
<td>We have introduced structured and time-tabled personal development meeting (PDMs) in Year 2 and Final year, led by personal tutors, to promote discussion of academic progress throughout each semester.</td>
</tr>
<tr>
<td>We should improve the personal/academic tutor system in terms of consistency of experience.</td>
<td>We have introduced a system by which essay titles are released simultaneously to all students in Year 2 to ensure all students have the same period to prepare for and produce the assessment. Academic tutors have access to “tutorial packs” designed by module teams. However, tutors are also free to focus on the needs of individual groups when designing the details of the programme of tutorials. This more personalised approach allows tutors to make the best use of their own academic strengths, knowledge and skills and tailor their support to the needs of individual groups while ensuring consistency of material coverage.</td>
</tr>
<tr>
<td>Improve communication for students on placement: between staff and students, and amongst placement students themselves, as the move can be isolating.</td>
<td>We introduced Skype calls between personal tutors and students on placement at the start of the 2014/15 year out to help with the transition. We have established processes to monitor the activity of students whilst on placement, via placement supervisors and placement co-ordinators. We set up a Facebook account for prospective, current and former placement students, which is popular and well used by students. It has served to maintain the cohort as a community despite the range of placement locations. A dedicated administrator for placements can be contacted by students at any time. The use of an e-portfolio ‘Mahara’ for placement students to log their activities, was piloted last session and for 2015/6, we have provided all placement students with a tablet computer, pre-loaded with relevant applications, to ensure they have the facility to communicate with staff on a regular basis during their placement.</td>
</tr>
<tr>
<td>Suggestion</td>
<td>Action</td>
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<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Changes to exam structures</td>
<td>In response to feedback provided by external examiners, the school has introduced two major changes to assessment and grading.</td>
</tr>
<tr>
<td></td>
<td>1. In order to ensure that students receive a fair and equitable opportunity to demonstrate first class work in exams at Year 2, the number of essay question answers has been dropped from the 3 to 2. In addition, to ensure that we maintain coverage of topic areas to satisfy BPS accreditation requirements, year 2 modules have either introduced or added to the number of multiple-choice question components in the exam.</td>
</tr>
<tr>
<td></td>
<td>2. In order to ensure that students receive appropriate recognition for first class work, the number of marking sub-categories in the first class band have been reduced to 3 – this also means the grading system is consistent with the marking scale at the 2.1, 2.2 and 3rd class categories. First class work can now be awarded marks of 75, 85 or 100, depending on how the work meets the marking criteria.</td>
</tr>
<tr>
<td>Group working</td>
<td>In response to comments from students and employers, the school has introduced group working for all practical classes at Year 2 (including the qualitative practical). Students will work in small groups of 4-5 to run the study and write-up a joint practical report. This change has been designed to provide students with direct experience of collaborative working that reflects the practices of contemporary postgraduate training and professional careers in psychology</td>
</tr>
</tbody>
</table>
ADMISSION TO THE SCHOOL

The quality of students recruited to read psychology in Cardiff is high. At present, our intake stands at approximately 200 full time students.

Our standard A-Level offer is AAB (excluding General Studies) if the student has taken at least one of the following subjects - Biology, Human Biology, Chemistry, Physics or Maths. If the student has not taken any of these subjects, a typical offer would be AAA/A*AB (excluding General Studies).

Twelve- and six-unit AVCE/GNVQs are also accepted as long as they are combined with one or two A2 qualifications, respectively. In addition to this, at least a grade B GCSE is required for English language or Welsh as a first language, and Mathematics/Statistics; psychology uses statistical methods which is why some basic knowledge and skill in mathematics is required.

Other qualifications are also accepted (e.g. BTEC, International Baccalaureate), details of which can be obtained by contacting the relevant Admissions Tutor, or referring to the School's undergraduate admissions policy on the web: http://psych.cf.ac.uk.

Mature students represent approximately 5% of our total student number gaining admission to the degree programmes. We consider a wide range of qualifications for mature students, such as Access courses, and would normally look for evidence of recent academic study before making an offer.

Overseas students also make up a small but growing proportion of our student intake and are encouraged to apply. Again, these applications are considered on an individual basis and overseas qualifications are equated to our standard offers.
WIDENING ACCESS

Applications from students with diverse social, cultural and educational backgrounds are encouraged. Whilst the majority of applications to the School of Psychology are from candidates offering 3 subjects at A-level, the School also considers applicants with non-standard qualifications and experience, for example, those with combinations of qualifications and relevant personal and professional experience that may have been obtained over the course of several years prior to the application.

The School has different entry (admissions) criteria for such applicants in recognition of the skills relevant to the degree courses that can be acquired in a variety of settings, and the fact that mean GCSE and A2 grades have increased in recent years.

For applicants offering a combination of formal qualifications other than A-levels, and/or relevant experience, there is no absolute level that we can specify in advance that has to be achieved. Rather, it is a matter of viewing the combination of skill sets and qualifications holistically. In general, however, when qualifications other than A-levels and GCSEs (or O levels) are offered, we are looking for evidence of an excellent level of achievement on a given course (e.g. Access, GNVQ).

We have received much interest from Access students, many of whom unfortunately have been under the misapprehension that a pass gains automatic entry to any University course. This is not the case, although such courses do provide valuable foundations, particularly when combined with other qualifications.

*It is advisable that students considering taking an Access course should discuss the School's requirements with the Widening Access Admissions Tutor before applying.*

Finally, for all applicants to Psychology programmes, evidence of recent study is a pre-requisite.
The School of Psychology welcomes applications from disabled students and admits all students on the basis of their academic abilities alone. You can contact the School’s Disability Officer, Dr Todd Bailey, on 029 2087 5375 or e-mail: BaileyTM1@cardiff.ac.uk

We encourage students to disclose their disabilities and/or specific learning requirements to enable us to make the necessary reasonable adjustments.

If you have a disability and would like to visit the department and talk to a member of staff about the courses we run and any specific requirements you may have, please feel free to contact us on 029 2087 6707 or e-mail psychology-ug@cardiff.ac.uk

For further information about the University’s disability policies please contact Mathew Williams on 029 2087 0004 or e-mail: WilliamsME1@cardiff.ac.uk

The School treats all applications equally and fairly according to the University’s Equal Opportunities policy. Applications from disabled students are dealt with on an individual basis.

Applications for undergraduate degree programmes must come via the UCAS system. Upon making an offer we invite each prospective student to visit the School at an Open Day. This allows the student to see the facilities of the School, hear in more detail the nature of the degree programmes and talk to and ask questions of both the staff and current undergraduate students.
<table>
<thead>
<tr>
<th>Name</th>
<th>Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof John Aggleton</td>
<td>Neuroscience of learning and memory.</td>
</tr>
<tr>
<td>Dr Todd Bailey</td>
<td>Language Processing, Phonological and Lexical Development, and Category Learning.</td>
</tr>
<tr>
<td>Prof Jacky Boivin</td>
<td>Health Psychology; Stress and Coping, Reproductive Health, Fertility Awareness and Education.</td>
</tr>
<tr>
<td>Dr Aline Bompas</td>
<td>Perception, Decision, Electrophysiology and Computational Modelling.</td>
</tr>
<tr>
<td>Dr Lewis Bott</td>
<td>Language Comprehension and Production.</td>
</tr>
<tr>
<td>Prof Marc Buehner</td>
<td>Cognitive Psychology; Causal Learning &amp; Reasoning, Time Perception, Decision Making.</td>
</tr>
<tr>
<td>Prof Chris Chambers</td>
<td>Neuroscience and psychology of human self control in eating behaviour; Brain stimulation and neuroimaging; Open science methods and practices; Science in the media; Science and evidence in public policy.</td>
</tr>
<tr>
<td>Dr Simon Claridge *</td>
<td>Systemic Organisation to support resilience in Learning and Inter/Intra-personal Development; Psychological Consultation to promote change (Individual and Systemic levels).</td>
</tr>
<tr>
<td>Prof John Culling</td>
<td>Auditory perception, Hearing Impairment, Cochlear Implants.</td>
</tr>
<tr>
<td>Dr William Davies</td>
<td>Genetic and Epigenetic influences on Behaviour and Vulnerability to Neuropsychiatric Diseases.</td>
</tr>
<tr>
<td>Prof Dominic Dwyer</td>
<td>Associative Learning, Behavioural Neuroscience, and Face Processing.</td>
</tr>
<tr>
<td>Dr Lisa Evans</td>
<td>Episodic Memory, Brain Imaging, Cognitive and Electrophysiological Deficits associated with Schizophrenia.</td>
</tr>
<tr>
<td>Dr Colin Foad</td>
<td>Social Psychology, Hypocrisy, Moral Cognition, Mindfulness.</td>
</tr>
<tr>
<td>Prof Tom Freeman</td>
<td>Visual and Auditory Psychophysics, Active Perception, Oculomotor Control.</td>
</tr>
<tr>
<td>Dr Sofia Gameiro</td>
<td>Transition to parenthood, parent-child and couple relationships, reproductive decision-making and quality of life.</td>
</tr>
<tr>
<td>Prof Merideth Gattis</td>
<td>Cognitive Psychology and Cognitive Development.</td>
</tr>
<tr>
<td>Prof Mark Good</td>
<td>Neuroscience of Learning and Memory, Animal Models of Dementia.</td>
</tr>
<tr>
<td>Prof Stephanie van Goozen</td>
<td>Emotion, Developmental Psychopathology, Anti-Social Behaviour.</td>
</tr>
<tr>
<td>Prof Kim Graham</td>
<td>Evolution of memory systems, Neurocognitive brain networks for memory and perception, Risk and resilience to aging and dementia.</td>
</tr>
<tr>
<td>Prof Geoff Haddock</td>
<td>Social Psychology, Attitudes and Mindfulness.</td>
</tr>
<tr>
<td>Name</td>
<td>Research Interests</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dr Jo Haddon</td>
<td>Behavioural Neuroscience; Executive (Dys)function.</td>
</tr>
<tr>
<td>Dr Maciej Hanczakowski</td>
<td>Long-term memory and metacognition.</td>
</tr>
<tr>
<td>Prof Dale Hay</td>
<td>Developmental Psychopathology, Social development in infancy and childhood.</td>
</tr>
<tr>
<td>Dr Craig Hedge</td>
<td>Impulsivity, Response Inhibition, Selective Attention, Working Memory and Individual Differences.</td>
</tr>
<tr>
<td>Andrea Higgins</td>
<td>Children who are Looked After, Autism and the impact on education, Well being in education, Professional Training and the role of the Educational Psychologist.</td>
</tr>
<tr>
<td>Prof Rob Honey</td>
<td>Associative Learning; Behavioural Neuroscience; Neural Networks.</td>
</tr>
<tr>
<td>Dr Trevor Humby</td>
<td>Developmental Origins of Adult Disease, Imprinted Genes, Epigenetics, Cognition, Behaviour, Brain Development, Role of Genetics in Dementia and ADHD.</td>
</tr>
<tr>
<td>Dr Mark Johansen</td>
<td>Categorization and Associative Learning.</td>
</tr>
<tr>
<td>Dr Catherine Jones</td>
<td>Perception and cognition in autism spectrum disorder, temporal processing.</td>
</tr>
<tr>
<td>Prof Derek Jones</td>
<td>Neuroimaging, Quantitative MRI, Tissue Microstructure, White Matter Pathways, Connectivity, Structural Plasticity.</td>
</tr>
<tr>
<td>Dr Kate Langley</td>
<td>Developmental psychopathology; the role of genetic and environmental factors in ADHD and associated childhood disorders.</td>
</tr>
<tr>
<td>Prof Andrew Lawrence</td>
<td>Affective and Social Neuroscience; Impulsivity; Psychoneuroimmunology; Dementia.</td>
</tr>
<tr>
<td>Prof Sue Leekam</td>
<td>Cognitive and Social Development, Autism Spectrum Disorders.</td>
</tr>
<tr>
<td>Dr Michael Lewis</td>
<td>Face and Emotion Recognition; Facial Feedback; Facial Attractiveness.</td>
</tr>
<tr>
<td>Prof David Linden</td>
<td>Biological Psychiatry, Genetics &amp; Neuroimaging, Working Memory, Neuroscience of Social Judgements, Neurofeedback.</td>
</tr>
<tr>
<td>Prof Bill Macken</td>
<td>Auditory and Speech Processing, Distraction, Sensori-Motor Processing, Memory.</td>
</tr>
<tr>
<td>Prof Greg Maio</td>
<td>Values, attitudes, and behaviour, mental representations of close relationships and children.</td>
</tr>
<tr>
<td>Prof Antony Manstead</td>
<td>Emotion; Prosocial Behaviour; Attitudes and Behaviour; Social Identity.</td>
</tr>
<tr>
<td>Dr Richard Morey</td>
<td>Research methods and Bayesian inference.</td>
</tr>
<tr>
<td>Name</td>
<td>Research Focus</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dr Kevin Murphy</td>
<td>fMRI methods Development; Vascular influences on Neurovascular Coupling; Measures of Cerebrovascular Health.</td>
</tr>
<tr>
<td>Dr Andrew Nelson</td>
<td>Neuroscience of learning and memory.</td>
</tr>
<tr>
<td>Prof John Pearce</td>
<td>Theories of Learning and Motivation; Spatial learning.</td>
</tr>
<tr>
<td>Prof Nick Pidgeon</td>
<td>Risk and the Environment, Social Psychology, Occupational Psychology.</td>
</tr>
<tr>
<td>Prof Wouter Poortinga</td>
<td>Environment and Health; Risk Perceptions; Environmental Attitudes and Behaviour. Risk and the Environment; Environmental Behaviour.</td>
</tr>
<tr>
<td>Ms Gillian Rhydderch</td>
<td>Constructionist Models of Change and the links between Professional Training and the Practice of Educational Psychologists.</td>
</tr>
<tr>
<td>Prof Simon Rushton</td>
<td>Visual Guidance of Action.</td>
</tr>
<tr>
<td>Dr Job van der Schalk</td>
<td>Reactions to other people’s emotions and its role in cooperative behaviour.</td>
</tr>
<tr>
<td>Prof Krish Singh</td>
<td>Multimodal Neuroimaging of Cortical Function using Magnetoencephalography (MEG), Functional Magnetic Resonance Imaging (fMRI) and MR Spectroscopy; Visual Perception; GABAergic Inhibition and Individual Variability; Healthy Ageing; Pharmaco-MEG; Use of these techniques in Epilepsy, Dementia, Schizophrenia and Affective Disorders.</td>
</tr>
<tr>
<td>Dr Katherine Shelton</td>
<td>Developmental Psychology and Family Relationships.</td>
</tr>
<tr>
<td>Prof Andrew Smith</td>
<td>Non-auditory effects of noise; Stress; Fatigue; Nutritional Neuroscience; the Psychology of the Common Cold.</td>
</tr>
<tr>
<td>Prof Robert Snowden</td>
<td>Forensic Psychology, aggression, sexuality, and suicidal behaviours.</td>
</tr>
<tr>
<td>Prof Petroc Sumner</td>
<td>Perception, action and decisions, with clinical applications. Also science in the media.</td>
</tr>
<tr>
<td>Dr Christoph Teufel</td>
<td>Visual psychophysics, visual cognition, reinforcement learning, computational modelling, applications to psychiatric patient populations (in particular, psychosis and schizophrenia).</td>
</tr>
<tr>
<td>Dr Katja Umla-Runge</td>
<td>Cognitive neuroscience of memory and perception, contextual influences on cognition.</td>
</tr>
<tr>
<td>Dr Ross Vanderwert</td>
<td>Infant Social Development, Emotion Regulation, Developmental Neuroscience, Early Experiences with Adversity and Risk, Developmental Psychopathology.</td>
</tr>
<tr>
<td>Prof Seralynne Vann</td>
<td>Neuroscience of Learning and Memory; Anterograde Amnesia.</td>
</tr>
<tr>
<td>Dr Elisabeth Von Dem Hagen</td>
<td>Social Cognition, Neuroimaging, Autism Spectrum Disorders, and Gaze perception.</td>
</tr>
<tr>
<td>Name</td>
<td>Research Area</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dr Cerith Waters</td>
<td>The Impact of early adversity on children's development. Mindfulness based psychological therapies.</td>
</tr>
<tr>
<td>Prof Peter White</td>
<td>Visual Impressions of Forces and Causality, Causal Judgement and Causal Understanding.</td>
</tr>
<tr>
<td>Prof Lorraine Whitmarsh</td>
<td>Risk and the Environment; Environmental Attitudes and Behaviour; Social and Behavioural Change.</td>
</tr>
<tr>
<td>Prof Lawrence Wilkinson</td>
<td>Genetic and Epigenetic Mechanisms underlying Brain Development and Function.</td>
</tr>
<tr>
<td>Prof Richard Wise</td>
<td>Functional Magnetic Resonance Imaging methods development and application to study Neuro-vascular Coupling.</td>
</tr>
<tr>
<td>Dr Dimitrios Xenias</td>
<td>Environmental Psychology, Sustainability and Behaviour Change, Perceptions of Climate Change, Behavioural Spill-Over.</td>
</tr>
<tr>
<td>Dr Jiaxiang Zhang</td>
<td>Decision making, Brain imaging, and computational modelling.</td>
</tr>
</tbody>
</table>

*Professional Tutors*
PROGRAMMES OF STUDY

The School of Psychology runs two undergraduate degree programmes, under a modular system: a three-year full-time programme and a four-year sandwich programme. The four-year degree in Psychology with Professional Placement is a special feature of the School whereby the third year is spent on a supervised, career-related placement. The academic content of both degrees is the same in all years of study.

Year 1 (Level 4): In the first semester of year 1, students take three double modules, which introduce a wide range of psychological topics, and involve a significant element of practical work. Level 4 comprises the first semester of the first year only and is designed to help students make the transition from school to university study.

Year 1 & 2 (Level 5): Level 5 commences in the second semester of the first year. This semester introduces students to the increased level of study necessary for Level 5 work and provides a bridge between Level 4 and Year 2. Students take three double modules in this semester. Year 2 continues the progression towards more independent thinking and study skills with a further six double modules that build on the foundation of the first year and continue to develop the main themes in contemporary psychology.

Professional Placement: Students taking the four year Psychology with Professional Placement degree spend the year between the second and final years in a professional placement approved by the School. These placements are subject to availability and to satisfactory academic progress. The placement is regularly monitored by a tutor from the School and students must submit a report of their work.

Hong Kong University Exchange: Our students have the opportunity to study the first semester of their second year at Hong Kong University, taking modules similar to those offered in Cardiff at the time. No additional fees apply, and bursaries towards travel costs are available. Up to eight students can participate in the scheme each year, and spaces are awarded following a selection process with interview.

Final Year (Level 6): The School offers a range of modules in the final year which are designed to build on the work from the previous two years and to focus on students' interests within their degree programme. The modules offered are:

Research Project: in which you design and carry out an empirical project with personal supervision from a member of staff.

Option Modules: you choose from a range of modules in psychology which focus on specific aspects of the subject or current theoretical approaches, and which are likely to change from year to year. The option modules cover the following BPS areas: Cognitive Psychology, Biological Psychology, Social Psychology, Developmental Psychology and Individual Differences.
PROGRAMME SPECIFICATIONS

Introduction: BSc (Hons) Psychology

This Programme Specification is a concise summary of the main features of the BSc (Hons) Psychology at Cardiff University and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, and the teaching, learning and assessment methods for each module can be found in the Module Descriptions and the Student Handbooks.

1. Awarding Institution  Cardiff University
2. Teaching Institution  Cardiff University
3. Programme Accredited by  British Psychological Society (re-accredited in 2011/12)
4. Final Award  BSc (Hons) Psychology
5. Programme  Psychology
6. UCAS code  C800
7. Relevant QAA subject benchmarking group  Psychology
8. Date of production revision  August 2012
9. Programme Aims

The three principal aims of the Programme are:

- To encourage and develop an appreciation of and interest in the discipline of psychology
- To provide an education in the discipline of psychology presented as a coherent and systematic field of study, for those who will undertake further study and research in psychology, or in a related field, or who will study psychology no further than first degree level.
- To enable students to enter subsequent phases of their careers with competence and initiative.

More specifically the Programme aims to:

- Provide students with the opportunity to extend their knowledge and understanding of historical and current texts associated with Psychology;
- Develop students’ practical and experimental skills;
- Assist students to develop their academic writing skills and their practical techniques;
- Encourage students to progressively take ownership and direction of their learning so that they develop as independent life-long learners.

10. Programme Outcomes

The Programme Outcomes have been informed by:

- The requirements of the British Psychological Society.
- QAA Benchmarking Statements for Psychology.
- The School of Psychology's Strategic Plan.
- The School of Psychology's Teaching, Learning and Assessment Policy.
- The University's Policy on Student Learning.

Students who gain the award will have demonstrated achievement of the following Learning Outcomes, as set out under A, B, C, D, below:
A Knowledge and Understanding

Intended Outcomes: Upon completion of the programme a typical student will be able to:

- Demonstrate knowledge and understanding of psychological facts, theories, ideas, methods, concepts and principles and appreciate their significance.
- Demonstrate an understanding of psychology as a coherent and developing scientific discipline.

Teaching and Learning Strategies and Methods
Learners play the leading role in their own education. The School facilitates learning by: identifying appropriate readings, communicating knowledge and understanding through lectures, practical classes and tutorials. The student engages critically with the material presented by: writing practical reports and essays, participating in class discussions and in tutorials and through team work.

Assessment
Knowledge and understanding are assessed both summatively and formatively via multiple choice and conventional written examinations, essay writing, practical and project reports. Formative feedback is provided at practical classes and in tutorials via oral presentation.

B Intellectual Skills

Intended Outcomes: Upon completion of the programme a typical student will be able to:

- Demonstrate the skills/abilities necessary for scientific research in psychology, including abilities to formulate research hypotheses, design and conduct empirical studies, analyse data, and interpret findings.
- Demonstrate the skills in comprehending and evaluating psychological material, including the abilities to communicate clearly and concisely the concepts of literature and critically appraise the literature, in both written and oral presentation.

Teaching, Learning Strategies and Methods
Intellectual Skills are promoted via lectures, seminars and group discussions, tutorials, group work. Application of these skills is developed via tutorial presentations, research practicals and a research project.

Assessment
Summative assessment is by means of unseen written examinations, essay writing, practical reports and research project.

Feedback is provided via seminars, tutorials and project supervision.
C Discipline Specific, including Practical Skills

Intended Outcomes: Upon completion of the programme a typical student will be able to:

- Conduct safely, ethically and competently psychological research studies involving human and non-human animals.
- Record, analyse statistically, present (written and orally) and interpret data from psychological experiments.

Teaching, Learning Strategies and Methods
Writing for different Psychology audiences is achieved via preparation of essays, practical reports and the research project. Practical Skills are promoted via experimental work including group and project work.

Acquisition of competence in practical skills is progressive. At years 1 and 2 students have detailed guidance to ensure that they have a firm foundation in relevant experimental skills. Tutors ensure that an acceptable level of competence is achieved before students progress to the final year. At final year students have an element of independence and are required to design, conduct, analyse and report individual project work. Students meet regularly with a supervisor to discuss methodologies and practical work.

Assessment
Students’ ability to write for different Psychology audiences is determined through summative assessment of essays, practical reports and project.

D Transferable Skills

Intended Outcomes: Upon completion of the programme a typical student will be able to:

- Communicate ideas, principles and theories effectively by both oral and written means.
- Use information technology e.g. the Internet, reference database, spreadsheets, word processing, graphics and statistics packages.
- Perform and interpret statistical analyses of data.
- Work and communicate effectively both as an individual and in a team.
- Demonstrate effective time-management skills and the ability to meet deadlines.
- Be aware of ethical guidelines.

Teaching, Learning Strategies and Methods
The communication of ideas and team work are an integral part of all modules via tutorials and practicals. Promotion of IT skills is via programme–wide compulsory modules at years 1 and 2. The research project at Level 6 is designed to develop these IT and statistical analysis skills through independent research.
Assessment
Assessment of Transferable Skills is via essays, team work in practical classes and the independent research project.

The School of Psychology, in liaison with the University Careers Service, provides Personal Careers Development programmes in year 2 and an annual general careers talk in the final year. Students also have the opportunity to attend University approved courses provided by the Careers Service, and by the Students' Union, which focus on Transferable Skills.

Additional Information

11. Programme structure and requirements, courses and awards

Details of the Programme structures and requirements, courses and awards are available in the Student Handbook.

In summary, the Programme is offered in full-time (3 year) mode only. Students take 60 credits in the first semester of Year 1, which do not count towards the final degree classification. In the second semester of Year 1 and Year 2, students take modules to the value of 180 credits. In the final year, students take 120 credits. Modules are compulsory in years 1 & 2 and optional in the final year (with the exception of the research project). Details of the criteria used to assess student work are to be found in the Student Handbooks. Performance in Level 5 contributes 30% towards honours classification and Level 6 contributes 70% towards the honours degree. The degree of difficulty of the modules progresses as the Level increases. For example, Level 6 modules are more challenging than those at Level 5. The different Learning Outcomes demonstrate the increasing demands at each Level and hence student progression through the Programme.

12. Other Features

The distinctive features of the Programme include:

- the opportunity for students to learn in a School which was graded ‘Excellent’ in the last Teaching Quality Assessment, achieved Grade 5* in the 2001 Research Assessment Exercise, was ranked top in the UK on Research Power in the 2008 RAE and was ranked 2nd in the UK in the 2014 Research Excellence Framework;
- the involvement of research-active staff in Programme design and delivery;
- the variety of modules on offer;
- the emphasis on independent learning in a research-led environment;
- the emphasis on acquisition of high quality practical skills and the development of innovative ideas;
- the emphasis on safety and ethical issues;
- membership of British Psychological Society and an awareness of professional
standards and progression;
• flexibility, permitting graduates to pursue professional careers as psychologists,
as well as a wide range of other careers, including postgraduate research.

Criteria for admission to the Programme

See Programme Regulations and Psychology Undergraduate Admissions Policy.

Information about assessment regulations
See Programme Regulations

Indicators of Quality
TQA rating of ‘worthy of recognition and reward’.
BPS re-accreditation of programme 2005/06, 2011/12.
RAE 5* rating in 2001, top research power ranking in 2008 and ranked 2nd in the UK in the 2014 Research Excellence Framework with a GPA score of 3.52.
Degree classification results.
High A level points at intake.

Methods for evaluating and improving the quality and standards of learning
The School complies with the entire range of University obligations concerning the monitoring, review and amendment of its programme (see Academic Quality System (Quality Compendium), in particular the processes of Annual Review, Quality Progress Review, Periodic Review, Academic Validation of Programme of Study, External Examiners’ Reports).

In addition, Professional Body (BPS) requirements and accreditation reports play a large part in determining programme development and ensuring quality of teaching and learning standards. At School level, a comprehensive committee structure ensures full and thorough consideration of all matters, checks and balances, relating to all aspects of the programme and those concerned with it. An active Staff/Student Panel forms an integral part of this structure and a system of student evaluations (of modules, levels of study and at programme exit), combine with self and peer evaluation of teaching, to form a continuous review process and feedback mechanism.
Particular support for learning (See also 12 'other features')

1. Up-to-date computing facilities with a dedicated undergraduate computing laboratory containing 135 machines and advanced teaching technologies - exceeds all facilities elsewhere in UK Psychology Schools.
2. A range of specialised experimental laboratory facilities provide students with a broad choice of areas in which to carry out their independent research projects.
3. A wide range of networked and local software packages enhance the student learning environment.
4. Library facilities in support of psychology derive from an annual allocation of approximately £150,000 and include 200 psychology journals.
5. New students are given training by Information Services staff in the use of information resources.
6. A School 'Orientation' for new students serves to introduce a range of IT and library software skills as well as an introduction to the programme of study, the conduct of research, essay-writing, and the School's support facilities.
7. The School's support team of 12 technicians and 20 admin/clerical staff provide an efficient service to academic teaching staff and students, to enable maximum focus on quality teaching and learning.
8. World class teaching staff who are leaders in the field are a key strength, bringing breadth of coverage in research to support breadth and relevance to the programmes of study.
**Introduction: BSc (Hons) Psychology with Professional Placement**

This Programme Specification is a concise summary of the main features of the BSc (Hons) Psychology with Professional Placement at Cardiff University and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, and the teaching, learning and assessment methods for each module can be found in the Module Descriptions and the Student Handbook.

1. **Awarding Institution**
   - Cardiff University

2. **Teaching Institution**
   - Cardiff University

3. **Programme Accredited by**
   - British Psychological Society (re-accredited in 2011/12)

4. **Final Award**
   - BSc (Hons) Psychology with Professional Placement

5. **Programme**
   - Psychology

6. **UCAS code**
   - C810

7. **Relevant QAA subject benchmarking group**
   - Psychology

8. **Date of production revision**
   - August 2012
9. Programme Aims

The four principal aims of the Programme are:

- To encourage and develop an appreciation of and interest in the discipline of psychology, especially as it applies to the world of work.
- To provide an education in the discipline of psychology presented as a coherent and systematic field of study, for those who will undertake further study and research in psychology, or in a related field, or who will study psychology no further than first degree level.
- To enable students to enter subsequent phases of their careers with competence, initiative and work experience.
- To develop an appreciation of, and competence in, the use and application of psychological principles and methods in work situations and contexts.

More specifically the Programme aims to:

- Provide students with the opportunity to extend their knowledge and understanding of historical and current texts associated with Psychology.
- Develop students’ practical and experimental skills;
- Assist students to develop their academic writing skills and their practical techniques.
- Encourage students to progressively take ownership and direction of their learning so that they develop as independent life-long learners.
- Provide experience of psychology as it is applied in the work domain.

10. Programme Outcomes

The Programme Outcomes have been informed by:

- The requirements of the British Psychological Society.
- QAA Benchmarking Statements for Psychology.
- The School of Psychology's Strategic Plan.
- The School of Psychology's Teaching Learning and Assessment Policy.
- The University's Policy on Student Learning.

Students who gain the award will have demonstrated achievement of the following Learning Outcomes, as set out under A, B, C, D, below:
A Knowledge and understanding

Intended Outcomes: Upon completion of the programme a typical student will be able to:

- Recognise the work of a professional psychologist in a specified area of applied psychology.
- Demonstrate knowledge and understanding of psychological facts, theories, ideas, methods, concepts and principles and to appreciate their significance in the applied context.
- Demonstrate an understanding of psychology as a coherent and developing scientific discipline.
- Demonstrate an understanding of the relationship between theoretical and applied psychology.

Teaching, Learning Strategies and Methods

Learners play the leading role in their own education. The School facilitates learning by: identifying appropriate readings, communicating knowledge and understanding through lectures, practical classes and tutorials. The student engages critically with the material presented by: writing practical reports and essays, participating in class discussions and in tutorials and through team work.

Assessment

Knowledge and understanding are assessed both summatively and formatively via multiple choice and conventional written examinations, essay writing, practical, written placement and project reports.

Formative feedback is provided at practical classes and in tutorials via oral presentation

B Intellectual Skills

Intended Outcomes: Upon completion of the programme a typical student will be able to:

- Demonstrate the skills/abilities necessary for scientific research in psychology, including abilities to formulate research hypotheses, design and conduct empirical studies, analyse data, and interpret findings.
- Demonstrate the skills in comprehending and evaluating psychological material, including the abilities to communicate clearly and concisely the concepts of literature, appraise the literature critically, in both written and oral presentation.
- Demonstrate the skills and abilities involved in the use and application of psychological principles and methods in work situations and contexts.
Teaching, Learning Strategies and Methods
Intellectual Skills are promoted via lectures, seminars and group discussions, tutorials, group work. Application of these skills is developed via tutorial presentations, research practicals, project, and a work placement.

Assessment
Summative assessment is by means of unseen written examinations, essay writing, practical reports, work placement report and research project. Feedback is provided via seminars, tutorials and project supervision.

C Discipline Specific, including Practical Skills
Intended Outcomes: Upon completion of the programme a typical student will be able to:

- Conduct safely, ethically and competently psychological research studies involving human and non-human animals in both the laboratory setting and the work environment.
- Record, analyse statistically, present (written and orally) and interpret data from psychological experiments.

Teaching, Learning Strategies and Methods
Writing for different Psychology audiences is achieved via preparation of essays, practical reports, and the project. Practical Skills are promoted via experimental work including group and project work and work placement. Acquisition of competence in practical skills is progressive. At years 1 and 2 students have detailed guidance to ensure that they have a firm foundation in relevant experimental skills. Tutors ensure that an acceptable level of competence is achieved before students progress to the final year. At the final year students have an element of independence and are required to design, conduct, analyse and report individual project work. Students meet regularly with a supervisor to discuss methodologies and practical work.

Assessment
Students’ ability to write for different Psychology audiences is determined through summative assessment of essays, practical reports, project and the work placement report.

D Transferable Skills
Intended Outcomes: Upon completion of the programme a typical student will be able to:

- Communicate ideas, principles and theories effectively by both oral and written means.
- Use information technology e.g. the Internet, reference database, spreadsheets, word processing, graphics and statistics packages.
- Perform and interpret statistical analyses of data.
- Work and communicate effectively both as an individual and in a team.
- Demonstrate effective time-management skills and the ability to meet deadlines.
- Be aware of a range of techniques used in the workplace by practising applied psychologists and have a working knowledge of the constructs that underpin them.
- Be aware of ethical guidelines.

Teaching, Learning Strategies and Methods
The communication of ideas and team work are an integral part of all modules via tutorials and practicals. Promotion of IT skills is via programme–wide compulsory modules at years 1 and 2. The research project at final year is designed to develop these IT and statistical analysis skills through independent research.

Assessment
Assessment of Transferable Skills is via essays, team work in practical classes and the independent research project.

The School of Psychology, in liaison with the University Careers Service, provides Personal Careers Development programmes (year 2) and an annual general careers talk in the final year.
Students also have the opportunity to attend University approved courses provided by the Careers Service, and by the Students' Union, which focus on Transferable Skills.

Additional Information

11. Programme structure and requirements, courses and awards

Details of the Programme structures and requirements, courses and awards are available in the Student Handbook.

In summary, the Programme is offered in sandwich (4 year) mode only. Students take 60 credits in the first semester of year 1, which do not count towards the final degree classification. The second semester of Year 1 & 2, students take modules to the value of 180 credits. At final year, students take 120 credits. Modules are compulsory in Year 1 & 2 and optional at final year (with the exception of the research project). Students also submit a Placement Report in the final year. Details of the criteria used to assess student work are to be found in the Student Handbooks. Performance in Level 5 contributes 30% towards honours classification, the placement year contributes 10% and the final year contributes 60% towards the degree classification. The degree of difficulty of the modules progresses as the Level increases. For example, final year modules are more challenging than those at Level 5. The different Learning Outcomes demonstrate the increasing demands at each Level and hence student progression through the Programme.
12. **Other Features**

The distinctive features of the Programme include:

- the opportunity for students to learn in a School which was graded ‘Excellent’ in the last Teaching Quality Assessment, achieved Grade 5* in the 2001 Research Assessment Exercise, was ranked top in the UK on Research Power in the 2008 RAE and was ranked 2nd in the UK in the 2014 Research Excellence Framework;
- the involvement of research-active staff in Programme design and delivery.
- the variety of modules on offer.
- the emphasis on independent learning in a research-led environment.
- the emphasis on acquisition of high quality practical skills and the development of innovative ideas.
- the emphasis on safety and ethical issues.
- membership of British Psychological Society and an awareness of professional standards and progression.
- flexibility, permitting graduates to pursue professional careers as psychologists, as well as a wide range of other careers, including postgraduate research.
- availability of placements in a wide variety of work situations, the quality of which is monitored through feedback mechanisms.

**Criteria for admission to the Programme**

See Programme Regulations and Psychology Undergraduate Admissions Policy.

**Information about assessment regulations**

See Programme Regulations

**Indicators of Quality**

TQA rating of ‘worthy of recognition and reward’.

BPS re-accreditation of programme 2005/06 and 2011/12.

RAE 5* rating in 2001, top research power ranking in 2008 and ranked 2nd in the UK in the 2014 Research Excellence Framework with a GPA score of 3.52.

Degree classification results.

High A level points at intake.

**Methods for evaluating and improving the quality and standards of learning**

The School complies with the entire range of University obligations concerning the monitoring, review and amendment of its programme (see Academic Quality System (Quality Compendium), in particular the processes of Annual Review, Quality Progress Review, Periodic Review, Academic Validation of Programme of Study, External Examiners’ Reports).

In addition, Professional Body (BPS) requirements and accreditation reports play a large part in determining programme development and ensuring quality of teaching and learning standards. At School level, a comprehensive committee structure ensures full and thorough consideration of all matters, checks and balances, relating to all aspects of the programme and those concerned with it. An active Staff/Student Panel forms an integral part of this structure and a system of student evaluations (of modules, levels of study and at programme exit), combine with self and peer evaluation of teaching, to form a continuous review process and feedback mechanism.
Particular support for learning (See also 12 above 'other features')

1. Up-to-date computing facilities with a dedicated undergraduate computing laboratory containing 135 machines and advanced teaching technologies - exceeds all facilities elsewhere in UK Psychology Schools.
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6. A School 'Orientation' for new students serves to introduce a range of IT and library software skills as well as an introduction to the programme of study, the conduct of research, essay-writing, and the School's support facilities.
7. The School's support team of 12 technicians and 20 admin/clerical staff provide an efficient service to academic teaching staff and students, to enable maximum focus on quality teaching and learning.
8. World class teaching staff who are leaders in the field are a key strength, bringing breadth of coverage in research to support breadth and relevance to the programmes of study.
TEACHING, LEARNING AND ASSESSMENT POLICY

The purpose of this policy document is to explain the School of Psychology’s strategy regarding teaching, learning and assessment and how the School seeks to develop students academically through the years of their programme of study.

OVERALL PHILOSOPHY

The School’s educational philosophy rests upon the precept that good research benefits good teaching. All teaching and learning is research-led.

The course develops from a first semester in Year 1 in which a focus on the acquisition and practice of scientific thinking skills is combined with an introduction to the main research areas in psychology, advances in the second semester with the development of critical thinking at Level 5 and progresses through Year 2, culminating in advanced understanding of cutting-edge research by the end of Level 6.

Learners play the leading role in their own training. The School facilitates learning by identifying appropriate readings and organizing practicals. These are supported by lectures, seminars and tutorials.

A large proportion of the assessment in the School’s psychology programmes is carried out via unseen written examination. This reflects our belief that examination is the best vehicle for testing a student’s unaided knowledge, understanding, powers of communication, critical analysis and skills.

All undergraduate psychology assessments are summative (they contribute to the final module mark) with formative feedback being provided to students via tutorials, practicals and coursework comment/mark sheets. Students on the Placement programme submit a placement report following their year out which is assessed and contributes to degree classification.

LEVEL 4

Philosophy

Year 1 Semester 1 courses are designed primarily to facilitate the transition from school to university level of study by focussing on the acquisition and practice of scientific thinking skills and the fundamentals of research methodology, combined with basic information on a broad range of research topics. The British Psychological Society’s (BPS) requirements for accredited programmes reinforce this approach. The School’s teaching and learning strategy at Level 4 is designed to provide this broad foundation of skills and knowledge through a series of practical classes and lectures supported by seminars conducted by Graduate Teaching Assistants and tutorials conducted by Postgraduate Tutors. We aim to equip the student with basic IT and information-finding skills that will be necessary for higher levels.
Courses
The courses in the first semester of Year 1 are structured around the key fundamentals for the study of psychology, including practical work, an introduction to the School’s research work, research design, statistics and computing. We introduce students to scientific thinking skills, in a module where the process of devising and carrying out research is explained and illustrated with key examples, and students are given exercises designed to facilitate the development of their own thinking skills, particularly in relation to the critical appraisal of research. At Level 4 we expect students’ reading to be mainly from textbooks and review articles, supplemented as appropriate with original research papers.

Readings
Textbook readings are the primary source of information, with the aim of providing students with a coherent picture of current knowledge.

Lectures
One-hour lectures aim to supply a framework and structure to each of the modules from which the students can guide their studies.

Seminars/ Tutorials/ Activities
Post-graduate research students deliver the majority of seminars and tutorials in Year 1, with academic staff contributing six tutorials in support of Personal Development Planning (PDP), Personal Tutoring and to encourage critical thinking, particularly in relation to the Current topics in Psychological Research module. Weekly activities are scheduled to provide hands-on experience of psychology that dovetail with the introductory lecture course. The role of Graduate Teaching Assistants (GTAs) and Postgraduate Tutors in Year 1 is an important one. The GTAs are aided by tutorial packages prepared by academic staff. They receive training in small group teaching, and are responsible to members of academic staff for their teaching and marking duties.

Practicals
Practical classes are run that introduce students to some classic research findings in psychology, and allow them to get ‘hands-on’ experience of experimental work. The practicals are designed to complement the lecture courses, and to mirror the developing statistical and computing knowledge of the students. The practicals are assessed by short written reports that emphasise the methodology of the experiment, and the basics of clear reporting, rather than in-depth knowledge of the subject matter. Whilst taught by members of academic staff, the practical reports are first marked by PhD students and second marked by academic staff.

Computing
We aim to equip students with a basic set of skills necessary for their future development as psychologists. To this end we aim for them to be able to produce word-processed reports, including appropriate graphics and statistical analysis, to be able to use the library and in-house facilities in order to search for information, including Web-based information. Statistical and research methods skills are assessed through tests, and computing skills via computing assignments.
Assessment
Assessment at Level 4 takes the form of coursework essays and assignments and practical reports, together with end of semester unseen written examinations covering the Level 4 syllabus. Examinations will combine essay and problem-based questions with multiple choice questions that require the student to have a broad base of knowledge as well as provide an opportunity to gain experience of writing essays under examination conditions. The coursework (essays/assignments) at Level 4 contributes 30% towards each of PS1016 and PS1017 modules, with examinations contributing 70%. The assessment for PS1018 comprises practicals, statistics and research design tests and computing assignments. Students entering psychology do so with a wide variety of qualifications, hence we regard Level 4 as an introduction and development semester. Level 4 grades do not contribute towards final degree results but lay the foundation for honours level teaching in the subsequent semester and years that counts towards BPS accreditation.

LEVEL 5

Philosophy
In Level 5 we build on the body of thinking skills and knowledge gained at Level 4 in an incremental way through the second semester of the first year through to the end of Year 2.

We begin to emphasise the need to be able to critically evaluate published work; for students to be able to examine in detail the reasons why research has been conducted; how studies have been designed; and to what extent the inferences drawn are reasonable, given the evidence. The student should have a decreasing reliance upon secondary sources (e.g. textbooks), and should be inspecting the original sources of experimental and theoretical findings.

Courses
All courses in Level 5 are compulsory and designed to meet the requirement for Graduate Basis for Chartered Membership as laid out by the BPS. This, in turn, allows students greater freedom of choice at Level 6. The courses cover the topics of Biological, Developmental, Social and Abnormal Psychology, Perception, Thinking & Consciousness in humans & machines Research Design, Statistics and Computing.

Readings
Readings do not rely on one textbook, but incorporate information and findings from a wide variety of sources including original research articles and reviews, thus requiring the student to synthesise and amalgamate information.

Lectures
Again, learning is supported by 1-hour lectures. However, lectures increasingly take a more questioning look at the topic, and encourage students to question the process by which specific knowledge arose, and therefore what research etc. needs to be conducted in the future.
Tutorials
In order to develop critical/analytical skills, in Year 2 students attend small group tutorials with members of the academic staff where they are encouraged to carry out independent reading of journal articles, and to reflect upon these in the tutorial. Oral presentation skills (including the use of audio-visual aids where appropriate) are developed via presentations to the tutorial group for discussion. Essay writing skills are developed through the completion of coursework essays, covering the range of year 2 modules, in which students are expected to demonstrate evidence of independent reading and critical thinking/analysis.

Practicals
Research skills and the application of statistical knowledge are developed progressively, through three practicals in the first Level 5 semester in Year 1, and further via the completion of four substantial practicals in Year 2 each extending over a five-week period, covering the range of Year 2 modules. Students are encouraged to develop their own research questions, methods of answering these questions and to design, implement, analyse and report upon these endeavours.

Computing/Statistics
The basic IT skills developed at Level 4 are expanded via the Year 1 Level 5 practicals and through the Year 2 Research Design, Statistics and Computing module. Advanced statistical techniques are introduced in Year 2 and practical sessions in statistics involving smaller groups of students are included in the timetable to help students acquire these skills.

Assessment
Coursework assessment at Level 5 takes the form of coursework essays and practical reports. These are marked by Graduate Teaching Assistants in the first semester and by academic staff in the next two, who provide feedback not only on style, but also upon critical thinking skills. Coursework typically contributes 40% towards the assessment of each module, with 60% from examination. All modules (with the exception of Research Design, Statistics and Computing) are assessed at the end of the semester in which they are taught via conventional written examination.

The examinations consist of essays and multiple choice questions in the first semester of Level 5 (the examination format increasing to two essays and one third multiple choice questions), and to all essay questions (typically three in 3 hours) so that students can demonstrate not only their knowledge of the topic, but also, their critical thinking skills. The results achieved at Level 5 contribute 30% (10% from each of the three semesters) towards an honours student’s final degree classification.

LEVEL 6

Philosophy
At final year students are required to adopt increasingly sophisticated levels of critical appraisal, and to begin to develop original ideas and research hypotheses. Students are encouraged to regard first-hand accounts of experimental work as their major source, and should actively seek the latest findings in each area. They should have a questioning approach and be able to think about what research needs to be done.
Courses
At this stage the programmes allow students to select option modules of particular interest to them from the specialist modules offered by the School’s academic staff. The opportunity to study specialist areas taught by leading researchers in the field reflects the School’s research-led teaching philosophy. Research skills are emphasised in the research project where the student develops, designs, implements and reports upon a substantial piece of experimental work. It also provides opportunity for the acquisition of transferable skills.

Readings
The emphasis is on research articles, chosen to bring students to the cutting edge of the topic matter. These are supplemented by review articles and textbooks to sustain a coherent context.

Lectures
Lectures highlight not only what is known, but also what is not known. Students are encouraged to think of what needs to be done to advance knowledge. To this end the lectures are now of 2 hours’ length to allow more complex arguments to be examined, and to encourage more time for discussion and questioning.

Tutorials/Practicals/Computing
Students undertake a major research project during the final year. Each student is assigned a ‘research project supervisor’ who provides advice on this project. Supervision is given via a series of formal and informal individual meetings that replace the group tutorials of previous levels. Supervisors are members of academic staff, all of whom are expert researchers. The projects are, by requirement, highly individual, and therefore no set of particular skills can be taught (outside those already acquired at previous levels). The vital research-skill we aim to teach is that of self-sufficiency. Students must ‘problem-solve’ as problems occur, and must learn ‘how to learn’. Hence they may have to acquire specific statistical skills, computer-programming skills, technical skills, clinical skills, use of new computer packages etc. as is appropriate to their particular project.

Assessment
At final year, assessment comprises a) the project (40 credits) assessing ability to design, conduct, statistically analyse and report research; b) optional modules to the value of 80 credits, some of which are assessed by conventional written examination, some of which also contain an element of coursework. Together, these final year assessments contribute 70% towards final honours classification for 3 year degree students. For students on the degree with placement, the placement assessment contributes 10% towards honours classification with the final year contributing 60%.
STRUCTURE OF THE BSC PSYCHOLOGY & PSYCHOLOGY WITH PROFESSIONAL PLACEMENT

Criteria for Progression/Award of Degree

- Honours students study modules to the value of 120 credits per year. One module = 10 credits.
- All Psychology students study the same programme at Years 1 & 2.
- Students are required to pass all Year 1 modules in order to proceed to Year 2.
- Students are required to pass all Year 2 modules (+ placement year for Professional Placement Programme students) in order to proceed to the final year.
- Level 5 modules contribute 30% towards final honours classification. Level 6 modules contribute 70% (3 year programme). The placement assessment contributes 10% for those on the 4 year programme, with the final year assessment contributing 60% towards classification.
- The overall honours degree classification is determined by applying the combined weighted average mark for all specified modules to the University’s ‘Degree Classification Percentage Boundaries’.
### Year One

<table>
<thead>
<tr>
<th>Level 4 (Autumn Semester)</th>
<th>Level 5 (Spring Semester)</th>
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</thead>
<tbody>
<tr>
<td>Students take the following three compulsory double modules:</td>
<td>Students take the following three compulsory double modules:</td>
</tr>
<tr>
<td>PS1014 Psychological Research</td>
<td>PS2016 Social Psychology I</td>
</tr>
<tr>
<td>PS1016 Introduction to Psychology</td>
<td>PS2017 Biological Psychology</td>
</tr>
<tr>
<td>PS1017 Current Topics in Psychological Research</td>
<td>PS2020 Language &amp; Memory</td>
</tr>
</tbody>
</table>

### Year Two

<table>
<thead>
<tr>
<th>Level 5 (Autumn Semester)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students take the following three compulsory double modules:</td>
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</tr>
<tr>
<td>PS2007 Social Psychology II</td>
<td>PS2018 Abnormal &amp; Clinical Psychology</td>
</tr>
<tr>
<td>PS2011 Developmental Psychology</td>
<td>PS2021 Perception, Attention &amp; Action</td>
</tr>
<tr>
<td>PS2024 Psychological Research Skills</td>
<td>PS2023 Thinking, Emotion and Consciousness</td>
</tr>
</tbody>
</table>

### Professional Placement Year

Students on this degree scheme undertake their third year in an occupational placement setting (PS3003)

### BSc Psychology and BSc Psychology with Professional Placement—Level 6(F)

Students take the Research Project (quadruple module—40 credits) + optional modules to the value of 80 credits
### Final Year Autumn Semester

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Contributes to final degree award</th>
<th>Module Title</th>
<th>Level</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS3115</td>
<td>C</td>
<td>Stress &amp; Disease</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>PS3116</td>
<td>C</td>
<td>Forensic Psychology: Violence and Crime</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>PS3202</td>
<td>C</td>
<td>Neuroscience of Learning &amp; Memory</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>PS3312</td>
<td>C</td>
<td>Decision Making</td>
<td>F</td>
<td>20</td>
</tr>
<tr>
<td>PS3316</td>
<td>C</td>
<td>Active Vision</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>PS3415</td>
<td>C</td>
<td>Environmental Psychology</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>PS3419</td>
<td>C</td>
<td>Developmental Psychology: Research and Practice</td>
<td>F</td>
<td>10</td>
</tr>
</tbody>
</table>

### Final Year Spring Semester

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Contributes to final degree award</th>
<th>Module Title</th>
<th>Level</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS3201</td>
<td>C</td>
<td>Animal Learning &amp; Cognition</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>PS3208</td>
<td>C</td>
<td>Memory Processes &amp; Memory Disorders</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>PS3210</td>
<td>C</td>
<td>Behavioural Genetics</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>PS3317</td>
<td>C</td>
<td>The Psychology of Speech and Language</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>PS3403</td>
<td>C</td>
<td>Attitudes and Attitude Change</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>PS3414</td>
<td>C</td>
<td>Developmental Psychopathology in Childhood and Adolescence</td>
<td>F</td>
<td>10</td>
</tr>
<tr>
<td>PS3416</td>
<td>C</td>
<td>Emotion: Social and Neuroscience Perspectives</td>
<td>F</td>
<td>10</td>
</tr>
</tbody>
</table>
YEAR 1 MODULE INFORMATION

PS1014 PSYCHOLOGICAL RESEARCH
Double Module (20 Credits)
Semester: 1

The purpose of the module is to familiarise students with the scientific approach to the study of human behaviour and cognition. Through example-based learning, students will be introduced to the principles of research design within the field of psychology. Students will also learn about the application of these methods to the understanding of human behaviour. Students will learn to distinguish the characteristics of “good” and “bad” science. Students will also develop a familiarity with modern methods of scientific communication: presentations, journal articles and blogs.

PS1016 INTRODUCTION TO PSYCHOLOGY
Double module (20 Credits)
Semester: 1

The course aims to develop a student’s knowledge of the field of psychology, with specific emphasis on the role of experimental methodologies in developing the scientific approach to the study of behaviour.

PS1018 RESEARCH METHODS IN PSYCHOLOGY
Double Module (20 Credits)
Semester: 1

Students will be introduced to the conceptual underpinnings of statistical principles in a developmental sequence so as to help promote students’ overall understanding of the role of statistics, research methods and computing applications within psychology. Students will be introduced to the following topics (1) data distributions (2) descriptive statistics (3) probability (4) simple inferential statistics (5) parametric vs. non-parametric statistics (6) introduction to hypothesis testing (7) principles of research design (8) computing of statistics via software (SPSS) (9) Conducting and reporting experiments in psychology.
PS2016 SOCIAL PSYCHOLOGY I  
Double module (20 Credits)  
Semester: 2

The module provides students with an introduction to: (1) The historical background of social psychology, its links with other social and behavioural sciences, and its complementary relationship to other branches of psychology (e.g., cognitive, developmental); (2) Some of the most influential theories and studies in social psychology; (3) Some of the ways in which social psychology has been applied to produce a better understanding of ‘real world’ problems.

PS2017 BIOLOGICAL PSYCHOLOGY  
Double module (20 Credits)  
Semester: 2

This module will develop the students’ understanding and critical appreciation of current ideas concerning the relationship between brain function, genes and behaviour. The module will develop critical understanding of psychological principles of animal learning and brain function - at both the level of single neurons, neuronal systems, genes and functional anatomical circuits. A consideration of well-established phenomena relating to learning, memory, feeding and higher cognitive control and action selection will be used to highlight different aspects of brain function in health and disease.

PS2020 LANGUAGE & MEMORY  
Double module (20 credits)  
Semester: 2

This course will develop students’ critical understanding of information processing and neuroscientific approaches, concepts and theories in the study of: human memory, including sensory and short-term visual and auditory memory systems, retrieval and recognition. The psychology of language study will include speech perception, word recognition, language development, normal and impaired language processing, language and the brain, the time course of language production, syntactic structure in language, pragmatics; concepts and categories, prototype and exemplar-based theories.
YEAR 2 MODULE INFORMATION

PS2007 SOCIAL PSYCHOLOGY II
Double module (20 credits)
Semester: 1

This social psychology module develops the students’ critical understanding of well established intra-personal, interpersonal, intra-group, and intergroup phenomena and the role of psychological processes therein. Attention is paid to the testing of theory, developing a critical understanding of the historical and cross-cultural perspectives, the strengths and weaknesses of established techniques and limitations of existing knowledge in the conduct of experimental research in social psychology.

PS2011 DEVELOPMENTAL PSYCHOLOGY
Double module (20 credits)
Semester: 1

Students will acquire knowledge and critical understanding of cognitive and social development from conception through adolescence, including theories, methodological issues, and what is known about early cognition and cognitive growth; language and memory development; intelligence; emotional and social development; and family and peer relations.

PS2024 PSYCHOLOGICAL RESEARCH SKILLS
Double module (20 credits)
Semester: 1

To build upon the sound understanding of concepts and principles associated with experimental psychology introduced in Level 4. This module will develop the students’ knowledge and critical understanding of well established principles of research design, statistics and computing in psychology.
PS2018 ABNORMAL AND CLINICAL PSYCHOLOGY
Double module (20 credits)
Semester: 2

This module will introduce students to a variety of perspectives on abnormal and clinical psychology, such as: what is 'abnormal behaviour', how diagnoses and assessments are made, the role of genetics, environment and their interactions on aetiology, how different mental health disorders are treated, and the controversy surrounding some diagnoses. These issues will be explored by special attention to conditions such as eating disorders, schizophrenia, mood disorders, anxiety, OCD, personality disorders, autism, ADHD and neurodegenerative disorders.

PS2021 PERCEPTION, ATTENTION AND ACTION
Double module (20 credits)
Semester: 2

The course focuses on the way humans (with reference to other species) interact with and extract information about the world through their sensory organs and represent the current state of the world. Such issues as colour, depth, the effects of brain damage, streaming and object representation are considered.

PS2023 THINKING, EMOTION AND CONSCIOUSNESS
Double module (20 credits)
Semester: 2

The module aims to introduce the processes by which humans evaluate various sources of information, including emotion, in order to arrive at an understanding of things and events in their environment and to make judgments and decisions about those things and events. The course also examines the neural correlates of such processes and how they may be implemented computationally.
PLACEMENT MODULE INFORMATION

PS3003 OCCUPATIONAL PLACEMENT (for 4-year Professional Placement degree students only)  
120 credit module (one academic year)  
Semesters 1 & 2  

To increase the student’s understanding of an area of work that is a typical destination for psychology graduates.  
To enable the student to relate and potentially apply the psychological knowledge gained in the first two years of the degree course to a professional setting.  
To help enable employability and skills development. It is intended that students will develop professional skills that are valued by potential employers.  
To gain an understanding of the code of conduct and professional ethics in an occupational setting.

FINAL YEAR MODULE INFORMATION

PS3000 THE RESEARCH PROJECT  
Semesters 1 & 2: Quadruple Module (40 credits)  

To design, carry out, and report an extended research project.  

In this double semester module, students work individually and with appropriate supervision on a topic agreed with and approved by their supervisor. They are required to formulate a specific problem in psychology, design and carry out an appropriate research project, present and analyse their findings, and discuss the work critically. They are required to present their work in a report of not more than 7000 words which meets appropriate professional requirements.

PLEASE NOTE: The Level 6 modules listed below are typical of those offered, but may vary from session to session. Some are double modules.
PS3115 STRESS & DISEASE  
Single module (10 credits)  
Semester 1

The course comprises a series of lectures in which the relationship between stress (both physical and psychological) and health will be explored. The interaction between the physiological stress response system and, for example, the cardiovascular system will be described. The relationship between, for example, traits, emotions, coping processes and disease onset and prognosis will be examined in detail.

PS3116 FORENSIC PSYCHOLOGY: VIOLENCE AND CRIME  
Single module (10 credits)  
Semester 1

This course will introduce students to forensic psychology, with particular regard to violent and antisocial behaviour. It will provide students with evidence-based approaches to the understanding of criminal behaviours, and enable students to evaluate empirical findings in relation to offender assessment and management.

PS3202 NEUROSCIENCE OF LEARNING & MEMORY  
Single module (10 credits)  
Semester 1

Students will develop a systematic understanding of key findings and theoretical issues related to how the brain processes and stores information.

The course will examine the main principles and experimental findings concerning the biological substrates of learning and memory. The course will convey our current understanding of the synaptic and systems level basis of simple forms of learning, such as habituation, and more complex forms of memory, such as episodic memory. This work will be discussed in the context of neurodegenerative and psychiatric conditions.
PS3312 DECISION MAKING  
**Double module (20 credits)**  
**Semester 1**

To introduce students to the scientific study of judgment and decision making with respect to descriptive and normative perspectives, as well as how decision outcomes can be optimized given these constraints. The course will review the main processes underlying human judgment decision making. In particular, it will address theories and experimental findings related to the cognitive, social, and neural underpinnings of choice and examine how psychologists can act as ‘choice architects’ to improve practical and applied decision making processes for individuals as well as groups, societies, and businesses.

PS3316 ACTIVE VISION  
**Single module (10 credits)**  
**Semester 1**

This module will develop the students’ systematic understanding of the interaction between vision and motor control, highlighting sensorimotor control mechanisms, problems faced by an active observer, how the visual system resolves these problems and how perception supports action.

PS3415 ENVIRONMENTAL PSYCHOLOGY  
**Single module (10 credits)**  
**Semester 1**

In this module the students will develop a systematic understanding of the historical, theoretical, and methodological foundations of the interdisciplinary and applied field of environmental psychology. Students will develop a critical understanding of the application of psychology theory and research to environmental issues and human-environment interactions. Topics covered include environmental attitudes and behaviour, environmental risk perception, environmental stressors, architecture and urban environments. Lectures will describe theories, empirical evidence, and methods relevant to these topics.
PS3419 DEVELOPMENTAL PSYCHOLOGY: RESEARCH AND PRACTICE
Single module (10 credits)
Semester 1

This module addresses key aspects of research in contemporary developmental psychology, looking at methods commonly used in basic research as well as the application of those methods to assessment and intervention. The module will consider the full scope of research in developmental psychology, including how to use the existing literature to inform new research, policy and practice; how to choose appropriate tools for measurement and assessment; how to manage, analyse, and understand data; and how to identify causal and risk factors in development. The module will cover a range of research methods including questionnaires and checklists; observation and interviews; qualitative design and analysis; and interventions and randomised controlled trials (RCTs).

PS3201 ANIMAL LEARNING & COGNITION
Single module (10 credits)
Semester 2

The aim of the module is to develop the students’ critical understanding of key findings and theoretical issues and concepts that have been derived from research into learning, cognition and affect in animals. The course will examine the main principles and experimental findings that have emerged from a century of research into animal intelligence. Part of the course will be concerned with associative learning, where particular emphasis will be placed on the theoretical analysis of both Pavlovian and instrumental conditioning. The other part will concern animal cognition and will include consideration of such topics as categorisation, the representation of knowledge, social learning, and theory of mind.

PS3208 MEMORY PROCESSES & MEMORY DISORDERS
Single module (10 credits)
Semester 2

This module will develop the students’ systematic understanding of semantic and episodic memory processes, spanning cognitive accounts and theories of how the brain supports these kinds of memory. Students will develop a critical appreciation of how data from different species is relevant to questions about human episodic and semantic memory, as well as how data acquired using different measurement techniques can provide complementary insights into human memory and how the brain supports human memory.
PS3210 BEHAVIOURAL GENETICS
Single Module (10 credits)
Semester 2

The module will address the extent to which contemporary genetic and molecular approaches have informed our understanding about the biological basis of behaviour in health and disease. Key issues for discussion will include; the nature of the evidence that genes can influence psychology and behaviour, whether and how biological sex can impact on behaviour, the emerging field of epigenetics and its relevance to brain development, gene/environment interplay and the trans-generational inheritance of acquired characteristics, how the new genetics is beginning to shed light on the pathogenesis, diagnosis and treatment of neurological and psychiatric brain disorders, and the ethical, social and legal challenges we face in the post-genomic world.

PS3317 The Psychology of Speech and Language
Double module (20 credits)
Semester 2

This module will cover speech communication from psychological, physiological and modelling viewpoints. This will include processes of speech production and both normal and impaired speech perception.

PS3403 ATTITUDES AND ATTITUDE CHANGE
Double module (20 credits)
Semester 2

This course will provide students with an understanding of attitudes and attitude change. Students will learn about the psychological bases of attitudes and the factors that change attitudes. Lectures will describe the theories and empirical evidence relevant to these issues. Research Question and Answer periods in the lecture timeslots will help students develop research insights, leading to a written proposal. Seminars will be used to develop ideas for the research proposal. The teaching delivery and research coursework stresses the relationship of learning and teaching with research, while aiding employability skills.
PS3414 DEVELOPMENTAL PSYCHOPATHOLOGY IN
CHILDHOOD AND ADOLESCENCE
Single Module (10 credits)
Semester 2

Students will be introduced to recent theoretical and
methodological advances relating to the genetic, biological and
social underpinnings of childhood and adolescent development.

PS3416 EMOTION: SOCIAL & NEUROSCIENCE PERSPECTIVES
Single module (10 credits)
Semester 2

This course will provide students with an understanding of social
and neuroscience perspectives on emotion, and how they might be
integrated. The first half of the course will focus on the social
functions and communication of emotions. The second half will
focus on the neuroscience of emotion and communication of
emotions, including brain imaging (fMRI, EEG) and patient-based
neuropsychological approaches to understanding the neural
underpinnings of emotions and their intra-individual and social
functions.

Further information about all modules studied as part of the Psychology
degrees can be found on the School Inside web pages. You will need your
University Username and Password to access these pages.
CARDIFF UNIVERSITY DATES FOR ACADEMIC SESSION 2016/17

AUTUMN SEMESTER

Monday 26\textsuperscript{th} September 2016 to Sunday 22\textsuperscript{nd} January 2017
Christmas Recess: Saturday 10\textsuperscript{th} December 2016 to Sunday 1\textsuperscript{st} January 2017

SPRING SEMESTER

Monday 23\textsuperscript{rd} January 2017 to Friday 9\textsuperscript{th} June 2017
Easter Recess: Saturday 8\textsuperscript{th} April 2017 to Sunday 30\textsuperscript{th} April 2017

ENROLMENT WEEK

Monday 19\textsuperscript{th} September 2016 to Friday 23\textsuperscript{rd} September 2016

Academic Registry will send out more detailed enrolment information to successful candidates following the release of the A-Level results.

This booklet can also be made available in the following formats: Braille, tape, large print, disc and on coloured paper. Please contact us on 02920 876707 to request a copy in your chosen format.