



The
University
Of
Sheffield.

The
Department
Of
Psychology.

Psychology Undergraduate Degrees.

Entry September 2012

Undergraduate Courses

Single Honours degrees

(BA and BSc) in the Faculty of Science

Psychology

For entry September 2012

What is psychology?

Standard textbook definitions go some way towards providing an answer: for example, 'psychology is the scientific study of behaviour and mental activity'. But perhaps a more helpful way of revealing the nature of psychology is to list some of the current research questions staff in the Department of Psychology at Sheffield investigate:

How do our memories work? To what extent can computer programs be made to think like humans, or indeed to 'think' at all? Which neural circuits are affected in conditions such as Parkinson's disease, schizophrenia and hypertension? Can these circuits be repaired? To what extent are environmental factors implicated in psychological disorders? What adverse effects can smoking, drugs and malnutrition have on the embryo?

Why and how does language develop so rapidly in the normal child? How does binocular vision provide us with three-dimensional perception? How does loss of consciousness affect cognition? What factors predict the adoption of health-promoting behaviours such as exercise? What are the social aspects of chronic disease and disability? Can young children understand and use maps?

Psychology is thus a wide field of enquiry which has important links with the biological sciences on the one hand and on the social sciences on the other.



Dr Jane Herbert pictured here, is one of our developmental psychologists studying memory and cognitive development in infants who are too young to tell us what they know.

About our department

The building and facilities

Our purpose-built facility houses a lecture theatre, seminar rooms and teaching laboratories. Research and teaching facilities include small “laboratory” rooms for individual and small-group practical work; visual perception and motor skills experimental laboratories; a room with a one-way vision screen and closed-circuit television for social psychology and for developmental psychology; state-of-the-art neuroscience facilities, including provision for brain imaging research and for neurophysical recording from single cells. There are additional computer facilities for specialised project work, reading room facilities and a social space where refreshments may be taken.

Staff and students

The Department has approximately 40 academic staff. In addition, staff from the Department's Doctor of Clinical Psychology course (D.Clin.Psy.) contribute to undergraduate teaching, and several of our research staff have teaching responsibilities in the Department. There are approximately 30 research staff and over 100 taught and research postgraduate students. Approximately 120 undergraduate students are reading Psychology in each of the three years.

Teaching and research

The Department has an excellent reputation for teaching and research. Over the past ten years, we have received consistently high excellent ratings in all 5 national reviews of research excellence and were ranked 6th in the UK in terms of Research Power (i.e. quality and quantity of research activity) in the Department's RAE 2008 submission. Research is closely integrated with teaching and the Department also received an “excellent” rating in a last review of teaching by the Quality Assurance Agency for Higher Education (QAA).

The University and the city

The highest academic standards, world class research. Great facilities and a vibrant social scene. Sheffield is one of the most popular universities in the UK. We have over 24,000 students. More than 3,000 of them are from overseas. *The Virgin 2007 Alternative Guide to British Universities* rated Sheffield first equal for social life, and called our Students' Union, simply, “Excellent”.

Sheffield is a university city. Our campus spreads from the edge of the city centre into the leafy suburbs. England's fourth-largest city is friendly and compact

It's easy to get around, and there's always something going on. Home Office crime statistics show this is one of the safest cities in the UK. It's also the greenest, with more public parks and woodlands than any other.



Single honours Degrees

Single honours

Psychology belongs to the Faculty of Science. A Single Honours degree in **Psychology** may be taken as **either** a BA degree, (UCAS code C802) or as a BSc degree (UCAS code C800). The structure and the psychology content is **exactly the same for both the BSc and the BA degrees**.

The module system

Virtually all degree courses at the University of Sheffield are modular in nature. To be awarded a degree involving Psychology, undergraduates must obtain 360 credits: 120 in each of the three years of study. Credits are obtained through taking modules; full modules have 20 credits and half-modules have 10 credits. Modules are either "core" (i.e. compulsory), "approved" (i.e. recommended) or "unrestricted" (i.e. free choice). Assessment takes place at the end of the semester in which the module or half-module is taken. Most modules in Psychology are assessed by examination, although some of Level 2 and 3 modules are assessed by coursework or a combination of coursework and examination. The modules taken by Psychology students in each year of study are outlined in the Course Structure and Content sections.

Course Structure and Content: Single Honours in Psychology for BOTH the BSc and BA degrees

First Year (Level 1)

During the first year, Single Honours Psychology you'll take 60 credits in Psychology and 60 in other disciplines. You are not required to read any specific subjects for your other modules but some course combinations may be restricted by timetable constraints. The Psychology modules span a wide range of topics and are largely lecture and text-based, with supporting seminars, videos and practical classes.

Discovering Psychology

This module provides an introduction to Psychology, covering all main approaches, as a prelude to more specialised modules in Psychology. No prior knowledge of Psychology is required. Topics include: the nature of Psychology; the biological bases of behaviour; perception; memory, learning; development; intelligence; social cognition; personality; psychopathology.

Memory, Skill and Everyday Life

This module considers everyday use of memory and skill, presenting detailed case studies of eyewitness testimony and expertise.

Neuroscience and Evolutionary Psychology

A series of lectures and laboratory classes are used in this module to show how particular aspects of normal and abnormal behaviour can be understood in terms of underlying biological processes.

Social Understanding, Social Communication and Social Places

This module covers a range of topics in social psychology including, social explanations, attraction and love, language and communication, and the influence of the physical environment on social behaviour.

Methods and Reasoning for Psychologists

This module provides students with the methods, techniques and reasoning skills that underpin the science of Psychology.

Second Year (Level 2)

Students take 120 core credits in Psychology. Each module consists of approximately 15-25 contact hours of lectures, seminars and practical classes. Together these modules cover the British Psychological Society's requisite syllabus so that, by the end of the course, students will be eligible for the Graduate Basis for Registration which is needed if wishing to pursue postgraduate studies in Psychology.

The following descriptions give an indication of the material that is normally included in each of the modules:

Neuroscience

The main concepts in neuroscience are introduced in lectures on topics that include the neurophysiology of the visual and motor systems; the biological bases of motivation; the neural bases of memory and amnesia.

Psychological Research Methods

This module course provides a thorough grounding in a range of methods used in psychological research. The course focuses on the concepts and skills relevant to the design, conduct, analysis and interpretation of psychological research.

Cognitive Psychology

This module covers the core subject knowledge of cognitive psychology. Topics covered include perception, learning, memory, thinking, language, consciousness, and cognitive neuropsychology.

Social and Health Psychology

This module provides a general overview of conceptual frameworks and methods of investigation in social psychology and three substantive areas are covered in-depth: intrapersonal (e.g. attitudes), interpersonal (e.g. small groups, conformity) and intergroup concerns (e.g. ideology and prejudice).

Developmental Psychology and Individual Differences

This module provides an overview of development from infancy to adolescence and considers key developmental concepts and theoretical perspectives. It also gives an overview of psychological research into individual differences in intelligence and personality, including the principles and philosophy of psychometric testing.

Psychological Concepts and Skills

This module provides students with training in high level thinking skills, with particular reference to those of value for psychologists.

Third Year (Level 3)

Each student undertakes a substantial Research Project worth 40 credits. This gives students the opportunity to investigate empirically a topic in psychology which interests them. The project is written up and submitted as a dissertation.

In addition, students choose a further 80 credits from a wide ranging selection of approved titles. The Psychology modules are listed below and some approved modules from Biomedical Sciences, Human Communication Sciences and Philosophy. These modules will vary from time to time, but a wide range of the areas of Psychology will be represented. Each module consists of approximately 15-25 contact hours of lectures, seminars and practical classes.

Cognitive Neuropsychology

Neural Bases of Learning and Development

Co-operative Models of Mind

Visual Perception

Occupational Psychology

Cognitive Development

Clinical Psychology

Cognitive Neuroscience

The Cognitive Neuroscience of Everyday Life

Advanced Topics in developmental Psychology

The Science of Emotion

Learning and Memory in Young Children

Neurons, Images and Chaos: Methods for Cognitive Science

The Social Psychology of the Self

The Psychology of Goals and Goal Striving

Extended Essay

The extended essay is a core Level 3 module and is intended to give students an opportunity to study a topic which interests them within the subject of Psychology. It provides an opportunity for the student to write critically about a selected area in considerably more depth than is possible in a tutorial essay.



A 3rd year student examining visual EEG brain waves

Entrance Requirements

Applicants for the Single Honours degrees who are in full-time education should normally offer three good 'A' levels (or equivalent). We require that at least two A levels are taken from the "Academic acceptable" list and the third A level can be from the "Acceptable in combination" list such as Art.

An 'O' level or GCSE pass in Mathematics and English at grade C or above is also required.

The Department accepts only the Advanced GNVQ in Science. Moreover candidates would be expected to offer at least one 'A' or two 'AS' levels in conjunction with this GNVQ.

Overseas applicants will also need a recognised English Language qualification such as IELTS (7), or TOEFL which shows proficiency in both written and spoken English. For details of all recognised certificates please see the University of Sheffield's web pages as follows:
www.sheffield.ac.uk/undergraduate/policies/englang.html

Mature students

We welcome applications from mature students and consider each application on an individual basis so our offers may vary depending on the individual applicant. We look for recent evidence of ability to study at university level, e.g. completion of an Access course or A levels within the last five years.

A Levels and GCSEs

Many mature applicants take A levels and we would require two A Levels at grades AB or above, or equivalent. O Level or GCSE passes in Mathematics and English at grade C (or equivalent) are also required.

Open University credits and Access courses

Open University applicants should have obtained at least 120 Open University credits and for students attending Access courses, we are looking for people passing 45 or more points at level 3, with distinction passes at 35 points as well as a very strong academic reference.

Please remember that the requirements listed are only a guide and that particular requirements may vary from year to year.

Entry Requirements for:

C800 Psychology (BSc)
C802 Psychology (BA)

Qualification

Grades or Level Required

GCE/VCE A Levels

AAB plus GSCE English and Mathematics at grade C

Scottish Highers +Advanced Highers

AAABB+AB

Irish Leaving Certificate

AAAABB

Welsh Baccalaureate

Pass + AA in 2 A levels

International Baccalaureate

35 points with a basic English and Maths score of 4 or above

BTEC Level N

DDD in a relevant subject area

GNVQ + A-level

Distinction GNVQ (Science) + A

Further Information

All successful applicants offered a place are invited to an Open Day in the Department. A series of Open Days are held between December, February and March each year.

We are always pleased to give further details about admission requirements and to offer advice to candidates with unusual entrance problems.

Contact

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If you would like a copy of the University's prospectus go to our homepage www.sheffield.ac.uk and click on the Undergraduates link.

How to apply

You must apply through UCAS at www.ucas.com

Preparation for the Course: Background Reading

Martin, G. et al. (2007). *Psychology* (4th Edition). Pearson.

- Our level 1 textbook. Not a cover-to-cover read but gives a good overview of the topics covered by the degree.

Stanovich, K. (2007). *How to think straight about Psychology*. Allyn & Bacon.

- Level 2 students read this book, which contains key ideas about what psychology is and isn't, and how, as a science, it is carried out.

Pinker, S. (1999). *How the Mind Works*. London: Penguin.

- Engaging popular science book from a famous psychologist

Sacks, O. (1996). *An Anthropologist on Mars*. Picador.

- Tales of individuals with unusual brain conditions. Sacks writes with both scientific curiosity and compassion

Stafford, T. & Webb, M. (2005). *Mind Hacks*. O'Reilly.

- 100 do-it-yourself experiments that you can try at home to illustrate how your mind works. Co-authored by a lecturer in this Department.

The British Psychological Society

The Single Honours degrees in Psychology at Sheffield are accredited as conferring eligibility for the Graduate Basis for Registration as a Chartered Psychologist (GBC). Similarly, students awarded the Dual Honours degree involving Psychology are eligible for GBC if they have taken a prescribed set of modules.

Graduate membership constitutes the first step towards becoming a Chartered Psychologist. Possession of the GBC is a necessary requirement for entry to courses in Clinical, Educational and Occupational Psychology. Most professional careers in Psychology require

a period of postgraduate training after the first degree. Applicants who would like to know more about career prospects for psychologists are advised to contact the BPS, asking for further details of publications on careers in Psychology.

The BPS is the main professional and scientific society of Psychologists in the UK and membership is open to Psychology undergraduates at a reduced rate. For further information please contact: British Psychological Society, St Andrew's House, 48 Princess Road East, Leicester, LE1 7DR, Tel. 0116 254 9568 www.bps.org.uk.

Careers in Psychology

A Psychology degree provides a good basis for a wide range of careers including market research, advertising, sales, personnel management, social work, nursing and teaching. In addition, Psychology graduates may enter jobs which require further training (e.g. the police, Armed Forces) or professional qualifications (e.g. accountancy, personnel,

teaching). A Psychology degree is essential for further training and careers in clinical, counselling, educational, health, forensic, occupational and sports psychology.

Further information can be obtained by downloading the "Careers in Psychology" booklet from the BPS website www.bps.org.uk.

Staff and their Research Interests

Cognitive Psychology

Professor Rod Nicolson

Cognitive science, intelligent computer tutoring systems, human-computer dialogue.

Dr John Porrill

Computer vision, neural modelling, medical image processing.

Prof Tony Prescott

Neural networks, spatial cognition, simulation of adaptive behaviour.

Dr Tom Stafford

Experimental and computational studies of attention and response selection.

Dr Jim Stone

Computational and psychophysical aspects of learning in perception and motor control.

Developmental Psychology

Dr Mark Blades

Cognitive development, spatial cognition, memory development and children as witnesses in court.

Dr Daniel Carroll

Interactions between symbolic understanding and executive function. Children's ability to think about real and hypothetical events in both future and past. The executive processes involved in mental state reasoning and stereotype processing in adults.

Dr Jane Herbert

Learning and memory during infancy and early childhood.

Dr Danielle Matthews	Developmental psychology and language development, particularly development in the domains of pragmatics, grammar and bilingualism.
Dr Elizabeth Milne	Developmental cognitive neuroscience. Visual perception in individuals with autism spectrum disorders using techniques such as EEG and psychophysical threshold measurement.
Professor Michael Siegal	Cognitive development, language and communication in children.

Social Psychology

Dr Christopher Armitage	Applied social psychology, theory of planned behaviour, attitudes and attitude change.
Prof. Peter Harris	Self-conception, self-regulation, risk perception, unrealistic optimism, emotional disclosure and health.
Dr Christopher Jones	Attitude formation through the exploration of novel environments. Public attitudes towards climate change and future energy choices (e.g. nuclear power and wind power).
Dr Paul Norman	Social/health psychology, attitude-behaviour models, attributions, coping.
Dr Richard Rowe	The psychology of accidental injury and the development of antisocial behaviour.
Professor Paschal Sheeran	Social psychology, the self-concept, attitude-behaviour relations.
Dr Tom Webb	Goal striving and goal management – direction of thoughts, feelings and actions to achieve particular goals.

Neuroscience

Professor Kevin Gurney	Computational neuroscience, visual psychophysics, medical imaging
Dr Nikki Hunkin	Clinical neurology
Dr Myles Jones	The coupling between neural activity and the changes in blood flow, volume and oxygenation.
Dr Paul Overton	Neuroadaptations underlying drug addiction, stress and addiction, movement disorders.
Professor Peter Redgrave	Biological basis of vision, epilepsy and cardiovascular control.
Dr Ying Zheng	Identification and analysis of spatial temporal systems, brain imaging.

Clinical Psychology

Professor Michael Barkham	Outcome of Psychological therapies on practice based research as a compliment to trials methodology.
Professor Nigel Beail	Psychodynamic theory and practice, intellectual disability.
Dr Katherine Berry	Psychosis, attachment theory and old age psychosis.
Professor Gillian Hardy	Psychological treatments for depression, psychotherapy processes and outcomes.
Dr Steven Kellett	Effectiveness of routinely delivered psychotherapy in the NHS, both LD and adult.
Dr Rebecca Knowles	Severe and enduring mental illness in particular bipolar disorder and psychosis.
Dr Georgina Rowse	Psychosis: early intervention. Substance use: relationship with mental health difficulties.
Professor Pauline Slade	Clinical psychology and psychological aspects of obstetrics and Gynaecology.
Dr Andrew Thompson	Adult mental health, PTSD, disfigurement.

Every effort has been made to ensure the information in our publications is accurate. Unfortunately, the University cannot accept responsibility for errors or omissions. Courses are continually reviewed and there may be changes between the time of printing and the time you begin your course. For the most up-to-date information, please see our website or contact the department.



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