WHY UCLAN?
WHAT SHOULD I STUDY?
STUDENT QUESTION TIME
SUPERB FACILITIES
EMPLOYABILITY
WHERE ARE OUR GRADUATES NOW?
RESEARCH
STAFF Q&A

Find out more:
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Twitter @UCLanPsychology
The British Psychological Society defines psychology as the 'scientific study of people, the mind and behaviour.' On our psychology degree courses, you will learn how to apply psychological knowledge to academic and real world issues. You will learn about the mind and behaviour, enabling you to understand the way people act, react and interact. Upon graduation you will have a range of skills that leave you amongst those graduates with highest employment prospects from UK Psychology degrees.*

**Flexible Degree Routes**

Whilst our courses challenge and inspire students to pursue a range of careers, determining the career that you want to follow when you choose your degree course can be somewhat challenging. Therefore, our flexible degree routes enable you to alter your psychology degree as your interest, expertise and career aspirations develop. This enables you to graduate with the career from the correct course you need in order to pursue your chosen career upon graduation.

**Industry Engagement**

We continuously engage with the British Psychological Society and employers to ensure our curriculum delivers you the skills and knowledge industry needs. These include professionals from various sectors, such as NHS trusts including patient groups, medical practitioners and allied health professionals, Her Majesty’s Prison Service, police forces, local education authorities, schools and professional sports organisations.

During your degree, you will be taught by academics that produce nationally and internationally recognised research, which has an impact both in academia and in our working and everyday lives. Much of our psychological research continues to be rated ‘internationally excellent’ and ‘world leading’ as per the latest Research Excellence Framework (REF), whilst 100% was rated as having real world impact.

**Professional Accreditation**

All of our Psychology courses are accredited by the British Psychological Society (BPS), with all the courses providing Graduate Basis for Chartered Membership (GBC). This enables you to enrol upon an accredited master’s degree and ultimately, pursue a career as a chartered Psychologist.

*Joint 13th Best employment prospects in Guardian League Table for Psychology 2019*
We are committed to helping you achieve your potential through two important concepts: opportunity and support.

You will have the opportunity to learn from a British Psychological Society (BPS) defined syllabus that will ensure you cover the core psychological concepts required for Graduate Basis for Chartered Membership (GBC) status. You will have the opportunity to learn in a wide range of facilities that are designed to enhance your understanding of the subject area. You will have the opportunity to engage with research and publish work alongside peers and staff and whilst studying this material, and will receive support from a passionate large staff base teaching in their areas of expertise.

The way our courses are delivered will also ensure that you can apply your knowledge in a variety of domains. Assessments, where possible, are based around the activities you might undertake in a place of work helping you to develop skills and experiences that appeal to employers. You will have the opportunity to study a broad range of psychological topics or specialise and focus upon an area of psychology, such as Clinical, Forensic, Cyberpsychology. Neuropsychology or the Psychology of Child Development that may lead you to pursue these areas for further study at postgraduate level.

Staff will work closely with you, providing personal support to ensure you make informed decisions about your future. You will be supported in choosing from an extensive range of final year modules, providing the opportunity for you to shape your final degree content in a way relevant to your own aspirations and goals.

The way our courses are conveyed in lectures, workshops, and seminars is up to date with research active staff as the information being conveyed is informed by current research. The School approach extends beyond this to all staff being actively involved in research. The School approach extends beyond this to all staff being actively involved in research. The embedding of core skills in the modules you will study ensures that the teaching of critical skills is central to your understanding and is delivered in an engaging and memorable manner. This was recognised by the BPS during their last visit who were impressed not only with the integration of this material into the courses but also the ability of students to identify where and when key skills were delivered.

The research informed syllabus for our courses will provide you with first-hand experience of research either as participants in the research or as the researcher. The laboratories available include:
- Clinical and Health Psychology Suite
- Brain Imaging Laboratory
- Developmental Cog Neuro
- Cognitive Psychology Complex which includes VR, eye-tracking and Forensic Psychology facilities
- Child Observation Suite
- Undergraduate Psychology Labs

All our specialised facilities contain the latest equipment to ensure you graduate with contemporary knowledge and skills.

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BPS Membership

The School provides membership of the national body for all students, which ensures that you receive copies of the monthly magazine and careers bulletins plus access to online resources which keeps you informed of the latest developments and career opportunities.

Undergraduate Research Intern Scheme

You will have the opportunity to apply to work with staff for a 10-week, paid internship during the summer. This enhances your research skills and employability as you work with leading researchers on ‘cutting edge’ research projects.

Flexible Course Choices

Determining the career that you want to pursue when you select your degree course can be somewhat challenging. Therefore, our flexible programme of study enables you to move between psychology courses to ensure you graduate with the course you need at the end of your study rather than students being bound to the course they felt they needed prior to arriving at UCLan.

First-Class Learning Facilities

The research informed syllabus for our courses will provide you with first-hand experience of research either as participants in the research or as the researcher. The laboratories available include:
- Clinical and Health Psychology Suite
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- Cognitive Psychology Complex which includes VR, eye-tracking and Forensic Psychology facilities
- Child Observation Suite
- Undergraduate Psychology Labs

All our specialised facilities contain the latest equipment to ensure you graduate with contemporary knowledge and skills.

Research Active Staff

UCLan has a Research Informed Teaching policy that requires the courses to be informed by current research. The School approach extends beyond this to all staff being actively involved in research. You will learn more from research active staff as the information being conveyed in lectures, workshops, and seminars is up to date rather than simply acquired from the latest class textbooks.

Professors that Teach

The Professors in the School of Psychology all lecture on their own specialist topics at various points of the different degree programmes. The inspiration and understanding that can be gained from listening to these staff encourages many of our students to seek further qualifications either through our taught master’s provision or through postgraduate research qualifications.

Dean’s List

Students who are high achievers academically or have other indicators of high performance are eligible to apply for inclusion on the ‘Dean’s List’. An exclusive list of exceptional students, which will provide additional opportunities for research collaborations with staff that will improve their understanding of psychology and enhance employability.

Embedded Employability Skills

The embedding of core skills in the modules you will study ensures that the teaching of critical skills is central to your understanding and is delivered in an engaging and memorable manner. This was recognised by the BPS during their last visit who were impressed not only with the integration of this material into the courses but also the ability of students to identify where and when key skills were delivered.

Friendly, Supportive Environment

The ability to ask questions and seek further information to clarify understanding or stretch your knowledge beyond the course content is critical to your understanding. The School provides a supportive, nurturing environment in which you can learn and grow.

Specialisms at Undergraduate Level

There are a range of undergraduate programmes that will allow you to study a broad range of psychological subjects or to specialise in a named route. Each named route reflects further expertise within the School with the course reflecting those delivered as taught master’s provision.

Find out more:

StudyAtUCLan
@UCLanPsychology
BSc (Hons) FORENSIC PSYCHOLOGY

On our Forensic Psychology degree, you’ll graduate with a broad understanding of Psychology relating to Law and the Criminal Justice System. You’ll have the opportunity to explore theories that explain offending behaviour, and apply this knowledge in interactive workshops run by professionals who work with offenders in prisons and hospitals, including forensic psychologists and probation officers. Our forensic psychology team conduct world-class research and publish their findings internationally, whilst applying their work in real-life forensic settings. As with the BSc (Hons) Psychology, for the first two years of the course you’ll study core areas of the British Psychological Society curriculum, however, to enable you to specialise in Forensic Psychology you will also take forensic psychology modules. Building on the forensic syllabus this leaves your final year to explore a range of forensic psychology topics and conduct a forensic psychology related project. You’ll be taught a variety of theories and interventions which are current, and relevant to the practice of forensic psychology. Examples include the psychology of evidence gathering and courtrooms, victimology, antisocial behaviour, criminal psychopathy, life in secure forensic settings, online sex exploitation, stalking, sex and violent offending.

BSc (Hons) CLINICAL PSYCHOLOGY

Clinical psychology is the area of psychology that offers ongoing and wide-ranging support for the mental and behavioural health of individuals and families. In a society where mental health issues are on the rise and a greater acceptance of the need to seek support and assistance in coping with these issues, the field of clinical psychology continues to grow. Working in a wide variety of settings this research based discipline encompasses a range of exciting and challenging areas. Clinical Psychologists work with clients who range in experience from minor adjustment issues to those with severe psychopathologies. The range of intellectual, emotional, behavioural and social maladjustments offers a stimulating and intellectually challenging course that prepares students for further study and can be the first step towards becoming a Chartered Clinical Psychologist. Consistent with each of our courses you will study the core areas of Psychology in the first two years of the course alongside introductory modules in Clinical Psychology, leading to a final year where two-thirds of the course is core Clinical Psychology and the remainder related, complementary subjects.

BSc (Hons) NEUROPSYCHOLOGY

This course will prepare you for a career working with people with a range of needs - neurodegenerative diseases, tumours, strokes, traumatic brain injuries. For the first two years, you’ll study core areas of the British Psychological Society’s curriculum on this accredited course, with a specialism in Topics and Techniques in Neuroscience module in Year 2. In Year 3, you’ll develop your neuropsychological skills further by studying the further two-thirds of the course, including neuropsychological disorders and techniques, and brain, treatments and behaviour. Alongside this you will conduct a project from a range of topic areas in neuropsychology. Internships and voluntary positions are available within the Brain Imaging Laboratory or the Developmental Cognitive Neuropsychology Laboratories within the School that help embed a deeper understanding of the discipline and enhance your employment prospects.

BSc (Hons) CYBERPSYCHOLOGY

As our lives become more dependent on technology, the way that we interact is transforming. Digital technologies present vast opportunities for individual users, as well as industries such as healthcare, business, and education. During this course, you will develop an understanding of how technology is changing human behaviour and interaction, both for better and for worse. As well as considering the benefits to health and wellbeing that can result from increased connectivity, you will also look at aspects of online victimisation through threats such as cyberbullying and online fraud.

Alongside the core BPS syllabus, which allows you to meet professional accreditation requirements, you will study specialised modules in Cyberpsychology. These will explore topics such as social media use, e-health technology, and online identity. As with all of our courses, students are supported in looking for placements and voluntary opportunities that ensure key skills development, allowing you to pursue the career of your choice.

BSc (Hons) PSYCHOLOGY WITH PSYCHOTHERAPY & COUNSELLING

Counselling Psychologists deal with a wide range of mental health problems concerning life issues including bereavement, domestic violence, sexual abuse and relationship issues. They understand diagnosis and the medical context to mental health problems and work with the individual’s unique subjective psychological experience to empower their recovery and alleviate distress. This course provides you with the benefits of learning the scientific approach adopted by psychologists, covering the core BPS curriculum, alongside the Person-Centre approach of counselling and psychotherapy. This provides you with two, sometimes contrasting, perspectives on related issues. Many students feel that a knowledge of these related subject areas increases their employment opportunities. The links between Psychology, Psychotherapy and Counselling enable staff from different disciplines to provide a challenging, stimulating and exciting course. This provides complementary perspectives on providing support for clients in a range of settings, from supporting staff working in various businesses to working within a health environment, towards providing counselling and support (both one-to-one or in a group setting). You may, should you wish, transfer at the end of Year 1 to any of the psychology routes (single honours courses) including Clinical Psychology or maintain both disciplines throughout your degree.

BSc (Hons) PSYCHOLOGY IN THE FIRST TWO YEARS OF THE COURSE

How can we improve our ability to detect lies? What role does exposure to stressful life events have on our health? How can we help rehabilitate those with brain injuries? On our course you will learn how to apply scientific methods to measure, understand and explain belief formation, decision-making processes and behaviour. We will also teach you how to apply your knowledge to a variety of professional settings. Whilst providing opportunities to pursue a wide range of graduate careers, this degree course can also be your first step towards a career as a Chartered Psychologist.

The course is accredited by the British Psychological Society (BPS) and confers Graduate Basis for Chartered Membership (GBC), provided that second class honours degree is achieved. Further related, complementary subjects. Clinical Psychology and the remainder of which mirror the named, Chartered routes: Forensic Psychology, Clinical Psychology, Clinical Psychology, and finally understanding more about Cyberpsychology or Neurocognitive Development and Disorders (Child Development). These specialist modules enable you to gain a broader understanding of these fields within psychology, and help shape your choice from a wide range of final year option modules and projects.

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BSc (Hons) PSYCHOLOGY

Our fascinating degrees, which are professionally accredited by the British Psychological Society (BPS) and provide graduate basis for chartered membership (GBC) and are an ideal starting point for a career in psychology. We offer a suite of psychology degree courses which share a common core first year, following which you will develop a breadth of psychology knowledge. In Year 2, you will cover the core BPS curriculum as well as introductions to two specialist areas from: Clinical; Forensic; Cyberpsychology; Neuropsychology; or the psychology of child development. You can continue to specialise your degree during your third year of study or retain a breadth of coverage on the BSc (Hons) Psychology.

WHAT SHOULD I STUDY?

BSc (Hons) CLINICAL PSYCHOLOGY

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Foundation entry

For students who do not meet the entry requirements for our courses, we offer four year versions of each degree that includes a foundation year. The integrated foundation year provides an excellent introduction, helping you to gain the knowledge, skills and confidence needed to succeed throughout the rest of your course permitting you to progress to any of the other psychology courses.

Foundation Entry
What did you choose to study Psychology at UCLan?
SR
I chose to come to UCLan because I felt the university had a lot to offer me. This came from how impressed I was by the staff in the psychology department and the quality of the course that they ran. Furthermore, after being shown around the psychology department I was captivated by the facilities available to the students.

What was it that attracted you to the course specifically?
AS
The flexibility and the fact you can get a taster for various types of psychology throughout the degree before third year. This was especially important for me as I had never studied psychology at all whatsoever.

Could you please give us an overview of the work you have done on placement and how you have found the experience?
RT
For the placement module I started a Legal Based Therapy after school club, working with autistic children to increase social interaction and communication. It was very rewarding but stressful. I recruited three other students to volunteer as facilitators. After completing a two-day training course from Bricks for Autism, provided by AS-UK, I created a training course for the volunteers and found a venue to host the club. The cohort was very challenging and provided a lot of information for the next cohort.

Why is the teaching like?
SR
The lectures are often engaging mainly thanks to the quality of the course that they ran. This has included looking at parts of my body like heart rate and its sudden change as well memory tasks are always fun and insightful even though I'm never the best at them.

Have you been involved in any projects?
SR
One of the best opportunities I found during my time at UCLan was the Dead's List, achieving 70% grade in your first year means you could work closely with a lecturer on their own project. I had the chance to work with Dr Anja Harrison on a fascinating project on illness anxiety.

What is the teaching like?
SR
The facilities are incredible and nothing like I have seen at any other university. They are also easily accessible to students which is great!

Did you have any personal barriers and how did you manage to overcome those?
SR
One of the biggest challenges was mainly learning to be independent. Trying to make sure I look after myself and enjoy my time at uni but the important task of staying on top of my work load. This was something that took time but really has been a crucial skill to learn.

What are the facilities like?
AS
The facilities are amazing. I love how we have so much to offer. For my current year dissertation, I have the opportunity to use a body analyser machine, which measures loads of different things within the body like the amount of visceral fat. I have also been lucky enough to see the brain-imaging lab in use.

Did you have any personal barriers and how did you manage to overcome those?
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I've had the opportunity to take part in a few projects run by staff and students. Some of this has included looking at Evofits to help forward research, another has been how aware I was with certain parts of my body like heart rate and its sudden change as well memory tasks are always fun and insightful even though I'm never the best at them.

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The Child Observation Suite is a large observation room with mirrored walls. It is equipped with video and audio recording equipment, an L-shaped researcher room from which to observe, including a fully equipped teaching facility with a video editing suite and remote controls for the cameras. There is also a comfortable and fully equipped waiting room suitable for adults and children.

Most UK Psychology degree programmes and indeed some A Level courses teach students about the research of Mary Ainsworth and her "famous" Strange Situation experiment. For many courses, this will involve descriptions of the work, or the watching of pre-recorded footage. At UCLan’s School of Psychology we believe that the most informative way to learn about this work is for you to encounter the research first hand, by replicating the research in our Child Observation Suite (COS).

The Strange Situation is a research study in which researchers attempt to identify the elements of childhood attachment to parents determined by the cultural specific elements of their nurtured behaviour relative to those that are innate behaviours common to all. Our emphasis on experiential learning ensures that you will be able to experience this real-life replication, learning the skills you require to react to the challenges of observing a child’s behaviour in a way that simply cannot be conveyed were we, like many other courses, to simply demonstrate the experiment via a DVD.

In the COS students operate the video cameras, code the child’s behaviours and indeed act as the stranger. Thus rather than experience the research the “way that it should be”, you will learn to experience the research “how it is”.

Learning to react to the child, their guardians and parents; to respond to the situations a research study can pose rather than to simply watch, listen and learn from pre-recorded footage. The experience that you gain, and the techniques that you learn could then be applied in the observation of medics, educators, athletes, and in many other domains. Indeed, one of the underlying principles of the teaching within the School is that students will learn more, in a more engaging manner, and remember it for longer if they have actively participated in the process rather than simply and passively been told about it.

Our Brain Imaging Laboratory (BIL) houses equipment such as electroencephalography (EEG), functional Near-Infrared Spectroscopy (fNIRS), functional Transcranial Doppler sonography (fTCD) and Transcranial Magnetic Stimulation (TMS) equipment to enable you to learn the basis of neuroimaging and related techniques to learn more about the brain and brain function. BIL is complemented by the adjacent DCN lab which replicates many of these facilities but for research considering young children, adolescents and their families. Both labs provide intern opportunities, both voluntary and paid, and facilitate your understanding of a range of topics from across all the degree courses.

The School of Psychology, located in the multi-million pound, purpose-built Darwin Building, offers an excellent location to study psychology. Housing over 30 state-of-the-art laboratories providing you with a first-class learning environment.

These fantastic facilities support your experiential learning with laboratories equipped to ensure you receive the skills and knowledge of immediate benefit to you and your potential employers. These include the Clinical and Health Psychology Suite, Cognitive Psychology Complex, and both a Developmental Cognitive Neuroscience Lab and Brain Imaging Laboratories.

BRAIN IMAGING LABORATORY (BIL) AND DEVELOPMENTAL COGNITIVE NEUROSCIENCE LAB (DCN)

Remodelled in 2019, the Clinical, Health and Psychobiology Suite is a purpose-built teaching and research facility. It houses a central conference room, for teaching and discussion, with specialist laboratories of the perimeter of this central room. It is designed so that you can learn about and participate in the activities being conducted in the adjoining laboratories. Supporting a range of courses, including the Clinical Psychology and Neuropsychology degrees, the suite of laboratories includes: an interview counselling room; a Stress Laboratory housing virtual reality equipment, cardiovascular equipment and a two-way mirror to permit observational work to be undertaken; and a Psychobiology laboratory enabling neuroendocrine research that is equipped with a range of specialised, state-of-the-art microscopes for neurochemical analysis.

Find out more:
- Study@UCLan
- @UCLanPsychology
Understanding what makes people tick prepares you for a wide range of careers, not just as a professional psychologist - no wonder Psychology is such an incredibly popular degree course.

A Psychology degree can take you anywhere in the World...

**FORENSIC PSYCHOLOGIST**

**CLINICAL PSYCHOLOGIST**

**EDUCATIONAL PSYCHOLOGIST**

**ACADEMIC AND RESEARCH PSYCHOLOGIST**

**COUNSELING PSYCHOLOGIST**

**FURTHER EDUCATION TEACHER**

**PSYCHOLOGICAL WELLBEING PRACTITIONER**

**HEALTH PSYCHOLOGIST**

**SPORT AND EXERCISE PSYCHOLOGIST**

**OCCUPATIONAL PSYCHOLOGIST**

Our Industry Links...

We continuously engage with employers to make sure our curriculum delivers the skills and knowledge industry needs. These include a number of professionals from various sectors, including NHS Trusts, patient groups, medical practitioners, allied health professionals, the Prison Service, police forces, local education authorities, schools and professional sports organisations.

Your degree will also provide you with a foundation for a range of careers:

- Advice worker
- Careers adviser
- Counsellor
- Data analyst
- Human resources officer
- Life coach
- Market researcher
- Play therapist
- Probation officer
- Psychotherapist

Find out more:

[StudyAtUCLan](#)

[@UCLanPsychology](#)
Laura Campbell came to UCLan on the back of enduring a difficult time at another university. Three years later, she graduated with a first-class Honours degree in Psychology, after enjoying her time at UCLan far more than she ever thought she would.

At her graduation ceremony in 2017, Laura won three awards, which recognised her ability and potential. She was awarded the Hugh Wagner Memorial Prize for The Best Undergraduate Project within the School of Psychology, the School Award for Best Research Project by a student on the course, as well as the School Award for the Best Overall Performance. After gaining an incredible 100% in her Psychology A Level at college, it was both inevitable and unsurprising that Laura has achieved all of the above. She firmly believes that her skills developed greatly after coming to UCLan. Laura said: “I have developed immensely in all aspects of myself since attending UCLan.”

“I loved that I was in University every day for a significant time, which was more than my previous university in comparison. I felt I was engaging more with my studies and I also enjoyed having the choice of modules, as it made me feel as though I had a say in my own education.”

The transition from one university to another isn’t a very common step to take so understandably Laura was quite apprehensive at first. However, through the support of her tutors and peers she soon realised that she had nothing to worry about at all. Laura said: “Due to my negative experiences at my previous university I was particularly anxious about having to start afresh, especially as I didn’t know anyone and I was worried that I may have the same experiences as I did the previous year.”

The transition was much easier than I expected, which I believe is down to the fantastic staff and support base I was provided with before and upon my arrival. I was quickly introduced to an amazing group of friends who helped me greatly with settling into the University.”

It’s that same support system which Laura talks about the most about when discussing her time at UCLan, labelling the support and opportunities she has received at the university as “second to none.” Outside of the course itself, Laura got involved with numerous different things across UCLan. In her second year, she became a student ambassador whilst also taking the chance to become a research assistant within the Psychology department.

Laura said: “Being a research assistant provided me with valuable insight and knowledge regarding research techniques which later assisted me with my own research in my third year dissertation project.”

She continued: “Becoming an ambassador has also provided me with the opportunity of becoming a Mobility Support Worker over the past year, which has helped my personal and professional development immensely.”

Having now graduated, Laura is currently working towards publishing her dissertation, while she has also decided to remain affiliated with UCLan. After initially going into another job, she returned to work at the University in May as an assistant on the Future U project before moving to the Psychology Graduate Teaching Assistant Team in April of 2019.
Out and About

PSYCHOLOGY STUDENTS SPENT AN AFTERNOON RESEARCHING THE IMPACT OF THE ENVIRONMENT ON MENTAL HEALTH.

Around 20 students from a variety of courses including neuropsychology, forensic psychology and sports psychology visited Brockholes just outside Preston to learn about ecotherapy and its benefits. The students took part in activities such as trust building exercises, teamwork building and working together to light fires, all with the intention of highlighting the positive impact of the environment on the mind. Sarita Robinson, Senior Psychology Lecturer, explained how experiencing ecotherapy can help the students in both their studies and their daily routines as the time for exams and deadlines edges nearer.

She said: “I think it’s a useful tool for some people to help maintain their mental health.

“Obviously the spin-off benefit for the students is that they will be able to use what they’ve learnt today to look after their own wellbeing so it’s a great practical tool for them to incorporate into everyday life even after they leave university.

“I think it gives them an insight into how psychology actually works in the real world. You can do a lot of teaching from journals and books and within lectures but to actually see therapy being carried out in the real world brings that knowledge and understanding to life.”

RESEARCH UNDERPINS LEARNING THROUGHOUT YOUR STUDY, AND YOU WILL BE ENCOURAGED TO PARTICIPATE IN PSYCHOLOGICAL RESEARCH. THIS INVOLVEMENT IS NOT JUST THROUGH YOUR CLASSES AND FINAL YEAR PROJECTS, BUT ALSO THROUGH A RANGE OF OPPORTUNITIES.

The strength of our Psychology research falls within three broad areas that form our research groups: Cognitive and Neuroscience Research Group, Forensic Research Group and the Health Research Group. With a focus on real world issues and an underlying theme of informing practice through evidence-based research, our focus is on multidisciplinary collaboration. UCLan has national and international collaborations in place with NHS Trusts, patient groups, medical practitioners, allied health professionals, Prison Service, police forces, Local Education Authorities, schools and school teachers, athletic clubs and charitable institutions.

The Cognitive and Neuroscience Research Group focuses on a range of areas including selective attention and distraction, working memory, executive functioning, the social contexts of perception, biases in reasoning, reading development and aspects of social cognition.

The Forensic Research Group has several key areas of activity including sex differences in aggression, physical aggression between young men, family violence and women’s offending behaviour, interventions for other and self-directed violence, bullying and attributions towards sexual abuse.

The Quality of Life Research Group has a broad focus on health and wellbeing with three key themes:

- Condition-specific scale development including the development, psychometric evaluation and clinical interpretation of patient-reported outcome measures such as health-related quality of life instruments and measures of emotional functioning.
- Psychological evaluation of chronic conditions including cystic fibrosis, lupus, obesity, eating behaviours and childhood loneliness.
- Psychological and biological responses to stressors.

DARWIN DAY LECTURE

Each year, the School of Psychology hosts an annual Darwin Day Celebration Lecture. The lecture is an important academic event - Darwin Day is a worldwide celebration of science and reason, and the University of Central Lancashire has hosted 12 previous lectures by distinguished academics. The lectures are held in the 450 seat Darwin Lecture Theatre (School of Psychology, Darwin Building). The building was named after Darwin following a vote among academic staff, to honour Darwin’s contribution to our understanding of humanity and our place in the Universe.

PREVIOUS DARWIN DAY LECTURES

2018: Sophie Scott
2017: Hannah Critchlow
2016: Sarah-Jayne Blakemore
2015: Robin Dunbar
2014: Bruce Hood
2013: Nicola Clayton
2012: Nicholas Humphrey
2011: Sir Patrick Bateson
2010: Armand Leroi
2009: Richard Wiseman
2008: Hannah Critchlow
2007: Sophie Scott
2006: Richard Dawkins

UCLAN UNDERGRADUATE RESEARCH INTERNSHIP PROGRAMME (UURIP)

The UCLan Undergraduate Research Internship Scheme (URIS) is one of the largest paid internship schemes operating in UK universities and has enabled our students to earn money whilst gaining valuable research experience, as well as publish work alongside staff in academic journals and present work at international conferences.

Find out more:
@UCLanPsychology
StudyAtUCLan
TELL US ABOUT YOUR BACKGROUND IN PSYCHOLOGY AND THE PATH THAT LED YOU TO WORKING AT UCLAN

I have studied psychology in Kiel, Germany, before completing my PhD in Hamburg, at the Center of Neuro-immunological Multiple Sclerosis research. I have always had a keen interest in the biological side of psychology as well as working with people with chronic conditions and trying to increase their quality of life. This led me to complete my first postdoc at King’s College, London, where I have worked in a great team to develop self-management interventions for people with Inflammatory Bowel Diseases. I went on to become a lecturer at UCLan because alongside my passion for research, I wanted to share the knowledge that I have gained with future scientists, psychologists, and medics.

WHAT WAS IT ABOUT UCLAN THAT APPEaled TO YOU?

UCLan has excellent facilities and is very research-active with many researchers willing to involve students in real-life experiments and studies. Students at UCLan gain both practical skills as well as theoretical knowledge. UCLan is very dedicated to widening participation, which I am very supportive of as a current and previous tutor of the Brilliant Club.

WHAT IS YOUR CAREER HIGHLIGHT TO DATE?

The first time that I isolated immune cells from blood to conduct psychological experiments.

WHAT IS THE BEST PART OF BEING A UNIVERSITY LECTURER IN GENERAL?

The great thing is that you don’t only get to do your own research, but you get to tell and teach young aspiring psychologists to be about chances, risks and possibilities. I personally have found learning from those people that are on the frontline of research most helpful when I went to uni.

WHAT WOULD YOUR ADVICE BE FOR ANY PSYCHOLOGY STUDENTS STARTING IN SEPTEMBER?

Go to every lecture, seminar and find out what you’re not so interested in and what does inspire you to go above and beyond what the course requires you to pass - sometimes that can be something you might not have expected. For instance, always wanted to become a clinical psychologist, but discovered a completely different career path for myself, inspired by an excellent lecture on the topic of Psychobiology.

WHICH AREA OF PSYCHOLOGY FASCINATES YOU THE MOST AND WHY?

I think the bio-psycho-social approach is a very fascinating one. Also I am passionate about developing and trialling new interventions to empower chronically ill people to self-manage and designing interventions in a way that is ‘real-life-proof’.

WHAT ARE YOUR TEACHING RESPONSIBILITIES?

I am currently teaching on a wide variety of different modules, ranging from stats workshops to Health Psychology. I am hoping to get across my enthusiasm for the topic by offering my personal view, whilst providing enough evidence so students can come up with their own ideas, theories and opinions. Teaching how to think critically rather than what to think captures it well.

WHAT WAS IT ABOUT UCLAN THAT APPEaled TO YOU?

UCLan is a big university and I believe there is strength in numbers. Large universities come with resources, a diverse staff and student population, international networks and much more. The location is also great, as Preston is close to Manchester and Liverpool and is only an hour away from the Lake District and two hours away by train from London.

WHAT IS YOUR CAREER HIGHLIGHT TO DATE?

The first time that I isolated immune cells from blood to conduct psychological experiments.

WHAT WOULD YOUR ADVICE BE FOR ANY PSYCHOLOGY STUDENTS STARTING IN SEPTEMBER?

Do your homework and be proactive. Make sure you do the assigned reading, prepare for the lectures, and turn in your assignments on time. Also be proactive in searching for research opportunities, getting involved in social activities, and making the best of every opportunity available in the University.

WHICH AREA OF PSYCHOLOGY FASCINATES YOU THE MOST AND WHY?

Sport, Exercise and Performance Psychology and Neuroscience. I find it fascinating to study human excellence and to explore neural markers of emotional and cognitive states in the brain.

WHAT ARE YOUR TEACHING RESPONSIBILITIES?

I teach in a number of different modules but my main contributions are in Sport and Exercise Psychology, Research Methods, and Measurement and Statistics.

WHAT IS THE BEST PART OF BEING A UNIVERSITY LECTURER IN GENERAL?

I love the freedom of being a lecturer. The academic life allows you to get paid to study, teach and research the subject you like. It cannot get much better than that.

Find out more:

@UCLanPsychology

StudyAtUCLan
THE UCLAN EXPERIENCE STARTS HERE...

WELCOME TO THE UNIVERSITY OF CENTRAL LANCASHIRE

Over 95.5% of our graduates are employed within six months of graduating - HESA 2018

We're investing serious money in your education with our multi-million pound Campus Masterplan

UCLAN IS RANKED IN THE TOP 3.7% OF UNIVERSITIES IN THE WORLD - Centre for World University Rankings 2018-19 (CWUR)

Preston awarded ‘safe’ city status for nights out

FREE SPORTS MEMBERSHIP TO OUR £13M SIR TOM FINNEY SPORTS CENTRE ON CAMPUS

Compact city centre campus - shops, bars and restaurants on your doorstep

Relax and work in our new Social Hubs, complete with glass ceilings, kitchens and games

FANTASTIC LIBRARY FACILITIES AVAILABLE 24/7 DURING TERM TIME

Our Students' Union has over 150 clubs and societies - you can even form your own!

PRESTON IS ONE OF THE BEST NETWORKED CITIES IN THE COUNTRY, BOASTING FANTASTIC TRANSPORT LINKS

Over 95.5% of our graduates are employed within six months of graduating - HESA 2018

 Preston is the best place to live and work in the North West*

*Published by PricewaterhouseCoopers (PwC) 2017 and the thinktank Demos

Over 95.5% of our graduates are employed within six months of graduating - HESA 2018

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