

# School of Psychology

## Applicant Day

Professor Chris Fife-Schaw  
Head of School

Dr Judith Gentle  
Director of Undergraduate  
Studies

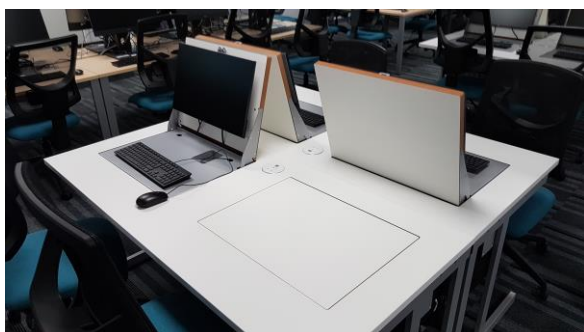
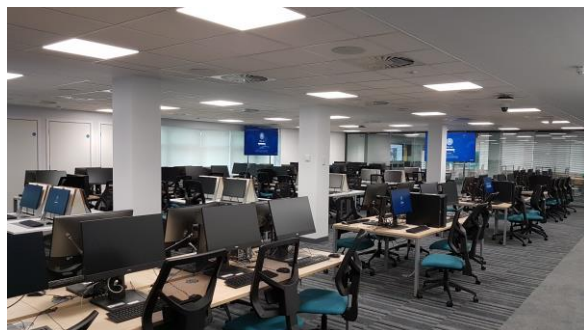
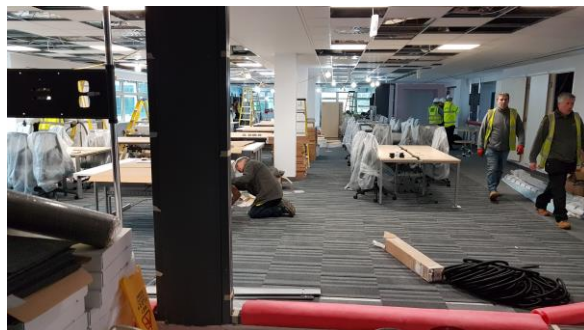
# The School of Psychology



Department of  
Psychological  
Sciences

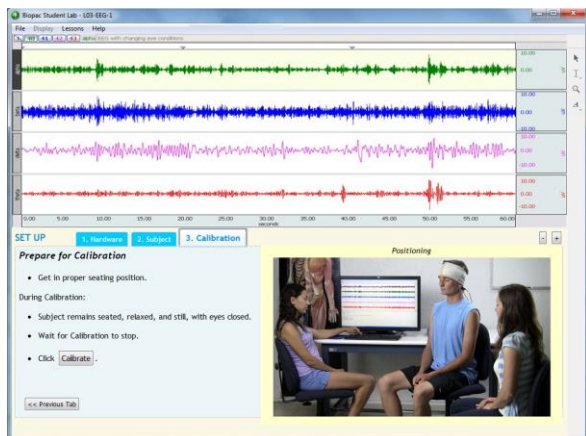
Department of  
Psychological  
Interventions

# Investment for 2019-20



- » £5m re-equipment and refurbishment of our teaching labs
- » 90-seat PC lab, two observation labs, 20 new bookable student project labs, 6-room extended reality (XRL) simulation space.

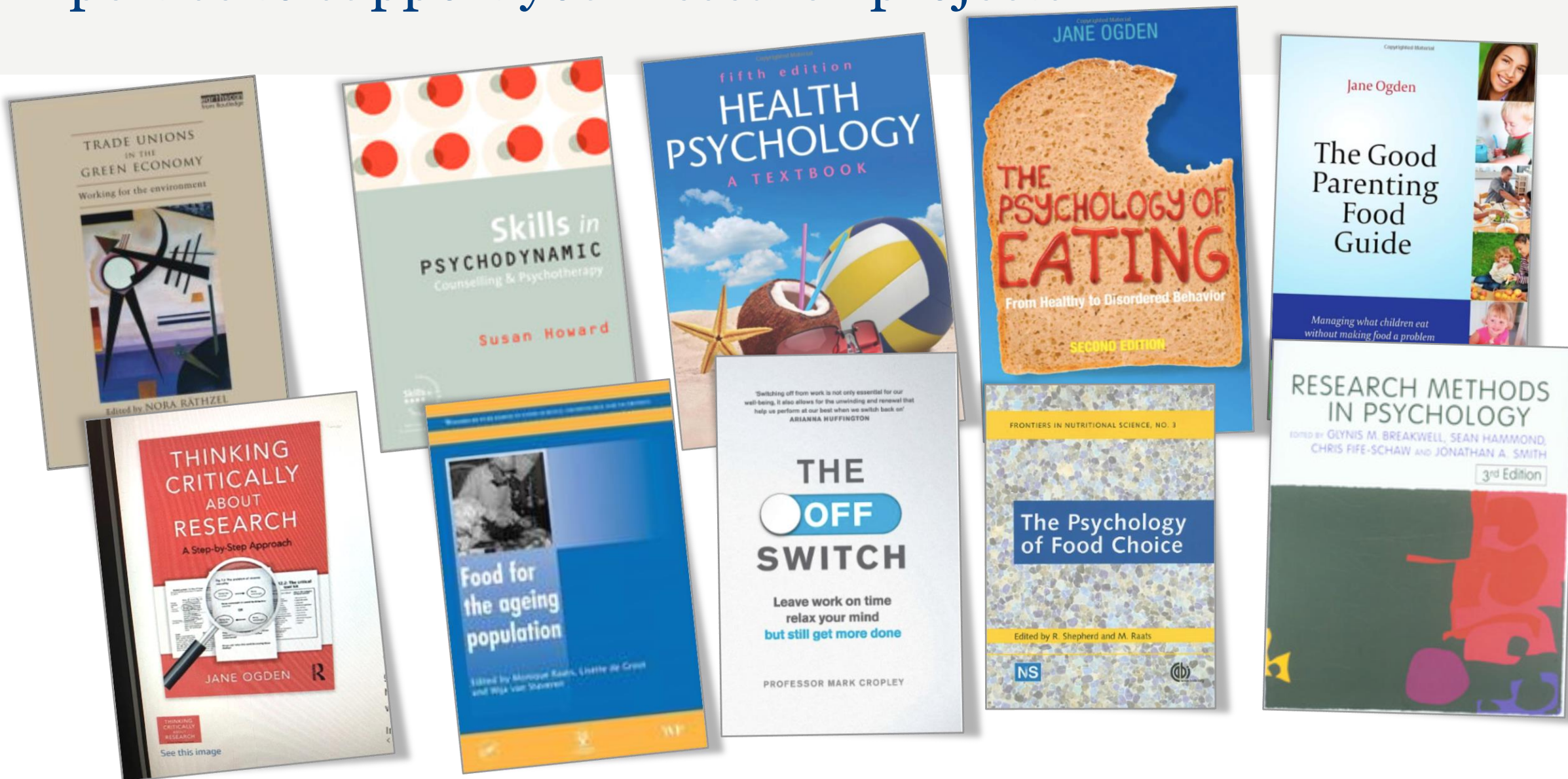
# Equipment and facilities



As an undergraduate psychology students you will get hands-on experience of:

- » Eye-tracking
- » EEG
- » tDCS/tACS
- » Electrophysiology
- » Actigraphy.

# Expertise to support your research projects



# Meet the teachers: Health Psychology



Obesity and  
eating  
Prof Jane Ogden



Stress and  
fatigue  
Prof Mark  
Cropley



# Meet the teachers: Neuropsychology



Brain  
stimulation to  
improve  
memory  
Dr Ines Violante



Effects of the  
gut biome on  
the brain  
Dr Kathrin  
Cohen-Kadosh



# Meet the teacher: Social development in children



Social  
development of  
children  
Dr Harriet  
Tenenbaum





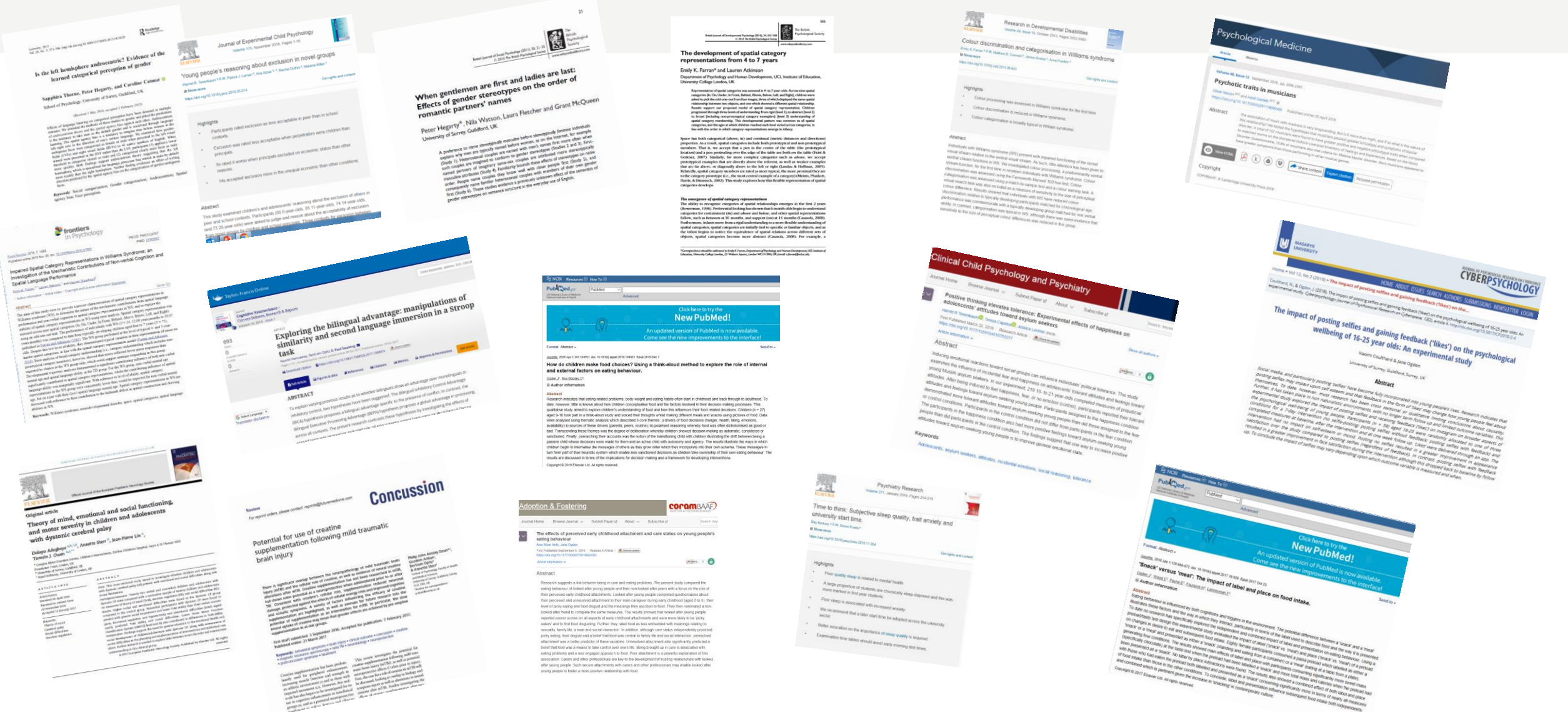
# Meet the teacher: Environmental Psychology



Interventions to  
prevent marine  
pollution  
Dr Kayleigh Wyles



# You may even get your work published



The collage features several journal covers and article abstracts, including:

- Journal of Experimental Child Psychology**: "Is the left hemisphere androgynic? Evidence of the learned categorical perception of gender" by Sylvia Thorne, Peter Hegarty, and Caroline Caser.
- Journal of Experimental Child Psychology**: "Young people's reasoning about exclusion in novel groups" by Sarah R. Tomblin et al.
- Journal of Experimental Child Psychology**: "When gentlemen are first and ladies are last: Effects of gender stereotypes on the order of romantic partners' names" by Peter Hegarty, Nila Watson, Laura Fletcher, and Grant McQueen.
- Journal of Experimental Child Psychology**: "The development of spatial category representations from 4 to 7 years" by Emily K. Farrer and Lauren Adelson.
- Journal of Experimental Child Psychology**: "The emergence of spatial category representations" by Peter Hegarty et al.
- Journal of Experimental Child Psychology**: "Exploring the bilingual advantage: manipulations of similarity and second language immersion in a Stroop task" by Sarah R. Tomblin et al.
- Journal of Experimental Child Psychology**: "How do children make food choices? Using a think-aloud method to explore the role of internal and external factors on eating behaviour" by Sarah R. Tomblin et al.
- Journal of Experimental Child Psychology**: "Concussion: Potential for use of creatine supplementation following mild traumatic brain injury" by Peter Hegarty et al.
- Journal of Experimental Child Psychology**: "The effects of perceived early childhood attachment and care status on young people's eating behaviour" by Sarah R. Tomblin et al.
- Journal of Experimental Child Psychology**: "Time to think: Subjective sleep quality, trait anxiety and university start time" by Sarah R. Tomblin et al.
- Journal of Experimental Child Psychology**: "Colour discrimination and categorisation in Williams syndrome" by Sarah R. Tomblin et al.
- Journal of Experimental Child Psychology**: "Psychotic traits in musicians" by Sarah R. Tomblin et al.
- Journal of Experimental Child Psychology**: "The impact of posting selfies and gaining feedback (likes) on the psychological wellbeing of 16-25 year olds: An experimental study" by Sarah R. Tomblin et al.
- Journal of Experimental Child Psychology**: "Positive thinking elevates tolerance: Experimental effects of happiness on adolescents' attitudes toward asylum seekers" by Sarah R. Tomblin et al.
- Journal of Experimental Child Psychology**: "Clinical Child Psychology and Psychiatry" by Sarah R. Tomblin et al.
- Journal of Experimental Child Psychology**: "Cyberpsychology" by Sarah R. Tomblin et al.

# BSc (Hons) Psychology course overview

## Accreditations

- » British Psychological Society (BPS)
- » Eligible for Health Care Professions Council (HCPC) registration upon postgraduate study and training.



The British  
Psychological Society  
Accredited

## Basic structure:



# Our course philosophy

**We aim to provide:**



Supported  
transition

**Independent and self-regulated learning.**



Cutting-edge  
research-led  
learning

**Embedded research methods**

Voluntary Research  
Apprentice scheme  
Final year optional  
modules and  
dissertation  
supervision.



Psychology-  
relevant work  
experience

**Professional Training**

placements across a  
range of roles and  
organisations.

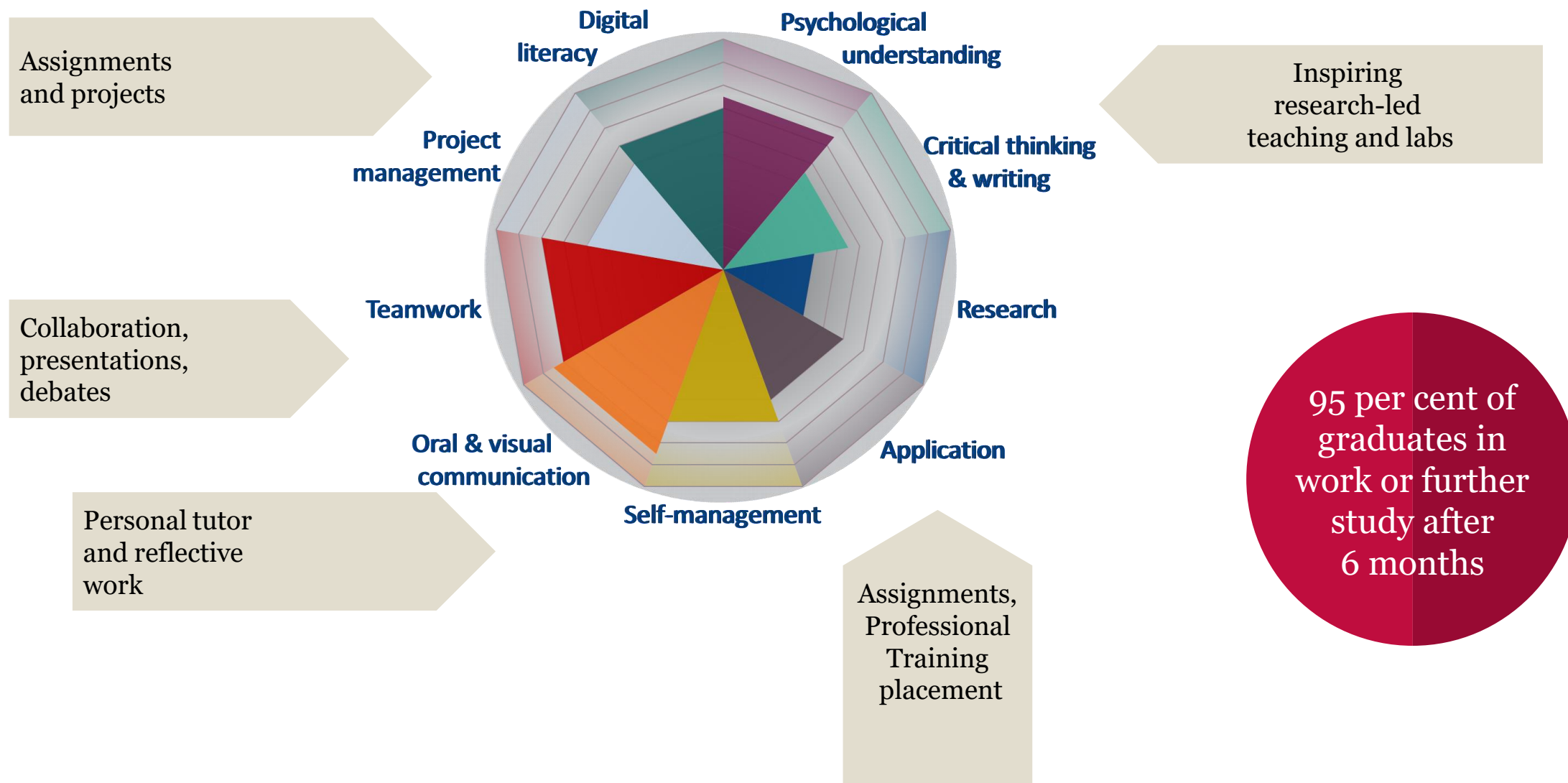


Employable  
skills

**Well-rounded graduates**

ready to train as  
practicing  
psychologists,  
researchers or to  
succeed in graduate  
employment.

# Your employability and professional development



# The course: Years 1 and 2

## Core modules in Year 1 and 2 (FHEQ 4 and 5)

Biological Psychology	Conceptual and Historical Issues (Yr1)
Cognitive Psychology	Classics in Personality Theory (Yr1)
Developmental Psychology	Personality, Intelligence & Psychopathology (Yr2)
Social Psychology	Qualitative Research Methods (Yr2)
Data Analysis & Statistics/Critical Thinking	Professional Skills and Applied Psychology (Yr2)

## What makes our course different?

- » You'll be guided by specialist research-active staff
- » Research training is embedded within subject modules including hands-on experience with modern data acquisition tools
- » Varied assessments to develop your different skillsets
- » Focus on applied psychology careers and personal development
- » Small group 'academic tutorials' in Year 1 to support your transition and skills.

# Methods of assessment

Range of assessment methods, including:

## **Examinations**

- » Multiple choice questions
- » Short answer questions
- » Essay-style examinations.

## **Coursework**

- » Essays
- » Critical reviews
- » Reflective logs
- » Research reports
- » Posters and leaflets
- » Oral presentations
- » Team projects.

## **Dissertation**



# Typical week in Year 1

	9-9:50	10-10:50	11-11:50	12-12:50	1-1:50	2-2:50	3-3:50	4-4:50	5-5:50
Monday				Academic Tutorial		Conceptual and Historical Issues in Psychology Lecture			
Tuesday	Cognitive Psychology Lecture			Statistics and Data Analysis Lecture					Conceptual and Historical Issues in Psychology Lecture
Wednesday	Subject Tutorials Social Psychology								
Thursday		Subject Tutorial Conceptual and Historical Issues in Psychology						Social Psychology Lecture	
Friday			Statistics Workshop						



# The course: Professional Training placement

## **For students on the 4-year course (can transfer during Year 1-2)**

» Work placement in a professional organisation during third year.

## **Minimum 30 full-time working weeks or equivalent**

» Roles involve real responsibilities and career development

» About half are paid (unpaid eligible for Student Finance England funding).

## **We advertise suitable placements during Year 2**

Students apply to organisations via a secure portal with guidance from dedicated psychology placement tutors

» We can also support you in organising your own placement.

## **Students supported throughout the year**

» Students are visited by tutor and will receive help with their return to studies.

» We have over 20 years of experience running placements and over 200 professional partners.



# Why do a Professional Training placement?

- » Apply knowledge, expand and improve your skills
- » Get industry-relevant work experience and a head-start in your career
- » Improve your transferable skills
- » Contribute to an organisation in a very real way and make a difference
- » Use the opportunity to look at your career options from the inside
- » Have a change from academic study and a chance to develop personally in terms of self-confidence and maturity.



# Previous work placements have included:

Institute of  
Psychiatry  
at The Maudsley  
KING'S  
College  
LONDON

SCIENCE  
MUSEUM



Disney

SADAS

PISPO

IBM

University of  
Kent

elite  
introductions international

Guy's and St Thomas' NHS  
NHS Foundation Trust



CAMHS (Child and  
Adolescent Mental  
Health Services)

HOUSE OF FRASER



HAYS Recruiting experts  
worldwide

mydeco

KIRKWOOD CARE  
HOME CARE FOR THE INDIVIDUAL

# The course: final year

## Specialisation and integration

- » You choose four advanced modules, based on **personal interests and career goals**
- » Taught in smaller, interactive classes
- » Led by research-active experts in the field
- » Supervised dissertation offers opportunity to conduct a novel piece of research aligned with your personal interests.

## Core modules in final year (FHEQ6):

Dissertation

General Psychology

## Example optional modules:

Clinical Psychology

Health Psychology

Occupational and Organisational Psychology

Environmental Psychology

The Self and Relationships

Psychology and Education

Thought and Language

Applied Psychology and Public Policy

Neurodevelopmental Disorders

Social Cognition

Morality and Emotions

History and Social Psychology

Neural Effects of Ageing, Stroke and Dementia

Social and Personality Development

# What do our students think of our course?

## **My Surrey experience – Marta Topor, BSc (Hons) Psychology**

“The course offered a range of opportunities that helped in developing skills in different areas of psychology.”

“Our psychology department is fantastic. The lecturers are very enthusiastic, and they support every student as an individual, taking into consideration their needs, interests and career plans.”

“The whole of my placement year (*St Thomas’ Hospital in London*) was a fantastic experience. It made me realise that research and a scientific career is really what I want to do next.”



# Commendations from the British Psychological Society

5

Commendations  
at the 2017  
accreditation

4

Four specific to  
the  
undergraduate  
course:



The British  
Psychological Society  
Accredited

1. The way our students value the course team, which also reflects the excellent support we give our students
2. The work we are doing on student feedback and the way it makes students feel valued
3. The suite of employment and experience opportunities we give our BSc students and the value of the Professional Training placement programme
4. The way we embed research methods and data analysis into the core modules.

# Our reputation

## BSc (Hons) Psychology course

- » 10th in *The Guardian University Guide 2020*
- » 95 per cent of graduates in employment or further study within six months of graduating (Unistats).

## Research-led University and School of Psychology

- » Lecturing staff with international research reputation in their specialist area
- » High staff-to-student ratio (1:13)
- » First-rate computing and lab facilities; friendly and supportive department.



