39 School of Psychology

SP801		Statistics and Methodology					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment		Convenor
2	Canterbury	Autumn and Spring	M	40 (20)	100% Coursework		Sabo Dr J

Contact Hours

Weekly three-hour lecture-workshops, weekly computing surgeries.

Learning Outcomes

Understand the logic of hypothesis testing
Understand specific methods of statistical analysis
Demonstrate such understanding by applying these methods to various computational problems

Successfully perform analyses and interpret output of statistical software packages
Acquire an understanding of theoretical positions and controversies related to methodology

Apply this understanding to specific research design problems

Method of Assessment

Students complete two sets of examinations, each accounting for 50% of the final mark.

Pre-requisites

None

Restrictions

Not Available Wild.

Synopsis *

The aim of this module is to provide a postgraduate-level orientation to both basic and advanced contemporary statistical and methodological issues in psychology. It is compulsory for all our MSc students. The methodological issues considered include validity and reliability in measurement; experimental, quasi-experimental, and correlational research designs in the laboratory and field; observational, archival, and qualitative research methodologies; and the problem of bias in psychological research. The statistical techniques taught include univariate and bivariate descriptive and inferential statistics; psychometric techniques; exploratory data analysis; basic and advanced topics in ANOVA and ANCOVA; multiple regression; factor analysis; and structural equation modelling.

SP802 — Current Issues in Social and Applied Psychology Part 1

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	Hopkins-Doyle Miss A

Availability

Available to students registered for the MSc in Developmental Psychology, the MSc in Group Processes and Intergroup Relations, the MSc in Research Methods in Psychology, or the MSc in Social and Applied Psychology.

Contact Hours

Weekly two-hour lecture-seminars

Learning Outcomes

To equip students with the skills to analyse the social psychological aspects of problems in a range of applied contexts (e.g. health, legal, organisational, and educational settings)
To acquire expertise in the design and implementation of different research and evaluation methodologies
To develop an appreciation of the theoretical and meta-theoretical issues involved in utilizing a social psychological approach
To increase understanding of the social psychological processes and means by which change can be achieved at individual and organisational levels.

Method of Assessment

 One extended essay

Pre-requisites

None

Restrictions

Not available wild

Synopsis *

This module is focused on the conceptual frameworks offered by social psychology, and the ways in which social psychology can be applied to contemporary and relevant real-world issues and problems. The module explores important conceptual issues, including the levels of analysis we adopt; the nature of social knowledge; perceptions of self and others in social psychology; self, group, and ideological motives for action and inaction; the mechanisms underlying social protest; cultural variability in social psychological processes; and the roles of power, gender, and culture for social action and change.

SP805   Psychology of Criminal Conduct

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	Pina Dr A
2	Canterbury	Autumn	M	20 (10)	100% Coursework with Pass/Fail Elements	Pina Dr A

Availability

This module is only available to students registered for the MSc in Forensic Psychology.
Not available wild / optional

Contact Hours

Teaching consists of workshops and site visits

Learning Outcomes

Possess an understanding of criminological theory regarding the origins of offending
Have obtained an introductory knowledge of techniques for the study of offender behaviour and its contribution to police work

Possess an understanding of rational decision-making as applied to crime and offences conducted by people who make non-normal decisions, e.g. psychopaths, sex offenders
Be able to understand the reality of the functions of different parts of the Criminal Justice System through attendance on course visits

Method of Assessment

100% Coursework.

Pre-requisites

SP806 Psychology of Law and Justice

Synopsis *

This course examines the topic of criminality from a broad psychological perspective. The evidence that consistent criminal tendencies can be reliably assessed is considered, and the extent to which personality factors can explain that consistency is evaluated. The study of offence behaviour and the contribution of investigative psychology to police work are examined. The concept of psychopathy is explored along with examining more generally the relationship between crime, law and moral judgement. The origins of the criminal tendency in childhood are detailed and its abundant expression in adolescence highlighted and examined. The role of victims in creating, defining and reporting crime is analysed, and the psychological consequences of crime for victims and potential victims are explored.

This module examines the topic of criminality from a broad psychological perspective. The evidence that consistent criminal tendencies can be reliably assessed is considered, and the extent to which personality factors can explain that consistency is evaluated. The study of offence behaviour and the contribution of investigative psychology to police work are examined. You explore the concept of psychopathy before examining more generally the relationship between crime, law and moral judgement. Theoretical perspectives on the origins of the criminal tendency in childhood are detailed and its abundant expression in adolescence highlighted and examined. The role of victims in creating, defining and reporting crime is analysed, and the psychological consequences of crime for victims and potential victims are explored.

SP806		**Psychology of Law and Justice**				

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	Alleyne Dr E
2	Canterbury	Spring	M	20 (10)	100% Coursework	

Availability

This module is only available to students registered for the MSc in Forensic Psychology.
Not available wild / optional

Contact Hours

Teaching consists of workshops and site visits

Department Checked

23.1.18 Synopsis updated to reflect MO TF

Learning Outcomes

Gain a basic understanding of the criminal justice process

Gain a detailed understanding of the psychological factors which may be relevant at each stage of the criminal justice process
Fully appreciate the usefulness and applicability of psychological research in the criminal justice system
Understand the role and limitations of expert testimony in a trial
Gain basic court room skills by taking part in a mock trial

Gain an understanding of psycho legal processes in practice through attendance on visits to Magistrates and Crown Courts

Method of Assessment

100% Coursework. 1 Extended Essay

Pre-requisites

None

Synopsis *

This course examines the social psychological processes involved in defining an act as criminal and deserving of prosecution and conviction. The course includes evaluations of: why we punish offenders; how they are caught, identified and prosecuted; the role of public opinion in justice and the court process. We also evaluate legal decisions by jurors and judges; the treatment of offenders with special needs and the effects of imprisonment for both prisoners and the prison system.

SP808		**Advanced Research Methods**					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment		Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework		

Availability

Optional to students taking the Research Methods in Psychology MSc-T (RMPSY:MSC-T) programme of study.

Learning Outcomes

The intended subject specific learning outcomes.
On successfully completing the module you will be able to:
1 Critically apply understanding of the role ethics takes in the study of psychology as a discipline.
2 Comprehensively understand the development of psychology research methods.
3 Demonstrate an understanding of a range of technical tools which are used across a variety of quantitative research areas of social, forensic, cognitive and developmental psychology.

The intended generic learning outcomes.
On successfully completing the module you will be able to:
1 Demonstrate the ability to solve advanced research problems in the field of Psychology.
2 Apply intellectual skills taught in the module, such as critical reflection.
3 Apply transferable skills relating to programming.

Method of Assessment

100% coursework. This is formed of a critique of an example ethics application (50%) and an In Class Test (50%)

Preliminary Reading

Please see reading lists via the Library

Pre-requisites

None

Synopsis *

In studying this module you gain a broad and practical understanding of the processes involved in the development of high-quality and ethical research designs and procedures in psychology. One key focus is on gaining a deeper understanding of research ethics, particularly in regard to the practicalities of working with vulnerable populations. The other key focus is on practical issues. Here you will be taught to use Qualtrics, MTurk and E-Prime to present experimental stimuli and/or questionnaires. Additional practical topics include power analysis, stimuli development, counterbalancing and calculation of inter-rater reliability.

SP809	Research Project in Criminology,Legal or Forensic Psychology					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	M	60 (30)	100% Coursework	
1	Canterbury	Autumn and Spring	M	60 (30)	100% Project	
2	Canterbury	Autumn and Spring	M	60 (30)	100% Project	Alleyne Dr E

Availability

Available to students registered for the MSc in Forensic Psychology

Learning Outcomes

Demonstrate that you have conducted an empirical research project in the general area of Forensic Psychology, documented in a complete project report
Demonstrate your appreciation of key ethical issues in conducting research on forensic populations, documented in your producing, and receiving ethical approval for, a detailed research proposal
Have a detailed appreciation of the difficulties and constraints encountered during your the lifespan of a research project
Demonstrate the ability to write a piece of research up for publication

Method of Assessment

100% Coursework, formed of one review article (40%) and one empirical paper (60%).

Preliminary Reading

Your supervisor will direct you towards core readings in the area of research chosen.In general you will find the following texts useful:
American Psychological Association (2009). Publication manual (6th ed). Washington, DC: APA.
The British Psychological Society (1993). Code of Conduct, Ethical Principles and Guidelines. Leicester: BPS.
Division of Forensic Psychology (1997). Ethical Guidelines on Forensic Psychology 1997. Leicester: BPS.

Pre-requisites

None

Restrictions

Available only to Forensic Psychology MSc-T students.

Synopsis *

This module entails the student undertaking independent empirical research on a forensic topic. The area is guided by the students' supervisor, but also informed by the Division of Forensic Psychology curriculum. The research is to be at a publishable level and should make an original contribution to the field, however it is not required to provide as comprehensive coverage or investigation as that which would be required for a PhD.

During the process of conducting your research, you should adhere as closely as possible to your time plan and keep in close contact with your supervisor. Your supervisor will advise you on specific issues relating to content and structure, however, the structure of the research dissertation as two journal style articles means that is should be relatively easy to find copies of similar work in published journals. You are strongly encouraged to select a number of articles, which have looked at similar topics and use these to help you structure your work appropriately. In terms of review paper this may mean using similar sub-headings to group the work you have reviewed, historically or thematically and in terms of the empirical paper, this may mean looking at research which has used similar research techniques and identifying the elements which have to be included and looking at how others have presented the data. Both papers do need to be produced in appropriate journal format and the notes to authors in the forensic journals do provide useful guidance. A list of journals identified by the DFP as being good forensic journals is provided below. This is for guidance only and is not exhaustive; your supervisor will also help you to select appropriate journals and structures.

Behavioural Sciences and the Law
British Journal of Criminology
Bulletin of The American Academy of Psychiatry and Law
Crime & Delinquency
Criminal Behaviour and Mental Health
Criminal Justice & Behaviour
Criminology
Development & Psychopathology
Expert Evidence
The Howard Journal
International Journal of Offender Therapy
Journal of Forensic Psychiatry
Journal of Interpersonal Violence
Journal of Police Science & Administration
Law & Human Behaviour
Legal & Criminological Psychology
Psychology Crime & Law

SP813	Advanced Topics in Intergroup Relations					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	Cichocka Dr A
2	Canterbury	Autumn	M	20 (10)	70% Project, 30% Coursework	Cichocka Dr A

Availability

Available to students registered for the MSc in Developmental Psychology, the MSc in Group Processes and Intergroup Relations, the MSc in Research Methods in Psychology, or the MSc in Social and Applied Psychology.

Contact Hours

Weekly two-hour seminars

Learning Outcomes

This advanced level course aims to develop students' knowledge about intergroup behaviour by considering a number of current theoretical, empirical and policy issues within the general area of intergroup relations. Throughout the course there will be a continual emphasis on the application of theoretical models to particular social contexts so as to deepen students' understanding of the utility and the limitations of these models.

Method of Assessment

100% Coursework.

Pre-requisites

None

Synopsis *

This module examines advanced theory and research in intergroup relations. We consider the nature of social categorisation processes and how stereotypes develop, persist and change. We then examine the relationship between intergroup perceptions and prejudice, and how intergroup relationships influence both variables. We consider how and why stereotypes and prejudice become manifested as discrimination and intergroup conflict, and then how groups become mobilised to perform collective action. Finally, we study the motivational and social elements in intergroup relationships, social identity as a group member, and how these issues can be studied both in the laboratory and in real world settings.

SP817		Current Issues in Social and Applied Psychology II: Applications				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	Swift Dr H
2	Canterbury	Spring	M	20 (10)	70% Project, 30% Coursework	Swift Dr H

Availability

Available to students registered for the MSc in Developmental Psychology, the MSc in Group Processes and Intergroup Relations, the MSc in Research Methods in Psychology, or the MSc in Social and Applied Psychology.

Contact Hours

Weekly two-hour seminars

Learning Outcomes

To equip students with the skills to analyse the social psychological aspects of problems in a range of applied contexts (e.g. health, legal, organisational, and educational settings)
To acquire expertise in the design and implementation of different research and evaluation methodologies
To develop an appreciation of the theoretical and metatheoretical issues involved in utilizing a social psychological approach
To increase understanding of the social psychological processes and means by which change can be achieved at individual and organisational levels

Method of Assessment

100% Coursework. Formed of a critical discussion (30%) and a thought piece (70%).

Pre-requisites

None

Synopsis *

This module provides an understanding of current conceptual debates in Social Psychology together with an appreciation of how practitioners apply behavioural principles in their field of work. The module deals with the application of conceptual and methodological insights to significant real-world problems, and with the development of new theoretical approaches based on the lessons learned from applied research and practice.

SP825		Assessment and Treatment of Offenders in Forensic Settings				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	Gannon Prof T

Availability

This module is only available to students registered for the MSc in Forensic Psychology.
Not available wild / optional

Contact Hours

Weekly three-hour lecture-workshops

Department Checked

23.1.18 Synopsis updated from latest MO TF

Learning Outcomes

Possess a general understanding of the role of Forensic Psychologists in the assessment and treatment of offenders.
Possess a detailed understanding of issues related to the assessment, management and treatment of mentally disordered offenders.
Possess a detailed understanding of issues related to the assessment, management and treatment of non-mentally disordered offenders.
Possess a general understanding of relevant professional issues involved in working with both mentally disordered and non-disordered dangerous offenders.
Be able to describe and critically evaluate the literature in assessment and treatment of offenders.

Method of Assessment

100% Coursework. Formed of a reflective piece (30%) and an assessment report (70%)

Pre-requisites

None

Restrictions

Available only to Forensic MSc-T students.

Synopsis *

The course examines issues relating to the assessment, management and treatment of offenders from a psychological perspective. An introduction to the role of forensic
psychology within secure establishments will be provided. This will explore both general and specific issues related to working with dangerous mentally disordered and non disordered offenders. Issues relating to the assessment of mental disorder and offending behaviour and their relationship will be raised throughout the course. The importance of assessment in understanding the function of offending, identifying treatment targets and measuring change will be highlighted along with difficulties associated with such assessments. Various treatment models will be described and their application to a variety of offences discussed. This will include the special hospital setting and criminal justice setting. Gender differences will be raised with particular attention to the manifestation of mental health problems in women who offend. Forensic cases will be used to demonstrate the complexities associated with assessing and treating this population.

SP827	Current Issues in Cognitive Psychology and Neuropsychology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	M	40 (20)	100% Coursework	Gonidis L

Availability

Available to students registered for the MSc in Cognitive Psychology/Neuropsychology or the MSc in Research Methods in Psychology.

Contact Hours

Weekly two-hour lecture-seminars

Learning Outcomes

Increased knowledge and understanding of the core areas of concern in cognitive psychology and neuropsychology (such as vision, memory and language)
Increased understanding of the practice and significance of interdisciplinary cooperation, and the role of cross-domain constraint satisfaction in furthering scientific discovery in the different areas of cognitive psychology and neuropsychology
Increased critical and analytical skills in dealing with one's own and others' theoretical ideas and empirical research (from a range of disciplines)
The ability to develop coherent arguments and to evaluate critically and reconstruct flexibly in the light of one's own and others' feedback
The ability to communicate criticism, analyses, and arguments effectively and efficiently
The ability to communicate effectively and efficiently through different means (e.g. in written extended essays, orally, or through the use of multimedia presentation techniques)

Method of Assessment

100% Coursework. Formed of two extended essays.

Pre-requisites

None

Synopsis *

The aim of this core module is to provide a coherent base for understanding the methodological and option modules, each of the latter outlining a major area of concern in cognitive psychology and neuropsychology (vision, learning, memory, language, reasoning, emotion). We shall discuss the relationship between brain and mind, the modularity of brain and mind, and the notion of different levels/frameworks of description and explanation. Finally, we shall critically analyse the principled use of cross-domain constraint satisfaction as an essential heuristic.

Completion of this module should enable you to critically appraise the philosophical and theoretical underpinnings of the various disciplines that comprise cognitive psychology and neuropsychology, and to evaluate how these disciplines may successfully be combined to further scientific understanding of the core problems in cognitive psychology and neuropsychology today.

SP829		**Advanced Topics in Cognition in Action**				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	20 (10)	100% Coursework	Javadi Dr A

Availability

Available to students registered for the MSc in Cognitive Psychology/Neuropsychology and the MSc in Research Methods in Psychology.

Contact Hours

Weekly three-hour lecture-seminars

Learning Outcomes

Acquire advanced knowledge and understanding of how core concepts, theories and findings in the study of research in cognition have been applied to broader contexts
Acquire intellectual skill of critical reflection when considering the diversity of perspectives in the study of cognition in its broader context
Ability to critically evaluate through written analysis and interpretation the application of cognitive theory and empirical findings to its broader context
Develop an appreciation of the historical and conceptual issues in the study of Cognition

Method of Assessment

100% Coursework

Pre-requisites

None

Synopsis *

The central theme of this module will be to explore how cognition functions in the real world, that is, to investigate the application of cognitive models to the broader context of human behaviour. Possible topics for study include: the role of cognition in development, emotion, memory and action; applications to eyewitness testimony, intentional forgetting and embodied cognition. Practical applications and relevance to a general understanding of behaviour will be emphasised throughout.
The central theme of this module is to explore how cognition functions in the real world, that is, to investigate the application of cognitive models to the broader context of human behaviour. Possible topics for study include: the role of cognition in development, emotion, memory and action; applications to eyewitness testimony, intentional forgetting and embodied cognition. Practical applications and relevance to a general understanding of behaviour are emphasised throughout.

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor

Availability

Available to students registered for the MSc in Developmental Psychology, the MSc in Group Processes and Intergroup Relations, the MSc in Research Methods in Psychology, or the MSc in Social and Applied Psychology.

Contact Hours

Weekly two-hour lecture-seminars

Learning Outcomes

Knowledge and understanding of advanced developmental social psychology
Intellectual skills, including reading and writing skills, critical reflection and written analysis and interpretation
Subject-specific skills, including evaluating and selecting appropriate frameworks and methodologies for exploring issues in advanced developmental social psychology, and employing the inferential method in science
Transferable skills, including communication skills, numeracy, use of information technology, working with others, and problem solving

Method of Assessment

100% Coursework. Formed of an extended essay(80%) and a critical review (20%)

Preliminary Reading

Killen, M. & Rutland, A. (2011). Children and Social Exclusion: Morality, Prejudice and Group Identity. Oxford: Wiley-Blackwell. ISBN: 9781405176514.
Levy, S. R. & Killen, M. (2008). Intergroup attitudes and relations in childhood through adulthood. Oxford: Oxford University Press.
Special issue entitled 'Social identity and intergroup attitudes in children and adolescents' of the International Journal of Behavioral Development, 31, 5. (September 2007).

Special issue entitled 'Children's and adolescents' intergroup attitudes about race and ethnicity' of the Journal of Applied Developmental Psychology, 26, 6. (Nov-Dec. 2005).
Bennett, M. and Sani, F. (2004) (Eds.), The development of the social self. Hove, East Sussex: Psychology Press (especially Chapters 8, 9 & 10)
Brown, R. J. (1995). Prejudice: Its Social Psychology. Oxford: Blackwell (especially Chapters 5 & 8)

Pre-requisites

None

Synopsis *

Advanced Developmental Social Psychology aims to provide students with a strong understanding of the theoretical accounts of major issues within the field of developmental social psychology (e.g. prejudice and stereotype development). Students will critically review recent research into the development of social cognition, with a focus on the theoretical integration of concepts from developmental psychology and social psychology, and the applied implication of the research under review. These Masters students should gain an in-depth understanding of children's social development and how this knowledge can inform educational practice.

Advanced Developmental Social Psychology aims to provide you with a strong understanding of the theoretical accounts of major issues within the field of developmental social psychology (e.g. prejudice and stereotype development). You critically review recent research into the development of social cognition, with a focus on the theoretical integration of concepts from developmental psychology and social psychology, and the applied implication of the research under review. You should gain an in-depth understanding of children's social development and how this knowledge can inform educational practice.

SP844		**Advanced Topics in Group Processes**				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	M	20 (10)	100% Coursework	
5	Canterbury	Spring	M	20 (10)	100% Coursework	Burgmer Dr P

Availability

Available to students registered for the MSc in Group Processes and Intergroup Relations, the MSc in Research Methods in Psychology, or the MSc in Social and Applied Psychology.

Contact Hours

Eleven 2-hour interactive teaching sessions, with a combination of lecturing, group discussion, and student presentation. Each session contains a range of activities, including an introductory lecture, group exercises, group discussions, and student presentations.

Learning Outcomes

Demonstrate advanced knowledge of the core domains of group processes
Demonstrate knowledge and understanding of evolutionary perspectives on human group behaviour
Develop the intellectual skill of critical reflection when considering the diversity of perspectives, including psychological and evolutionary perspectives, that underpin the study of groups
Show key intellectual skills when critically evaluating theoretical and empirical literature on group processes
Develop the transferable skills to communicate and evaluate, through written analysis and interpretation, the application of group theories to group processes in the real world

Method of Assessment

100% Coursework.

Preliminary Reading

Barrett, L., Dunbar, R. & Lycett, J. (2002). Human Evolutionary Psychology. Palgrave.
Buss, D.M. (1999). Evolutionary Psychology. Allyn & Bacon.
Forsyth, D.R. (1999). Group Dynamics. 3rd Edition. Belmont, CA: Wadsworth.
Frank, R.H. (1988). Passions within Reason. New York: Norton.
Ridley, M. (1996). The Origins of Virtue. Penguin.
Van Vugt, M., Snyder, M., Tyler, T., & Biel, A. (2000). Cooperation in Modern Society: Promoting the welfare of states, communities, and organizations. London: Routledge.

Pre-requisites

None

Synopsis *

This module provides an opportunity to study the literature on group processes and intergroup relations at an advanced level and to familiarize yourself with the current small group perspectives on groups. It builds upon knowledge of social psychology and in places biological psychology gained at undergraduate level. We also consider how social psychological and evolutionary theories in combination can explain group processes. Topics addressed include group cohesion, intragroup and intergroup conflict, status and leadership, and group size. The module draws primarily on small group research in social and evolutionary psychology, but we also consider perspectives from other fields, such as economics and anthropology. The module involves a great deal of student presentation, participation and discussion.

SP847	Forensic Cognition: Theory, Research and Practice					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	O'Ciardha Dr C

Availability

This module is only available to students registered for the MSc in Forensic Psychology.
Not available wild / optional

Contact Hours

Weekly 3-hour lecture-workshops

Learning Outcomes

To provide students with an advanced understanding of forensic-related cognition for a wide range of offender and non-offender groups
To provide students with an advanced understanding of socio-cognitive factors that may be relevant at different stages in the criminal justice process
To provide students with an advanced understanding of the usefulness and applicability of various research methodologies used to investigate forensic-related cognition
To provide students with the opportunity to critically evaluate forensic-related cognitive research in the laboratory, field settings, and in court.
Highly transferable critical reasoning skills in relation to forensic theory, research, and clinical practice
Advanced written and oral skills for presenting research-informed arguments
A broad understanding of the principles of sound research design in relation to forensic-related cognition
Expertise in design, statistical analysis and evaluation of forensic research

Method of Assessment

100% Coursework. Formed of a research proposal.

Preliminary Reading

Gannon, Ward, Beech, & Fisher (Eds). Aggressive Offenders' Cognition: Theory, Research, and Practice. Chichester: Wiley.
Ceci, S. J., & Bruck, M. (1999). Jeopardy in the Courtroom: A Scientific Analysis of Children's Testimony. APA.

Pre-requisites

None

Restrictions

Available to students registered for the MSc in Forensic Psychology or the MSc in Research Methods in Psychology.

Synopsis *

What sort of thinking occurs in men and women who sexually molest children, rape adults or commit acts of violence? Cognition is recognised as being a key component underlying the way people think and behave. In this module, you learn about the influential theories and latest research designed to help understand why individuals offend. You learn about treatment programmes designed to alter cognitive characteristics associated with offending in order to reduce recidivism. You also study fascinating social-cognitive phenomena associated with child and adult eyewitness testimony, and discover how memory can play havoc with the criminal justice system.

SP850		Advanced Cognitive (Neuroscience) Methods in Practice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	Tresh Dr M

Availability

Available to students registered for the MSc in Cognitive Psychology/Neuropsychology, the MSc in Developmental Psychology or the MSc in Research Methods in Psychology.

Contact Hours

Five two-hour lectures and three two-hour lab-based practical demonstrations.

Department Checked

23.1.18 Synopsis removed ref to lectures as per CMA guidelines TF

Learning Outcomes

Develop knowledge and understanding of structures and functions of the human nervous system (including the brain) that are relevant to the study of psychology
Develop the intellectual skill of critical reflection when considering the roles of genes and environment in the development of individual differences
Show key intellectual skills by critically evaluating the role of physiology in human behaviour, emotion, and cognition
Develop the ability to evaluate through written analysis and interpretation the contributions made by the different approaches and research methods that are used in biological psychology

Method of Assessment

100% Coursework. Formed of a poster presentation (20%) and research proposal (80%).

Preliminary Reading

Carreiras, M., & Clifton, C. E. (2004). The on-line study of sentence comprehension: Eye-tracking, ERP and beyond. Psychology Press, USA.
Field, A., & Hole, G. (2008). How to design and report experiments. Sage.
Handy, T. C. (2004). Event-related potentials: A methods handbook. MIT Press.
Luck, S. (2005). An introduction to the Event-related potential technique. MIT Press.

Pre-requisites

None

Synopsis *

This module will provide students with theoretical instruction and practical experience in some key advanced research methods appropriate for scientific research in cognitive (neuro)psychology. The study of cognitive processes and the temporal nature of brain activity will feature highly in this module.

SP851   Advanced Topics in Cognitive Development

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	Kelly Dr D

Availability

Available to students registered for the MSc in Developmental Psychology, the MSc in Social and Applied Psychology, the MSc in Research Methods, the MSc in Groups and Intergroup Relations, and the MSc in Cognitive Psychology/Neuropsychology.

Contact Hours

12 two-hour lecture-seminars

Learning Outcomes

Students will understand alternative theoretical, empirical, and methodological perspectives in the study of developmental psychology.
Students will be able to critically appraise research in cognitive development.
Students will present and defend complex arguments and develop their own view on the most appropriate theoretical or methodological approach to each topic.

Method of Assessment

100% Coursework. Formed of two seminar reports (10% each) and a research proposal (80%).

Preliminary Reading

This module covers a variety of materials, not available in a single textbook. The main teaching materials are journal articles, which will be made available throughout the module.

Pre-requisites

None

Synopsis *

This module explores the typical development of key cognitive functions and the psychological methods employed to study these developments. The aim of the module is to explore these topics at an advanced level, allowing students to evaluate critically pieces of research in terms of their findings, conceptual underpinnings, and/or methodological approaches. Topics covered in the module usually include, among others: the development of executive functioning; the development of theory of mind; language and reading development; sensory development; methods for measuring cognition in preverbal populations; methods for measuring cognition in childhood; critical periods of development and neurological plasticity.

SP852		**Developmental Psychology in Professional Practice**				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	20 (10)	100% Coursework	Iordanou Dr C

Availability

Available to students registered for the MSc in Cognitive Psychology/Neuropsychology, the MSc in Developmental Psychology, the MSc in Research Methods in Psychology, the MSc in Social and Applied Psychology, and the MSc in Group Processes and Intergroup Relations.

Contact Hours

12 two-hour lecture-seminars

Department Checked

25.1.18 synopsis updated to reflect MO and MS. TF

Learning Outcomes

Develop knowledge and understanding of how developmental psychology theory and methods are used in Professional Settings e.g. education, healthcare, clinical.
Increase understanding of the potential contribution Developmental Psychology research can make to Professional Settings e.g. education, healthcare, clinical.
Gain insight into current issues/problems in Professional Settings where Developmental Psychology is or could potentially provide insights/solutions.
Familiarise self with Case Studies illustrating Developmental Psychology in action in Professional Settings.
Develop own Case Study illustrating Developmental Psychology in action in Professional Settings.
Develop key intellectual skills be critically evaluating the role of Developmental Psychology in Professional Settings, in terms of the relevance and usefulness of theory and methodologies used in Developmental Psychology.
Develop the ability through written analysis to evaluate the contribution developmental psychology can make in Professional Settings.

Method of Assessment

100% Coursework. Formed of a poster (40%) and an extended essay (60%).

Preliminary Reading

Alexander, P.A. & Winne, P.H. (2006). Handbook of educational psychology (2nd Ed). Mahwah, NJ: Lawrence Erlbaum Associates
Ashton, R. & Roberts, E. (2006). What is valuable and unique about the educational psychologist? Educational Psychology in Practice.

Pre-requisites

None

Synopsis *

The focus of this module is on developing students' understanding of how developmental psychology can be applied in professional settings. This module will provide students with an insight into how developmental psychology theory and methods are used in Professional settings e.g. education, healthcare, clinical.

Students will receive lectures from professionals working in Clinical psychology, Educational psychology and Speech and Language development. These contributors will explain, first-hand, current issues/problems in professional settings where developmental psychology is or could potentially provide insights/solutions the extent. The speakers will consider the role of developmental psychology in their professional settings, outline major theories that inform practice and critically evaluate the role of developmental psychology in their setting. Students will have an opportunity to hear about specific instances where theories and methods from developmental psychology can be applied to a particular problem or issue in a professional setting, referred to as 'Case Studies'.

SP854		Advanced Topics in Developmental Psychopathology					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment		Convenor
2	Canterbury	Spring	M	20 (10)	60% Exam, 40% Coursework		Williams Prof D

Availability

Available to students registered for the MSc in Developmental Psychology, the MSc in Cognitive Psychology and Neuropsychology, the MSc in Research Methods in Psychology, or the MSc in Social and Applied Psychology.

Contact Hours

Weekly two-hour lecture-seminars

Department Checked

25.1.18 synopsis updated to match MO and MS tf

Learning Outcomes

Increased knowledge and understanding of current theories and research in the study of developmental psychopathology.
Development of key intellectual skills by critically evaluating theories of and research into developmental psychopathology, and demonstrating these skills in written form.
Development of critical analysis skills through group discussion.
Knowledge and understanding of common research methods used to study developmental psychopathology, including the research questions they can be used to answer.
Insight into the key challenges facing clinicians and practitioners who work in educational and clinical settings with people who have developmental disorders.
Insight into the key techniques employed by clinicians and practitioners who work in educational and clinical settings with people who have developmental disorders.
Transferable skills including ability to critically appraise theories and methods; to work and collaborate with others in reviewing research, and communicate work to an audience via group discussion; to solve problems through independent learning and generate ideas about directions for future research; and to communicate effectively both orally and in writing.

Method of Assessment

60% Examination
40% Coursework. Formed of two seminar reports (each weighted 20%)

Preliminary Reading

Hulme, C., & Snowling, M.J. (2009). Developmental disorders of language, learning, and cognition. Oxford: Wiley-Blackwell.
Marshall, C. (2013). Current issues in developmental disorders. Hove: Psychology Press.

Pre-requisites

None

Synopsis *

This module investigates common forms of neurodevelopmental disorder. The goal of the module is to help students understand the behavioural manifestations of these disorders, as well as their possible psychological/cognitive, neurobiological, and/or etiological (genetic/environmental) causes. Moreover, the module will explore some characteristic approaches that clinicians take when attempting to support people with these disorders and remediate the difficulties that these people experience. Finally, students will learn to evaluate critically pieces of research on developmental psychopathology in terms of study findings, conceptual underpinnings, and/or methodological approaches

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
SP855		**Research Apprenticeship Dissertation**				
2	Canterbury	Spring	M	60 (30)	100% Coursework	Hopkins-Doyle Miss A
2	Canterbury	Spring	M	60 (30)	80% Project, 20% Coursework	Hopkins-Doyle Miss A

Availability

Available to students registered for the MSc in Organisational Psychology

Learning Outcomes

To understand a range of conceptual, historical, theoretical, and philosophical issues underlying the role of psychology in organisations
Specialist knowledge and systematic understanding of the key issues in organisational psychology
To understand the major research and analytic techniques and methodologies used by psychologists investigating psychological issues in organisations
To understand contextual forces impacting organisations and how they co-exist or interact with psychological factors (e.g. political, environmental, technical, legal, social)
To develop specialist knowledge, and evaluate critically current research in organisational psychology
To design a meaningful research study and write up research which links psychological science to organisational issues using APA format
To conduct organisational psychology research to address business and management issues
To apply ethical values to research and practice related to organisational psychology
To understand how to apply psychological research to management and business contexts

Method of Assessment

80% Dissertation
20% Coursework. Formed of a research seminar presentation (15%), and 3 abstracts from research seminar topics (5%)

Preliminary Reading

There is no particular reading list for this module, students will conduct their own suitable literature searches and discuss with their academic supervisors. Students will be directed to the general guides for conducting research.
American Psychological Association (2009). Publication Manual of the American Psychological Association (6th ed.). Washington: American Psychological Association

British Psychological Society (2009). Code of Ethics and Conduct. Available: http://www.bps.org.uk/system/files/documents/code_of_ethics_and_conduct.pdf
Brewerton, P., & Millward, L. (2001). Organizational Research Methods: A Guide for Students and Researchers. London, UK: Sage Publications Ltd.

Pre-requisites

SP857 Organisational Psychology: Methods and Statistics

Synopsis *

You undertake a supervised empirical research project in an area of organisational psychology to gain practical experience of research. The module allows you to develop research skills by working closely with expert researchers or practitioners. You work on a wider programme of research developed by your supervisor, or on a project specific to an organisation (still with close supervision from an academic supervisor).

Some of the apprenticeship involves working in collaborative teams (e.g. for data collection) but you write up the research independently in the form of a dissertation. Most projects are with academics from the University (School of Psychology, Kent Business School, or related disciplines) but there are some opportunities to work on projects outside the University with external research partners.

| SP856 | **Groups and Teams in Organisations** | | | | | |

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Availability

Optional for the MSc in Organisational Psychology (wild for any cognate programme).

Contact Hours

20 hours of lecture/seminars, within a one-week block during the term.

Learning Outcomes

To understand a range of conceptual, historical, theoretical, and philosophical issues underlying the role of groups and teams in organisations

To understand the major research and analytic techniques and methodologies used by psychologists investigating groups and teams in organisations.

To understand the role of groups and teams within the contemporary work environment

To develop specialist knowledge, and a thorough understanding of the importance of groups and teams within organisations

To learn how to design meaningful research studies and write research proposals which link psychological science to organisational issues

To apply psychological research about groups and teams in organisations to management and business contexts

Method of Assessment

100% Coursework. Formed of a group seminar presentation (20%) and a research proposal (80%).

Preliminary Reading

Hogg, M.A., & Terry, D.J. (Eds.). (2001). Social identity processes in organizational contexts. Philadelphia, PA: Psychology Press.

Salas, E., Goodwin, G.F., & Burke, S. (Eds., 2009). Team Effectiveness in Complex Organizations: Cross-Disciplinary Perspectives and Approaches. New York: Psychology Press.

Cicero, L., Pierro, A., & van Knippenberg, D. (2010). Leadership and Uncertainty: How role ambiguity affects the relationship between leader group prototypicality and leadership effectiveness. British Journal of Management, 21, 411-421.

Hogg, M. (2001). A social identity theory of leadership. Personality and Social Psychology Review, 5, 184-200.

Randsley de Moura, G., Abrams, D., Retter, C., Gunnarsdottir, S., & Ando, K. (2009). Identification as an organizational anchor: How identification and job satisfaction combine to predict turnover intention. European Journal of Social Psychology, 39, 540-557

Pre-requisites

None

Synopsis *

This module applies social and organisational psychology approaches to groups and teams within organisations, specifically regarding the attitudes and behaviours of group/team members and their impact on the organisation as a whole. The module introduces the theoretical and empirical background and uses it to help students develop ideas for further research and practice. All topics are related to groups and teams within organisations and include social identity processes in organisations, leadership, organisational mergers, and equality.

SP857	Organisational Psychology: Methods and Statistics					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	Swift Dr H

Availability

Compulsory for the MSc in Organisational Psychology

Contact Hours

42 hours in total.

Learning Outcomes

Demonstrate an understanding in advanced principles of research design, the scientific method, experimental and descriptive research, and how these are applied in the organisational psychology context.

Demonstrate an ability in several basic and advanced statistical techniques and how these are connected to organisational psychology research methods.

Learn about the relationships between statistical analysis choices, research hypotheses and study design.

Learn how to conduct advanced statistical analysis using common software tools. To interpret results of these analyses and relate them back to hypotheses and theories.

Learn how to design meaningful research studies and how to write research reports that adhere to the psychological standards in publishing (APA guidelines).

Method of Assessment

100% Coursework. Formed of a computing test (25%), a theory multiple choice test (50%), and a research proposal (25%).

Preliminary Reading

Field, A. (2009) Discovering statistics using SPSS. London: Sage

Brewerton, P. M., & Millward, L. J. (2001). Organizational research methods: A guide for students and researchers. London: Sage.

Heiman, G. (2002) Research methods in psychology. Houghton Mifflin Company

Howitt, D. & Cramer, D. (2008) An introduction to statistics in psychology, London: Prentice Hall

Pre-requisites

None

Synopsis *

This module focuses on developing and extending students' knowledge of research methods and statistics. There is an important element of the module which focuses on developing students' understanding of the basics of research methods and statistical analysis. However, the module also goes further by teaching students about some advanced methodological and statistical tools. Topics to be covered include:

a) Searching and reviewing relevant literature for a research project.

b) Research design, variables, sampling, levels of measurement, surveys and experiments.

c) Descriptive statistics (frequency, mean, mode, median).

d) Basic inferential statistics (t-test, correlations, chi-square, One-Way ANOVA).

e) Advanced inferential statistics (Multivariate ANOVA, Linear & Logistic Regression).

f) Presenting statistical findings in an understandable way when writing research reports.

SP858		Entrepreneurship, Innovation and Creativity				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	20 (10)	100% Coursework	
3	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Viki Dr T

Availability

Compulsory for the MSc in Organisational Psychology

Contact Hours

35 hours in total.

Department Checked

23.1.18 Synopsis updated to reflect MO and MS tf

Learning Outcomes

Understand the contemporary work environment, the need for innovation and the role of the organisational psychologist and demonstrate understanding through critical evaluation.
Demonstrate practically and theoretically an understanding of the important role of the political, social, technological, and economic environment in entrepreneurship and innovation, drawing upon established and new theories in the field.
Develop and critically demonstrate a thorough understanding of the process of hypothesis driven innovation and business model design, and its application.
Understand and demonstrate critically how to develop and validate an entrepreneurial or innovative business idea with customers.
Demonstrate how to choose the right metrics to track the potential success of a business idea.
Present and pitch validated business or research ideas to investors, managers, and/or funders.

Method of Assessment

100% Coursework. Formed of a class presentation (20%) and a business report (80%).

Preliminary Reading

Ries, E. (2011). The Lean Startup. New York: Crown Business.
Blank, S. & Dorf, B. (2012). The Startup Owner's Manual. California: K&S Ranch.
Cooper, B. & Vlaskovits, P. (2013). The Lean Entrepreneur. New Jersey: John Wiley.
Osterwalder, A. & Pigneur, Y. (2010). Business Model Generation. New Jersey: John Wiley.

Pre-requisites

None

Synopsis *

This module focuses on helping students develop the skills of working in an innovative environment as a social scientist. Innovation has become important to organisations. The practice of hypothesis-driven or lean innovation provides a unique role for the social scientist within start-ups and large organisations. During this module, students will learn about the theory and practice of innovation. Students will also work with a team on validating a product idea.

SP859	Applying Psychology to Organisations: Extended Literature Review					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	15 (7.5)	100% Coursework	Sabo Dr J

Availability

Option module for MSc in Organisational Psychology.

Contact Hours

The module will be conducted under academic supervision, with at least 10 hours supervision (meetings, phone/email contact). In addition, there will be 2 x 2 hour general skill development workshops available for students on the methods of writing an extended literature review.

Learning Outcomes

Demonstrate a sound knowledge covering a range of conceptual and theoretical issues underlying a specific area within organisational psychology

Demonstrate specialist knowledge and systematic understanding of a key chosen area in organisational psychology.

Demonstrate a clear understanding of the major research and analytic techniques adopted by organisational psychologists (research/practice) in the specific chosen area of organisational psychology.

Demonstrate an understanding of the application of psychology in organisations

Demonstrate an understanding the major analytic techniques and methods adopted by researchers in the chosen area of organisational psychology, including an awareness of ethical issues and how these can be applied.

Demonstrate an ability to independently research existing materials and data to develop a literature review of a specific chosen area in organisational psychology.

Method of Assessment

100% Coursework. Formed of an outline proposal (20%) and an extended Literature Review (80%).

Preliminary Reading

American Psychological Association (2009). Publication Manual of the American Psychological Association (6th ed.). Washington: American Psychological Association

British Psychological Society (2009). Code of Ethics and Conduct. Available:

http://www.bps.org.uk/system/files/documents/code_of_ethics_and_conduct.pdf

Brewerton, P., & Millward, L. (2001). Organizational Research Methods: A Guide for Students and Researchers. London, UK: Sage Publications Ltd.

Pre-requisites

None

Synopsis *

In this module, students conduct an extended literature review and critique on a topic relevant to organisational psychology. The topic will be developed through discussion with an academic supervisor, to identify a particular area of research that is relevant and topical. The module will develop advanced research skills and problem solving. On completion of the modules, students will have specialist knowledge and evidence of independent research.

SP860		Political Psychology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	20 (10)	100% Coursework	Cichocka Dr A

Availability

Available to students registered for the MSc in Political Psychology, the MSc in Research Methods in Psychology, or the MSc in Social and Applied Psychology.

Contact Hours

11 two-hour interactive teaching sessions

Learning Outcomes

Demonstrate advanced knowledge of the core domains of political psychology, including core conceptual, historical, theoretical, and philosophical issues underlying the discipline of political psychology;
Develop the intellectual skill of critical reflection when considering the diversity of theoretical and empirical perspectives that underpin the study of psychology of political processes;
Develop the skill to synthesise literature and research in psychology and political science;
Show key intellectual skills when critically evaluating theoretical and empirical literature on political psychology;
Develop the skill to apply the theoretical models to real-life social contexts;
Develop the transferable skills to communicate and evaluate analyses of political psychology in speech and writing;

Method of Assessment

100% Coursework. Formed of an extended essay.

Preliminary Reading

Huddy, L., Sears, D.O., & Levy, J.S. (Eds.) (2013). The Oxford Handbook of Political Psychology (2nd Ed.). New York: Oxford University Press.
Jost, J. T., & Sidanius, J. (Eds.) (2004). Political Psychology: Key readings. New York: Psychology Press.
Jost, J.T., Kay, A.C., & Thorisdottir, H. (Eds.) (2009). Social and psychological bases of ideology and system justification. New York: Oxford University Press.

Pre-requisites

None.

Synopsis *

This module provides an opportunity to study the literature on political psychology at an advanced level. It stresses how psychology and political science, in combination, can serve to analyse and explain political processes. Emphasis is on applying theoretical models and empirical findings to analysing real-world problems. Topics include political ideology, social justice and inequality, political engagement and extremism, political leadership and perceptions of government and authority. The module relies heavily on student participation and discussion.

SP861		Advanced Research Project in Political Psychology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	M	60 (30)	90% Project, 10% Coursework	Cichocka Dr A

Availability

Available to students registered for the MSc in Political Psychology.

Learning Outcomes

Demonstrate the ability to report a piece of research according to professional conventions, including theory, hypotheses, methods, analysis and interpretation of results, and discussion.
Have a detailed appreciation of the difficulties and constraints they you encountered during your project.
Demonstrate that you have conducted an empirical research project in an area of Psychology or Political Science and informed by the other discipline, appropriate to your degree, documented in a complete project report.
Demonstrate the ability to present your scientific work in person, clearly and effectively, with the use of visual aids such as slides or posters.

Method of Assessment

90% Dissertation.
10% Coursework. Formed of a presentation.

Preliminary Reading

Bryman, A. (various editions). Social Research Methods. Oxford: Oxford University Press.
Publication Manual of the American Psychological Association, 6th ed. Washington, DC: American Psychological Association, 2010.

Synopsis *

The module will stress the integration of psychology and political science as a way to analyse and explain political processes. You undertake a supervised empirical research project grounded in the area of psychology or political science and informed by the other discipline. This teaches you to plan, execute, analyse, and report a piece of independent research in the relevant setting. The dissertation consolidates theoretical knowledge of psychology and political science, fosters an ability to integrate findings from the two fields, and develops an appreciation of the ways in which that knowledge has been applied in previous research and practice and the methodological and statistical skills to set up a scientific investigation. Timetable: A research proposal is written and approved in the Autumn Term. All research with human subjects will require approval of the School of Psychology Ethics Panel. If appropriate, an ethical application is submitted to the panel (and, if required, outside ethics committees). The deadline for submission of dissertations is in July or August.

SP862		Forensic Psychology Reflective Log Book				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	M	4 (2)	Pass/Fail Only	Alleyne Dr E

Availability

Only available to students studying Forensic Psychology MSc-T. Not available wild. Not available to short-term credit students.

Contact Hours

Total contact hours: 1
Private study hours: 39
Total study hours: 40

Learning Outcomes

On successfully completing the module students will be able to:
8.1. Adopt multiple, comprehensive theoretical perspectives on reflective issues concerning Forensic Psychology
8.2. Demonstrate a complex and systemic understanding of reflection applied to Forensic Psychology
8.3. Show originality in the application of knowledge through presentation and evaluation of a range of personal experiences involving reflection in Forensic Psychology.

Method of Assessment

Logbook (Pass/Fail)

Preliminary Reading

No core texts are required. However, cutting edge journal articles will be made available for discussion as part of the module. These will be subject to change each year.

Synopsis *

Students will be required to maintain a reflective Log Book of all work and visits undertaken as part of their programme of study. This allows the students to have a record of activities for their CV, contributes to employability, will aid for further study at PhD level if the student wishes.

SP998		**Advanced Research Project in Psychology**				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Autumn and Spring	M	60 (30)	90% Project, 10% Coursework	Cichocka Dr A

Availability

Available to students registered for the MSc in Cognitive Psychology/Neuropsychology, the MSc in Developmental Psychology, the MSc in Group Processes and Intergroup Relations, the MSc in Research Methods in Psychology, or the MSc in Social and Applied Psychology.

Learning Outcomes

Students should demonstrate that they have conducted an empirical research project in an area of Psychology appropriate to their degree, documented in a complete project report
Have a detailed appreciation of the difficulties and constraints they have encountered during their project
Demonstrate the ability to report a piece of research in BPS/APA format, including theory, hypotheses, methods, analysis and interpretation of results, and discussion

Method of Assessment

90% Dissertation
10% Coursework. Formed of an oral presentation.

Pre-requisites

None

Synopsis *

All students undertake a supervised empirical research project in an area of psychology relevant to their chosen MSc programme, and submit it as a typed dissertation of approximately 8,000 words. The aim of the dissertation is to test the student's ability to plan, execute, analyse, and report a piece of independent research in the relevant setting. The dissertation requires detailed theoretical knowledge of the discipline, an appreciation of the ways in which that knowledge has been applied in previous research and practice, and the methodological and statistical skills to set up a scientific investigation. Supervision is provided by the principal teaching staff and by other appropriate staff with research interests in a student's chosen area. Students are advised to read the School's Ethics pages for information on submitting applications for ethical approval to the School and to relevant outside bodies.