PSYCHOLOGY
BSc (Hons)

Accredited by The British Psychological Society
I applied to study Psychology at Oxford Brookes mostly because I was really impressed by the diversity of the research being undertaken. I attended an open day and was really struck by the welcoming atmosphere of the campus, and the friendliness of the staff within the team.

The format of the course means that the first year is about laying down foundations of learning, which are then topped up in the second year, whilst the third year is about taking this knowledge and applying it more specifically within Topics modules. This has really helped to build my confidence in my knowledge and ability.

The psychology staff are really approachable in the first instance, but there is extra help from subject support coordinators, as well as the library upgrade team. They can help with writing essays, lab reports and with statistics. The library facilities are excellent, and the librarians are really helpful, whether it’s showing how to use the databases to find journal articles or just finding a book! Access to resources has never been a problem.

I’ve really loved my time at Oxford Brookes and I know I am not ready to stop learning. I’ve had some amazing opportunities and the fact that I want to stay here to complete further study should say it all really!

Cara Law
BSc Psychology
(2013-16)
WHY STUDY PSYCHOLOGY?

Psychology is the scientific study of people, the mind, and behaviour. Psychology is both a thriving academic discipline and a vital professional practice. By studying psychology, you will learn about the many varied methods psychologists use to examine people, mind and behaviour. You will also learn about the different branches of psychology during your degree and so there will be plenty of opportunities to develop new interests and knowledge as you learn.

At Oxford Brookes we offer you the opportunity to extend this interest, underpinning it with the latest scientific findings from a team of staff who produce cutting-edge research in the context of rigorous empirical psychology. We offer you educational challenges and the academic tools to develop your learning, and give you a solid grounding in empirical methods, theories and discoveries. As well as gaining a scientific understanding of the complex interactions between mind, brain, behaviour and experience, you will also develop the ability to conduct your own independent research.

“The programme team have created a supportive and nurturing environment that has enhanced the student experience, which allows the students to be stretched and flourish”

British Psychological Society Accreditation Report 2015
WHY CHOOSE OXFORD BROOKES?

Distinctive features:
- Accredited by the British Psychological Society
- 95% of our Psychology research is internationally recognised, as assessed in the 2014 Research Excellence Framework
- Silver Teaching Excellence Framework (TEF) awarded in 2017
- Dedicated support staff
- Students can take part in a European or international study exchange while at Oxford Brookes

Established reputation
Based on the Headington Campus, Psychology at Oxford Brookes has over recent years invested heavily in the development of a research led ethos. The department also has a long record of excellence and innovation in teaching. This includes regular student evaluation of teaching, which helps to shape future practice and ensures our students are getting the most out of their education. Oxford boasts the highest proportion of ‘knowledge intensive’ employees of any English city and Psychology at Oxford Brookes has excellent links with local industry.

Professional recognition
Psychology at Oxford Brookes is widely recognised as a leading provider of a first class, academically sound and research informed education. In the first year of your degree you are required to complete a number of compulsory modules, giving you a solid grounding in empirical methods and theories. In order to gain recognition by the British Psychological Society you will study various compulsory modules, but within this framework you can choose modules which tailor your studies to your interests and specialism.

Student choice
On top of your compulsory modules we offer a wide range of further modules, allowing you to gain specialist knowledge or pursue personal interests in particular areas.

Research seminars
During semester time we host a research seminar series with talks from visiting experts from around the UK and elsewhere, ensuring that your learning is informed by the very latest developments and academic thinking. Research groups also run seminar meetings, where students are welcome.

In-house expertise
We have some specific areas of interest and expertise in our Psychology team at Oxford Brookes:
- Developmental Psychology
  We have several developmental psychologists in our team concerned with both typical and atypical cognitive, linguistic, social and motor development. We have a dedicated research space - Oxford Brookes Babylab where families come to take part in a broad range of studies on child development. We are well known for our work on the development of literacy particularly in children who struggle with reading and writing. This includes projects on children and adults with dyslexia and developmental language disorder, deaf children and those diagnosed with motor difficulties. Other studies have focused on the development of handwriting assessments and the reading skills of adults in further education.
- Motor Behaviour
  We have specific expertise in the assessment and analysis of human movement with a special interest in children and adults with Developmental Coordination Disorder (DCD). Our Perception and Motion Analysis (PuMA) Lab houses 3D motion analysis equipment for the detailed examination of motor performance.
- Applied Social and Health Psychology
  In this area we investigate the way that individuals’ beliefs, actions and aspirations are intertwined with both their immediate social groups and also the wider culture in which they are embedded. Our recent research has enabled us to: advise manufacturers and policy makers of the key factors that determine whether people adapt to innovative green technologies successfully; advise the British Army on the integration of full and part time members; highlight personal and cultural differences in the determinants of organ donation.
- Vision and Memory
  We have expertise in specific aspects of adult cognition, including visual attention, visual perception (object affordances), and interactions with action processing. We also do work on autobiographical memory and semantic and episodic memory contributions to self-identity.
Psychology at Oxford Brookes delivers a highly respected teaching programme with a reputation for producing professional, employable graduates. We combine the teaching of a strong, content-based discipline with the provision of practical and relevant skills training. An active research culture underpins all the teaching and learning in the department and you will have the opportunity to work alongside leading researchers.

With around 350 undergraduates and 50 postgraduates, we deliberately keep our department fairly small, fostering a friendly, stimulating atmosphere of shared knowledge. We teach you not just about psychology but how to look at the world as a psychologist. You will become part of an enthusiastic department, taught by staff who are recognised experts in their field, covering many varied aspects of psychology. There is a supportive relationship between undergraduate and postgraduate students, resulting in complementary learning at all levels.

We use a variety of teaching methods. However, most teaching is done using a combination of the following:

- lectures and seminars
- practical laboratory classes in which you carry out studies
- small group work and presentations.

Assessment methods include essays, practical work, student posters and presentations and exams.

**Online resources**

Key reference documents relating to learning and assessment are always available online. These include lecture schedules, lecture slides, learning outcomes, coursework guidelines, marking criteria, library and referencing resources, and notes on how to write essays or present practical reports.

**Support**

Throughout your time at Oxford Brookes you will receive excellent support from our dedicated staff, both academically and personally. Your academic adviser will be allocated when you start and will provide academic support for you throughout your studies. Our student support co-ordinators are there to support you in all aspects of your academic career and in any personal issues you may experience. In addition, our team of Demonstrators will provide you with statistical analysis support in the research methods modules. The University also offers an Upgrade service which is free to all Oxford Brookes students. Upgrade staff offer advice on all aspects of study including planning and writing essays and reports, either on a one-to-one basis or as a drop-in session.

**Example Module 1 - Foundations in Social Psychology**

Typically taken in the first year, this module focuses on the many different types of social context that people find themselves in. Topics covered in this module include the group mind, crowd behaviour, theories of personality, social learning, influence and the social self. These topics will be covered through lectures but you will also meet in groups of 8-10 students with a member of the teaching staff to discuss the preparation for your first undergraduate coursework assignment. These small group meetings provide a great opportunity to meet and get to know other students as well as getting to know your teaching staff.

**Example Module 2 - Developmental Psychology**

Typically taken in the second year, this module focuses on the psychological development of the child. This module reveals that much of our competence as humans in both understanding our world and getting on with others develops early in childhood. The first part of the module focuses on motor and literacy development, and the second part on social and moral development and cross-cultural approaches to studying development. To support the coursework element of the assessment on this module students work in small groups and carry out some formative tasks. This study group activity helps students prepare for the module assessment and also assessments on other modules across the programme, as well as developing teamwork, communication and critical thinking skills.

**Example Module 3 - Psychology of Mental Health Conditions**

Typically taken in the third year, this module examines approaches to the psychological understanding of mental health conditions. Topics covered in the module include how we define and classify mental health conditions, research and ethical issues in the field as well as examining a selection of disorders (e.g. selected anxiety disorders, mood disorders, schizophrenia, insomnia and eating disorders). These are studied within the context of current psychological research and theories to give knowledge of which clusters of symptoms suggest particular conditions, theories of the processes (e.g. biological, psychological) that may play a causal or maintaining role and the various approaches to treatment and management. A major part of the module is a case study report on a particular mental health condition.
Professor Anna Barnett

My research focuses on the development of motor coordination in children and young adults and understanding the difficulties that some individuals have in this area, for example those with Developmental Coordination Disorder (DCD). In the ‘Developmental Psychology’ module I teach students about the importance of motor coordination skills, how these develop in the early years and how they link to other domains, such as language development.

In the module ‘Foundations of Biological Psychology’ I teach students about the different parts of the brain involved in motor control and what can happen if there is damage in certain areas. Some of my research involves the development and publication of assessment tools for health and education professionals. One of these, the Movement ABC-2 Test, has been translated into many different languages and is used worldwide to help identify those with motor coordination difficulties so that they can be supported to help them achieve their potential. My research in this area informs much of the teaching that I do. For example, in the module ‘Understanding Developmental Disorders’ students hear about a range of assessments that can be used when working with children with different developmental disorders, learning how to evaluate and apply different tools.

I also supervise third year project students in this field; their recent work has included developing new motor coordination tests and questionnaires for adults and interviewing parents about how they teach new motor skills (such as bike-riding) to young children.

Dr Emma Davies

My research is about understanding and changing health behaviours such as drinking alcohol and undertaking physical activity. I am interested in the reasons behind why we do things that we know to be bad for us and avoid doing things that we know to be good for us! I also develop behaviour change interventions to try to improve health, and in particular I work on digital interventions (online or app based).

My research informs all of my teaching, in particular I have developed a new module called ‘Psychological Interventions’, in which students learn about how to systematically develop evidence based behaviour change interventions. I also supervise project students on topics related to my research. Recent student work has explored how different health psychology theories explain and predict smoking and drinking behaviours. Other students have researched condom use, performance enhancing drugs and motivations to exercise.

I am really interested in how we respond to health-related information, for example what would we think about health warnings on alcohol products? Students have designed experiments to explore this topic in detail, using health campaigns and posters and assessing if they can change attitudes and behaviours.
Throughout your degree you will be introduced to many empirical research techniques, culminating in your own independent study.

As part of your first-year studies you will learn about the conduct of real research by participating in actual studies. You will be introduced to current theories, methods and findings in:

- cognitive psychology
- the study of social and personal influences on behaviour
- children’s social and cognitive development
- basic psychological investigative procedures and data interpretation
- biological aspects of psychology
- interpreting influential studies in psychology
- current topics in the media

In your second year you will receive a further grounding in empirical techniques including statistical analysis, questionnaire design and qualitative interview methods. You will practice writing psychology research reports as well as studying many different advanced aspects of psychology in social, developmental, cognitive and biological psychology.

In your final year you will undertake your own research project which you will design, carry out and document. You may also take honours modules that will provide an overview of the historical and conceptual development of psychology and topics modules were you can choose to study areas of interest that will reflect the cutting-edge research knowledge of our staff.

The Toolkit
You will acquire a set of flexible skills to enhance not only your study of psychology, but your ability to deal with challenges in the future. These include:

- interviewing, survey and observation skills
- working and presenting information in groups
- measurement and evaluation of behaviour
- use and interpretation of statistics
- computer and word processing skills
- use of psychological knowledge to solve problems and design experiments
- organisation, planning and prioritisation abilities

These skills are taught entirely within the course and do not require prior experience.

Undergraduate Research
At Oxford Brookes undergraduates often have the opportunity to work alongside departmental staff as volunteer research assistants, gaining invaluable experience in the skills required for effective research design, collection of data and presentation of results. In addition, students are actively encouraged to hone their academic writing skills by contributing to peer-reviewed publications such as PsychTalk, the British Psychological Society’s student journal. The prestigious British Psychological Society’s Annual Conference also offers a great opportunity for students to present their final-year research projects to delegates (see photo above).

“...the programme team provides high levels of feedback, both written and oral, to the students on their assignments and monitors their progression throughout the programme.”

British Psychological Society Accreditation Report 2015

95% of our Psychology research is internationally recognised, as assessed in the 2014 Research Excellence Framework.
## BSC Psychology (Hons) Programme

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| STAGE 2 | | |
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| **Stage 2**  | 16 advanced acceptable modules required including 6 Honours modules (including a double honours module) | |
| **Year 2 and 3** | | |
| | **Advanced Stats & Experimental Method for Psychology** | **Social Psychology** |
| | **Cognitive Psychology** | **Developmental Psychology** |
| | **Cross-Cultural Perspectives in Psychology** | **Psychology of Mental Health Conditions (Hons)** |
| | **Psychological Interventions (Hons)** | **Topics in Social Psychology (Hons)** |
| | **Neuroscience (Double) (Hons)** | **Topics in Cognition (Hons)** |
| | | **Qualitative Methods in Psychology (Hons)** |
| | | **Questionnaire Design for Psychology** |
| | | **Understanding Developmental Disorders (Hons)** |
| | | **Topics in Developmental Psychology (Hons)** |
| | | **Project (Double) (Hons)** |

- Some modules may require pre-requisites.
- Other modules may be considered acceptable alternatives.
- Modules marked with * are required for BPS recognition.
- Modules shaded dark orange are compulsory.
- Modules and requirements on this course may be subject to change in the future but will still adhere to the British Psychological Society accredited route.
WHAT YOU WILL STUDY

The core modules in Year 1 and Year 2 will provide you with a thorough foundation in quantitative and qualitative research methodology, cognitive, developmental, social and biological psychology.

Optional modules will allow you to focus on areas and topics that interest you and reflect the research interests and expertise of our staff.

Psychology and Contemporary Issues
Modern media often report stories involving psychological issues that are inaccurately described or where psychology is misused. This module introduces students to the contribution psychological science can make to our understanding of these contemporary issues. Recent topics include: drug and alcohol use by young people, societal views of non-traditional family composition, controversies about recovered memory of trauma and sex and gender in society and the media. The module uses a mix of lectures and workshops and a module conference at which groups of students present posters on their chosen topic in preparation for their coursework - a portfolio of media extracts, media critique and description of relevant research.

Questionnaire Design for Psychology
This module provides an introduction to questionnaire-based investigation and its use in psychology. The module allows students to acquire a range of questionnaire based research skills for investigating behaviour, beliefs and attitudes and conduct research both as an individual and as part of a team.

Cross-Cultural Perspectives in Psychology
This module examines the relevance of cross-cultural influences on a variety of topics. These include: cultural differences in parents’ ideas and practices and how these impact on children’s development; the influence of language on perception, memory and thought; the impact of culture on the recognition of and expression of emotion; the self in individualist and collectivist societies; issues in intercultural communication including verbal and non-verbal communication; and globalisation and social change.

Psychological Interventions
In this module students learn about how to apply their psychology knowledge to change behaviours in order to improve people’s lives. Students chose a topic of their own choice and work towards planning and describing how they would conduct a randomized controlled trial to test their own novel behaviour change intervention. Recent topics have included reducing sugar consumption and encouraging exercise in older adults. Students are taught about recent and emerging developments in applied psychology, for example by using the Behaviour Change Wheel to develop their interventions. They also learn about how these developments are influencing policy and practice including how insights from health and social psychology are currently being applied within the Behaviour Insights Team in the UK Government.

Explanatory Concepts
This module examines some of the main philosophical, scientific and social scientific ideas that underpin contemporary psychology and the conceptual and methodological positions underlying different paradigms and research programmes. This is achieved by focusing on two broad sets of issues firstly, the ‘big ideas’ that have shaped psychology and secondly, the ‘big questions’ that have persisted within the field.

Psychology Project
In this final year double module students will undertake their research project supervised by a member of staff. This involves developing a research proposal, selecting an appropriate design, data collection, analysis and producing a comprehensive research report.
Psychology research at Oxford Brookes University informs developments in education and health, and continues to attract significant funding awards from bodies including the Economic and Social Research Council, Technology Strategy Board, the Leverhulme Trust, and commercial organisations.

Our research enjoys an international reputation, attracting high quality students and staff. Many members of the department have collaborations with researchers in Oxfordshire and across the UK, Europe, Australia and the USA.

Active Research
Psychology is taught in a friendly and supportive atmosphere by staff undertaking their own research in their field, which means that your learning is informed by the very latest academic thinking. The main research interests of our academic teaching staff are focused around cognition and neuroscience, developmental and child psychology, and applied social and health psychology.

Staff research projects which have received external funding include:

- car users’ attitudes and expectations of electric vehicles
- support to the families of army reservists by investigating needs, current provisions and gaps
- an assessment of the impact of cochlear implants on deaf children’s literacy
- early language development under difficult circumstances
- autobiographical memory and the self
- the use of sensory weighted blankets in children with autistic spectrum disorders
- locomotor and navigational abilities of children and adults
- the development of norms for a test to measure the speed of handwriting
- health visitor evaluation of mother-child interactions
- sleep disturbance in children with Developmental Coordination Disorder

Developmental Psychology
In this area students can engage in innovative research to explore a range of topics including childhood sleep, language and literacy development, the development of social and emotional skills and motor development. Students have presented posters based on their final year projects at the British Psychological Society Annual Conference on topics as varied as mother-child interaction, Developmental Coordination Disorder, and predictors of irregular word reading and spelling in children.

Cognition and Cognitive Neuroscience
Work in this area has a focus on prospective memory, autobiographical memory, visual cognition, perception and action and motor cognition. In Adult Cognition and Cognitive Neuroscience a variety of equipment and testing facilities are available for research projects, including our specialist visual cognition and neuroscience labs. Recent student projects have included work on the impact of texting on recall of lecture material, the effect of roadside advertising on driving performance, and the role of colour in visual scene recognition.

Applied Social and Health Psychology
In this area our students have conducted research on important contemporary issues, including people’s attitudes to binge drinking, and attitudes to organ donation. Interviews play a large part in students’ social psychology research and have recently been conducted with a wide range of people, from professional jazz musicians and elite sports performers, to people living in regions of international conflict. Recent student projects have included a study investigating what influences attitudes to ‘driver-less’ cars, pre-sleep use of social media and its role in predicting insomnia in university students, and factors influencing blood donation amongst young non-donors.
Our reputation for excellence in research ensures that we are called on by industry and commercial organisations. A 40-strong fleet of battery powered Minis has been put to the test in a project jointly run by Oxford Brookes, BMW, Scottish and Southern Energy, SEEDA (South East England Development Agency), and the local councils.

This work also led to the award of a £650,000 grant from The Technology Strategy Board for further work on the theme of reduced carbon emission. The aim was to establish how a large number of zero emission vehicles cope with the demands of day-to-day driving. The project was centred in the Thames Valley and looked at the way 80 volunteers drove their electric Minis in two back-to-back six month trials. By carrying out an assessment of car users’ expectations and experiences of the electric cars we gained an indicator of future public acceptance of low carbon vehicles. Findings were highlighted in the final report to the UK Government.

The greatest thing about doing a research project in the Babylab is that you get to watch developmental psychology unfold directly in front of you. Within a psychology degree, of course, you are going to learn about aspects of developmental psychology by reading articles, textbooks and maybe even watching videos. However, in the Babylab you get to see it happening in real life with real life babies!

Doing this type of project had its challenges of course, and my supervisor Dr Nayeli Gonzalez-Gomez was always so patient when it came to explaining all the complex equipment and procedures in the Babylab, as well as promoting independence by encouraging me to believe in myself and do the tasks on my own.

Katrina Martindale
BSc Psychology
(2013-16)
RESOURCES AND FACILITIES

Cutting edge research requires the most up to date technologies and as a psychology student you will have access to our fully equipped, dedicated psychology laboratories, and to customised software enabling you to run your own experiments and analyse the results.

**Babylab**
This purpose-built lab comprises a comfortable play area in which parents can interact with their babies and children in a relaxed environment. A one-way mirror along with remotely controlled cameras allow for non-invasive observation and recording of activity and behaviour. This facility gives psychologists insight into the cognitive development of babies. We also have an eye tracker specially designed for infant observations. The device uses infrared technology to determine where the baby is looking on a given image and for how long attention is focused. Traditional eye trackers are not suitable for use with children who tend to be more active than adult participants.

**High density EEG and ERP**
This lab has resources for doing high density EEG (electroencephalogram) and ERP (event-related potential) acquisition and analysis for cognitive neuroscience research. The goal of the research is to understand the relation between cognitive processes and brain activity, with emphasis on visual attention, visual perception (object affordances), and interactions with action processing.

**Visual Cognition Lab**
This lab is housed in a purpose-built room with darkened walls and adjustable lighting. A number of PCs with specialist software and connected to visual displays allow for experiment generation and stimulus presentation. Here we conduct experiments on visual masking, visual attention, and other aspects of visual cognition.

**Perception and Motion Analysis (PuMA) Lab**
This is designed to measure aspects of perceptual motor skill, with space to assess gross motor balance as well as fine motor reach-and-grasp actions. 3D motion analysis equipment, including an optical tracking system, allow us to analyse motor behaviour in detail.

**Writing Lab**
This lab has a range of equipment to record and measure handwriting and keyboarding behaviour. These include a Wacom Intuos graphics tablet that registers the xy coordinates of writing and can be used together with an eye tracker. For keyboarding, specialist software records every key press, so that revisions can be tracked.

**Oxford Brookes Library**
With over half a million books, DVDs and CDs, a vast range of databases, e-journals and reference materials, the university library provides all the resources you need for your study of psychology. We have a dedicated psychology librarian who is on hand to answer your enquiries, teach you information skills and guide you around the electronic resources on offer.

We also have a specialist psychological test library, containing a wide variety of standardized tests to measure behaviours such as reading, spelling, writing, attention, intelligence and personality.

**PC Lab**
We have a dedicated PC lab for undergraduate students with 50 computers. This is available to students out of normal working hours, for their projects and other academic work.

The John Henry Brookes Building was rated one of the top buildings in the UK in 2014, winning multiple awards including: Education Estates Award for student experience; a Royal Institute of British Architects (RIBA) National Award; three RIBA regional awards; and Oxford Preservation Trust Award.
If you plan to follow a career in psychology, your degree from Oxford Brookes will provide an excellent foundation. In order to study psychology, you need to demonstrate intellectual rigour alongside analytical and scientific skills; a combination of factors which make our undergraduates highly attractive to employers across a broad range of fields.

Professional Recognition
Undergraduates with vocational ambitions in psychology can follow a programme of study which is accredited by the British Psychological Society (BPS) as conferring eligibility for the Graduate Basis for Chartered (GBC) Membership, provided the minimum standard of a lower second class honours is achieved, the Psychology project is passed and the required modules are undertaken. This is the first step towards becoming a Chartered Psychologist.

Recognition
Psychology has a close relationship with the university careers service and regular careers talks are held during both semesters. These include specific guidance on psychology careers and advice on becoming a professional psychologist, including clinical psychology.

For the last few years an extremely successful “speed networking” careers event has been held with local psychology employers and recent graduates. Some modules on the course, such as the Psychology of Mental Health Conditions, invite outside speakers to talk about their professional work and outline careers opportunities related to their field such as assistant psychologists, behaviour therapists and various roles related to special educational needs.

A number of our students take advantage of our Oxford location and undertake some voluntary work with the many charities or organisations based in Oxford in order to build experience that will help them progress towards vocational training after graduation. Students have recently undertaken work at Headway, who work with those with brain injuries, at the One-Eighty charity (founded by one of our own psychology graduates), who work with young people on the fringes of education, and assisting with tutoring at Grendon Open Prison.

For further information visit www.bps.org.uk/careers

Psychology Research Experience Scheme
The Psychology Research Experience Scheme (PRES) is an opportunity to develop undergraduate students’ research skills and encourage students to see research and post-graduate study as a viable career option on graduation. Students are given the opportunity to apply to work with staff on research projects that they are interested in. Many students have found the experience extremely valuable in deciding their future career aspirations, and the experience is ideal for broadening any CV.

Student PRES Experience
Rebecca carried out her research experience with Dr Sanjay Kumar in the Cognitive Neuroscience EEG Lab. She worked on projects collecting data using the EEG machine, which measures subtle changes in the electrical activity in the brain.

“I learnt how to independently collect EEG data, including preparing and fitting an EEG cap. I also learnt how to use EEG software and hope now, over the summer to analyze some of our data. Overall the experience has been very beneficial to me. It has given me hands on experience and an insight into a particular area of psychological research, so as I can better decide which areas I want to specialize in. I feel extremely grateful to have had this opportunity and hope to use the skills I have acquired in further academic and career ventures”

Rebecca Atherton

The British Psychological Society
Accredited
WHAT OUR GRADUATES DID NEXT

Our graduates pursue successful careers in many fields including occupational, educational and clinical psychology, marketing, education, and the civil service as well as choosing to enter postgraduate study and to continue with their academic research careers. This is what two Oxford Brookes Psychology alumni did next.

Katie Hannam
BSc Psychology (2012-15)

“I wanted to apply to study Psychology at Oxford Brookes because I wanted to be a clinical psychologist and the course content at Oxford Brookes had a range of modules which would give me a good starting point if I wanted to apply for the doctorate. The Psychology Team were very supportive in extra curricular activities that would help with my application such as setting up a group to submit our third year research proposals to the annual British Psychological Society conference and suggesting contacts for work experience within the field.

I ended up not pursuing a career in clinical psychology and applied for an internship at the University, which is a scheme Oxford Brookes graduates are able to apply for. This has led me to my current job and I am now on the Civil Service graduate scheme. Although I didn’t pursue a career in clinical psychology, I use the skills the Psychology Team taught me every day.

I have to build relationships quickly and make fast, effective decisions in order to solve complex problems. The module on social psychology has been so useful in understanding emotional intelligence, how I can apply it and how to get the best out of people and their teams.

I am currently undertaking an MSc as well as working full time. Brookes not only taught me the content knowledge of psychology but also the skills to learn effectively, which is something I have carried with me to my post graduate degree. I felt very supported in modules in research methods at Oxford Brookes, and the Psychology Team held extra sessions for those who needed further tutorials in statistics, something that has come in very useful with my current MSc. I am confident in statistical analysis thanks to my education at Oxford Brookes, which is something not all of my current cohort can say.

Brookes gave me an excellent starting foundation, and I recommend the psychology course as it provides great variety for whichever career path you want to follow. The teaching support was crucial to motivating and encouraging me to applying for the graduate scheme, some of whom I still call mentors today.”

Tom Smejka
BSc Psychology (2013-16)

“During my time studying psychology at Oxford Brookes I really enjoyed the broad range of topics covered at the start of the degree with the ability to choose modules that I had found most interesting for further study in the later years. One of the main benefits I found with studying at Oxford Brookes was the opportunity to get relevant work experience alongside the degree. I worked as a research assistant with a couple of the researchers in the Psychology Team, which gave me real world experience in conducting research and helped me get into the job I am currently working in.

The Psychology staff at Oxford Brookes were extremely helpful and encouraging during my degree and the expertise of the lecturers was clear through their teaching and guidance in tutorials. I particularly enjoyed my 3rd year dissertation project in which I was able to design and conduct a study with my supervisor looking at novel ways to improve symptoms for people with depression and insomnia which we are currently in process of writing up for publication.

Following graduation, I have been working in neuroscience research with Oxford University, using MRI and different types of brain stimulation to design new ways to improve recovery for stroke and brain injury survivors.

The rich content of the course and the opportunity to work alongside the degree really helped me with a smooth transition into finding a job after university and I would highly recommend the course to anyone currently considering it!”
“The social and developmental modules have been key to my enjoyment and experience at Oxford Brookes. Lecturers prepared engaging material and encouraged me to be a critical and analytical researcher. Modules have been structured in a way that builds on my knowledge and allows me to progress in my understanding of psychological theorists, topics and concepts each year.

One aspect of studying Psychology at Oxford Brookes I have found particularly beneficial is being assigned to an academic advisor from the start of the degree. They are always available to give you advice and feedback on work and modules in order to aid learning, but also support in other aspects of university experience. My advisor has been a huge support throughout my time at university and I have enjoyed building a relationship with her and learning from her over the years.

I am currently in the process of working to publish my research and feel very fortunate to have been able to have the opportunity to work alongside the expertise of my supervisor and practically apply my knowledge from the degree.

I would highly recommend the course as I believe the range of topics would engage and suit all interests and the teaching and support is excellent.”

Hope Hodgson-King
BSc Psychology

KEY FACTS:

DURATION
FULL TIME: 3 years
PART TIME: up to 6 years

TEACHING LOCATION
Headington Site,
Headington Campus

ACADEMIC FACULTY
Faculty of Health and Life Sciences

HOW TO APPLY
Application is through UCAS. See our website for the course code.

ENTRY REQUIREMENTS
For course specific information on our academic entry requirements, see our website:

www.brookes.ac.uk/courses/undergraduate/psychology/

CONTACT
+44 (0) 1865 483771
psychology@brookes.ac.uk
www.brookes.ac.uk/psychology
All information is correct at the time of going to press. Please refer to the University’s website for the most up-to-date details. Oxford Brookes University actively supports equality in education and welcomes applications from all people representative of our diverse community. For more details please visit

www.brookes.ac.uk/services/hr/eod or phone +44 (0) 1865 485929.

22 June 2018