



Trinity College Dublin  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

School of Psychology

# Undergraduate Handbook 2023-2024





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**Welcome** to the 2023-2024 handbook for undergraduate students in the Trinity College School of Psychology.

This handbook will help you find your way around your psychology course and its requirements for each year. It provides a guide on what is expected of you on this programme, and the academic and personal support available to you. It also describes the facilities and functions of the School of Psychology. It is intended to complement information found in the Students' Union Handbook, the School's website ([www.psychology.tcd.ie](http://www.psychology.tcd.ie)), and the University Calendar (<https://www.tcd.ie/calendar/>), which include details of all university regulations and procedures.

Please retain this handbook for future reference. The information provided is accurate at the time of preparation; any necessary revisions will be notified to students via email and College websites.

We open this handbook, as always, with a very important notice about academic integrity. It is **paramount** that everyone understands what plagiarism is and how to follow the principles of academic integrity to avoid it. The penalties for plagiarism are **severe**: claiming others' work as your own is academic fraud. Plagiarism is also not an effective learning strategy. Please read the section on academic integrity (p29) very carefully. This academic year will see new guidance and policy on the use of synthetic text (AI) tools – please pay careful attention to updates on this.

We would welcome any suggestions as to how to make the handbook more useful to you. Please send any comments or ideas to the Undergrad Executive Officer [psychfreshers@tcd.ie](mailto:psychfreshers@tcd.ie) or myself, [clare.kelly@tcd.ie](mailto:clare.kelly@tcd.ie).

Enjoy the year!

Clare Kelly

*Director of Undergraduate Teaching & Learning*

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**Part II of the College Calendar contains general information about undergraduate studies in Trinity College Dublin. It is available here: <https://www.tcd.ie/calendar/undergraduate-studies/2020-21/index.php>.** In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in this handbook, the provisions of the General Regulations in the Calendar will prevail.

<b>IMPORTANT CONTACTS</b>
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The executive officers for the undergraduate programme are in **Rooms AP1.42 and AP1.40** and should be the first point of contact for queries. Please email [psychfreshers@tcd.ie](mailto:psychfreshers@tcd.ie) or [psychsophisters@tcd.ie](mailto:psychsophisters@tcd.ie) or tel: 01-896 1886.

The **Director of the Undergraduate programme** (Director of Teaching Learning; DUTL) is Dr Clare Kelly. She can be reached at [clare.kelly@tcd.ie](mailto:clare.kelly@tcd.ie).

Each year has a year coordinator:

<b>Year</b>	<b>Coordinator</b>	<b>Email</b>
JF = Junior Fresh	Dr Clare Kelly	<a href="mailto:clare.kelly@tcd.ie">clare.kelly@tcd.ie</a>
SF = Senior Fresh	Dr Michael Gormley	<a href="mailto:GORMLEM@tcd.ie">GORMLEM@tcd.ie</a>
JS = Junior Sophister	Dr Sam Cromie	<a href="mailto:sdcmromie@tcd.ie">sdcmromie@tcd.ie</a>
SS = Senior Sophister	Dr Kristin Hadfield (also FYP coordinator)	<a href="mailto:Kristin.Hadfield@tcd.ie">Kristin.Hadfield@tcd.ie</a>

**Student Class Representatives.** Each year cohort has an elected **Class Rep**, who serves as a contact and helping point for students in their year. This process is organised by the SU, as described here: <https://www.tcdsu.org/your-union>. The Class Reps attend a staff-student meeting that takes place every term with the year coordinators and the DUTL to voice any student concerns. Keep an eye on your email for details of Class Rep elections and for announcement of the contacts for these positions, once elected!

**School Convenor.** The School Convenor is a student elected to represent all students across all years of the course and all the Class Reps. The Convenor represents the student voice in the School and is a key point of contact for students and the School with the TCDSU. The Convenor attends the School Executive meetings (once per month) as student representative. The role is supported by the AHSS TCDSU Faculty Convenor and the TCDSU Education Officer. SS student **Hana Tuite** is the 23/24 School Convenor; you can contact her at [psychology@tcdsu.org](mailto:psychology@tcdsu.org).

**Disability Liason Officer.** Each School within Trinity has a dedicated staff member responsible for overseeing and monitoring the implementation of students' Reasonable Accommodations proposed by the Disability Service. In Psychology this 'Disability Liaison Officer' (DLO) is Lorraine Swords ([SWORDSL@tcd.ie](mailto:SWORDSL@tcd.ie)). As DLO, Lorraine is the first point of contact for students with disabilities when dealing with disability queries. More information on the role of the DLO is available at <https://www.tcd.ie/disability/information-for-teaching-and-professional-staff/dlo-school-contacts/>

**Your College Tutor.** All undergraduate students have a College Tutor whose role is to provide pastoral support to undergraduate students. You will find their name and email address in your portal ([my.tcd.ie](http://my.tcd.ie)) You should meet with your tutor at the beginning of JF year, and you should reach out to them immediately if you encounter difficulties (academic or personal) during your time as a student. The College Tutor system is the oldest student support service in College, dating from the foundation of the university. See <https://www.tcd.ie/seniortutor/> for more information.

## AIMS OF THE COURSE

The undergraduate psychology programme is designed to provide you with a wide knowledge of the concepts, principles, theories, and research methods of contemporary psychology; to develop your skills of analysis and synthesis, research design, statistical description and analysis, critical evaluation, and problem-solving and to provide you with practice in the design, execution, reporting and assessment of research. The course aims to provide the academic foundation from which professional training and higher research skills can be developed.

## PATHWAYS TO A DEGREE IN PSYCHOLOGY

The degree in Psychology is a Level 8 programme under the National Framework for Qualifications. There were previously two entry routes to an undergraduate degree in Psychology in Trinity, but since September 2019, Psychology has been only offered only as a Single Honours degree at undergraduate level. The Junior and Senior Fresh years (Years 1 and 2) of the course provide a broad foundation on which more advanced course work is built in the Junior and Senior Sophister years (Years 3 and 4). During the Junior Sophister year, you engage in a Group Project which explores applications of psychology in the community and develops your ability to work in a team. By the Senior Sophister year, you are expected to have acquired the knowledge and skills to undertake an independent Capstone research project (known as the Final Year Project – FYP), the report of which constitutes a significant proportion of your final year assessment.

This preparation is designed to cultivate a high level of competence in scholarship and research, enabling successful graduates to proceed directly to advanced postgraduate work, professional training, and the workplace. The Single Honour degree confers eligibility for Graduate Membership of the Psychological Society of Ireland (PSI). In order to be eligible for PSI Graduate Membership, students must achieve a pass mark (40%) in their Final Year Project and at least a Lower Second Class Honours (II.2) degree, or its equivalent. The Single Honours degree also meets the requirements for the Graduate Basis for Registration of the British Psychological Society (see the section on **Registered Psychologist & Chartered Psychologist**, below).

A student who withdraws from the course after successfully completing three years may apply to graduate with an Ordinary Degree. The Ordinary Degree is a Level 7 qualification. It does not confer eligibility to proceed to postgraduate work, professional training, or for membership of PSI or the BPS.

**Psychology Conversion Course.** Some of your classes will be shared with students undertaking the Psychology Conversion Course, which is a two-year programme designed for students who have already attained a degree. The purpose of the PCC course is to provide a pre-professional qualification in psychology, which confers eligibility for graduate membership of the Psychological Society of Ireland (PSI) and enables students to proceed to postgraduate training, including higher degrees by research, and to specialize in an area of professional psychology. The course is based on lectures, tutorials, laboratory classes and research projects. Applicants must be graduates of TCD or of another recognized university and must have obtained at least an Upper Second Class Honours (II.1) mark. The course is full-time over two years.

## REGISTERED PSYCHOLOGIST & CHARTERED PSYCHOLOGIST

In Ireland, the recipient of the Honours degree in Psychology from TCD (Single or Two-Subject Honours, as was previously possible under the TSM programme 4-year pattern) is accepted by the Psychological Society of Ireland as having a primary qualification for eligibility for subsequent admission to the **Register of**

**Psychologists** (non-statutory). Four years of full-time (or equivalent) experience in work in psychology and a demonstration of professional competence are also required. The Graduate Basis for Registration of the British Psychological Society is the first criterion you must satisfy in order to be eligible to become a Chartered Psychologist in the UK. A Chartered Psychologist is someone who is entered on the Register of Chartered Psychologists. This is a statutory register which protects the title "Chartered Psychologist" and thereby protects the public and employers of psychological services.

## PROGRAMME STRUCTURE

Please note that at time of finalising this Handbook, Course Requirements are as described below. **They are under continuous review, however, and may change from those stated.** Always read emails from the School and from the DUTL and watch your student portal ([my.tcd.ie](http://my.tcd.ie)) for announcement of any changes.

**SH** = Single Honour

**PCC** = Psychology Conversion Course (**Coordinator:** Dr Jean Quigley)

The external examiners for both programmes are Prof Jesse Lee Preston (University of Warwick) and Prof Mark Haselgrove (University of Nottingham).

## TEACHING TERM DATES: ACADEMIC YEAR 2023/2024

Term structure, including teaching, exam, and holiday dates can be viewed at <https://www.tcd.ie/calendar/academic-year-structure/academic-year-structure.pdf>

Note for that for Junior Fresh, term commences on 25<sup>th</sup> September 2023.

## YOUR TIMETABLE

Your timetable can be accessed via [my.tcd.ie](http://my.tcd.ie). **Please check on this regularly, since timetables (particularly locations) may be subject to change.**

## CLASS LOCATIONS

Many of your lectures take place in Áras an Phiarsaigh (room numbers such as AP0.26) and in the Arts Block (four-digit room numbers, such as 2037), but they may take place anywhere in the College, including locations such as the School of Nursing and Midwifery - D'Olier Street Building (e.g., DOSR1.10). You can also search locations using the interactive map at <https://www.tcd.ie/Maps/map.php>

## ECTS EXPLAINED

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a **measure of the student input or workload** required for that module, based on factors such as the number of contact hours, the number and length of written or

verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty. The European norm for full-time study over one academic year is 60 credits. 1 ECTS credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time and assessments.

**ECTS credits are awarded to a student only upon successful completion of the course year.** Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed. In TCD, one full academic year in an undergraduate programme is made up of 60 ECTS credits.

## MODULE RESOURCES

Lecturers will make their schedule, readings and other resources, and lecture slides available through Blackboard – please access these via <https://tcd.blackboard.com/>

### FRESHER MODULES

#### **PSU11005**

#### **Academic Skills Tutorials 1**

Lecturer: Various (Dr Liz Nixon, Prof Shane O'Mara, Coordinators)  
Classes: JF and PCC1  
Duration: Michaelmas and Hilary Terms  
Contact hours: 4-5 x 1 hour tutorials per term  
Assessment: See Blackboard for details  
Weighting: 10 ECTS  
Description: Students attend a series of small group tutorials designed to develop competence in literature searching, reading, analysis and synthesis, and essay writing and presentation skills. Students will be allocated tutors after the start of term.

#### **PSU11010**

#### **Research Skills and Methodology I**

Lecturer: Dr Claire Howlin  
Classes: JF and PCC1  
Duration: Michaelmas Term  
Contact hours: 9 lectures, 9 x 2hr seminars, 9 x 2hr labs  
Assessment: See Blackboard for details  
Weighting: 10 ECTS  
Description: Research methods and statistics are the backbone of psychology – they provide the scientific tools with which we can answer psychological questions. RSaM I provides a broad, foundational, and practical introduction to the research process, from literature searching and conceptualizing a research question, to designing a study and considering its ethical implications, to collecting, entering, and managing data, to the foundational concepts of statistical models and analysis using Python, to interpreting, presenting, and writing up results.



**PSU11011**                      **Statistics and Methodology I**  
Lecturer:                      Dr Claire Howlin  
Classes:                        JF and PCC1  
Duration:                      Hilary Term  
Contact hours:                11 lectures, 11 x 2hr seminars, 11x 2hr labs  
Assessment:                 See Blackboard for details  
Weighting:                    10 ECTS  
Description:                 Building on the foundational training in research methods and statistics provided in RSaM I, SaM I progresses to the theory and practice of performing inferential statistics using Python. In addition to equipping students with the fundamentals of bivariate statistics, including correlation, t-tests, and analyses of frequency data, this module will provide students with further training in how to think as a psychological scientist – including study design for reproducible research and concepts of reliability and validity.

**PSU12340**                      **Thinking**  
Lecturer:                      Prof Ruth Byrne  
Classes:                        JF, SF and PCC1  
Duration:                      Michaelmas Term  
Contact hours:                2 lectures per week.  
Assessment:                 See Blackboard for details  
Weighting:                    5 ECTS  
Description:                 The aim of this module is to provide a foundation in the cognitive science of human thinking, to familiarise students with contemporary experimental evidence and theoretical explanations from the interdisciplinary perspective of cognitive science, including cognitive psychology, philosophy, and artificial intelligence. The module aims to provide (a) an understanding of the conceptual underpinnings of the study of higher-level cognition; (b) analyses of various aspects of human thinking, focusing on reasoning, decision making, and creative problem solving; (c) discussion of current challenges in the study of higher-level cognition, including the nature of mental representations, and the simulation of cognitive processes.

**PSU12007**                      **Developmental Psychology**  
Lecturer:                      Dr Elizabeth Nixon  
Classes:                        JF, SF, PCC1 and PCC2  
Duration:                      Michaelmas Term  
Contact hours:                2 lectures per week  
Assessment:                 See Blackboard for details  
Weighting:                    5 ECTS  
Description:                 This module provides an introduction to the study of the development of children and adolescents. Students will learn about the changes that occur across different domains of development throughout infancy, childhood, and adolescence. In addition, students will learn about developmental theories, themes, and concepts, and about the methods involved in developmental research. The course will also address critical issues and frameworks that shape how we understand and study development, such as the interacting roles of nature and nurture in development,

debates about continuity and discontinuity in development, the influence of the socio-cultural context on development, the role of children in their own development, and the interaction of the social, cognitive, and biological domains in development.

**PSU12150                      Historical Foundations of Psychology**

Lecturer:                      Dr Lorina Naci  
Classes:                        JF and PCC1  
Duration:                      Michaelmas Term  
Contact hours:                2 lectures per week  
Assessment:                  See Blackboard for details  
Weighting:                    5 ECTS  
Description:                  This module traces the development of the discipline of psychology from its philosophical and physiological foundations right up to its present-day application in various spheres of human activity. Students will be introduced to key historical happenings, conceptual issues, research approaches, and practices within the major psychological perspectives and fields of study.

**PS12009                      Psychological Disorder**

Lecturer:                      Dr Claire Gillan  
Classes:                        JF, SF and PCC1  
Duration:                      Hilary Term  
Contact hours:                2 lectures per week  
Assessment:                  See Blackboard for details  
Weighting:                    5 ECTS  
Description:                  This course gives a foundational understanding of mental health problems, taking a biopsychosocial perspective. It considers the historical development of the concept of mental illness and examines the various lenses through which mental health is currently conceptualised and researched. The module will introduce the diagnostic criteria for a range of disorders, discuss their treatment and what we know in terms of the basic science of their causes. In doing so, we will span psychological, biological, environmental, social and cultural levels of analysis. But in a broader sense, the course aims to arm students with the knowledge and skills necessary to step back and critically evaluate the field of mental health science.

**PSU12050                      Evolutionary Psychology**

Lecturer:                      Prof Richard Carson  
Classes:                        JF and SF  
Duration:                      Hilary Term  
Contact hours:                2 lectures per week  
Assessment:                  See Blackboard for details  
Weighting:                    5 ECTS  
Description:                  The aim of this course is to illustrate the advantages of adopting a “biological perspective” in studying human behaviour. Evolutionary Biology provides explanations for two sets of phenomena: 1) How the plethora of species emerged from a common single ancestral species in a series of descendant and radiating

lineages; 2) How organisms come to be well-matched to face the threats and opportunities in the environment they inhabit. Evolutionary Psychologists claim that their account of human nature follows from applying the principles of evolutionary biology to the study of the human mind.

**PSU12080**

**Fundamentals of Neuroscience and Behaviour**

Lecturer: Prof Rhodri Cusack

Classes: JF, SF, PCC1 and PCC2

Duration: Hilary Term

Contact hours: 2 lectures per week.

Assessment: See Blackboard for details

Weighting: 5 ECTS

Description: This module is designed to introduce students to the field of social psychology and the principles underlying group and individual interaction. It will present the historical and philosophical roots of social psychology in the context of the current state of the discipline. Students will be acquainted with debates and tensions between different schools within social psychology and to present critiques of the discipline. The module aims to present the richness, complexity and variety of human social behaviour and the discipline that studies it in a conceptually integrated way.

**PSU22013**

**Research Skills and Methodology II**

Lecturer: Prof Rob Whelan

Classes: SF

Duration: Hilary term

Contact hours: 2-hour seminar every other week

Assessment: See Blackboard for details

Weighting: 5 ECTS

Description: This module builds upon the knowledge assimilated during Research Skills and Methodology I (PSU11010) with the concepts covered being at a more advanced level commensurate with the students' increasing knowledge of and exposure to psychological research. This module has two core aims. The first is the facilitation of participation in psychological research so that students will gain experience of conducting, interpreting, and writing up research results. The second is developing students' critical appraisal of published psychological research.

**PSU22011**

**Statistics and Methodology II**

Lecturer: Prof Rob Whelan

Classes: SF

Duration: Michaelmas & Hilary Terms

Contact hours: 11 hours lecture every week, 2 hour lab every other week

Assessment: See Blackboard for details

Weighting: 10 ECTS

Description: This module builds upon the knowledge acquired during Statistics and Methodology I (PSU11011) with the statistical and methodological concepts being covered at a more advanced level, commensurate with the students' increasing

knowledge of and exposure to psychological research. The core aims remain enabling the student to collect, explore, analyse, interpret, and present data in a clear and meaningful way. As such, qualitative methodologies will also be explored. There will be an emphasis on statistical reasoning and how this enables us to make inferences about the origins of variability in data. The relevance of hypothesis testing will be questioned and the importance of providing additional information such as effect size will be highlighted. Important concepts such as statistical power will be explored.

## **SOPHISTER MODULES**

### **PSU33015                      Statistics and Methodology III**

Lecturer:                      Dr Anna Truzzi

Classes:                        JS

Duration:                      Michaelmas Term

Contact hours:                2 hrs weekly

Assessment:                  See Blackboard for details

Weighting:                    5 ECTS

Description:                  The aim of this module is to provide students with practical skills for analysing research data. The course builds upon and integrates previous knowledge through the application of statistical analyses to a variety of research issues. Principles of data analysis from initial examination (e.g., missing data, data transformation) of data to interpretation are covered.

### **PSU33018                      Group Projects (A)**

Lecturer:                      Dr Siobhán Corrigan & Dr Sam Cromie

Classes:                        JS

Duration:                      Michaelmas and Hilary Terms

Contact hours:                2 hr class, weekly in both terms

Assessment:                  Continuous assessment (Individual & Group assessment)

Weighting:                    10 ECTS

Description:                  Students who do not participate in Study Abroad during their Junior Sophister year are required to do a project in applied psychology. This project is undertaken as a group exercise, with groups of around five to eight students. There are several objectives of this module: 1. To develop an understanding of the role (actual or potential) of psychology or of professional psychologists in addressing issues or topics of concern in 'the real world'. 2. To develop an ability to undertake applied research, using appropriate methodologies which can support a consultancy role. This involves developing and presenting appropriate and authoritative knowledge which can inform better policy or practice in the relevant area. 3. To foster the ability to work effectively as a group or team. 4. To develop awareness of group processes.

**PSU33019**                      **Group Projects (B)**

Lecturer:                      Dr Siobhán Corrigan & Dr Sam Cromie

Classes:                        JS

Duration:                      Michaelmas and Hilary Terms

Contact hours:                2-hour seminar per week

Assessment:                  Continuous assessment (Individual & Group assessment)

Weighting:                    5 ECTS

Description:                  This module is the second part of PSU33018 – the *Group Project* module.

**PSU34370**                      **Child Development in Changing Family Contexts**

Lecturer:                      Dr Elizabeth Nixon

Classes:                        SS and JS

Duration:                      Michaelmas Term

Contact hours:                1-hour lecture, weekly

Assessment:                  See Blackboard for details

Weighting:                    5 ECTS

Description:                  This module provides students with an understanding of how families matter in children’s development. The course examines theory, research and applied perspectives on the family as a context for children’s development. The course aims to provide students with knowledge of research and theoretical advances on the relations between child development, and family processes, parenting, and diverse family structures. The module covers topics such as parent-child relationships, marital conflict, and divorce, single, step- same-sex parenting and families formed through assistive reproductive techniques. Research on these topics is considered within a framework that takes account of developmental processes and broader socio-cultural contexts.

**PSU34390**                      **Applied issues in Developmental Psychology**

Lecturer:                      Dr Elizabeth Nixon

Classes:                        SS and JS

Duration:                      Michaelmas Term

Contact hours:                1 Hr Weekly

Assessment:                  See Blackboard for details

Weighting:                    5 ECTS

Description:                  This module develops students’ understanding of developmental science by exploring the contribution that major theories of developmental psychology have made to our understanding of a number of issues relevant to the lives of children, young people and families in contemporary society. Three themes cut across all topics - the role of theory in guiding research, the importance of adopting a developmental perspective and critical analysis of research. The course illustrates how theories and research in developmental psychology are applied to guide and inform practice and policy relating to contemporary issues that affect the lives of children and their families.



<b>PSU34400</b>	<b>Psychology of Criminal Behaviour</b>
Lecturer:	Dr. Tim Trimble
Classes:	SS, JS and PCC2
Duration:	Michaelmas Term
Contact hours:	1 Hr Weekly
Assessment:	See Blackboard for details
Weighting:	5 ECTS
Description:	This module will impart an understanding of the psychology of criminal conduct and will investigate a range of perspectives from psychological literature that seek to shed light on crime and its commission. It will provide students with knowledge regarding the measurement and distribution of crime in society and official responses with regard to crime prevention and investigation. It aims to promote an understanding of crime categories, offenders, and how a psychological understanding impacts on prevention, rehabilitation, and treatment. The module will also provide an overview of applied professional practice in Forensic and Investigative Psychology.
<b>PSU34540</b>	<b>Social Neuroscience</b>
Lecturer:	Prof. Redmond O'Connell
Classes:	SS, JS and PCC2
Duration:	Michaelmas Term
Contact hours:	1 Hr Weekly
Assessment:	See Blackboard for details
Weighting:	5 ECTS
Description:	Social Neuroscience is one of the newest fields in Psychology and explores the neural systems underlying social behaviour. Emerging from a synthesis of ideas and methods from social psychology and the neurosciences, social neuroscience seeks to broaden our understanding of human brain function beyond basic motor, perceptual and cognitive processes by elucidating the brain's fundamental role in governing interpersonal relations. This endeavour has the potential to greatly improve our understanding of how the brain works and, at the same time, to refine theories of social processes. The course will outline the theoretical origins of the field, basic neuroanatomy and core methodologies including brain imaging techniques and behavioural paradigms. In addition, key areas that will be covered include how the brain enables the processing of faces, emotions, theory of mind, prejudice and stereotypes, moral judgments and economic decision making.
<b>PSU344860</b>	<b>The Psychology of Strategic Action Driving Real-World Behaviour Change</b>
Lecturer:	Prof. Shane O'Mara
Classes:	SS and JS
Duration:	Michaelmas Term
Contact hours:	1 Hr Weekly
Assessment:	See Blackboard for details
Weighting:	5 ECTS
Description:	This module focuses on how policy is developed and implemented at the interface between the behavioural and brain sciences (BBS) and policy development and

implementation in the public and private spheres. There is considerable research conducted at the intersection between the BBS and other disciplines, as well as society at large. The course is therefore intended to broaden and deepen the understanding of the student how the BBS inform and shape policy formation and policy execution, as well as the place of the BBS as they interact with organisations and society at large. This course will cover a range of topics, from the origins of policy, through to how recent advances in theory and practice have shifted our thinking on outcomes for society. Major findings from behavioural economics and nudge theory, to large-scale applications of behavioural insights teams within governments, NGOs and the private sector will also be included.

**PSU34850**

**Emotion and The Brain**

Lecturer: Prof Sonia Bishop

Classes: SS and JS

Duration: Michaelmas Term

Contact hours: 1 Hr Weekly

Assessment: See Blackboard for details; please note that class participation is a component

Weighting: 5 ECTS

Description: Processing and reacting to the affective or 'emotional' value of stimuli is a fundamental part of human experience. Over the last three decades, researchers have attempted to use methods made available by advances in human cognitive neuroscience (e.g., fMRI, EEG), together with studies of patients with brain damage (neuropsychology) to answer questions such as: How are emotional stimuli represented in the brain? Is the experience of fear dependent on a single brain region? How do we understand the influence of emotional salience on cognitive processes such as attention or memory in terms of the brain mechanisms involved? Is the function of these mechanisms different in individuals diagnosed with psychological disorders?

**PSU34830**

**Advances in Neurotherapy from Molecules to Prosthetics for Neuropsychiatric**

Lecturer: Prof Shane O'Mara

Classes: SS and JS

Duration: Michaelmas Term

Contact hours: 1 Hr Weekly

Assessment: See Blackboard for details

Weighting: 5 ECTS

Description: Neuropsychiatric and neurological disorders are widespread and disabling conditions in society, compromising individual quality of life and diminishing productive potential while placing a great strain on health-care systems and caregivers. This course examines a number of these disorders and places a particular focus on the translation of basic neuroscience to clinical disorders, and vice versa. This module provides students with an understanding of neuropsychiatric and neurological disorders, particularly in terms of their interrelatedness with neurocognitive function and their modelling by preclinical animal models. A particular focus will be on current and developing neurotherapeutic strategies (from molecular to behavioural to assistive/invasive technology approaches). Advances in technologies to model, probe and support nervous system function

will be a key feature too, whether from a behavioural, pharmacological and/or neural prosthetic perspective.

**PSU34840**

**Developing brains, developing persons: from culture to consciousness.**

Lecturer: Prof Shane O'Mara

Classes: SS and JS

Duration: Michaelmas Term

Contact hours: 1 Hr Weekly

Assessment: See Blackboard for details

Weighting: 5 ECTS

Description: The course is therefore intended to broaden and deepen the understanding of the student of the cognitive and brain sciences as they impact on the individual and their place and interaction with development, family, and society at large. The course therefore will explore topics of contemporary relevance and interest to the individual and society at large on the implications of discoveries about brain and cognitive function through the prism generated by the brain and cognitive sciences. It is intended that the course will be broad and deep, moving from the immediacy of the impact of the local familial environment, to the effects of poverty and adversity on brain development, structure and function, to considering the nature of the neuroaesthetic response, to questions of ethics and law, and finally to extreme brain states (e.g. torture), and a consideration of principles-based counterfactual neuroscience analysis ('impossible' brains, such as the zombie brain).

**PSU34690**

**Advanced Personality and Individual Differences**

Lecturer: Dr Cathal Mc Crory

Classes: SS, JS and PCC2

Duration: Hilary Term

Contact hours: 1 Hr Weekly

Assessment: See Blackboard for details

Weighting: 5 ECTS

Description: The field of individual differences is primarily concerned with exploring variation between people in terms of how they think, act, and behave; and to understand how and why such variations come about. This course is designed to consolidate and build upon the freshman module in Personality and Individual Differences but will focus more heavily on the measurement and conceptualisation of human mental abilities and will involve critical evaluation and appraisal of the empirical data to support the central tenets of the different theoretical models. The course will explore the structure and measurement of ability processes including factor analytic models of ability, Gardner's multiple intelligences, and Sternberg's triarchic theory of intelligence.

**PSU34700**

**Psychoanalysis and Personality**

Lecturer: Dr John O'Connor

Classes: SS and JS

Duration: Hilary Term

Contact hours: 1 Hr Weekly

Assessment: See Blackboard for details  
Weighting: 5 ECTS  
Description: The main aims of this module are to provide students with a basic knowledge of psychoanalytic ideas, drawing on a number of traditions within psychoanalysis and exploring the differences between such perspectives and other psychological perspectives. An aim of the module is also to demonstrate how psychoanalytic ideas can be drawn on in thinking about cultural phenomena as well as in clinical contexts. The module thus gives students a foundation in ideas they may later draw on in clinical and counselling psychology training, as well as in fields of counselling and psychotherapy.

**PSU34720 Creative Cognition**

Lecturer: Prof. Ruth Byrne  
Classes: SS, JS and PCC1  
Duration: Hilary Term  
Contact hours: 1 Hr Weekly  
Assessment: See Blackboard for details  
Weighting: 5 ECTS  
Description: The aim of this module to provide an advanced evaluation of psychological knowledge on creative cognition that builds on the foundation provided in the PSU12340 Thinking module. It will familiarize students with the core theoretical and methodological issues in the scientific study of human creativity and imagination. It will enable students to develop a critical assessment of experimental studies of human innovation, including conceptual combination, category expansion, the creation of alternatives to reality in adulthood and the role of pretence in childhood. It will facilitate students in the formulation of rigorous evaluations of experimental investigations of human insight, analogy, scientific discovery, and imagery. It will foster a critical appreciation of the influence of contextual factors such as culture in creative endeavours.

**PSU34730 Human Reasoning**

Lecturer: Prof Ruth Byrne  
Classes: SS, JS, PCC1S  
Duration: Hilary Term  
Contact hours: 1 Hr Weekly  
Assessment: See Blackboard for details  
Weighting: 5 ECTS  
Description: The aim of the Human Reasoning module is to provide an advanced evaluation of psychological knowledge on human reasoning that builds on the foundation provided in the PSU12340 Thinking module. It will familiarize students with the core theoretical and methodological issues in the scientific study of human reasoning. The module is designed to enable students to develop a critical assessment of experimental and theoretical advances in understanding moral judgment, social dilemmas, reasoning about others' intentions and beliefs, and argumentation. It will facilitate students in the formulation of rigorous evaluations of experimental studies of hypothetical thought, conditional reasoning, counterfactual thought, causal reasoning, and explanation.

**PSU34750**                      **Psychology of Religion and Spirituality**  
Lecturer:                      Dr Samuel Cromie  
Classes:                        SS and JS  
Duration:                      Hilary Term  
Contact hours:                2hrs weekly  
Assessment:                  See Blackboard for details  
Weighting:                    5 ECTS  
Description:                  On successful completion of this module, students should be able to; Critically evaluate the contribution of different psychologies to understanding religion  
Articulate and rigorously defend a perspective on the status of religious vs scientific knowledge, values & meaning. Critically evaluate the empirical evidence, methodologies and theoretical concepts used to scientifically study the phenomena of religion and spirituality, secular ideologies, and movements.

**PSU44007**                      **Advanced Psychology & Theoretical Issues**  
Lecturer:                      Prof. Sven Vanneste  
Duration:                      Michaelmas and Hilary Terms  
Contact hours:                16 hours of lectures and 4 hours of seminars  
Assessment:                  2 Continuous Assessment Essays (50%); General Essay Exam Paper (50%)  
Weighting:                    10 ECTS  
Description:                  This module aims to reflect psychology as a “hub science” that has considerable influence on other fields. It will introduce new ideas, new methods and new directions in each subfield that contribute insights into the broad project of understanding people. To that end, it will provide advanced coverage in the core areas of cognitive, developmental, social and biological psychology. It will present the state of the science and examine advanced topics within the specific focus of these four major subfields.

As part of the requirements for this module, students are required to attend at least five School of Psychology Research Seminars. Attendance at each seminar will be recorded to ensure that this requirement is met by all students. For details of the timing, location, and topic for each seminar see:

[https://psychology.tcd.ie/assets/pdf/Seminar\\_Schedule\\_Michaelmas.pdf](https://psychology.tcd.ie/assets/pdf/Seminar_Schedule_Michaelmas.pdf)

**PSU44014**                      **Final Year Project**  
Lecturer:                      Various (Dr Kristin Hadfield is FYP Coordinator)  
Classes:                        SS and PCC2  
Duration:                      Michaelmas and Hilary Terms  
Contact hours:                24 x 1hr lectures; Supervision meetings arranged with Supervisor.  
Assessment:                  Written thesis and oral defence  
Weighting:                    20 ECTS  
Description:                  The Capstone Final Year Project is a piece of independent research which involves an empirical investigation of a psychological topic or question. The research is supervised by a member of staff in the School. The project is intended to assess students’ ability to conceive of, plan, and carry out a sustained piece of research. It



provides students with an opportunity to develop and demonstrate skill in devising, carrying out, and writing up a discrete piece of research using academic concepts, theoretical insights, and practical abilities acquired over their time as a psychology student. It provides further hands-on training in research methods and analysis.

## ATTENDANCE AND COURSEWORK

The regulations of the College require that students attend all their classes, unless they are unwell. In addition, the School of Psychology requires that, to rise with their year, students must attend practicals, seminars, and tutorials and complete any coursework that is set in association with any module. Failure to attend practicals, seminars, and tutorials or to submit required exercises **as specified for each module**, in the absence of a medical certificate, may result in a non-satisfactory return to the Senior Lecturer at the end of the term. **Per the College Calendar (§24)**, students may be deemed non-satisfactory if they miss more than a third of their course of study in any term. **Non-satisfactory students may be refused permission to take their annual examinations and may be required by the Senior Lecturer to repeat the year.**

ALL course work must be submitted for a student to be considered eligible to rise with their year, regardless of their overall academic performance.

## ASSESSMENT REGULATIONS

The General Academic Regulations, as set out in the University Calendar, apply to all assessments and all years. Every student must take modules totalling 60 ECTS credits in each year. It is the responsibility of each student to ensure that they are taking exactly 60 credits per year. The Pass mark (the minimum mark that must be achieved to rise with the year) is 40%.

A student must complete all assessment elements (if any) in each module – e.g., essays, laboratory work, reports, etc. There are two formal Annual Assessment Sessions following the end of teaching term in Semester 1/Michaelmas Term and following the end of teaching term in Semester 2/Hilary Term. Students are assessed at the end of Semester 1 in all modules that are taught in Semester 1 and at the end of Semester 2 in all year-long modules and all modules that are taught in Semester 2. There is one Reassessment (Supplemental) Session, covering all modules (those taught in Semester 1 and Semester 2) which is held at the end of the summer. **It is each student's responsibility to ensure that they are available for exams scheduled during the annual assessment sessions, and, if required, the reassessment session.**

Examination timetables are published four weeks in advance of the formal start date of each assessment period, and are available through your [my.tcd.ie](http://my.tcd.ie) portal.

### **Annual Assessment**

A student must sit examinations in all modules that have an examination as an assessment element. Some modules are assessed entirely by Continuous Assessment, some entirely by examination, and some by a combination of the two.

### **Progression Regulations at Annual Assessment Stage**

The regulations governing undergraduate progression and awards are available here:

<https://www.tcd.ie/teaching-learning/academic-affairs/ug-prog-award-regs/index.php>

In order to progress to the next year of the course, students:

- (i) Are required to obtain an overall pass by accumulating 60 ECTS and achieving an overall pass mark (i.e., 40% or above)
- (ii) May accumulate a **maximum** of 10 ECTS at “qualified pass,” where the mark lies between 35-39%.

A student who does not pass as outlined above must complete a supplemental assessment(s) (e.g., examinations/coursework) in **all failed modules**, that is, in all modules for which a module mark of at least 40% has not been achieved. This includes failed modules that could have been passed by compensation if the overall number of failures had been less.

### **Progression Regulations at Supplemental Assessment**

Students are required to present for reassessment at the supplemental session when:

- (i) they obtain in excess of 10 ECTS at qualified pass (i.e., marks between 35-39%);
- (ii) they obtain a fail grade (<35%) in any module;
- (iii) they do not obtain an overall pass (i.e.,  $\geq 40\%$ ).

If a student has achieved both Fail (<35%) and Qualified Pass (35-39%) marks in the annuals, they must present at the supplemental session for reassessment in **all failed components in all modules for which they obtained a Qualified Pass or Fail**.

The same compensation regulations apply at the supplemental session as at the annual session.

There is no aggregation (i.e., no mark <35% can be “compensated”).

### **Supplemental Assessment**

Supplemental assessment includes sitting supplemental examinations and/or completing other supplemental assessments, such as essays, reports, etc. The assessment element(s) for a module at the supplemental assessment will usually be the same as the annual session but can be different. Only the failed component of a module: the continuous assessment, examination, or both, needs to be completed as a supplemental requirement.

The supplemental mark for a module depends on the supplemental assessment used. The mark may be:

- (a) The mark for re-assessed element(s), added to the annual mark(s) for other element(s) (if any);
- (b) The mark for the supplemental examination; or
- (c) The combined marks for the new assessment elements.

### **Overall Mark at Supplemental Assessment Stage**

The marks for modules passed at the Annual Assessment Stage are considered together with the marks for modules re-assessed at the Supplemental Assessment Stage. The overall mark for a student is the weighted average of these module marks, using the ECTS weighting for each module.

### ***Progression Regulations at Supplemental Assessment Stage***

In order to progress to the next year of the course, a student must: Pass all modules and earn 60 credits or pass by compensation as explained above. If a student passes by compensation, they earn 60 credits for the year. A student who has not passed the year after either the annual or supplemental session is required to repeat the failed modules in the following academic year. Students in this situation should consult their College Tutor. The student's academic record on their transcript will show clearly the time lost through repetition of a year.

### **RESEARCH CREDITS: JUNIOR AND SENIOR FRESH STUDENTS**

Each student must accumulate 40 research credits (20 hours) for participation in Psychology School research projects **by the end of Hilary term in her or his senior fresh (SF) year**. Research participation is measured and credited in 30-minute units with credit time rounded up to the nearest 30-minute unit. Credits can usually be earned over **both** JF and SF years. If the required credits are not accumulated by the end of Hilary term in your SF year (14<sup>th</sup> of April, 2023), then the requirement is not satisfied. This requirement does not apply to visiting students.

Note that failure to show up for a study that you have signed-up for is not acceptable. If you cannot make the appointed time, it is your responsibility to inform the researcher of this as promptly as possible. Failure to arrive on time for a scheduled study will be penalised by the **loss of one credit**. Please be aware that you are **not** compelled to participate in a study (see below) and that you are free to withdraw your participation from that study at any point (e.g., prior to the study, at the start of the study or at any point after its commencement). However, to withdraw from a study, you must communicate this to the researcher.

Ethically, you cannot be compelled to participate in psychological research. Thus, an alternative means to satisfy this requirement is available in the form of the completion of two essays, each being equivalent to 10 hours of work. Essays must be submitted electronically via Blackboard and Turnitin (to facilitate plagiarism checks) by 14<sup>th</sup> of April 2023. Any shortfall in the number of research credits requires at least one "full" essay (e.g., 18 hours of credits requires a 10-hour equivalent essay to satisfy the 20-hour requirement - so in this situation, you would probably be very keen to complete the final 2 hours of research participation). A failing essay mark is subject to the normal compensation rules and supplemental requirements (see below under SF SH/TSM annual assessment).

While essays are an option, you are strongly encouraged to satisfy the research requirement through research participation. Through this participation, you will learn about the different kinds of research being conducted in the school, you'll be exposed to different research areas and will gain experience of different types of research (e.g., questionnaires, laboratory tasks, electrical brain recording). You will also experience the proper conduct of a research study which, in turn, may benefit your understanding of the research process and aid in the design of your own studies in the Sophister years. You should be aware that if research participant demand is unexpectedly low then the number of research credits may be limited and that you may have to accept the alternative essay requirement.

The School of Psychology have established an online platform (Sona) for recruiting research participants and for administering the undergraduate research credits scheme. Members of staff, postdoctoral, postgraduate, and Senior Sophister students conducting their final-year projects may use the Sona system. This online system allows researchers to advertise their studies, recruit participants for specific time-slots and, where relevant, assign undergraduate research credits. Each student should go to <https://tcd-psy.sona-systems.com/>, select 'Request an Account,' and follow the instructions on screen. Once the account request has been completed and approved you will be able to view currently available research

projects and the times that are available for participation. Once you have selected a particular time, you can either complete the study directly (in the case of online studies), or your identity will be revealed to the researcher and you will be able to contact one another using the website. **If you need to cancel a testing session, it is essential that you contact the researcher with as much advance notice as possible (a minimum of 24 hours).** If something arises at the last minute that forces you to miss a session without being able to give prior notice, it is important to relate this to the researcher. Failure to turn up to a session without an adequate excuse will result in a 'no-show' being recorded on your profile. Note that if you are obtaining research credits you cannot be paid for your participation.

If you have any difficulties using the Sona please contact [psytech@tcd.ie](mailto:psytech@tcd.ie) for assistance. The Fresher Executive Officer oversees the Research Credit system and will maintain records of student credits. Queries should be directed to Michael Gormley, who is SF Coordinator ([gormlem@tcd.ie](mailto:gormlem@tcd.ie)).

**NB:** Previously some students have been ruled out of participation in many research studies for various reasons such as age or handedness. If you find yourself ruled out, for whatever reason, you can contact the SF coordinator and it may be possible to fulfil the credit requirement by assisting in another research project being conducted within the School. It will be the responsibility of the student concerned to identify a suitable project and s/he should have contacted the relevant researcher to determine whether assisting with their research is a possibility. **Note that only students who are ineligible to participate in the research credit scheme can avail of this alternative.**

**COURSE REQUIREMENTS: JUNIOR FRESH**

**JF Single Honour** Psychology students are required to take the following modules:

<b>Module</b>	<b>ECT</b>	<b>Contribution to Overall Result</b>	<b>Assessment Method</b>
Research Skills and Methods I (RSaM I)	10	16.67%	Continuous Assessment (100%)
Statistics and Methods I (SaM I)	10	16.67%	Continuous Assessment (100%)
Academic Skills Tutorials 1	10	16.67%	Continuous Assessment (100%)
Thinking	5	8.33%	TBC 100%
Developmental Psychology	5	8.33%	TBC 100%
Historical Foundations of Psychology	5	8.33%	TBC 100%
Psychological Disorder	5	8.33%	TBC 100%
Evolutionary Psychology	5	8.33%	TBC 100%
Fundamentals Of Neuroscience and Behaviour	5	8.33%	TBC 100%
<b>Totals</b>	<b>60</b>	<b>100%</b>	

Students are also required to complete the research credit requirement during their JF and SF years as outlined above in the section on **Research Credits**.

**Research Skills and Methodology I (RSaM I) & Statistics & Methodology (SaM I)**

For the Research Skills and Methodology I and Statistics & Methodology I modules, attendance at all labs and seminars (i.e., practicals) is compulsory; attendance is monitored. In the absence of medical certification or equivalent, students who fail to attend class be recorded as absent. Unexcused absence from more than two seminars will result in a 4% mark penalty; unexcused absence from more than two labs will also result in a 4% mark penalty. Please note that it is the responsibility of each student to ensure that their presence has been recorded. The assessment for these modules includes continuous assessment and examination components. In the event of a failing grade being achieved, students will be required to complete supplemental assessments for the failed elements only.



<b>COURSE REQUIREMENTS: SENIOR FRESH</b>
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**SF Single Honour** Psychology students are required to take the following modules:

<b>Module</b>	<b>ECT</b>	<b>Contribution to Overall Result</b>	<b>Assessment Method</b>
Research Skills and Methods II (RSaM II)	5	8.33%	Continuous Assessment (100%)
Statistics and Methods II (SaM II)	10	16.67%	Continuous Assessment (100%)
Thinking	5	8.33%	TBC 100%
Developmental Psychology	5	8.33%	TBC 100%
Psychological Disorder	5	8.33%	TBC 100%
Evolutionary Psychology	5	8.33%	TBC 100%
Fundamentals of Neuroscience Behaviour	5	8.33%	TBC 100%
Trinity Elective /Open modules	20		Various (see specific Elective module webpage for details)
<b>Totals</b>	<b>60</b>	<b>100%</b>	

Students are also required to complete the research credit requirement during their JF and SF years as outlined above in the section on **Research Credits**.

**Statistics & Methodology (SaM II) & Research Skills and Methodology (RSaM II)**

For the Statistics & Methodology II module, attendance at all labs and seminars (i.e., practicals) is compulsory and rolls are taken. Failure to attend class without medical certification or equivalent explanation will result in the student being recorded as absent. Please note that it is the responsibility of each student to ensure that their presence has been recorded. The assessment for SaM II comprises continuous assessments and examination components. In the event of an overall failure in this module, supplemental requirements will be based on the failed elements only.

## COURSE REQUIREMENTS: JUNIOR SOPHISTER

During your Junior Sophister year some modules are compulsory, while others can be chosen from list of Optional Modules. Each of these Optional Modules carries 5 ECTS units. Choices are made using the Open Module Enrolment (OME) system during the summer prior to JS year. Students will receive emails from the School and from Academic Registry about the options available and about how to use the OME system.

The Psychological Society of Ireland, which formally accredits our undergraduate programme to confer eligibility on students to become graduate members, requires that, over the two Sophister years, students **must take at least one course from each of the following five general areas:** (1) Biological; (2) Cognitive; (3) Developmental; (4) Personality and Individual Differences; (5) Social.

Module choices for JS and SS year must take this requirement into account. You will receive information about the modules available and the areas covered prior to making your selections using the OME system.

In general, JS students must attend all practicals, seminars and/or tutorials and complete any coursework that is set in association with any module. They must also satisfy the requirements of the Group Project (if they are not participating in Erasmus/International Exchange – see further details, below). In addition, JS students should give some thought to their final year project. All JS students should read the Final Year Project Guidelines in Appendix 1 to familiarise themselves with the process, expectations, and requirements. They should also consider which members of the academic staff might serve as supervisors – please see the School website for staff listing and look at staff publications to gain a sense of research interests and areas of expertise. JS students will receive instructions about the process for being allocated a supervisor from FYP Coordinator Dr Kristin Hadfield near the end of Semester 2.

### ***Annual Assessment (Mod Part I)***

<b>Module</b>	<b>ECT</b>	<b>Contribution to Overall Result</b>	<b>Assessment Method</b>
Statistics and Methodology III	5	16.67%	Continuous Assessment (100%)
Group Project A	10	16.67%	Continuous Assessment (100%)
Group Project B	5	8.33%	Continuous Assessment (100%)
Option 1	5	8.33%	TBC 100%
Option 2	5	8.33%	TBC 100%
Option 3	5	8.33%	TBC 100%
Option 4	5	8.33%	TBC 100%
Option 5	5	8.33%	TBC 100%
Option 6	5	8.33%	TBC 100%
Options 7 and 8 Trinity Elective/Open Modules	10	16.66%	Various (see specific Elective module webpage for details)
<b>Totals</b>	<b>60</b>	<b>100%</b>	

**Note:** For students who began their degree in 2019/2020 and thereafter, results from the JS Year (Mod Part 1) contribute **30%** to the final degree result and results from the SS Year (Mod Part II) contribute **70%** to the final degree result.

## COURSE REQUIREMENTS: SENIOR SOPHISTER

As in Junior Sophister, during your Senior Sophister year some modules are compulsory, while others can be chosen from list of Optional Modules. Choices are made using the Open Module Enrolment (OME) system during the summer prior to SS year. Students will receive emails from the School and from Academic Registry about the options available and about how to use the OME system. Module choices are subject to the same PSI accreditation requirements described above (i.e., over the two Sophister years, students must take at least one course from each of these five areas: Biological, Cognitive, Developmental, Personality and Individual Differences, Social).

In general, JS students must attend all practicals, seminars and/or tutorials and complete any coursework that is set in association with any module. Students must also complete a Final Year Project (see Appendix 1).

### *Annual Assessment (Mod Part II)*

Module	ECT	Contribution to Overall Result	Assessment Method
Final Year Project	20	33.33%	Continuous Assessment (100%)
Advanced Psychology & Theoretical Issues	10	16.67%	2 x Continuous Assessments (50%) and General Essay Exam (50%)
Option 1	5	8.33%	TBC 100%
Option 2	5	8.33%	TBC 100%
Option 3	5	8.33%	TBC 100%
Option 4	5	8.33%	TBC 100%
Option 5	5	8.33%	TBC 100%
Option 6	5	8.33%	TBC 100%
<b>Totals</b>	<b>60</b>	<b>100%</b>	

**Note:** For students who began their degree in 2019/2020 and thereafter, results from the JS Year (Mod Part I) contribute 30% to the final degree result and results from the SS Year (Mod Part II) contribute 70% to the final degree result. Students who began their degree before 2019/2020 but who are required to repeat one or more years, or go off-books for one or more years, will normally have their moderatorship results calculated as a weighted average of their overall results achieved in JS year (contributing 30%) and SS year (contributing 70%).

### **Final year project - requirements and guidelines**

All candidates for the Moderatorship in Psychology must carry out an empirical investigation of a psychological topic or research question/s. The results of this independent investigation must be written up in an acceptable format, which is described in detail in **Appendix 1**, and submitted for examination **on or before the Monday of Week 8 of Hilary lecture term. Please read Appendix 1, which provides detailed requirements, instructions, and guidance regarding the Final Year Project.**

## COURSE STRUCTURE AT A GLANCE

<b>JF</b>	60 ECTS	Psychology
<b>SF</b>	40 ECTS	Psychology
	20 ECTS	Combination of Approved Modules and Trinity Electives**
<b>JS</b>	50 ECTS	Psychology
	10 ECTS	Combination of Approved Modules and Trinity Electives**
<b>SS</b>	40 ECTS	Psychology
	20 ECTS	Capstone
Degree Award: Single Honours (Professional)		
**Breadth is achieved by taking Trinity Elective modules (to the TOTAL value of 10 ECTS) in the SF and/or JS years, and approved Open Modules (to the value of 20 ECTS) in the SF and/or JS. Only one Trinity Elective can be taken per term.		
All taught modules are 5 ECTS or 10 ECTS (except the Capstone, 20 ECTS).		
All programmes are required to ensure a balanced credit-load exists across semesters.		
The Capstone, weighted at 20 ECTS, is included in the final year.		
A total of 60 ECTS is required in each of the years.		

The Single Honours programme enables students to take modules to the value of 30 ECTS outside their core programme, during their SF and JS years. Of the 30 ECTS:

- 10 ECTS must be Trinity Electives (taken in the SF and/or JS years);
- 20 ECTS must be approved Open Modules (taken in the SF and/or JS years).

### Trinity Elective Modules (10 ECTS combined)

Students are required to take two 5 ECTS Trinity Elective modules in either Senior Freshman and/or Junior Sophister years. **No more than one module can be taken in a semester and no more than 10 ECTS in Trinity Electives can be taken over Senior Freshman and Junior Sophister years.**

Trinity Electives add breadth to student learning through engaging students in learning opportunities outside of their core subject area/s. See the Trinity Electives website for further information: <https://www.tcd.ie/trinity-electives/electives/>

### Open Modules (20 ECTS combined)

Students are required to take 20 ECTS in Open Modules across Senior Freshman and Junior Sophister years. These are new or existing modules in fields related to or complementary to the student's core subject area. Open modules are weighted at 5 ECTS or 10 ECTS. Approved modules of 5 ECTS credits are taught and assessed within one semester; approved modules of 10 ECTS credits can be taught and assessed over one or two semesters.

Academic Registry will contact students directly with further details about the process for selection of Trinity Electives and Open Modules.

## PART-TIME LECTURERS AND TEACHING ASSISTANTS

The School has a number of part-time lecturers and teaching assistants who perform specific teaching duties, which may include lecturing, demonstrating, leading practical classes, tutorials, and seminars and the marking of assessments and exams. They are not formally available for detailed advice on experimental design, statistics, or other matters to do with research project supervision. Questions relating to these issues should be addressed to your lecturers (full-time staff) only.

## COURSE WORK REGULATIONS

Course work must be submitted electronically to the relevant assignment on <https://tcd.blackboard.com/> by the deadline specified by the lecturer. All work must include the course work cover sheet, which provides all the necessary details about the work and includes the mandatory plagiarism declaration (see more details on plagiarism, below).

All work is submitted through the plagiarism-detection software Turnitin. You should familiarise yourself with how Turnitin works, the information it provides to your lecturers, how to obtain and interpret the similarity report, and how to remedy problematic text. There are ample resources here: <https://www.tcd.ie/CAPSL/resources/Turnitin>. **Any instances of suspected plagiarism detected will be investigated and may result in a loss of marks or other more serious consequences in line with the College policy on plagiarism. See further details below.**

Marks and feedback will be returned through the Blackboard site for the module.

## LATE SUBMISSION OF CONTINUOUS ASSESSMENT WORK

Students may make a case for deferred submission of work **ahead of a deadline only**, unless an acceptable medical certificate, covering the period leading up to the submission deadline, is provided.

Extensions should be requested through your tutor, who should email the DUTL ([clare.kelly@tcd.ie](mailto:clare.kelly@tcd.ie)) and one of the School's executive officers ([psychfreshers@tcd.ie](mailto:psychfreshers@tcd.ie) for Fresh students and [psychsophisters@tcd.ie](mailto:psychsophisters@tcd.ie) for Sophister students). This is important, since it will be the responsibility of the relevant executive officer to record at the School level whether an extension has been granted and for how long. **It is your responsibility to adhere to this procedure, and the School may subsequently rescind an extension awarded by a lecturer who has not given proper notification to the School.** In the situation where the student has a valid medical certificate that documents clearly the period of time during which the student was incapacitated, the granting of an extension to cover said period of time will be routine, assuming the period of time covered does not exceed two weeks. Extensions beyond this time will be at the discretion of the DUTL and may require the student to further engage with their tutor to act as an advocate.

Continuous assessment work that is submitted after the specified deadline will be subject to the following **penalties**. For the first week, late course work submitted without medical certification or equivalent explanation will be subject to a 3% deduction for every day that it is late for a period of 5 working days. If received during the next 5 working days, the work will continue to be penalized at 3% per day but is eligible for a maximum mark of 40%. Work submitted more than 10 working days after the deadline will be awarded a mark of zero. However, if a reasonable attempt has been made, the student concerned will not be returned non-satisfactory for the term in question on foot of the delay. Staff may give feedback on submitted late work at their own discretion.

## ACADEMIC INTEGRITY

Plagiarism is interpreted by the University as the act of presenting the work of others as one's own work, without acknowledgement (i.e., without crediting the source). Plagiarism is considered academic fraud, and an offence against University discipline. The University considers plagiarism to be a **major offence**, and subject to the disciplinary procedures of the University. To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, please follow the guides and information provided here: <https://libguides.tcd.ie/academic-integrity>.

**Engaging in any of the following practices, whether intentionally or unintentionally, are considered breaches of academic integrity and can have serious consequences for your academic progress.** If you have any questions about whether what you are doing compromises your academic integrity in relation to assessment, please contact the relevant module coordinator or DUTL.

The following are some examples of academic misconduct, noting that this list is not exhaustive and is subject to change:

- Use of unauthorized assistance during an in-person or online exam/assessment (e.g., unauthorized notes, resources (**including artificial intelligence tools**), or communications);
- Plagiarism;
- Self-Plagiarism;
- Collusion (any form of *unauthorized* collaboration);
- Submitting as one's own work that which has been purchased, generated by artificial intelligence, or otherwise obtained;
- Impersonation;
- Fabrication or falsification of data in assessment or in seeking reassessment (e.g., fabrication of data to support an appeal);
- Improper accessing/obstruction of materials/systems (e.g., hiding or destroying materials available to all, intentionally overloading an online or digital system to prevent completion of an assessment or improperly obtaining and giving access to assessments).

### **As a student it is your responsibility to:**

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <https://libguides.tcd.ie/academic-integrity>.
- (ii) Familiarize yourself with the Calendar entry on plagiarism, "Calendar Statement on Plagiarism for Undergraduates - Part II, 82-91" - <https://libguides.tcd.ie/academic-integrity/calendar>
- (iii) Understand the consequences and penalties: <https://libguides.tcd.ie/academic-integrity/levels-and-consequences>
- (iv) Contact the DUTL or module coordinator if you are unsure about any aspect of plagiarism.

### **Also, you must:**

- (iv) Complete the 'Ready, Steady, Write' online tutorial on avoiding plagiarism 'Ready, Steady, Write' at <https://libguides.tcd.ie/academic-integrity/ready-steady-write>. **Completing the tutorial is compulsory for all students.**
- (v) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <https://libguides.tcd.ie/academic-integrity/declaration>. All students **must** sign this plagiarism declaration on the cover sheet of all submitted continuous assessments.

Here are some academic integrity guidelines that can help you avoid breaching these rules:

1. When taking notes for an essay or other assignment, **never** copy down or transcribe even quite short strings of words from another source. **Always** rephrase the ideas in your own words before writing them down. Making minor changes to the words used in another source (e.g., using synonyms), or changing their order **is still** plagiarism.
2. **All** continuous assessment work **must** be submitted electronically through the plagiarism-detection software Turnitin. You should familiarise yourself with how Turnitin works, the information it provides to your lecturers, how to interpret the similarity report, and how to remedy problematic text. There are ample resources on Turnitin in the Student Help section of [mymodule.tcd.ie](http://mymodule.tcd.ie)
3. If **any** plagiarism is suspected in a student's work, the Director of Undergraduate Teaching and Learning (Clare Kelly) will arrange an informal meeting with the student, the student's tutor (or SU representative) and the lecturer concerned to put their suspicions to the student and give him/her the opportunity to respond. If the Director of Undergraduate Teaching and Learning forms the view that plagiarism has taken place, they must notify the Senior Lecturer in writing of the facts of the case, the level and suggested remedies and penalties. Depending on the level, the Senior may need to advise the Junior Dean. Please review the levels and consequences of plagiarism here: <https://libguides.tcd.ie/academic-integrity/levels-and-consequences>

**Please note that specific guidance and policy with regard to the use and misuse of synthetic text generators/generative AI tools, such as ChatGPT, is currently being developed and will be shared with students in advance of any Michaelmas Term assessment deadlines.**

### Plagiarism in Examinations

Candidates for examinations are forbidden to bring books or notes with them into an examination hall, to copy from or exchange information with other candidates or in any way make use of information improperly obtained. Such actions are regarded as serious offences for which students may be expelled from the university. Students must not leave the hall before the time specified for the examination has elapsed, except by permission of the invigilator.

Examinations, assessments and other exercises that are part of continuous assessment are subject to the same rules as other college examinations. Where any written work is part of a procedure of assessment, **plagiarism is regarded as a very serious offence. It is equivalent to copying in an examination and is liable to similar penalties.** Plagiarism includes presenting work which has been written jointly with one or more other people and presenting material from the work of others, including published material, without due acknowledgement.

### MARKING CRITERIA

Brief descriptions are provided on the next page of the qualities of work typical of each of the various grades that can be awarded for work submitted. These descriptions are not specific to any particular assessment or examination: they can be applied equally to students in their first and final year. Your lecturers may share with you additional guidelines and criteria relevant to their assessments. Lecturers take these factors into account when evaluating work and will normally have different expectations of the absolute level of performance of different cohorts of students. These descriptions should be taken as indicative rather than prescriptive: assessment is multi-dimensional and excellence in one dimension can compensate for weakness in another.

<p>FAIL</p>	0	No attempt. Fails to meet any requirements.	<ul style="list-style-type: none"> <li>No attempt made.</li> </ul>
	10	Very poor. Meets only the most basic requirement (gives an answer) but has major errors or omissions.	<ul style="list-style-type: none"> <li>No reasonable attempt made to answer question.</li> <li>Answer displays no understanding of concept (contains multiple or major errors).</li> <li>Contains idiosyncratic opinion with no appropriate sources cited or acknowledged.</li> </ul>
	20	Poor. Does not meet requirements, contains omissions or errors.	<ul style="list-style-type: none"> <li>Very limited understanding of concept or topic.</li> <li>Contains errors or confusion of concepts.</li> <li>An answer to a different question has been offered.</li> <li>No appropriate sources cited.</li> </ul>
	30	Inadequate. Some attempt made but not sufficient to pass.	<ul style="list-style-type: none"> <li>Represents an attempt to answer the question, but demonstrates very limited understanding of concept or topic.</li> <li>Very few relevant ideas and/or significant omissions or confusion.</li> <li>No structure or argument offered.</li> <li>Citations (or lack thereof) show insufficient evidence of relevant reading or research.</li> <li>Poorly written (lacks clarity/contains typos/citations incorrectly formatted).</li> </ul>
<p>THIRD</p>	42	Satisfactory but limited; only just meets requirements. Significant omissions and lack of critical analysis.	<ul style="list-style-type: none"> <li>Modest or superficial understanding or knowledge of the topic - basic awareness that lacks breadth or depth and includes some errors, omissions, or confusion.</li> <li>Some relevant ideas, but parts of the question have not been sufficiently addressed.</li> <li>Argument offered but may be poorly structured.</li> <li>Modest evidence of relevant reading and research, but draws on limited resources, or some statements are unsupported by citations. Irrelevant material may be discussed.</li> <li>Lacks critical analysis.</li> <li>Poorly written (lacks clarity/contains typos/citations may be incorrectly formatted), or much too long/short.</li> </ul>
	45		<ul style="list-style-type: none"> <li>Modest evidence of relevant reading and research, but draws on limited resources, or some statements are unsupported by citations. Irrelevant material may be discussed.</li> </ul>
	48		<ul style="list-style-type: none"> <li>Poorly written (lacks clarity/contains typos/citations may be incorrectly formatted), or much too long/short.</li> </ul>
<p>2.2</p>	52	Good. Meets requirements but contains some omissions and lacks sufficient critical analysis.	<ul style="list-style-type: none"> <li>Answer demonstrates good breadth and depth of understanding, but may include some omissions or minor errors.</li> <li>Relevant ideas and examples, but part of the question may not be adequately addressed.</li> <li>Structured argument is present but lacks clarity, is inconsistent, or under-developed.</li> <li>Points are supported by references, and there is evidence of relevant reading and research, but this may be restricted to course material or limited to a small number of sources.</li> <li>Some critical analysis but superficial and lacking originality.</li> <li>Reasonably well-written (lacks typos) but may be formulaic (lacks originality or flair); citations/references correctly formatted.</li> </ul>
	55		<ul style="list-style-type: none"> <li>Points are supported by references, and there is evidence of relevant reading and research, but this may be restricted to course material or limited to a small number of sources.</li> </ul>
	58		<ul style="list-style-type: none"> <li>Reasonably well-written (lacks typos) but may be formulaic (lacks originality or flair); citations/references correctly formatted.</li> </ul>
<p>2.1</p>	62	Very good. Meets all requirements and answers the question comprehensively with few flaws or omissions. Contains critical analysis.	<ul style="list-style-type: none"> <li>Demonstrates very good breadth and depth of understanding and command of relevant theories and evidence.</li> <li>Addresses all parts of the question in full, although some omissions are possible.</li> <li>Expresses highly relevant ideas and provides examples, though some may not be illustrative.</li> <li>Argument is well structured, clear, and comes to a logical conclusion.</li> <li>Draws on a breadth of resources, appropriately referenced, with evidence of reading beyond the course material.</li> <li>Very good critical analysis and evaluation, though this may lack depth or original insights.</li> <li>Evidence of integration and synthesis of ideas, which may be limited or incomplete.</li> <li>Well-written, though could be more concise; citations/references correctly formatted.</li> </ul>
	65		<ul style="list-style-type: none"> <li>Addresses all parts of the question in full, although some omissions are possible.</li> <li>Expresses highly relevant ideas and provides examples, though some may not be illustrative.</li> <li>Argument is well structured, clear, and comes to a logical conclusion.</li> <li>Draws on a breadth of resources, appropriately referenced, with evidence of reading beyond the course material.</li> <li>Very good critical analysis and evaluation, though this may lack depth or original insights.</li> <li>Evidence of integration and synthesis of ideas, which may be limited or incomplete.</li> <li>Well-written, though could be more concise; citations/references correctly formatted.</li> </ul>
	68		<ul style="list-style-type: none"> <li>Demonstrates excellent breadth and depth of understanding and fluency with relevant concepts, theories, and evidence.</li> <li>Answers the question clearly and comprehensively.</li> <li>Draws on a wide breadth of resources, with strong evidence of reading beyond the course material, particularly of more recent/up-to-date material.</li> <li>Expresses highly relevant ideas and provides germane examples.</li> <li>Argument is well structured and compelling, with some appreciation of nuance/complexity.</li> <li>High-level critical analysis and evaluation, with original insights.</li> <li>Good integration and synthesis of ideas.</li> <li>Some appreciation of wider context and alternative perspectives.</li> <li>Clear, concise, and engaging writing, with some evidence of originality and creativity; citations/references correctly formatted.</li> </ul>
<p>1</p>	74	Excellent. Goes beyond requirements in some way, features depth of critical analysis, insight, and originality.	<ul style="list-style-type: none"> <li>Demonstrates excellent breadth and depth of understanding and fluency with relevant concepts, theories, and evidence.</li> <li>Answers the question clearly and comprehensively.</li> <li>Draws on a wide breadth of resources, with strong evidence of reading beyond the course material, particularly of more recent/up-to-date material.</li> <li>Expresses highly relevant ideas and provides germane examples.</li> <li>Argument is well structured and compelling, with some appreciation of nuance/complexity.</li> <li>High-level critical analysis and evaluation, with original insights.</li> <li>Good integration and synthesis of ideas.</li> <li>Some appreciation of wider context and alternative perspectives.</li> <li>Clear, concise, and engaging writing, with some evidence of originality and creativity; citations/references correctly formatted.</li> </ul>
	80		<ul style="list-style-type: none"> <li>Answers the question clearly and comprehensively.</li> <li>Draws on a wide breadth of resources, with strong evidence of reading beyond the course material, particularly of more recent/up-to-date material.</li> <li>Expresses highly relevant ideas and provides germane examples.</li> <li>Argument is well structured and compelling, with some appreciation of nuance/complexity.</li> <li>High-level critical analysis and evaluation, with original insights.</li> <li>Good integration and synthesis of ideas.</li> <li>Some appreciation of wider context and alternative perspectives.</li> <li>Clear, concise, and engaging writing, with some evidence of originality and creativity; citations/references correctly formatted.</li> </ul>
	87	Outstanding/exceptional. Goes significantly beyond requirements, features unique and original insights and critiques, as well as creativity and flair.	<p>In addition to 70-80 criteria:</p> <ul style="list-style-type: none"> <li>Draws on a wide breadth of resources, with extensive evidence of reading beyond the course material.</li> <li>Offers unique and novel insights, with considerable independence of thought.</li> <li>Argument is logical and compelling, with an appreciation and expression of complexity and nuance.</li> <li>High-level integration and synthesis of ideas.</li> <li>Deep appreciation of wider context and alternative perspectives.</li> <li>Highly creative and original, flawlessly expressed with flair.</li> </ul>
	93		<ul style="list-style-type: none"> <li>Offers unique and novel insights, with considerable independence of thought.</li> <li>Argument is logical and compelling, with an appreciation and expression of complexity and nuance.</li> <li>High-level integration and synthesis of ideas.</li> <li>Deep appreciation of wider context and alternative perspectives.</li> <li>Highly creative and original, flawlessly expressed with flair.</li> </ul>
	100		<ul style="list-style-type: none"> <li>Highly creative and original, flawlessly expressed with flair.</li> </ul>



## ILLEGIBLE EXAM SCRIPTS

It is your responsibility to ensure that your handwritten answers provided in examination scripts are legible and can be read by the markers. Where poor handwriting renders a script very difficult and onerous to read, this may impact on the marks awarded. If you think you may have an issue in this respect, please consult with the Disability Office and make alternative arrangements to write your exams.

## COMMON EXAMINATION ERRORS

- Not answering the required number of questions. If asked for four answers (e.g., two from each section of a paper) and you only attempt 3 in total, you effectively place an upper limit on mark of 75%. If you are achieving a 50% grade level, you will consequently fail the paper (37.5%). To have passed in this instance, you only needed 10 marks for your fourth question. So even if you think you have little to contribute, **it is still worth attempting the question.**
- Not budgeting your time appropriately so that you have an opportunity to answer all the required questions. This can have the same effect of placing an upper limit on the mark that can be achieved
- Failing to carefully read and answer the actual question set.
- Not writing illegibly - markers can and will only assess what they can read.
- Putting answers in note form when an essay answer is required. Resort to notes only if you have run out of time (unless notes are requested, of course).
- Writing using overly informal language.

## ACCESSING YOUR FEEDBACK

The primary goal of feedback is to enable you to take action to improve upon your work in future. Good feedback will include positive comments as well as highlighting areas for improvement (critique) - the information contained in feedback is just as important, if not more important, than the mark itself. Your educators dedicate considerable time and effort to marking your work and providing feedback - it is very important that you read it and act on it. By becoming active in the use of feedback, you can learn from past performance to achieve your best in the future.

There are two ways to access your feedback on Blackboard: by going to the *my grades* tool or by navigating to the assignment where you originally submitted your work.

**Going through the *my grades* tool:** Once you enter the *my grades* area you'll see all your assignments listed (both graded and not graded). For a Turnitin assignment you'll need to click the title of the assignment and then click the little icon that looks like a piece of paper with the globe on top.

A new window will open and take you to the Turnitin assignment. From here in the Feedback Studio you can access comments made directly on your assignment document by clicking on the speech bubbles, or your lecturer may have entered their feedback in the Feedback Summary, accessible through the icon panel on the right hand side (the icon that looks like a page with a pencil).

The **second** way you can access your Turnitin feedback is by going to the assignment where you originally submitted your work. From the assignments area, click view/complete and when you go to the assignment inbox, click view and this will take you again to the Turnitin Feedback Studio, and from there you can follow the instructions as above.

Please note that qualitative feedback is **not** normally provided on timed exams.

## ACCESS TO EXAM SCRIPTS AND MARK "RECHECKS"

In some cases, students are disappointed with or confused about their mark - it doesn't align with their expectations. In this situation, there are a couple of things you can do.

If the assignment was completed as part of continuous assessment (rather than a timed exam), the first thing to do is to follow the steps described above to access and review the qualitative feedback provided by your lecturer on your assignment. This will clarify the grade you received and show how it is aligned with our School's marking criteria (provided on Page 32, above).

If uncertainty remains, or if the work was submitted as part of an exam, the next step is to contact the lecturer to request a meeting to discuss your paper and performance. This is in accordance with the College Calendar, §67 (i): *All students have a right to discuss their examination and assessment performance with the appropriate members of staff. This right is basic to the educational process. Students are entitled to view their scripts and other assessments when discussing their performance. For work completed during semester one students should note that all results are provisional until moderated by the court of examiners in Trinity term. In Trinity term, students' performance cannot be discussed with them until after the publication of the end-year results.*

Importantly, physical exam scripts (e.g., from in-person, written exams) **can only be viewed in person**. While a discussion with your lecturer can take place online (e.g., over Zoom or similar), your lecturer is not permitted to share any hand-written script by any digital means (email, over Zoom, etc.).

Occasionally, students will enquire about "appealing" their grade. It is important that you understand that grade appeals are a very specific category of action, which is only possible after the annual or supplemental session, and typically applies to a set of very specific situations, such as where a student is required to repeat the year due to failed modules.

What students usually mean by "appeal" is that they would like their grade to be "rechecked." College regulations (Calendar §68) are very clear about this: a grade recheck is only possible if one of three specific circumstances applies:

- (a) that the grade is incorrect because of an error in calculation of results;
- (b) that the examination paper or other assessment specific to the student's course contained questions on subjects which were not part of the course prescribed for the examination or other assessment; or
- (c) that bias was shown by an examiner in marking.

If, following discussion of your performance with the lecturer, you have a strong belief that one of these circumstances applies, you should reach out to your College Tutor, who will advise on the next steps.

## SCHOLARSHIP EXAMINATION

The examination for Scholarship is a College institution with a long history and high prestige. The examination is set and assessed so as to select students of outstanding ability. The objective of the foundation scholarship examination is to identify students who, at a level of evaluation appropriate to the Senior Fresh year, can consistently demonstrate exceptional knowledge and understanding of their subjects. The examination requires candidates to demonstrate skill in synthesising and integrating knowledge across the full range of the set examination materials; to demonstrate rigorous and informed critical thought; and, in appropriate disciplines, to demonstrate a highly developed ability to solve problems and apply knowledge.

The scholarship examination is held in the week before the start of Hilary term. Senior Fresh students may present for this examination which covers the subjects studied up to the end of the Michaelmas term of the Senior Fresh year (excluding broad curriculum modules) together with such additional reading as may be required by the Head of School. Candidates who attain a first class honour grade (70% or above) are recommended for the award of a Scholarship which entitles the recipient to free rooms, free Commons, fee remission (e.g., if you go on to do an MSc or PhD) and a small stipend for five years. The non-EU fee level will be reduced by an amount corresponding to the appropriate fee level of an EU fee-paying student.

Importantly, candidates **must apply to take the examination** in early October, and must confirm their intention to sit the exam in late November. Details of the application and confirmation system are available on the Foundation Scholarship website: <https://www.tcd.ie/academicregistry/exams/scholarship/>

Full details of the scholarship examination requirements will be published by the School of Psychology early in Michaelmas term each year. College regulations governing the award of Scholarship are available in the College Calendar (Foundation and Non-Foundation Scholarships) and on the website linked above.

#### EXAMINATION AND ASSESSMENT RESULTS

Results of assessments and examinations for each year of the course are made available at 'My Student Record' on [www.my.tcd.ie](http://www.my.tcd.ie)

#### AWARD OF DEGREE CLASS

Degree classification is determined on the basis of the mean mark achieved when appropriate weightings having been applied across modules. Final marks are rounded up to a whole number such that, for example, a mark of 69.5 will be rounded up to 70%.

#### PRIZES

**Gold Medals** are awarded by the College Board to candidates of the first class who have shown exceptional merit at the annual degree examinations. (see: <https://www.tcd.ie/academicregistry/exams/student-guide/>)

**Una Burke Memorial Prize in Child Psychology.** This prize was founded in 2004 by the friends, colleagues and family of the late Una Burke, a doctoral student in psychology. It is awarded annually to the Senior Sophister or Psychology Conversion Course in student who gains the highest mark in their Final Year Project, in the area of child psychology (covering ages 0-18). Value, €100\*.

**Capstone Project Prize in Psychology.** This prize is awarded annually to the Senior Sophister or Psychology Conversion Course student who presents the best Final Year Project, provided that a grade of first class honours is attained. Value, €77\*.

**Ray Fuller Prize in Psychology.** This prize was founded in 2003 by a gift from Dr R.G.C. Fuller. It is awarded annually to the group of Junior Sophister psychology students who receive the highest mark in the Group Project assessment. Value, €160\*.

**The Graduates' Prize in Psychology.** This prize was founded in 1985 from donations received by the School of Psychology from graduates who were subscribed to a prize in conjunction with the celebration of the

twenty-first anniversary of the founding of the School. It is awarded annually to the best Sophister or Psychology Conversion Course (Year 2) student in psychology. Value, €127\*.

**Alice McAvoy Memorial Prize.** This prize was established in 1998 to honour the memory of Alice McAvoy, a postgraduate student of psychology, who died in September 1997. The prize was founded by the family, friends and colleagues of Alice. It is awarded annually to the Senior Sophister or Psychology Conversion Course student who makes the best poster presentation of his/her final year project. Value, €51\*.

**George White Memorial Prize.** This prize was founded in 1999 in memory of Captain George White, aviator and psychologist, by a gift from his wife, Maeve. It is awarded annually to a psychology student in trinity college for a research-based paper, which has been accepted for publication. Value, €127\*.

\*exact value depends on investment return to prize fund. Prizes are awarded at the discretion of the Court of Examiners.

## STUDENT MODULE EVALUATIONS

All modules are evaluated by students by means of a survey (online and/or in-class) requested by the School and all feedback is noted and incorporated in module design where appropriate for delivery of the module in subsequent years.

Feedback can also be delivered via student representatives at the School's once a term, staff-student meetings, at School Committee meetings and at the Committee for Undergraduate Teaching & Learning meetings.

## THE PSYCHOLOGY OF STUDY

### Advice to new students

Your role as a student is to be an active learner. The lecturer's role is to guide, advise and to stimulate learning. You will need to work through material presented in lectures so you understand it, to seek out relevant evidence and evaluate it in the light of questions posed, and to carry out tasks and assignments independently, setting your own schedule for completing them. You will be expected to be responsible for organising your own learning around lectures, practicals, seminars and tutorials. If you need advice, ask. Draw up a timetable of what you are required to do and by when. Make notes during lectures for reference later on, but be careful to select the main points, not to jot everything down verbatim. After the lecture go through your notes to check you can understand them and mark them out for easy reading. Date and store them systematically. The most important part of your academic work will be reading and thinking (based on Wyatt, 1998).

**Study.** Study is primarily a skill, which takes time to learn and it takes perseverance; it improves with practice. At least thirty hours of productive study per week (over and above attending lectures, practicals, seminars etc.,) is what you should be aiming at.

**Organisation** is at the heart of effective study, whence the need to **manage your time**.

An ideal study plan would encompass an academic year or term. But at the very least it should cover each week, day and separate study period. Each separate study period should be around 45-90 minutes but there are individual differences, and it sometimes depends on the material being studied.

### Principles for managing your study

- Set goals for each study period.
- Allocate time for each goal.
- Include leisure.
- Be flexible - keep "empty" study hours for catching up.

### Advantages of planning

- You are able to cover the material.
- Decrease in exam anxiety.
- Leisure time is guilt free.
- Progress made during year is obvious/explicit.
- Sense of being in control.

### Tips for learning

1. Space out periods of learning (i.e., have breaks) thus avoiding cramming. This is more efficient and helps you to avoid losing material you have already learned.
2. Organise material by identifying its conceptual structure. Rewriting lecture or textbook notes is one time to do this. Where there is no obvious structure, a technique such as the method of loci may help. In this method, lists of unrelated facts are attached to an already existing conceptual structure in your memory, such as a place you know well.
3. Don't learn by heart material which you do not understand. Understood material is both easier to learn and recall. Therefore, if you are having difficulties, get assistance to understand it. Ask questions as they arise in lectures. Lectures should be interactive between lecturers and students.
4. As you study recall material in your **own** words, this will signal that you are awake and that you are understanding what you are studying.
5. Learn beyond the point of "bare recall" (i.e., the first time you manage to remember it). This will help long-term recall. Use the process of **overlearning** materials by giving up to 50% more time than the first actual learning process.
6. Make material interesting, satisfying, rewarding, then it is more easily learnt (e.g. find texts which suit you, ask questions of material you are learning, talk to people who find the material interesting).
7. Get feedback on performance immediately after recall - after you have recalled, check as soon as possible that you have it right. Feedback has both corrective and motivating properties.
8. If motivation is flagging:
  - i. Arrange to reward yourself **after** study.
  - ii. Stop at a point where restarting will be **easy**.
  - iii. Question whether your level of arousal is up to the task - there are lows and highs during every day. Elect to study when it suits you best.

### Self-help books

- Managing your own learning at University, by Aidan Moran, Dublin: UCD Press, 2000.
- Open University Press series, published by Open University Press, Buckingham ([www.openup.co.uk](http://www.openup.co.uk)): e.g., The student's guide to exam success; How to get a good degree; A guide to learning independently
- "How to -" series, by David Acres, published by How to Books Ltd., Plymouth: e.g., How to pass exams without anxiety; Knowing your rights as students; How to survive at college

Please let the DUTL ([clare.kelly@tcd.ie](mailto:clare.kelly@tcd.ie)) know if you have any good suggestions for this list!

## OUTGOING ERASMUS AND INTERNATIONAL EXCHANGE

The Erasmus Programme is a European Commission programme that enables and encourages students across Europe to study at another university as part of their university degree programme. Students may apply to study abroad for one or more terms of their JS year.

The School of Psychology has Erasmus and International Exchange agreements with a number of universities. An updated list is available late January every year from the Outgoing Study Abroad Academic Coordinator ([gormlem@tcd.ie](mailto:gormlem@tcd.ie)).

It may be possible to study Psychology at other universities where Trinity has a formal exchange agreement coordinated by one of the other Departments/Schools in the College. In such instances the intending student will need to obtain the host university Psychology prospectus so that the School's Erasmus Coordinator can ascertain the appropriateness of available courses.

### Outgoing Students - How to Apply

The School of Psychology permits students to study abroad during **their Junior Sophister (3<sup>rd</sup>) year only**. Please contact the Outgoing Study Abroad Academic Coordinator, Prof. Michael Gormley ([gormlem@tcd.ie](mailto:gormlem@tcd.ie)) if you are interested in applying to participate in Erasmus or International Exchange. Applications are submitted in the Hilary Term preceding the academic year in which you would like to study abroad. Further information about how to apply and the deadline for applications is available on the College Study Abroad & Exchange website: <https://www.tcd.ie/study/study-abroad/outbound/index.php>

Students participating in a full-year Erasmus exchange are required to complete modules in psychology equivalent to at least 45 ECTS (European Credit Transfer System) credits. Students may wish to take additional modules up to a maximum of 60 ECTS which could include modules in psychology or, for example, language skills. On half-year exchange, students must obtain a minimum of 22.5 ECTS but may wish to take a maximum of 30 ECTS. The School's Erasmus Coordinator must approve the particular package of modules to be taken by students at the host University. Where the language of tuition at the host institution is not English, you will of course need some local language knowledge.

## INCOMING ERASMUS AND VISITING STUDENTS

Incoming Erasmus and Non-EU Visiting Students should contact the Global Officer, Erin Paullin, ([Erin.Paullin@tcd.ie](mailto:Erin.Paullin@tcd.ie) and Room AP1.42) to discuss module choices and for information on induction, module enrolment, and other questions they have related to their time at TCD.

Incoming Erasmus students should contact Dr Elizabeth Nixon, School of Psychology Director of Global Relations ([ENIXON@tcd.ie](mailto:ENIXON@tcd.ie)), about learning agreements. All visiting students (Non-EU and Erasmus) taking Freshman and Sophister modules will be assessed in the same way as home students. If your home university requires an alternative form of assessment you must inform Dr Nixon at the outset what these requirements are. You should also e-mail a statement of these requirements to the relevant lecturer(s). Queries about visiting student transcripts can be directed to Mrs. June Carpenter at [psychsophisters@tcd.ie](mailto:psychsophisters@tcd.ie).

## POSTGRADUATE COURSES IN THE SCHOOL

The School offers a range of postgraduate courses:

Postgraduate Course	Course Director	Email
Doctorate in Clinical Psychology	Dr Kevin Tierney	<a href="mailto:dclinpsych@tcd.ie">dclinpsych@tcd.ie</a>
Doctorate in Counselling Psychology	Dr Ladislav Timulak	<a href="mailto:dcounspych@tcd.ie">dcounspych@tcd.ie</a>
MSc in Applied Psychology	Dr Tim Trimble	<a href="mailto:msc.appliedpsych@tcd.ie">msc.appliedpsych@tcd.ie</a>
MSc Psychology (Applied Behaviour Analysis)	Dr Olive Healy (Year 1) Dr Maeve Bracken (Year 2)	<a href="mailto:msc.aba@tcd.ie">msc.aba@tcd.ie</a>
M.Phil./P.Grad.Dip Psychoanalytic Studies	Dr John O'Connor	<a href="mailto:psychoanalysis@tcd.ie">psychoanalysis@tcd.ie</a>
Online Postgraduate Certificate/Diploma and M.Sc. in Managing Risk and System Change	Dr Siobhán Corrigan	<a href="mailto:ManagingRisk@tcd.ie">ManagingRisk@tcd.ie</a>
MSc in Global Mental Health	TBA	<a href="mailto:globalmentalhealth@tcd.ie">globalmentalhealth@tcd.ie</a>

## HIGHER DEGREES BY RESERACH

Staff in the School may have opportunities for graduates to pursue a higher degree by research (MSc or PhD). Requirements will depend on the particular research project, but are likely to include a good undergraduate degree (first or upper second class honour), and competence in, and motivation for, research. Interested student should contact the relevant member of staff to discuss possibilities. Further information about funding opportunities for postgraduate research is available on the School of Psychology website: <https://psychology.tcd.ie/postgraduate/programme-by-research/>

## STAFF AND POSTGRADUATE STUDENTS' RESEARCH

On the School website, you will find details about the research of all academic and postdoctoral research staff and their postgraduate students. This information should give you a good idea of the research activities of the staff concerned and may be useful in helping you think about your group project and final year project. Check out <https://psychology.tcd.ie/people/>

## MYCAREER FROM THE CAREERS SERVICE

MyCareer is an online service that students can use to:

- Apply for opportunities which match your preferences - vacancies including research options
- Search opportunities- postgraduate courses and funding
- View and book onto employer and Careers Services events
- Submit your career queries to the Careers Services team
- Book an appointment with your Careers Consultant

Simply login to MyCareer using your Trinity username and password and personalise your profile.

<https://www.tcd.ie/Careers/mycareer/students.php>

## SCHOOL COMPUTERS

The School has two computer laboratories on the first floor; room 1.34 contains 40 iMacs and room 1.32 contains 14 iMacs. The laboratories are for student use and are booked for undergraduate and postgraduate classes at regular times during term. They will be available at other times for individual use by undergraduates between 09:30 and 16:45, Monday to Friday. You are advised to consult the notice boards and the "Rules and Regulations" file in the shared folder on each computer for information on the facility, such as opening hours, booking conventions, availability for testing subjects, printing arrangements, and so on. Printers are operated by a card system, and the cards may be purchased from the card dispenser, located outside the laboratories. Advice about the use of the computers and scanning should be sought from [psytech@tcd.ie](mailto:psytech@tcd.ie) (room 1.30).

## SCHOOL OF PSYCHOLOGY LOCAL WEBPAGES

In addition to the publicly accessible website (<https://psychology.tcd.ie/>), the School has a set of "local" web pages (<https://psychology.tcd.ie/local/>) that contain important information (e.g., on Research Ethics and the School of Psychology Research Ethics Committee), access to booking systems (e.g., to book project rooms in the School), and access electronic versions of Final Year Projects completed by recent graduates.

If you find you do not have access to <https://psychology.tcd.ie/local/> using your College ID and password, please email [psytech@tcd.ie](mailto:psytech@tcd.ie) to request access.

## PSYCHOMETRIC TESTS AND TESTING

All test materials in the School are listed in a database file on the Psychology Local web pages ([https://psychology.tcd.ie/local/assets/psycstests\\_search/](https://psychology.tcd.ie/local/assets/psycstests_search/)). To borrow material, you should consult with and obtain permission from your supervisor. No test manuals may be taken out of the School. No testing procedures or distribution of questionnaires should be undertaken without prior permission from your supervisor, and ethical approval, where required. Testing material is usually copyright-protected and should not be duplicated. You will need to let your supervisor know well in advance if you require additional test materials to be ordered from the suppliers - it can take several months to obtain these. You should also consult with your supervisor to establish whether the test you require is held by any other member of the School. You are advised to restrict your research requirements to tests currently available in the School as, apart from supply delays, new tests can be very expensive to purchase.

## TESTING SPACE

Several project rooms are available in the School (Áras an Phiarsaigh) for carrying out experiments, interviews, tests, or using equipment. These can be booked using the online system available through the local webpages (<https://psychology.tcd.ie/local/>).

## PHOTOCOPYING & PRINTING

The undergraduate photocopiers are on the ground floor and outside room 1.19 on the first floor and are operated by a card system. Cards may be purchased from the card dispenser outside the computer laboratories on the first floor. At €3 (250 units) or €6 (520 units) each. The current charge is 3 units (4 cent)



per A4 copy. The cards may also be used to operate the School's Laser printers. Please note that these cards will only work in the School of Psychology.

## LIBRARIES

The main psychology collection of books is housed in the **Former Berkeley library** on the second floor. Most electronic journals and databases may be accessed via the Library website (<https://www.tcd.ie/library/>).

Because the TCD library is a copyright archive, receiving by law all published materials in the British Isles, borrowing rights are restricted. It may also be worth checking out the **Hamilton Library** where an increasing number of psychology books can be found. The librarian with special responsibility for Psychology is Ms. Geraldine Fitzgerald - but all library staff will assist you with any problems or enquiries you may have.

## SAFETY AND SECURITY

You should familiarise yourself with the School Safety Statement available on the Psychology Local web pages (<https://psychology.tcd.ie/local/>) and get to know the layout of the entire School as soon as possible, taking note of the various points of exit which you might use in the event of a fire. Fire drills are held from time to time; Lisa Gilroy is the School's Safety Officer. Please inform Lisa of any potential sources of danger or problems of safety which you may notice.

We have had a number of security problems in the past, from full-scale burglaries to daytime theft of personal effects. To comply with regulations, by order of the Board, during lecture terms the School is closed to undergraduates from 5pm, including the School computer lab, except when there is scheduled teaching or where special arrangements have been made. Please note that it is **against the law to smoke in a public building such as the School**. Eating and drinking are also not allowed in the School (excepting designated areas and official receptions).


In the event of an emergency, dial Security Services on extension 1999. Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency. Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

**STUDENT2STUDENT**

From the moment you arrive in College, through to your end of year exams, Student 2 Student (S2S) is here to make sure your first year is fun, engaging and a great foundation for the rest of your time in Trinity. You'll meet your two S2S mentors in Freshers' Week and they'll make sure you know other people in your course before your classes even start. They'll keep in regular touch with you throughout your first year and invite you to events on and off campus. Mentors are students who have been through first year and know exactly what it feels like, so you never have to worry about asking them a question or talking to them about anything that's worrying you.

S2S also offers trained Peer Supporters if you want to talk confidentially to another student or just to meet a friendly face for a coffee and a chat. S2S is supported by the Senior Tutor's Office and the Student Counselling Service.

<https://student2student.tcd.ie>, [student2student@tcd.ie](mailto:student2student@tcd.ie), 085 7833 548

**S2S**  **Peer Support**  
Student2Student how it works

**Fancy a chat**  
with someone who's not going to judge, tell you what to do or tell everyone what you've said?

**Phone, email or go online**  
to request a meet-up with a Peer Supporter

And you can go for a coffee or a walk and talk to them


Your Peer Supporter will get in touch to arrange a **meet-up**

You can even look at our **profiles** and let us know who you'd like to talk to, or what you're looking for in a Peer Supporter




It doesn't matter if you just need one hour, or if you'd like to make regular arrangements

You can call in to our **Welfare Office Cover** instead or as well

We're highly **trained** (get it?) and here for you

 **Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

<http://student2student@tcd.ie>  
[student2student@tcd.ie](mailto:student2student@tcd.ie)  
01 896 2438

Helping you on your own path to success!

## STUDENT LIFE AT TRINITY

Information about Student Life in Trinity is available here: <https://www.tcd.ie/students/> and all information on student support services is collated at: <http://www.tcd.ie/students/supports-services/>

Your student's union offers a wealth of resources. The website is [www.tcdsu.org](http://www.tcdsu.org)

Information on College social and sport activities are available at: <https://www.tcd.ie/Sport/student-sport/> and <https://www.tcd.ie/students/clubs-societies/>

## DU PSYCHOLOGICAL SOCIETY

The Psychological Society aims to promote the field of psychology within College and to demonstrate the subject's relevance and importance to everyday life. Talks are provided throughout the year by guest speakers, covering a broad range of issues relevant to contemporary psychology. They are accessible to students at all levels, as well as students from outside the School. In its founding year, the Society hosted a talk from B.F. Skinner and has continued this tradition of attracting distinguished figures for over 40 years.

These talks are just one aspect of what the Society does; we are also committed to providing a social outlet for members. As well as the receptions following the talks, we have a range of other events throughout the year, such as film screenings and table quizzes. The annual ball in Spring is a highlight and continues to grow each year.

The Society is open to all, but we especially encourage all members of the School to join. Members can join in Freshers Week or any time throughout the year by contacting us at [psychsoc@csc.tcd.ie](mailto:psychsoc@csc.tcd.ie). The website can be viewed at [psychsoc.csc.tcdlife.ie](http://psychsoc.csc.tcdlife.ie).

## DU NEUROSCIENCE SOCIETY

The Neuroscience Society, commonly known as NeuroSoc, aims to bring together students and faculty from across the broad spectrum of neuroscience to share and celebrate perspectives on how the brain works.

NeuroSoc is known for its seminar series, which features talks given by nationally and internationally renowned academics. The seminar series spans a wide range of topics, from popular science to more specialised areas of neuroscience. NeuroSoc also organises social events during the academic year to build connections between undergraduate and postgraduate students who are interested in neuroscience. Social events include the Welcome Reception, Pub Quiz, Christmas Lunch, Summer BBQ, and NeuroSoc Ball.

To access the seminar series, social events, and job opportunities, students can sign-up online at: <https://trinitysocieteshub.com/> or visit the NeuroSoc stand during Freshers' Week. They can also contact the society at [neuroscience@csc.tcd.ie](mailto:neuroscience@csc.tcd.ie) and follow them on Twitter (@NeuroSocTCD).

**Please Note:** The School of Psychology does not necessarily endorse the speakers invited to talk by either The Psychological Society or NeuroSoc.

## ACADEMIC REGISTRY

Students can contact Academic Registry with queries regarding fees, registration, examinations:  
[www.tcd.ie/academicregistry/](http://www.tcd.ie/academicregistry/)

## RECOGNITION OF DISABILITY

The School of Psychology aims to be fully inclusive of students' abilities. Reasonable accommodations are routinely made for students with documented disabilities; students are strongly encouraged to register with the College Disability Service at <https://www.tcd.ie/disability/>

## GENDER IDENTITY AND GENDER EXPRESSION

The School upholds the College's formal commitment to recognising and supporting gender identity and gender expression, so that all members of the College community experience a positive and tolerant environment where every member is treated with dignity and respect. If appropriate, please let your lecturer know what pronouns you use, and/or if you prefer to be called a name other than what is indicated on the class roster. Further information on the College's Gender Identity and Gender Expression policy is available here: <https://www.tcd.ie/equality/policy/other-policies/#identity>

## DIGNITY AND RESPECT

Trinity is committed to supporting a collegiate environment in which staff, students and other community members are treated with dignity and respect. Bullying and harassment (including sexual and racial harassment) are not tolerated in Trinity.

Our Dignity and Respect Policy supports a respectful work and study environment free from bullying and harassment. It is available at: <https://www.tcd.ie/equality/policy/dignity-respect-policy/>

If you are experiencing bullying or harassment, or if you are the subject of a complaint of bullying/harassment, your first point of contact is your College Tutor, who is trained to deal with such matters. You may also or alternatively get in contact with one of the Dignity and Respect Contact Persons listed on the website linked above.

## EMAIL

Important communications from your lecturers, the School, and the College are sent by email. **Please make sure to check your email regularly.** You are also advised to regularly logon to [my.tcd.ie](http://my.tcd.ie) for lecture schedules, examination timetables, exam results, and to regularly check the Blackboard spaces for your modules for updates and module resources.

Please use the following guidelines when using email for communicating:

- **Always include your full name, student number, year (JF, SF, JS, SS,) and course (SH, PCC)** when communicating with a lecturer, preferably at the end of the message. If you have a question relating to a class, be as specific as you can and include all relevant information to help identify your class and lecturer.
- Use the appropriate title for the person you're addressing (e.g., Prof or Dr).
- Keep messages brief and to the point. It is important to remember that some people receive hundreds of email messages every day.

- Make sure the information you seek is not available elsewhere first, for instance, consult this handbook, the school webpages, and your classmates.
- Specify the topic of the email in the “subject” field.
- Email is an electronic communication between people and should be written in good style, with correct grammar and punctuation.
- Allow time for a reply. It is often not possible due to time constraints to respond immediately but most will try and respond promptly where possible. If your enquiry is urgent and you do not get a response within a reasonable timeframe, check with one of the School’s Administrative Officers as the individual may, for instance, be abroad.
- It can also be difficult and very time-consuming to provide detailed or lengthy responses to questions using email. It is probably better to attend a lecturer’s office hours to discuss those questions.
- Be careful how you express yourself using email and always re-read your messages before sending.
- Email is not private, even though it is treated confidentially, it is monitored and logged.

#### Attachments

- Title the attachment in such a way that the recipient can identify it easily once it has been downloaded. For instance, include your name, the name of the lecturer, the piece of work, the module title.
- Make sure that you do not send very large attachments unless you are sure that your recipient’s Internet connection and email client can handle them. College automatically blocks all emails with attachments greater than 25Mb.
- Do not send unnecessary attachments. If you have presented all of the relevant information in an email message, it is unnecessary to attach a document repeating the same information.

**Please remember that, just as with any form of communication, the recipient of your message expects your email to be thoughtfully written, clearly focused, and respectful.**

#### **MOBILE PHONES**

Mobile phones **must be turned OFF or to SILENT during all class work such as lectures, practicals, seminars and tutorials** and students should not interact with their phones during class.

#### **CHANGE OF ADDRESS / CONTACT DETAILS**

The College records your address and contact details on entry. It is important that you use the student portal at **my.tcd.ie** (My Student Record) to inform us of any change so that we can contact you when necessary.

The Psychological Society of Ireland's Code of Ethics is available here:

<https://www.psychologicalsociety.ie/footer/Code-of-Ethics-1>

The British Psychological Society's Code of Ethics is available here:

<https://www.bps.org.uk/guideline/bps-code-human-research-ethics-0>  
<https://www.bps.org.uk/guideline/code-ethics-and-conduct>

### **Summary of the PSI Code**

The PSI Code of Professional Ethics is based on the structure of the MetaCode of Ethics of the European Federation of Professional Psychologists' Associations (1995). The MetaCode proposes four overall Ethical Principles with a number of subheadings for each one. The clauses identifying the various Ethical Standards in the Society's Code of Professional Ethics are classified under these subheadings.

The Code consists of four overall ethical principles, which subsume a large number of specific ethical standards.

#### **Principle 1: Respect for the rights and dignity of the person**

This principle requires of psychologists that they treat their clients as persons of intrinsic worth with a right to determine their own priorities, that they respect clients' dignity and give due regard to their moral and cultural values. Psychologists shall take care not to intrude inappropriately on clients' privacy. They shall treat as confidential all information (including oral, verbal, written and electronic) obtained in the course of their work, except where the law requires disclosure. As far as possible, they ensure that clients understand and consent to whatever professional action they propose.

#### **Principle 2: Competence**

Psychologists must constantly maintain and update their professional skills and ethical awareness. They shall recognise that psychological knowledge and their own expertise and capacity for work are limited, and take care not to exceed the limits.

#### **Principle 3: Responsibility**

In their professional and scientific activities, psychologists are required to act in a trustworthy, reputable and accountable manner towards clients and the community. They shall avoid doing harm to clients and research participants, and act to prevent harm caused by others. They co-operate with colleagues and other professionals to ensure the best service to clients, and act positively to resolve ethical dilemmas. They ensure that those whom they supervise act ethically. In research with animals, they shall take care to treat the animals humanely.

#### **Principle 4: Integrity**

Psychologists are obliged to be honest and accurate about their qualifications, the effectiveness of the services which they offer, and their research findings. They shall take steps to manage personal stress and maintain their own mental health. They shall treat others in a fair, open and straightforward manner, honour professional commitments, and act to clarify any confusion about their role or responsibilities. Where possible, they avoid the use of deception with research participants. They shall not use the professional relationship to exploit clients, sexually or otherwise, and they shall deal actively with conflicts

of interest. They take action against harmful or unethical behaviour in colleagues or members of other professions.

## ETHICAL REQUIREMENTS FOR RESEARCH

All students should familiarise themselves with the ethical and data protection implications of research , and the specific ethical and data protection requirements for conducting research in the School of Psychology by consulting the School of Psychology Research Ethics Committee (SPREC) webpages: <https://psychology.tcd.ie/local/Ethics/index.php> and the Data Protection Office website: <https://www.tcd.ie/dataprotection/>.

Students planning to work with children and vulnerable populations must familiarise themselves with the Schools' **Ethics Guidelines for Research with Children** (available through the SPREC webpage). Students working with persons aged under 18 years and/or vulnerable populations are also required to (1) obtain Garda Vetting (see <https://www.tcd.ie/students/orientation/undergraduates/garda-vetting.php> for details of the process). All queries about this process should be directed to [ARgardavetting@tcd.ie](mailto:ARgardavetting@tcd.ie). Guidelines for working with adults are also published on the School website.

## INTELLECTUAL PROPERTY GUIDELINES

In accordance with Section 1 of the TCD *Policy, Practice and Regulations on Intellectual Property*<sup>1</sup>, Students who are not receiving a paid stipend from TCD and/or are fee-paying students, are owners of any intellectual property they create.

The following guidelines aim to clarify principles of engagement and management of intellectual property when Students are engaged in research projects during the course of their Undergraduate/Taught Masters programmes.

TCD endeavours to protect and manage its IP in accordance with the TCD Policy, Practice and Regulations on Intellectual Property. As such TCD requires Students who are engaged in research projects as permitted by a supervising Principal Investigator (PI), to adhere to the following guidelines;

- All research projects and projects results should be considered confidential;
- No IP (i.e., data, results etc.,) should be disclosed/presented/disseminated/published without the permission of the supervising PI;
- Students must consult with their supervising PI prior to submitting an abstract/poster/project summary for public dissemination (internally or externally);
- Students must consult with their supervising PI prior to submitting their Thesis dissertation and/or depositing a publication to TARA via the TCD Research Support System;
- Supervising PIs may at their discretion, request that a student sign an undertaking to assign IP and maintain obligations of confidentiality if necessary;
  - This may be dependent on terms and conditions of the funding underpinning a project; and
  - This may be dependent on the commercial sensitivity of the project.
- Subject to the nature of and commercial sensitivity of IP created by a Student, the Students may be advised that their IP must be assigned to TCD in accordance with TCDs IP Policy;

- Confirmation that assignment is necessary should be agreed by the Students in advance of participating in any research project; and
- The assignment would be facilitated by the Technology Transfer Office
- Subject to the nature of and commercial sensitivity of IP created by a Student, the Student may be advised that a stay on a Thesis may be necessary to prevent public access - until such time that IP can be patent protected or otherwise disclosed. Any stay required, is in accordance with Section 1.38.15 of the University Calendar, Part III, "Withheld access ".

It is encouraged to always consult with the supervising PI with respect to the research project and what conditions may be attached in terms of ownership of IP, publication, confidentiality and thesis submission. Any concerns with respect to the above guidelines should be raised by the Student prior to selecting or being assigned a research project.

All queries regarding these guidelines can be directed to Senior Patents & Licensing Manager Office of Corporate Partnership & Knowledge Exchange, Trinity Research & Innovation.



## APPENDIX 1 - Final Year Project: Requirements and Guidelines

All candidates for the Moderatorship (BA) or PCC in Psychology must carry out a Capstone Final Year Project - an empirical investigation of a psychological topic or question(s). **Projects can involve the collection of data or can involve analysis of secondary or pre-existing data.**

Assessment of the Final Year Project (FYP) is via a written report describing this independent investigation and an oral presentation and exam (defence). An electronic version of the report (including Appendices, which may include scanned materials), along with all data files for the project, must be submitted for examination via the PSU44014 module Blackboard page by 6pm on the Monday of Week 8 of Hilary Term (Monday 11<sup>th</sup> March 2024). Oral presentations and interviews will take place in the weeks that follow, and before the end of Hilary Term. **The project contributes 23.3% to the overall degree mark for Single Honours Psychology (BA) students and 30.8% to the overall final mark for PCC students (HDip).**

The Capstone FYP represents the final summative learning and assessment experience of your degree or higher diploma. It also represents a unique opportunity to survey and integrate your knowledge, skills, and experience, to reflect on your personal growth and development, and to begin the transition from the undergraduate/postgraduate conversion experience to post-college life. Completion of the FYP demonstrates achievement of the following **learning outcomes**:

- An ability to integrate, extend, apply, and critique the cumulative knowledge, skills and experience gained throughout the degree or higher diploma programme.
- An ability to identify and formulate a research question that addresses a specific problem or gap in the literature, in a process of co-creation with the supervisor.
- An ability to identify and design an appropriate methodology and/or analytic approach to tackle a research question.
- An awareness of ethical issues and an ability to apply for and obtain ethical approval, as required.
- An ability to implement a research design and collect or access data as required.
- An ability to take responsibility for a research project and ensure that the research is conducted in line with principles of integrity and reproducibility.
- Knowledge of the appropriate analytical or statistical procedures required and an ability to implement and to describe those procedures successfully.
- The ability to clearly and concisely communicate the results of analyses, using figures and tables where appropriate.
- An ability to interpret, to critically evaluate findings, and to justify conclusions.
- An ability to relate research findings to original research questions, to place findings in the context of the wider literature, and to discuss the impact and implications of research.
- An ability to reflect and to identify limitations and potential for improvement.
- An ability to identify potential avenues for future work and to generate new hypotheses, research questions, and recommendations.
- An ability to successfully communicate the research in a written format, to a scholarly standard appropriate for submission for publication in a peer-reviewed academic journal.
- An ability to successfully communicate and defend the research through oral presentation and interview.
- An ability to demonstrate ownership of and responsibility for the work presented.

There are two prizes awarded for Final Year Project (see Page 34 for a full list of prizes). The **Capstone Project Prize in Psychology** (€77) is awarded annually to the Senior Sophister or Psychology Conversion Course student who presents the best Final Year Project, provided that a grade of first class honours is attained.

The **Una Burke Memorial Prize in Child Psychology** (€100) is awarded annually to the Senior Sophister or Psychology Conversion Course student who gains the highest mark in their Final Year Project, in the area of child psychology (covering ages 0-18). This prize was founded in 2004 by the friends, colleagues and family of the late Una Burke, a doctoral student in psychology.

## **SECURING A SUPERVISOR – JUNIOR SOPHISTER**

In JS year, academic staff of the School will outline their research interests and the type of final year projects they will supervise for students, typically via a presentation or recorded videos during late Hilary Semester. After, you will have the opportunity to meet individually with potential supervisors during their office hours. In some instances, a postdoctoral researcher or a research fellow may co-supervise or solely supervise FYPs. This would be indicated in the videos and during the office hours. Following this, you will be asked to rank your top supervisor options and to provide information on what type of project you would envision doing with them. Based on these rankings, students will be matched with potential supervisors.

As each academic staff member has a quota of project students to supervise, it may not be possible for all students to be matched with a supervisor of their preference; in these cases, the FYP Module Coordinator will do their best to match the student with a supervisor whose research interests align, but someone matching may not always be available. You will be told which supervisor you have matched with by the FYP Module Coordinator, at which point the matches will be final. Note that, while this pairing is considered final at that point, if you have a serious difficulty with your supervisor, please do get in touch with the FYP Module Coordinator, Dr Kristin Hadfield ([kristin.hadfield@tcd.ie](mailto:kristin.hadfield@tcd.ie)) as soon as possible and she will work with you to address the issue.

You must secure agreement from a member of academic staff in the School to supervise your final year project **before the beginning of the new academic year**. If you have not been matched with a supervisor by the start of your final academic year, urgently get in touch with the FYP Module Coordinator, Dr Kristin Hadfield ([kristin.hadfield@tcd.ie](mailto:kristin.hadfield@tcd.ie)).

## **SUPERVISORS' AND STUDENTS' RESPONSIBILITIES**

**Supervisor's responsibilities are to:**

1. Advise on the choice of a suitable topic and research question.
2. Provide guidance on the nature of research and the standard expected, the planning of the research project, the relevant literature and sources, research techniques, data analysis, and ethical considerations.
3. Agree to regular meetings with the student to discuss progress. These meetings may occur online. It is reasonable for you to expect two hours of contact time every four weeks during term time, corresponding to 3-4 meetings in Michaelmas Semester and 2-3 in Hilary Semester (i.e., approximately 10 hours of contact time).
4. Review and sign off on your application for ethical approval.
5. Meet to review the plan for appropriate analysis of the data and advise on the technical approach. A subsequent meeting to review results and interpretations is also advisable.

6. Discuss and advise on plans for project write-up.
7. Provide adequate alternative arrangements for supervision in the event of a leave of absence.

The supervisor's role is to guide. Full responsibility for the management of the project and for the work submitted lies with you, the student.

**The student's responsibilities are to:**

1. Make first contact with your supervisor.
2. Agree a schedule of meetings with your supervisor for reports and updates on progress, and ensure the agreed schedule is adhered to. **You cannot receive appropriate supervision if you do not keep your supervisor updated on your progress.** Supervisors can offer much valuable advice and prevent you from making costly mistakes. It is your responsibility as the student to make and attend regular appointments with your supervisor to discuss progress.
3. Meet all deadlines (e.g., for ethics, project proposal, project submission etc.).
4. Ensure that the study has received Ethical Approval from the School of Psychology Research Ethics Committee, PRIOR to collecting or accessing data.
5. Ensure that the project adheres in all respects to the procedures approved by the SPREC.
6. Take full responsibility for reviewing the literature, for developing the research question, study hypothesis, and methodology, for collecting data, and for analysing the data.
7. Take full responsibility for storing all data, participant information, and relevant materials per SPREC guidelines on data storage and management.
8. Take the initiative to contact your supervisor to discuss any problems with the project and/or its supervision so that resolution can be achieved as soon as possible.
9. Inform the FYP Module Coordinator (Dr Hadfield) of any difficulties arising, **as soon as they arise.**
10. Ensure to uphold to the principles of academic integrity (see Page 29) when writing up the project.
11. Complete and sign a declaration describing your specific contributions to the project, obtaining the co-signature of your supervisor. This declaration is submitted with the FYP. A template is available on the School's local webpage.
12. Submit the project in the specified format, on time and according to School regulations for the project.

**PSU44014 FINAL YEAR PROJECT MODULE**

The FYP module is a coordinated series of lecture sessions, delivered by School staff and designed to support the FYP process by further developing student skills in the conduct, presentation, and reporting of reproducible research. The module, which runs during Term 1 (Michaelmas), assists students with the intellectual process of conducting a research project by providing exposure to a number of related topics and skills including how to develop your research question and search the literature, methodologies and resources for data collection and analysis, and skills and strategies for research write-up and dissemination. Students are expected to attend all of the classes. The class schedule will be made available by the FYP Coordinator, Dr Kristin Hadfield through the FYP Blackboard module.

**WRITTEN PROPOSAL**

You should prepare and submit a research proposal for the approval of your supervisor **by the end of the fourth week of Michaelmas Semester.** The research proposal template can be downloaded from the Psychology local webpage. The research proposal should be developed through discussions with your

supervisor and sets out clearly the aims of your research and the method you propose to adopt to conduct your investigation.

The proposal (see template on Psychology local webpage) includes:

- *Title of project.*
- *Brief background to the research.*
- *Study aim(s) and/or research question(s) and/or hypotheses (What do you want to find out? What question(s) will you address? What do you expect to find?).*
- *Impact statement (what contribution will the research make to, e.g., the field of psychology, society, public health, the economy, etc.).*
- *Sample or data (including justification for sample size where appropriate - power analysis, for quantitative data; target demographics, plan for recruitment, inclusion/exclusion criteria).*
- *Research design and methodology (How will the research be carried out to answer the research question? What will the procedure be? What data will be collected? How will the data be analysed – specify the analytical approach and/or statistical tests? What are the expected outputs?)*
- *Ethical considerations.*
- *Timeline (GANTT chart).*
- *References (key references, no more than four).*

## ETHICAL APPROVAL

Ethical and data protection considerations should be central when selecting your project topic and designing your study. These matters **must be discussed in detail with your supervisor** before submitting your research proposal, data protection risk assessment, and application for ethical approval. Delays in submitting your Data Protection Risk Assessment or application for ethical approval can result in significant delays to your project as a whole – **it is the student's responsibility to ensure timely completion of these requirements**. One lecture of the PSU44014 Final Year Project module is dedicated to the topic of data protection and ethics.

**Please note that students who plan to conduct a project that involves vulnerable populations (e.g., those with a psychiatric diagnosis) OR participants aged under 18 years of age MUST obtain Garda Clearance BEFORE they can for ethical approval for their project. Details are available here:**

<https://www.tcd.ie/students/orientation/undergraduates/garda-vetting.php>. All queries about this process should be directed to [ARgardavetting@tcd.ie](mailto:ARgardavetting@tcd.ie).

The Data Protection Risk Assessment Template, ethics application form, and participant document templates are accessible via the School of Psychology Research Ethics Committee (SPREC) webpages: <https://psychology.tcd.ie/local/Ethics/index.php>. You should take time to familiarise yourself with the contents of that website, which contains important documentation and guidelines relating to applying for Data Protection approval, ethical approval, and working with children and vulnerable populations.

If you cannot access this page using your college login and password, please contact [psytech@tcd.ie](mailto:psytech@tcd.ie).

If the activities that will take place for your research project are already approved under your supervisor's existing ethics approval, *you do not need to submit your own application for ethical approval*. However, if you will be working with participants, you will need to submit a signed "Working with Adults" form and/or obtain Garda Clearance (if working with vulnerable individuals or individuals aged <18 years, see below), to

the SPREC, along with the details of your supervisor's project that you will be working on. You will also need to obtain your supervisor's letter of ethical approval to append to your submitted project.

Approval from the Data Protection Office (DPO) must have been obtained before an ethics application can be submitted to the SPREC. The ethics application must also have your supervisor's approval and signature, before it can be submitted to SPREC. Please see the ethics and data protection website (<https://www.tcd.ie/dataprotection/>) for further details.

If the DPO or Research Ethics Committee requests changes to your application after reviewing it, you must modify it accordingly and resubmit the application in order to secure full, unconditional approval for your project **BEFORE** data collection or access commences. **It is a requirement you append the letter of ethical approval to your submitted project.**

As part of this process, you are required to acquaint yourself with health and safety working practices relevant to the field of research, the ethical practices appropriate to the discipline, requirements regarding data protection under GDPR, and the University's Guidelines relating to Intellectual Property in relation to the research. Please refer to the ethics website for further details.

The Psychological Society of Ireland's Code of Ethics is available here:

<https://www.psychologicalsociety.ie/footer/Code-of-Ethics-1>

The British Psychological Society's Code of Ethics is available here: <https://www.bps.org.uk/guideline/bps-code-human-research-ethics-0>

## **SECONDARY DATA FYP GUIDELINES**

Secondary data are data that have been collected by someone else, but which the researcher has permission to analyse. Some examples are: pre-existing data collected in the supervisor's lab; Open Science data that are publicly accessible; large-scale data sets that can be accessed with appropriate permissions (e.g., Growing Up in Ireland, Young Lives); publicly accessible records; websites; social media platforms; newspapers.

Ethical approval from SPREC *must still be obtained for secondary data analyses*. Secondary data analyses are typically subject to proportionate rather than full SPREC review - the application form is considerably shorter.

With the exception of data collection, all requirements for primary data projects also apply to secondary data FYPs (e.g., research questions and hypotheses should be devised in collaboration with your supervisor; project proposal to be submitted to supervisor by the fourth week of Michaelmas Semester; etc.).

*Additional* considerations and requirements for FYPs conducted on secondary data are as follows:

- A limitation of secondary data is that the researcher has not had a role in designing the study materials or collecting the data, which have been selected to fulfil other researchers' objectives. This lack of direct involvement can limit the scope of the questions that can be asked and answered using the data. Careful consideration must therefore be given to the research question, and **the data and analyses performed must be able to answer the question specified.**
- **A clear description of permission to analyse the data as well as ethical considerations must be provided.** For example, you must state whether the analysis falls under the original ethical approval, or, if it is a new analysis, that the original participants consented for their data to be used in this way.

- **A clear description of the dataset must be provided.** This includes, but is not limited to: by whom were the data collected (with reference to publications as appropriate) and for what purpose; where and how the data were accessed; if a subset of data were selected for analysis, how the subset was determined, etc.
- **A clear statement, included as an appendix, of how the current research is different from extant papers using the same data.** In designing the study, it will be important to ensure that the scholarly contribution of the project is significant, and goes beyond trivial changes to e.g., previously examined analysis parameters or analytic approaches.
- The report should include a **clear description of any quality control steps applied to the data.** This includes (1) quality control already implemented by the original owners of the data and/or (2) further quality control measures implemented as part of the current project.
- Given the absence of a data collection burden, **secondary data analysis projects will be expected to attain higher standards with respect to the approach to the data.** This may relate to the type of data analysed (e.g., neuroimaging data), data management requirements (e.g., analysis of very large datasets), and/or the kinds of analyses applied to the data. In general, there will be an expectation that secondary data analysis projects will feature more advanced (e.g., factor analysis, advanced regression, machine learning, etc.), novel, or innovative analytic approaches than projects involving primary data collection. Ideally, such analyses would be conducted and documented using sharable and reproducible code (e.g., R, python, SPSS syntax), where applicable. Importantly, while the student may be supported in such analyses, **they must be able to conduct and explain such analyses independently of that support.** An accurate description of the support provided must be included in the FYP Declaration and verified by the supervisor.

## PROJECT WRITE-UP

You should write your project report as for a journal publication. You can obtain guidance from your supervisor on appropriate journals in the area that it would be helpful to consult. With regard to structure and style (e.g., citations, references, format of tables, general writing style), all reports are expected to follow the guidelines laid out in the APA Publications Manual (American Psychological Association (2020), Publication Manual of the American Psychological Association., 7<sup>th</sup> ed. Washington D.C: APA). Copies of the Manual are available in the Library. Web resources are also available at <http://www.apastyle.org/>.

The project report should be typed in a standard sans serif font such as Arial or Calibri. The font size should be 11 or 12 point and the font style should be plain (bold or italics may be used for headings, emphasis, etc.). The document should be 1.5 or double-spaced with margins of at least 2cm all round. Pages should be numbered.

**The following elements should be included, in this order:**

- Title page (Title, name and affiliation of candidate. Title should be succinct and accurate)
- Declaration (should include statements describing your specific contributions to the project and confirming that it is an original piece of empirical research, that it complies with PSI ethics guidelines and has been fully-approved by the School's Research Ethics Committee). A template and examples are available from the School's local webpages.
- Acknowledgements
- Abstract (should summarise aims, method and key findings)
- Contents page
- List of tables and figures (where relevant)

- Introduction (up to 2,000 words, containing a critical review of the literature, the theoretical framework and rationale for the research)
- Method (including, but not necessarily, Design, Sample, Materials, Procedure)
- Results
- Discussion
- Conclusions
- References (in APA format)
- Appendix A (copy of ethics approval letter)
- Other appendices (necessary information such as copies of questionnaires)

## PROJECT SUBMISSION

An electronic copy of your project report must be submitted via Blackboard (a submission link will be provided; all projects will be checked for plagiarism using Turnitin) **by 6pm on the Monday of Week 8 in Hilary Semester (Monday 11<sup>th</sup> March 2024)**. The final year project is treated the same as a written examination (i.e., if you miss the deadline, you are not examined). Projects submitted after the due date will therefore automatically receive a mark of zero. Appeals against this mark must be brought forward by your College Tutor and will only be considered by the Court of Examiners on one or more of the grounds specified in the Calendar as grounds for appeal.

You must also submit **your data and resources related to your statistical analyses**. This includes all code or syntax and output files for your analyses. A separate upload link will be made available on Blackboard for this purpose. **The project will not be marked if the data and analysis resources are not submitted with it, resulting in a zero mark for the project.**

On the day of submission, students are also requested to email the *full title* of their final year project to June Carpenter ([carpentj@tcd.ie](mailto:carpentj@tcd.ie)).

Any hard-copy data (e.g., consent forms, questionnaires, interview transcripts, etc.,) should be transferred to your supervisor and retained in accordance with SPREC guidelines and ethical approval.

## ORAL PRESENTATION AND EXAM

An informative measure of someone's understanding of a research project is their ability to verbally explain it. In addition, the ability to defend decisions taken and interpretations drawn demonstrates ownership of and responsibility for the project. These aspects of the FYP will be assessed in the oral exam.

The oral presentation involves a 5-minute (strict maximum) presentation of your FYP. This will be followed by an oral exam lasting approximately 15 minutes, which involves a conversation between you and your two FYP examiners (your supervisor and a second examiner from the School). This will take place either face to face or by video conference before the end of Hilary Term/Semester 2.

The oral presentation should provide a brief overview of the FYP. We do not prescribe a specific format for the presentation, but it should include the research questions and hypotheses as well as a brief background to these, primary methods, and primary results, and implications and future directions. The oral exam will feature questions from the staff members who are marking your project. The goal is to allow the markers to verify that the work is yours (or how much is yours, e.g., if you worked closely with others), to ask questions and clarify issues raised by the written report, to probe the boundaries of what you know with

respect to the subject area, to allow you to explain decisions or procedures not detailed in the report, and to examine the interpretations and conclusions drawn.

No separate mark is awarded for the oral presentation and exam - these are used to determine the final mark awarded by your two examiners. A session of the Advanced Academic Skills module will cover slide presentations and oral exams/defences.

## **PROJECT GUIDELINES**

These guidelines are meant to assist you in carrying out and presenting a project that is of a high standard.

### ***Project topic***

It is stated above that your project must be on a psychology topic. This means that the issues you address, and the research questions and/or hypotheses that you derive must relate to the mental processes, experience or behaviour of people or non-human animals.

You should choose a topic that interests you. Many students look back on the project as one of the most satisfying experiences of their years of study, so do something you are likely to enjoy. You are not obliged to be original, but high quality, innovative work will be rewarded. A replication or partial replication of a published investigation is acceptable. Supervisors might wish to suggest topics to you. Whether or not the topic is suggested by a member of academic staff, you will be expected to show initiative in how you approach the conduct of the study.

Your project will be strengthened if you embed the topic within a theoretical framework and will be weakened if you do not. Existing theory or theories should be used as a basis for developing your research questions or hypotheses. Your findings should then be discussed in the light of the relevant theory or theories, and you should identify to what extent your findings cast light on theoretical debates in the area. To allow readers to evaluate a study, you must be clear about what you are trying to find out (i.e., your research question) and what kind of knowledge you are trying to generate (i.e., your epistemological position). In addition, you must make sure that the research methods used are appropriate to the research question you have formulated and are compatible with your epistemological position. You must present your findings in a way that allows them to be evaluated appropriately. In other words, your research will be evaluated in terms of the appropriateness of the methods used, clarity of presentation of your work, and contribution to knowledge in the area of research.

Your research question can arise from theoretical questions (e.g., Does positive mood induction enhance verbal over visuo-spatial memory?), it might arise from a perceived problem related to the application or practice of psychological ideas, methods, or techniques (e.g., Is the Minnesota Test of self-esteem reliable and valid in the Irish context?), or address a question of current social relevance (e.g., How does parental divorce or separation affect children's academic achievement? What factors motivate Climate action?). It is important nonetheless that you place your question in context and the context should consist of relevant theory as well as a (constructively) critical review of previous research in the area.

You should give reasons (a rationale) why you think your hypothesis or research question is relevant, important or interesting. Ensure that the process, object or entity to be investigated is clearly identified and that the research question is well formulated. If you are conducting qualitative research, the research question should be open-ended; rather than testing a claim against empirical evidence, it calls for an answer that provides detailed description and/or explanations of a phenomenon. In this instance, make sure that the research question is well-motivated and that a detailed approach of this nature is warranted.



Since the project write-up is in a journal article format, and the School encourages you to publish high-standard work, it is a good idea to identify a journal (or journals) that publishes work in your chosen area and to become familiar with its style and requirements.

### **Method**

Methodological issues should be addressed in the Introduction. Thus, as well as giving a rationale for your choice of research question (in the Introduction), you should give a rationale for your chosen method of investigation (occasionally this element might be more appropriately placed in the first part of the Method section; consult your supervisor if unsure).

In Psychology, the range of possible sources of data and methods of data analysis is very wide. For your final year project, you are required to make use of empirical data. These data could be in the form of computerised or other measures of performance, psychophysiological measures, answers to survey or interview questions, naturally occurring talk as contained in broadcast or social media, new or previously generated texts or images and so on. Analyses of secondary (pre-existing) data and meta-analyses are also permissible.

Both qualitative and quantitative approaches to data generation and analysis are acceptable. Whatever method is selected, the case should be made that it is an appropriate method for answering your research question. In some qualitative methodologies (e.g., discursive psychology or discourse analysis), the research question is directly shaped by the methodology itself, so the methodology dictates what you can and cannot ask.

It is wise to use an established method (or combination of methods) of data collection and analysis - clear reference should be made to previous use of the procedures you use. In quantitative studies, and in some approaches to qualitative data collection, attention should be paid to issues of reliability, validity, sample size, representativeness and generalisability. Your goal, both in the conduct and the write-up of your project, should be to maximise the reproducibility of your research – that is, you must disclose all the data and variables collected/analysed; report all experimental manipulations; transparently describe data processing steps, including outlier removal; and transparently report all analyses conducted (see e.g., Munafò et al. (2017). A manifesto for reproducible science. *Nature human behaviour*, 1(1), 1-9)

Rigour is equally of concern in qualitative studies and should be addressed with reference to standards of, for example, transferability, dependability, credibility, confirmability (see Denzin and Lincoln's Handbook of Qualitative Research, 1994 and Levitt et al (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. *American Psychologist*, 73(1), 26–46.

<https://doi.org/10.1037/amp0000151>). It is highly desirable that some recognised method of qualitative analysis (e.g. thematic analysis, discourse analysis) is used and that students do not simply analyse qualitative data informally without attempting formally to address the issues of transferability, dependability, credibility and confirmability.

In relation to qualitative methods in particular, questions one might ask include:

- Has the data collection method used (e.g., semi-structured interview, participant observation, textual analysis) been adequately described?
- Has an explicit account been provided of how interview questions, instances of behaviour for observation and so on were conceived?

- Have you taken into account that the words used (e.g., in an interview or a questionnaire) shape the findings and orient participants' answers?
- Have any/all changes made (e.g., to the sample of participants, to questions asked in interviews, types of data included) at any stage during the research process been identified and adequately detailed?
- What kind of knowledge does the method produce?

In relation to data collected or generated using qualitative methodologies, points to note include whether:

- Data collection techniques are sufficiently flexible;
- Data are naturalistic (i.e., data must not be coded, summarised, categorized or otherwise 'reduced' at the point of collection);
- Data have been collected in a real-life setting, where possible/appropriate;
- Sufficient data have been collected/generated;
- Participants were provided with the opportunity to inform/challenge/correct researchers' assumptions about the meanings investigated by the research, where possible/appropriate;
- Feedback from participants has been obtained, where possible/appropriate.

Overall, good practice in qualitative research calls for:

- Systematic and clear presentation of analyses, which are demonstrably grounded in the data and, particularly in the case of qualitative research, which pay attention to reflexivity issues;
- Awareness of any contextual and theoretical specificity and the limitations this imposes upon its relevance and applicability.

### ***Participants***

Although most student projects involve human participants, it is possible and acceptable to conduct a study that does not involve human participants (e.g., you may focus on pre-existing/secondary data collected from animals or existing texts or images). However, when using human participants, it is very important that you ensure well in advance that you will have access to participants and will be able to secure a sufficiently powered sample for your design and chosen method of analysis. Clinical samples are often difficult to obtain since research proposals must be approved by hospital ethics committees, which meet infrequently and may well reject student proposals. **Students should consult with their supervisor to ascertain the appropriate sample size for their research project, given the nature of the project to be undertaken and the limitations imposed by having to complete the project in a relatively short period of time. For all quantitative studies, a power analysis *must* be reported in the FYP write-up.**

For some studies, it is important to situate your participants historically and culturally. Participants and their life circumstances should be described in sufficient detail to allow assessment of the relevance and applicability of findings. Any relevant contextual features of the study should also be reported in full so that the reader can explore the extent to which the study may or may not have applicability beyond the specific context within which the data were generated. For example, a study on an issue such as adolescents' career aspirations would include reference to the cultural and economic context in which the young people live.

You must follow SPREC requirements regarding informed, written consent and assent, as well as all data protection considerations. As indicated earlier, if you choose to conduct a project that involves participants who are younger than 18 years of age or vulnerable participants, you must obtain Garda vetting. If you plan

to use adult participants, it is important for your own safety that you adhere to the guidelines Safety Guidelines for Testing Adults, published on the SPREC website.

### ***Use of Statistics***

If your data are quantitative, you will need to use descriptive and inferential statistics. Some forms of qualitative data might also require some statistical analysis (e.g., establishing reliability of classification of categories in content analysis). You should be clear about the statistical measures you will use at the proposal stage and show a good understanding of their meaning and assumptions.

State which statistical programme(s) you used, if you used one. Where computer programs (e.g., NUDIST, NVIVO) have been used to analyse qualitative data, they must be adequately described.

You should not paste the computer output of analyses directly into your project report but present your results clearly by means of your own tables or figures and according to APA guidelines. The key results presented in tables and figures should be referred to in the text.

Do not worry about null results (i.e., where no statistically significant difference or association is found). Well-designed and well-executed studies can produce non-significant findings. You should discuss the possible reason for your findings carefully in the Discussion. Bear in mind that statistically significant findings need to be critically evaluated; where a large number of statistical tests are carried out, you must carry out the appropriate correction for multiple comparisons. In other words, a probability value of 0.05 will not be an acceptable level of confidence if you have carried out 20 comparisons since one of these can be significant by chance alone. It is important to discuss such issues and your approach to them with your supervisor.

### ***Coding of Qualitative Data***

Some points to consider when reporting on coding and categorization practices in qualitative research include:

- Are all coding decisions (including decisions to discount or ignore data) clearly described?
- Are explicit, clear and comprehensive accounts provided of why and how phenomena have been labelled and categorised in particular ways?
- Do the categories fit the data well?
- Are all levels of category constructed (e.g., core, sub) clearly explained?
- Are the grounds on which categories are constructed clearly described?
- Are all units of analysis and their relationships clearly explained?
- Are there sufficient examples of the data in the main body of the report to demonstrate the analytic procedures used?
- Is it clear why these particular examples (e.g., quotations from an interview) have been selected to illustrate categories and relations and what they contribute to the reader's understanding of the analysis?
- Has inter-rater reliability for observational systems, coding systems or categories generated been established and reported, where appropriate/possible?
- Are the analyses integrated (i.e., in the shape of a narrative or story, a map, a framework or an underlying structure)?

### ***A critical perspective***

In both the Introduction and Discussion of your project report, you have the opportunity to show that you have a thoughtful, critical approach to your subject matter. For example, you should not just list previous studies when reviewing the literature, but should evaluate the extent to which their findings are reliable and valid.

This (constructively) critical perspective should extend to your own project. You should pinpoint the strengths and weaknesses of your study and how you might improve upon it. The following points, so-called issues of reflexivity, could be addressed where appropriate:

- How has your research question defined and limited what can be 'found'?
- How have the design of the study and the method of analysis 'constructed' the data and findings?
- [How] Could the research question have been investigated differently?
- To what extent would this have given rise to a different understanding of the phenomenon under investigation?
- To what extent have your own values, experiences, interests, beliefs, political commitments, social identities, etc. as researcher shaped the research?
- Finally, consider the extent to which the study has met its own objectives.

### **PREVIOUS FINAL YEAR PROJECTS**

You might find it useful to read projects conducted by students in previous years available at [https://psychology.tcd.ie/local/assets/Final\\_Year\\_Projects/](https://psychology.tcd.ie/local/assets/Final_Year_Projects/). Less recent FYPs may be requested from the archival store. Please note that FYPs are the property of the School and may not be removed. A database, organised by subject, is also available on the School web site. **Please note, however, that the requirements related to formatting and guidelines for the FYP report have recently been updated.**

### **QUALITY OF PRESENTATION**

Over the years, many students have failed to do justice to a good study by producing a badly presented report. Your report should be carefully and logically organised and clearly written. It should be checked carefully for typing errors, poor grammar, missing pages, and missing references. Leave plenty of time – at the very least one week - for checking drafts and proof-reading. It may help to get someone else (a friend or relative, *not* a professional service) to proof-read the project report for you. Consult the School's marking guidelines for further information regarding the characteristics that distinguish projects receiving different final grades.

To avoid last minute panic caused by computer issues, it is strongly recommended that you use an online word processor (e.g., Google Docs) or that you save your work very frequently and back up your files (including raw data files) online. All students have access to Google Drive storage for this purpose. Another simple way to back up your FYP document is to regularly email a copy of your report to yourself.

### **LENGTH**

The word limit for the project is 7,000 words of which a maximum of 2,000 words is permitted for the introduction. **This is a hard upper limit, with no exceptions - requests for word count extensions will not be entertained.**

This word limit includes all of the text of the report, i.e., the section titles, abstract, introduction, methods, results, discussion, and conclusions, all in-text citations, and all text in tables and figures and their legends. The word count *excludes* the title page, table of contents, declaration, acknowledgements, appendices, and the list of references.

## **PLAGIARISM AND FALSIFICATION OF DATA**

All projects will be submitted through Turnitin and checked for plagiarism. Plagiarism and falsification of data will have very serious consequences. If evidence of plagiarism (including copying text from published work without placing that text in quotation marks) is established, the Project will receive a zero mark and the most serious disciplinary action taken. The College's policy on plagiarism (see **Plagiarism in Examinations and Continuous Assessment work**) applies to all aspects of the research project. **Note that this includes any evidence of the fabrication of data.**

## **MAIN WRITE-UP OF PROJECT REPORT**

Word limit = 7,000 words (no more than 2,000 of which should be allocated to the Introduction).

**Deadline: 6pm, Monday 11<sup>th</sup> March 2024.**

Clarity of expression and presentation is paramount in all sections of the report.

### **Abstract**

The abstract should provide a clear, concise, succinct summary of study (rationale, what was done, key findings and their implications, etc.). Markers will assess whether all necessary information (number of participants, age, etc.) has been included and clearly stated.

### **Introduction (up to 2,000 words)**

The research question and hypotheses should be clearly stated. The literature review should feature key studies and provide clear rationale for the study, research question, and methodology.

### **Method (no word limit)**

*Design:* the research design must be fully explained.

For quantitative studies: Was the study conducted as a between- or within- subjects experimental design, or using an observational/correlational design? For studies that involve experimental manipulations, were subjects placed into conditions and how were they assigned (randomly or another selection mechanism)? Are independent variable(s) (IV), dependent variable(s) (DV), and control variables listed, using clear meaningful names?

For qualitative studies: This section might not always be relevant. In cases where it is: Did the study use interview or other data collection methods? How were the participants selected and recruited? If other forms of data were collected, relevant identification of the data source(s) should be given.

*Participants:* the participants should be clearly characterised in terms of key demographic, psychological and other relevant variables. Markers will assess whether the participants selected were appropriate for the research questions, whether they have been appropriately described, and whether the sample size was appropriate for the design, where relevant. For quantitative studies, a power analysis must be reported.

*Materials:* research materials should be clearly described, with reliability and validity reported where appropriate. Markers will assess whether the materials selected were appropriate for the research

questions posited. In the case of some qualitative research, markers will assess whether an appropriate method of analysis was employed with requisite cross-checks for reliability validity of ratings/analysis. For some reports, this section might not be necessary (please consult your supervisor).

*Procedure:* the research procedure should be described at a *sufficient and appropriate* level of detail so as to allow replication by an independent investigator. Markers will assess whether the procedure was appropriate to the research question, with appropriate control/comparison groups and consideration of possible confounding variables for quantitative projects.

*Analytic procedure:* it is recommended that qualitative projects include this section. It must provide information about the methodology and the specific analytic technique chosen and how this was applied to the data at hand. What features of the data did the researcher focus on? Was there an interpretive element? If so, how was this carried out? How did the analyst choose to focus on specific features and parts of the data over others?

### **Results and Analysis (no word limit)**

*Analysis:* the analyses applied must be clearly described. Markers will assess the appropriateness of the statistical/other method of analysis, as well as the understanding of the method used & its limitations.

*Presentation:* results must be clearly and concise presented in text and/or tables/figures where appropriate. Markers will assess the degree to which the presentation matches that of a published journal article.

*Conceptual approach to analysis:* for quantitative projects, setting aside appropriateness of the statistical method, makers will assess how intelligently the available data were analysed and whether the appropriate range of questions that could be addressed by the data were actually addressed. Markers will also consider whether possible confounding issues have been addressed through appropriate subsidiary analyses. For qualitative projects, the markers will want to know about the rigour and consistency: were the same analytic techniques applied across all data analysed. Is there sufficient analysis for the reader to be able to follow how claims made are grounded in the data? Is the analysis going beyond mere identification of previous findings in the present data?

### **Discussion and Conclusions (no word limit)**

*Appropriateness of interpretations:* findings from quantitative studies should be correctly interpreted and discussed with regard to their statistical significance or other appropriate measures. Findings from qualitative studies should be appropriately interpreted in relation to the analytic techniques used (findings from discursive analyses cannot be claimed as experiential accounts).

*Relating results to original research question.* Findings should be clearly and appropriately discussed in relation to the original research question and in the context of the literature reviewed in the introduction.

*Critical appraisal.* The study findings should be criticised from a conceptual and methodological point of view. Markers will assess how well the previous literature is appraised on the basis of the study's findings.

*Originality and generation of new research questions/hypotheses.* The implications of the study findings should be discussed and suggestions for future research directions (new or follow-on hypotheses or research questions) and/or other recommendations for research, practice, or policy should be made.

## References

References must be in APA (7th edition) format.

## PUBLICATION OF YOUR WORK

The publication of projects that reach a high standard is strongly encouraged. The School requires that you discuss co-authorship of any publication based upon your project with your supervisor (typically the supervisor would be second author if you write the paper). Your supervisor might decline to be a co-author but nevertheless must be asked. If you have not initiated the process leading to the possible publication of your work by the end of the calendar year in which you were examined, the supervisor is entitled to proceed with preparing your work for publication, using your findings and/or your raw data (your contribution will be acknowledged as second or subsequent author).

## STUDENT CONFERENCE

You are strongly encouraged to present your final year project work at the PSI Annual Student Conference, which is usually held at one of the Irish universities in the Spring. Consult your supervisor about the content of the required abstract at the time of application and the content of the eventual presentation.

## OTHER CONFERENCES

You must consult your supervisor regarding other conference presentations of your project's findings. The abstract and summary must be approved by the supervisor, who might also choose to be named as second author if they have approved your conference submission. You may not present papers based on undergraduate or graduate projects, dissertations and theses conducted in this School without the permission of your supervisor.

## USEFUL READINGS

Bell, P., Staines, P. & Mitchell, J. (2001) *Evaluating, doing and writing research in Psychology: A step by step guide for students*. London: Sage.

Breakwell, G., Hammond, S., Fife-Shaw, C. & Smith, J. (2006). *Research methods in psychology* (3<sup>rd</sup> ed). London: Sage. (geared to undergraduates)

Field, A., & Hole, G. (2002). *How to design and report experiments*. Sage.

Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D., Josselson, R., & Suárez-Orozco, Carola. (2018). Journal article reporting standards for qualitative research in psychology: The APA Publications and Communications Board Task Force report. *American Psychologist*, 73(1), 26-46. doi:10.1037/amp0000151

Hayes, N. (2000) *Doing psychological research: gathering and analysing data*. Milton Keynes: Open University Press.

McMillan, K. & Weyers, J. (2007). *How to write dissertations & research projects*. Harlow: Pearson.

Walliman, N. (2005). *Your research project: A step by step guide for the first time researcher*. London: Sage.

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