Clinical & Community Psychology

Final award: BSc (Hons)
Intermediate awards available: Cert HE, Dip HE
UCAS code: C892
Details of professional body accreditation: Graduate Basis for Chartered Membership (GBC) of the British Psychological Society
Relevant QAA Benchmark statements: Psychology
Date specification last updated: 29/05/14

The summary - UCAS programme profile

BANNER BOX:

- Accredited by the British Psychological Society as conferring the Graduate Basis for Chartered Membership, provided the minimum standard of a Lower Second Class Honours is achieved. This is the first step towards becoming a Chartered Psychologist.
- Our School of Psychology also offers a full range of postgraduate professional training programmes.

ENTRY REQUIREMENTS

For admission to the BSc (Hons) Clinical & Community Psychology programme candidates normally need:

320 Tariff points (via A2 or BTEC).

We also accept people with Access, NVQ and a variety of other pre-University level qualifications including International and European Baccalaureate.

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.

In the case of applicants whose first language is not English, then an overall IELTS score of 6.0 (or equivalent) is required. This should include a minimum of 6.0 in Writing and Speaking and a minimum of 5.5 in Reading and Listening IELTS. International qualifications will be checked for appropriate matriculation to UK Higher Education undergraduate programmes. We also accept those with relevant professional and vocational qualifications.
Candidates will be interviewed and will be required to demonstrate:

- Self-awareness, maturity and stability;
- Ability to make use of and reflect upon life experience;
- Ability to cope with the intellectual and academic requirement;
- Ability to form a helping relationship;
- Ability to be self critical and use both positive and negative feedback;
- Awareness of the nature of prejudice and oppression;
- Awareness of issues of difference and equality;
- Ability to recognise the need for personal and professional support;
- Competence in generic skills including: literacy, numeracy, information technology, administrative skills, self-management skills; communication and interpersonal skills.

Apart from the above criteria, the admissions procedure will conform to UEL’s general equal opportunities policy of not discriminating on the ground of race, religion, gender and sexual orientation.

In the case of applicants whose first language is not English, the University’s English Language requirements as detailed on the website at time of application must be met – see [http://www.uel.ac.uk/international/application/english-language-requirements](http://www.uel.ac.uk/international/application/english-language-requirements)

For further information or clarification, please contact admissions by emailing psychology@uel.ac.uk or telephone 020 8223 4609

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010

**ABOUT THE PROGRAMME**

Clinical and Community Psychology are branches of the discipline of psychology that relate directly to the application of psychology to helping people who may be experiencing mental distress, and addressing issues in society.
The BSc (Hons) Clinical and Community Psychology degree is accredited by the British Psychological Society (BPS), and is a unique and highly innovative programme of study. The programme is designed for those who know that they want to use their degree and train further to work with people in mental health settings. Therefore, you are introduced to psychopathology and approaches to working with people experiencing mental distress from the beginning of your degree. In the first year of the degree programme you cover clinical and community approaches to mental health and wellbeing, and attend lectures on specific diagnoses (e.g. anxiety disorders, eating disorders, schizophrenia and bipolar disorder). Students are encouraged to consider the conceptual and historical underpinnings of each topic they study throughout the degree programme. This provides students with a critical understanding of how psychology has grown as a discipline, and its limitations. The programme is also designed to maximise the employment and CV development of its graduates while they study, and therefore we also offer placements, community project work and applied experience in NHS settings from year one.

Programme structure

The BSc (Hons) Clinical & Community Psychology programme at UEL is a 3 year full time degree.

Students cover the foundations of clinical and community psychological theory and the key curriculum laid out by the British Psychological Society. This programme is also mapped against the conclusions of the EFPA Community Psychology Taskforce. Unusually for a psychology undergraduate degree in the UK, students are introduced to the study of mental health from the very beginning of their studies. As soon as students begin the programme they are given the opportunity to apply the psychological knowledge they are developing to clinical and community settings.

In their final year students are given the opportunity to work and contribute to a team working in a clinical or community placement. Furthermore, students are also able to design and conduct their own research as part of their degree.

To be awarded an honours degree in Clinical & Community Psychology, a student would have completed (or been given prior accreditation in up to two-thirds of) a minimum of 360 credits. This would comprise 120 credits at Level 4, 120 at level 5 and 120 at Level 6. The research project at Level 6 module must be passed in order to achieve an Honours degree.

A student studying part time would progress at a slower pace. Up to 90 credits per term may be followed and assessed in the part time mode.

Learning environment

Teaching methods vary from module to module but include lectures, seminars, tutorials, practical classes, demonstrations and individual supervision. Student learning is supported by
lecture notes, module handbooks and suggested reading. Direct class contact is supplemented by on-line interactive programme materials, individual reading, completion of set exercises and preparation for assignments.

Learning resources include IT and general and specialised psychology laboratories and equipment, access to electronic databases and specialist library facilities.

**Assessment**

Assessment is by a mix of coursework and examination. Coursework includes essays, research reports, group and seminar presentations and a final year project. The majority of assessment at Level 4 is by coursework, to provide maximum formative feedback to students. At Levels 4 and 5, the balance of coursework and examination will depend on option choice, but half of Level 6 is given to an empirical research coursework project and an employability module.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

**Work experience/placement opportunities**

At levels 5 and 6 work- and community-based-learning modules are available as options. One of these modules is a unique learning experience in which students work with a community-based organisation to deliver an evaluation of their service. Students are also encouraged to undertake relevant voluntary work, and opportunities for this are displayed at the Psychology Student Support Centre.

**Project work**

The level 6 project is a compulsory module for an Honours degree. Students conduct a literature review of an area of their choice within forensic psychology, and design, carry out, analyse and interpret an original empirical investigation in this same area. The student is supported on a one-to-one basis by regular meetings with an academic supervisor with research and/or theoretical expertise in the area. Postgraduate professional training staff are also available to act as supervisors to undergraduate students if appropriate.

**Added value**

The range of expertise available in the School enables students to choose from a variety of option modules in both clinical and community psychology and more applied areas of work that will help prepare them for a range of careers. For those achieving a lower second class
honours degree or above, the degree confers eligibility for further graduate professional training (Graduate Basis for Chartered Membership with the British Psychological Society), which is the first step towards being a Chartered Psychologist.

**IS THIS THE PROGRAMME FOR ME?**

**If you are interested in...**

- The Psychology of Mental Health and Mental Distress (e.g. Anxiety, Depression, Phobias and Eating Disorders)
- The Impact of Drugs on Behaviour
- The Psychology of Crime and Criminal Behaviour
- The Psychology of Child Mental Health and Developmental Difficulties
- Neuroanatomical and Neurophysiological Difference and Behaviour
- Thinking about how Societal and Structural Issues Contribute to Psychological Wellbeing
- The uses of Psychology in Addressing Societal Inequality and Health Issues

**If you enjoy...**

Learning about subjects that can be applied to real world problems in society

Interacting with, and learning from, professionals who are at the cutting edge of their field

Solving problems and conducting your own research

**If you want...**

The opportunity to feel part of a thriving community of psychologists and students from a range of disciplines

To work in an environment where the application of knowledge is considered central to the learning process

To study at a University with a tradition of training clinical psychology students

**Your future career**
The content, placements, and employability skills provided by the BSc (Hons) in Clinical & Community Psychology are designed to provide students with a competitive edge in their pursuit of further training. Gaining appropriate work experience and entry to postgraduate programmes in clinical psychology is extremely competitive. Few undergraduate students in the UK are in a position to apply for relevant work experience or postgraduate programmes with their undergraduate degree qualification.

As well as providing a route into clinical and community psychology, a degree in this field is also relevant to a wide range of other areas of work. Graduates of the programme would be well suited for posts within organizations such as the NHS, public sector, and charitable and voluntary sector organisations. Alternatively, since all graduates will have a BPS-recognised degree, they are not limited to a career in clinical psychology, but may pursue a career in any other area of psychological related employment. Examples of these are social welfare, sport & leisure, education, human resource management, consumer research and advertising, media, market research and community work.

In addition to covering specific areas of psychology, a degree in psychology provides training in data collection and analysis, communication skills and report writing, IT skills and interpersonal awareness. It therefore provides an excellent basis for employment in areas not directly related to psychology.

How we support you

Students are supported in their academic and career development by a programme tutor, module leaders for each module studied, and tutors for each year group. However, every student is allocated a personal tutor on entry, who offers timetabled meetings and is also available by appointment to discuss any issues that you may have.

Students joining Psychology programmes are offered an induction programme in the week before classes begin. During induction week the programme handbook is made available to all students. This handbook covers all the reference information that students need from who to contact if experiencing difficulties, through to module specifications and assessment criteria.

The School of Psychology also has a well-established mentoring scheme in which volunteers from the second and third years of the programme act as mentors to the first year students. In their final year, students are supervised on a one-to-one basis for their empirical research project and this supervisor becomes the personal tutor. Research supervisors also provide personal support and help with career choice, job applications and preparation of CVs.

The School of Psychology Student Support Centre forms a crucial link point between staff and students and is the hub of the School. It offers a one-stop shop for handing in and returning marked assignments, collection of lecture notes and other study materials, information about research projects and volunteering opportunities, booking of equipment and specialist space, technical support and general information and advice.
Specialist support (for example, for financial advice, careers advice, counselling and learning support) is also available from central University services. Psychology staff receive training in the services offered and on referral procedures; students may also self-refer.

**Bonus factors**

The School of Psychology is home to psychologists who produce research of international quality, and this high quality is consistent. For example, in the latest (2008) independent national assessment of research quality (RAE), the UEL School of Psychology demonstrated that its standard of research is of national and international standing. 85% of the research submission to the Psychology assessment was judged to be of international quality.

Students have the chance to participate in and help with real-life research. The best student projects have been accepted for publication in professional journals.

Our Psychology Student Support Centre offers a valuable one-stop source of information and advice, as well as a centre for booking equipment and rooms, and assistance with IT problems.

**Programme aims and learning outcomes**

**What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- Develop an understanding of real life applications of theory
- Gain the knowledge base and skills necessary for graduate chartership with the British Psychological Society
- Gain the experience and develop the necessary skills to pursue a successful, ethical and useful career working with people
- Draw on the distinctive UEL clinical perspective and expertise of the staff to help prepare students from diverse backgrounds for progression to further postgraduate study/training in related areas/professions

**What will you learn?**

**Knowledge**

- A scientific understanding of the human mind, brain and behaviour
- A detailed knowledge of how psychology is used in clinical and community settings to address real-world problems
Thinking skills

- An understanding of how empirical evidence in the field of psychology is used in the formation of theories of human behaviour

Subject-Based Practical skills

- The ability to use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments
- The ability to competently and ethically initiate, design, execute and communicate research using a variety of methodologies

Skills for life and work (general skills)

- Experience working with real-world problems that psychologists are confronted by in clinical and community settings
- Written and oral skills for successful communication with health care practitioners in clinical and community settings

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

3 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme

4 equivalent in standard to the first year of a full-time undergraduate degree programme

5 equivalent in standard to the second year of a full-time undergraduate degree programme
6 equivalent in standard to the third year of a full-time undergraduate degree programme
7 equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 360 credits.

Typical duration

The expected duration of this programme is 3 years full-time or 5 years part-time.

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period. A student cannot normally continue study on a programme after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a programme in part time mode is 8 years from first enrolment.

How the teaching year is divided

The teaching year begins in September and ends in June.

A typical student, in full-time attendance mode of study, will register for 120 credits in an academic year. A student in a part-time mode of study may register for up to 90 credits in any academic year.

What you will study when

A student registered in a full-time attendance mode will take 120 credits per year. Typically this will be comprised of four 30 credit modules. The exact number may differ if the programme is comprised of 15, 45 or 60 credits modules. An honours degree student will complete modules totalling 120 credits at level four, modules totalling 120 credits at level five and modules totalling 120 credits at level six.

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Distance learning</th>
<th>Credits</th>
<th>Status*</th>
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<tr>
<td>4</td>
<td>PY4101</td>
<td>Researching Psychological Worlds</td>
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<td>Core</td>
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<td>Course Title</td>
<td>Semester</td>
<td>Credits</td>
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<tr>
<td>PY4102</td>
<td>Perspectives on Behaviour: Biological, Social &amp; Differential</td>
<td>4</td>
<td>30</td>
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<td>PY4103</td>
<td>Introduction to Cognitive and Developmental Psychology</td>
<td>4</td>
<td>30</td>
<td>Core</td>
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<td>PY4108</td>
<td>Clinical &amp; Community I (Foundations)</td>
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<td>15</td>
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<td>PY4109</td>
<td>Clinical &amp; Community II (Mental Health)</td>
<td>4</td>
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<td>Clinical &amp; Community III (Mental Distress in Context)</td>
<td>5</td>
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<td>Researching Psychological Worlds 2</td>
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<td>PY5202</td>
<td>Applications of psychobiology, individual differences and social psychology</td>
<td>5</td>
<td>30</td>
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<tr>
<td>PY5203</td>
<td>Topics in Cognitive and Developmental Psychology</td>
<td>5</td>
<td>30</td>
<td>Core</td>
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<tr>
<td>PY6303</td>
<td>Research Conference</td>
<td>6</td>
<td>15</td>
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<td>PY6323</td>
<td>Clinical &amp; Community Psychological Research Project</td>
<td>6</td>
<td>45</td>
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<tr>
<td>PY6302</td>
<td>Employability &amp; developing your graduate career pathway</td>
<td>6</td>
<td>15</td>
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<tr>
<td>PY5204</td>
<td>Forensic Psychology: The Justice System</td>
<td>5</td>
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<tr>
<td>PY5205</td>
<td>Cognitive Neuropsychology</td>
<td>5</td>
<td>15</td>
<td>Option</td>
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<tr>
<td>PY5207</td>
<td>The Psychology of Personal Development</td>
<td>5</td>
<td>15</td>
<td>Option</td>
<td></td>
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<tr>
<td>PY5208</td>
<td>Counselling Psychology</td>
<td>5</td>
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<tr>
<td>PY5209</td>
<td>Psychological Perspectives on Work Experience</td>
<td>6</td>
<td>15</td>
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<td>PY6304</td>
<td>Forensic Psychology: Criminal Conduct 1</td>
<td>6</td>
<td>30</td>
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<tr>
<td>PY6305</td>
<td>Occupational Psychology</td>
<td>6</td>
<td>15</td>
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<tr>
<td>PY6306</td>
<td>Health Psychology</td>
<td>6</td>
<td>15</td>
<td>Option</td>
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<tr>
<td>PY6308</td>
<td>Psychology of Choice: Decision Making and Risk Perception</td>
<td>6</td>
<td>15</td>
<td>Option</td>
<td></td>
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<tr>
<td>PY6309</td>
<td>Applied Child Psychology</td>
<td>6</td>
<td>30</td>
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<tr>
<td>PY6311</td>
<td>Drugs and Addictive Behaviours</td>
<td>6</td>
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<td>PY6312</td>
<td>Psychoneuroimmunology</td>
<td>6</td>
<td>15</td>
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<tr>
<td>PY6313</td>
<td>Psychology of Emotions</td>
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<td>15</td>
<td>Option</td>
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<tr>
<td>PY6315</td>
<td>Evolutionary Psychology</td>
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<td>15</td>
<td>Option</td>
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<td>PY6316</td>
<td>Frontiers in Cognitive Science: Issues in the study of mind, embodiment, and consciousness</td>
<td>6</td>
<td>15</td>
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<td>PY6317</td>
<td>Psychology, Identity and Society</td>
<td>6</td>
<td>15</td>
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<td>PY6319</td>
<td>Psychology of Belief</td>
<td>6</td>
<td>15</td>
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<tr>
<td>PY6320</td>
<td>Anomalistic Psychology</td>
<td>6</td>
<td>15</td>
<td>Option</td>
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</tbody>
</table>
Please Note – A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.

Requirements for gaining an award

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 120 credits at level six or higher

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 60 credits at level six or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level four or higher and 120 credits at level five or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level four or higher.

Degree Classification

Where a student is eligible for an Honours degree by passing a valid combination of module to comprise an award and has gained the minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating:

\[
\text{Degree Classification} = \text{The arithmetic mean of the best } 90 \text{ credits at level } 6 \times 0.8 + \text{The arithmetic mean of the next best } 90 \text{ credits at levels } 5 \text{ and/or } 6 \times 0.2
\]

and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Type</th>
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<tr>
<td>PY6342</td>
<td>Professional Practice (Community-based learning)</td>
<td>N</td>
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<tr>
<td>PY6343</td>
<td>Professional Practice (Problem-based learning)</td>
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<td>PY6344</td>
<td>Community-based Evaluation Module</td>
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<tr>
<td>PY6321</td>
<td>Wellbeing and Resilience in the face of Conflict and Disaster</td>
<td>N</td>
<td>15</td>
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</table>
Further Information

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Lectures
- Seminars
- Tutorials
- Guided reading

Thinking skills are developed through

- Lectures
- Seminars
- Tutorials
- Practical classes

Practical skills are developed through

- Practical classes
- IT workshops and exercises
- Project supervision

Skills for life and work (general skills) are developed through

- Tutorials
- IT workshops and exercises
- Course work assignments and feedback
- Project work
- Group work

Assessment

Knowledge is assessed by
Thinking skills are assessed by

- Coursework
- Examinations
- Project work

Practical skills are assessed by

- Practical reports
- IT exercises
- Statistical examinations
- Project work

Skills for life and work (general skills) are assessed by

- Project work
- Tutorial assignments
- IT exercises

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
• statistical information (considering issues such as the pass rate);
• student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

**The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

**The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

• To ensure the standard of the programme;
• To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

• Approving exam papers/assignments;
• Attending assessment boards;
• Reviewing samples of student work and moderating marks;
• Ensuring that regulations are followed;
• Providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the school notice board under the section entitled ‘External Examiner Reports and Responses’. You can also view a list of the external examiners for the UEL School by clicking on the link below.
Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- End of module student feedback
- Student representation on the Programme Committee (meeting twice a year)
- Student representation on School Board (meeting 2 times a year)
- Annual Questionnaire to graduates

Students are notified of the action taken through:

- Minutes of Programme Committee
- Feedback from student representatives
- Minutes of School Board
- Notices on the Help Desk notice boards
- Notices on the Psychology Moodle pages

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Feedback from External Examiners
- Links with professional training programmes
- Links with British Psychological Society

Where you can find further information

Further information about this programme is available from:

- The UEL web site (http://www.uel.ac.uk)
- Module study guides (on Moodle)
- UEL Quality Manual (http://www.uel.ac.uk/qa/policies/qualitymanual/)
- UEL Guide to Undergraduate Programmes in Psychology http://www.uel.ac.uk/study/courses/psychology- bsc.htm
- School web pages http://www.uel.ac.uk/psychology
- British Psychological Society web-pages http://www.bps.org.uk