|  |
| --- |
| 10194591 |

Personal Statement

An MRes experimental psychology and data science student with an excellent understanding of experimental psychology and research methods learnt through university and working with various professional organisations. Displays exceptional communication skills, reliability, and adaptability when conducting assignments at university and working within professional organisations. Motivated to become a PhD psychology student with broad interests in psychology and data science.

Education

**2022 – 2023** **MRes Experimental Psychology and Data Science, University of Manchester**

* Continuing to develop excellent data wrangling, visualisation, and analysis skills via the use of R and Python.
* Developing outstanding open science research practices; including preregistration, opensource experiment software, and reproducible code and coding environments.
* Producing a year-long research project to promote improved data visualisation estimation and understanding in laypeople. The project aims to improve the learning transmission of scientific concepts to the public and students.
* Developing exceptional research skills to improve psychological research via modules and independent study.

**2019 – 2022** **BSc (Hons) Psychology (First class),** University of Chichester

* Developed an excellent understanding of the treatments, impacts, and issues regarding common mental health problems through research and first-class assessments.
* Displayed exceptional teamwork and leadership skills in group assessments; implemented excellent time management to adhere to strict deadlines, organised team roles, and produced outstanding first-class PowerPoint presentations while fostering positive working relationships.
* Conducted clinical interviewing, WAIS-IV intelligence assessment and interpretation, and produced professional written reports and self-reflective reports to a first-class standard.
* Developed outstanding research skills in qualitative and quantitative methodologies using software such as Qualtrics, SPSS, Excel, JASP, and NVivo to conduct analyses such as thematic analysis, linear mixed modelling, and Bayesian statistics.
* Continuously strove to surpass assignment expectations via learning and implementing complex analyses, e.g., three-way mixed ANOVA when two-way mixed ANOVA was expected, linear mixed modelling, and Bayesian statistics to a first-class level.
* Produced an independent project (89%), with supervisory aid, in the development and evaluation of an acceptance and commitment therapy-based brief intervention for social anxiety. Will seek to publish in at least medium impact journal with support of supervisor. Developed and submitted an outstanding ethical proposal that was granted approval.

**2016 – 2017** **Access to HE: Humanities and social sciences,** City and Islington college, London

* Achieved distinction in all psychology modules; studied psychology, history, and sociology.

**2008 – 2013** **Secondary Education**, London Nautical School, London

* Achieved 9 A\*-Cs at GCSE level including maths and English.

Relevant Experience

**2021 – Present** **Journal Reviewer, Journal of Open Psychology Data**

* Producing exceptional reviews to improve the quality, findability, accessibility, interoperability, and reuse potential of open psychological datasets.
* Liaising with the chief editors to communicate revisions and edits to produce high quality publications.
* Communicating professionally to convey revisions to researchers to improve the quality of articles.

**2021 – Present** **Volunteer Support worker,** Change Grow Live, Chichester

* Co-facilitated a county-wide Acceptance and Commitment therapy (ACT) group program for clients with alcohol and substance use issues with co-occurring mental health issues and/or lifestyle stressors; led cohorts of 10-15 clients, educated clients on mental health, and recorded engagement and suitability on databases.
* Transformed the ACT group by aligning content with evidence-based literature. Accomplished by producing ACT worksheets for clients to progress in their recovery, restructuring the ACT program to be in line with therapeutic outcomes, e.g., focusing on directions, and implementing contemporary ACT methodologies like the ACT matrix.
* Orchestrated and developed a pioneering county-wide ‘managing emotions’ group as part of the company’s through-care virtual day program scheme; accomplished via literature reviews, collaboration, and PowerPoint development.
* Completed training and certification in SMART group facilitation with excellent examination and coursework results.
* Built excellent relationships with clients and liaised with external professionals to co-ordinate client care as part of a client-centred organisation.
* Recorded confidential clinical information on databases; produced excellent written reports in Microsoft Word that recorded client engagement, external professional liaisons, and risk assessment management.
* Collaborated in multi-disciplinary team meetings by discussing risk and treatment options to implement the step-up and step-down care of clients.
* Implemented best practice in supervision and clinical governance meetings; actioned supervision suggestions and engaged with governance maps that examined poor practice and collaborated with staff to identify best practice.

**2020 – 2021** **Volunteer Teaching Assistant,** University of Chichester, Chichester

* Supported students with statistics modules face-to-face and via email as part of the evidence-based peer assisted learning scheme. Demonstrated an excellent grasp of statistics and research methods.
* Maintained and displayed excellent empathetic skills to support students with a range of issues during stressful assessment times.
* Excelled in pressurised environments with large class sizes to address varied student learning requirements efficiently and expertly.

Additional Experience

**2015 – Present Personal Tutor**, YESS Project and self-employed, London, Portsmouth, and Bognor Regis

* Delivered high quality tutorials on a range of subjects including English, maths, and essay writing via extensive research on subject content and examination criteria.
* Synthesised research to produce structured and individualised lesson plans for each student, including students with reading disorders, challenging behaviour, or poor-quality educational experiences.
* Tutored students from diverse cultural and educational backgrounds; employed knowledge of cultural diversity and neurodiversity to accelerate learning by catering sessions to individualised requirements.

References available upon request