



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

School of Psychology Undergraduate Handbook 2024-2025





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Welcome to the 2024-2025 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), 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 the principles of academic integrity and how to avoid academic misconduct. The penalties for academic misconduct are severe: claiming others' work (including the work of generative AI tools) as your own is academic fraud. Such practices also rob you of opportunities to learn and think for yourself. Please read the section on academic integrity (p31) and the School's policy on generative AI use very carefully.

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 or Michael Gormley (michael.gormley@tcd.ie).

Enjoy the year!

Paul Dockree

Director of Undergraduate Teaching and Learning

Michael Gormley

Associate Director of Undergraduate Teaching and Learning

Important clarification: 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/> 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.

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Important Contacts

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 or psychsophisters@tcd.ie or telephone 01-896 1886.

The Director of the Undergraduate programme (Director of Teaching Learning; DUTL) is Dr Paul Dockree. He can be reached at dockreep@tcd.ie. He is primarily responsible for the Sophister years. The Associate Director of the Undergraduate programme is Dr Michael Gormley. He can be reached at Michael.gormley@tcd.ie and is primarily responsible for the Fresher years.

Each year has a year coordinator:

Year	Coordinator	Email
JF = Junior Fresh	Dr Michael Gormley	Michael.gormley@tcd.ie
SF = Senior Fresh	Dr Michael Gormley	Michael.gormley@tcd.ie
JS = Junior Sophister	Dr Paul Dockree	dockreep@tcd.ie
SS = Senior Sophister	Dr Kristin Hadfield (also FYP coordinator)	Kristin.Hadfield@tcd.ie

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 Convener and the TCDSU Education Officer. A new School Convenor will be elected at the beginning of the academic year; you can contact them at psychology@tcdsu.org.

Disability Liaison Officer. Each School within Trinity has a dedicated staff member responsible for overseeing and monitoring the implementation of students' accommodations proposed by the Disability Service. In Psychology, the Disability Liaison Officer (DLO) is Lorraine Swords (SWORDSL@tcd.ie). As DLO, Lorraine is the first point of contact for students with disability-related 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) 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. Many TCD

students have credited the support offered by their tutor as a key reason for them persevering with their studies.

Teaching Term Dates: Academic Year 2024/2025

Term structure, including teaching, exam, and holiday dates can be viewed at <https://www.tcd.ie/calendar> Note, for that for Junior Fresh students, Michaelmas teaching term commences on Mon the 23rd of September, 2024 and will last 10 weeks (including Reading Week).

Your Timetable

Your timetable can be accessed via 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>

Course Structure at a Glance

JF	60 ECTS	Psychology
SF	40 ECTS	Psychology
	20 ECTS	Combination of Approved Modules and Trinity Electives**
JS	50 ECTS	Psychology
	10 ECTS	Combination of Approved Modules and Trinity Electives**
SS	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.

Course Requirements: Junior Fresh
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JF Single Honours Psychology students are required to take the following modules:

Module	ECTS	Contribution	Assessment Method
Research Skills and Methods I (RSaM I)	10	16.67%	See Blackboard
Statistics and Methods I (SaM I)	10	16.67%	See Blackboard
Academic Skills Tutorials 1	10	16.67%	See Blackboard
Perception	5	8.33%	See Blackboard
Language	5	8.33%	See Blackboard
Cognition and the Brain	5	8.33%	See Blackboard
Social Psychology	5	8.33%	See Blackboard
Personality and Individual Differences	5	8.33%	See Blackboard
Historical Foundations of Psychology	5	8.33%	See Blackboard
Totals	60	100%	

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

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

For the Research Skills and Methodology I and Statistics and 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 will 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.

Course Requirements: Senior Fresh
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SF Single Honours Psychology students are required to take the following modules:

Module	ECTS	Contribution	Assessment Method
Research Skills and Methods II (RSaM II)	5	8.33%	See Blackboard
Statistics and Methods II (SaM II)	10	16.67%	See Blackboard
Perception	5	8.33%	See Blackboard
Language	5	8.33%	See Blackboard
Cognition and the Brain	5	8.33%	See Blackboard
Social Psychology	5	8.33%	See Blackboard
Personality and Individual Differences	5	8.33%	See Blackboard
Trinity Elective /Open modules	20		See Blackboard
Totals	60	100%	

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 and Methodology (SaM II) and Research Skills and Methodology (RSaM II)

For the Statistics and 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 all coursework that is set in association with any module. This means that even if a passing grade is achieved non-submission of course will result in a fail. They must also satisfy the requirements of the Group Project (see further details below) if not participating in Erasmus/International Exchange. 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)

Module	ECTS	Contribution	Assessment Method
Statistics and Methodology III	5	16.67%	See Blackboard
Group Project A	10	16.67%	See Blackboard
Group Project B	5	8.33%	See Blackboard
Option 1	5	8.33%	See Blackboard
Option 2	5	8.33%	See Blackboard
Option 3	5	8.33%	See Blackboard
Option 4	5	8.33%	See Blackboard
Option 5	5	8.33%	See Blackboard
Option 6	5	8.33%	See Blackboard

Options 7 and 8: Trinity Elective/Open Modules	10	16.66%	See Blackboard
Totals	60	100%	

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

Annual Assessment (Mod Part II)

Module	ECTS	Contribution	Assessment Method
Final Year Project	20	33.33%	Continuous Assessment (100%)
Advanced Psychology and Theoretical Issues	10	16.67%	2 x Continuous Assessments (50%) and General Essay Exam (50%)
Option 1	5	8.33%	See Blackboard
Option 2	5	8.33%	See Blackboard
Option 3	5	8.33%	See Blackboard
Option 4	5	8.33%	See Blackboard
Option 5	5	8.33%	See Blackboard
Option 6	5	8.33%	See Blackboard
Totals	60	100%	

Note: 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.

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 (10 March, 2025). Please read Appendix 1, which provides detailed requirements, instructions, and guidance regarding the Final Year Project.

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.

PSU12060 Social Psychology
Lecturer: Dr Frédérique Vallières
Classes: JF, SF, PCC1 and PCC2
Duration: 1 term (Hilary)
Contact hours: 22 lecturers; 103 hours of independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: This course offers a foundational exploration into the field of social psychology, focusing on how individuals think, feel, and behave in social contexts. Students will examine key topics and theories pertaining to social perception, intergroup dynamics, attitude formation, prejudice, prosocial and altruism, social determinants of mental health, and interpersonal relationships. Through a blend of theoretical concepts and real-world applications, the course emphasises understanding how social influences shape behaviour and decision-making and how our understanding of these concepts can be used to improve societal outcomes.

PSU12070 Perception
Lecturer: Prof. Fiona Newell
Classes: JF, SF and PCC1
Duration: 1 term (Michaelmas)
Contact hours: 22 lectures; 103 hours of independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: This module is designed to introduce students to the field of human perception and the principles underlying perceptual processing within the main sensory systems. The approach of the module is based on cognitive neuroscience and will provide a foundation knowledge of the physiological structure of the main sensory organs and the associated brain structures, and an overview of the functional properties of each of these sensory systems. Students will have knowledge of perception from low-level processing, such as stimulus detection, to more higher-level processing such as object or person recognition. The module aims to provide an integrated approach to the study of human perception from physiological, behavioural, and neuropsychological research.

PSU12130 Cognition and the Brain
Lecturer: Dr Paul Dockree
Classes: JF, SF and PCC1
Duration: 1 term (Hilary)
Contact Hours: 22 lectures; 103 hours of independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: This module aims to provide a foundation in understanding core cognitive mechanisms of mind. It will introduce the study of the mind from the perspective of theoretical models of cognition, inspired by experimental psychology, and provide an introduction to the neural substrate of cognitive processes, led by contemporary models and methods in cognitive neuroscience.

The module will provide foundations in philosophy of mind, experimental approaches to the study cognition and behaviour, and neuroscientific methods for understanding mechanisms of mind (e.g. fMRI, EEG and brain lesion analysis). Broad topics covered will include the role of different hemispheres in cognition, attention, memory, knowledge, intelligence, decision-making, goal-oriented behaviour as well as conscious and unconscious mental states. The role of modulatory influences on cognition will also be examined, from the influence of emotion, sleep and well-being to the long-term impact of aging, brain injury, neural plasticity and strategies for cognitive enhancement.

PSU2150 Historical Foundations of Psychology
Lecturer: Dr Lorraine Swords
Classes: JF and PCC1
Duration: One term (Michaelmas)
Contact Hours: 22 lectures; 98 hours independent study
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.

PSU12160 Language
Lecturer: Dr Jean Quigley
Classes: JF and SF
Duration: One Term (Michaelmas)
Contact Hours: 22 lectures; 108 hours of independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: Psycholinguistics is the scientific study of the psychology of language. Language dominates our cognitive and social activities and psycholinguistics

examines the relationship between language and the human mind. It is one of the most important areas of cognitive psychology and studies how we acquire, understand, and use language, and how these processes are affected by ageing and brain damage. Modern psycholinguistic research makes use of biology, neuroscience, cognitive science, and information theory to study how the brain processes language and to evaluate the psychological reality and underpinnings of linguistic rules and processes. The objective of this module is to introduce students to some of the main principles, methods and findings in the study of language within psychology.

PSU12300 Personality and Individual Differences
Lecturer: Dr Kristin Hadfield
Classes: JF, SF and PCC1
Duration: One Term (Hilary)
Contact hours: 22 lecturers, 103 hours of independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: This module will introduce you to the key themes, concepts, theories, and applications of major psychological processes and individual differences. The goal of this course is to provide you with a clear picture of psychological processes and the individual psychological differences that contribute to the complexities of human nature. We will cover what personality is, 'abnormal' or deviant personality traits, how personality and ability can best be measured, individual differences in intelligence, genetic underpinnings of individual differences, and how these differences impact people across their lifespan. In addition to an academic understanding, it is hoped that students will gain personal insight and be aware of the application of these theories in society.

PSU22011 Statistics and Methodology II
Lecturer: Dr Michael Gormley
Classes: SF and PCC2
Duration: Michaelmas and Hilary Terms
Contact hours: 11 hours lecture, 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.

PSU22013 Research Skills and Methodology II
Lecturer: Dr Michael Gormley
Classes: SF and PCC2
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.

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 and Dr Alina Cosma
Classes: JS
Duration: Michaelmas and Hilary Terms
Contact hours: 2 hr class, weekly in both terms
Assessment: Continuous assessment (Individual and 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 and Dr Alina Cosma
Classes: JS
Duration: Michaelmas and Hilary Terms
Contact hours: 2-hour seminar per week
Assessment: Continuous assessment (Individual and Group assessment)
Weighting: 5 ECTS
Description: This module is the second part of PSU33018 – the Group Project module.

PSU34140 Child Language Acquisition and Development
Lecturer: Dr Jean Quigley
Classes: JS, SS and PCC2
Duration: One Term (Michaelmas)
Contact Hours: 11 lecturers; 114 hours of independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: This module looks at the process of first language acquisition by examining the social and cognitive mechanisms that drive language learning in the first few years of life. The module is designed to provide students with an in-depth understanding of first language acquisition with a focus on spoken language in typical healthy children. The module starts with an exploration of pre-verbal communication in infancy and tracks verbal development during toddlerhood into middle childhood. Overarching issues in linguistic theory, in the form of competing explanations of language acquisition patterns, will be discussed and key debates and current research in the field will be examined.

PSU34190 Contemporary Perspectives on Cross-Cultural Psychology
Lecturer: Dr Alina Cosma
Classes: JS, SS and PCC2
Duration: One Term (Hilary)
Contact Hours: 2 hour lecturers over 11 weeks
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: The module will use a combination of teaching methods such as lectures, group works, problem-based learning, individual and group brainstorming, jigsaw etc. Furthermore, an emphasis will be placed on peer-feedback and peer-learning. As this is an advanced sophister research led module, seminal and up-to-date journal articles will be provided, as well as relevant podcasts and YouTube videos, throughout the module. The seminars will also enable discussions of content and practical exercises.

PSU34330 Qualitative Research Methods
Lecturer: Dr Jean Quigley
Classes: JS and SS

Duration: One Term (Michaelmas)
Contact Hours: 11 Lectures; 114 hours independent Study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: This course is designed to help students appreciate the philosophical foundations for conducting qualitative research and to understand why and how qualitative research is carried out in psychology. A sample of current qualitative methodologies and examples of how qualitative methods may be applied in psychological settings are provided. The student is introduced to the processes involved in making sense of qualitative data and how qualitative data can and should be analysed and evaluated. Designing qualitative research reports is also covered.

PSU34550 The Theory and Application of Behaviour Analysis
Lecturer: Dr Olive Healy
Classes: JS and SS
Duration: One Term (Michaelmas)
Contact Hours: 11 lectures; 114 hours of independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: Much of psychology concerns itself with what is happening inside the head or brain. Behaviour Analysis, by contrast, insists that much of the explanation for behaviour, and the leverage to change it, can be found in the analysis of the context in which it develops and occurs. This option explores the theory and concepts of behaviour analysis, and the principles of Applied Behaviour Analysis (ABA), assessing their contribution to modern psychology.

PSU34590 Neurological Rehabilitation
Lecturer: Prof. Richard Carson
Classes: JS and SS
Duration: One Term (Michaelmas)
Contact Hours: 11 lectures; 109 hours of independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: This module will cover approaches to meeting the needs of people with neurological disorders and progressive neurological diseases. As the production of purposeful goal directed movement pervades all aspects of behaviour, there will be a specific focus upon the physical, psychological, and social consequences of movement dysfunction. The module will deal with the scientific principles underlying neurological rehabilitation, including motor control and learning. The student is also introduced to intervention strategies that are designed to maintain or re-establish functional capability, such as brain-computer interfaces, robot assisted therapy, deep brain stimulation and cortical stimulation.

PSU34690 Making Sense of Action
Lecturer: Prof. Richard Carson

Classes: JS and SS
Duration: One Term (Michaelmas)
Contact Hours: 11 lectures; 109 hours of independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: This module will cover approaches to understanding perception and cognition, from the perspective that these functions can only be considered sensibly in an action context. Consideration will be given to exemplars drawn from various areas of psychology that serve to illustrate the role of movement in aspects of perception and cognition regarded traditionally as being independent of the means of effect. The module will deal with observations defined at the level of behaviour. It will also include evidence drawn from the neurosciences - concerning brain activity subserving perception, cognition and motor function, that bears upon these issues. In addition, consideration will be given to some of the related philosophical questions that are raised. The student is also introduced to the possibility that intervention strategies thus informed, may be used to maintain or enhance cognitive performance.

PSU34620 Advanced Biopsychology
Lecturer: Prof. Fiona Newell
Classes: JS, SS and PCC1
Duration: One Term (Hilary)
Contact Hours: 11 lecturers, 22 hours independent study; 80 hours independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: Biopsychology is the study of the biological basis of behaviour. In this course, students discover connections among psychology and biology, neuroscience, pharmacology, and endocrinology. Lectures cover the structure, function, and development of the human nervous system and how this system can give rise to basic sensory, motor, cognitive, and regulatory processes that characterize human behaviour. The content will also include discussions on the role of hormones and microbiome on brain function and behaviour. This course will refer to examples of the effects of brain damage and nervous system disorders to provide insight into how pathological thoughts and behaviours are rooted in physiological causes. Additionally, students develop a basic understanding of the methods used in biopsychology and evaluate the contributions as well as limitations of these approaches.

PSU34670 Child Health and Wellbeing
Lecturer: Dr Lorraine Swords
Classes: JS and SS
Duration: One Term (Hilary)
Contact Hours: 11 lectures; 109 hours of independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: This module introduces students to the study of child health and wellbeing through the presentation and critical examination of some contemporary topics in the field. These topics are based around two key themes: (i) Risk and Resilience and (ii) Children's Perspectives on Health and Illness.

Lectures will provide a stimulating, interactive context in which to consider theoretical, research-based and applied perspectives from psychology and related disciplines.

PSU34710 Case Studies in Neuropsychology
Lecturer: Dr Paul Dockree
Classes: JS, SS and PCC2
Duration: One Term (Michaelmas)
Contact Hours: 11 lectures; 110 hours of independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: Case studies of patients with brain damage remain a critical part of cognitive neuropsychology's methods for understanding the organisation of cognitive systems and devising principled approaches to rehabilitation. In this topic, there is great scope for clinicians and researchers to inform and learn from one another with respect to the manifestation of clinical disorders, their potential causes, and paths to rehabilitation. Students are aware of famous patients with brain damage (e.g. Phineas Gage and patient H.M.) but this module will address lesser-known cases, who have nevertheless provided important insights into contemporary research problems across several domains including perception, attention, memory, dysexecutive syndrome and disorders of motivation, metacognition and awareness.

PSU34760 The Psychology and Neuroscience and Spontaneous Thought
Lecturer: Dr Paul Dockree
Classes: JS and SS
Duration: One Term (Michaelmas)
Contact Hours: 11 lectures; 110 ours of independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: Mental experience is not always anchored to the present moment; instead, when constraints of cognitive control are released, the mind is free to transition from one mental state to the next. Spontaneous thought encompasses a range of mental phenomena that are an intrinsic part of the human experience. These include mind-wandering, daydreams, vivid fantasy, inner speech, creative insights, and the nightly manifestations of dreaming. There are also negative ramifications of an excessively wandering including distractibility in disorders of attention, obsessive thoughts in uncontrolled ruminations in depression, and disinhibited traumatic imagery in PTSD. This module will ask, what are these various unconstrained modes of thought? How are they generated and instantiated in the brain? Why does the mind and brain devote time and energy to generating these spontaneous mental states? Moreover, this course will consider how we can guard against unwarranted mind-wandering by reflecting on techniques such

as mediation, mindfulness, and their philosophical origins, and how altered states of consciousness can shed light on the content and dynamics of spontaneous thought.

PSU34770 Traffic Psychology
Lecturer: Dr Michael Gormley
Classes: JS and SS
Duration: One Term (Hilary)
Contact Hours: 11 lectures; 103 hours of independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: This module aims to give an overview of the insight psychology can give us to the antecedents of how individuals behave while engaging in traffic. From the vulnerable road users (pedestrians, cyclists and those who ride power two-wheelers) to the professional driver; all make decisions which, are then acted upon, within a road environment. Most of these decisions and subsequent actions are safe but many are not, with serious consequences. As an applied discipline, Traffic Psychologists we can apply many of the lessons from the five areas of psychology to making travelling by road much safer thus reducing the number of fatalities or serious injuries which occur every year on our roads. This module will highlight how basic psychological principles can help explain help explain difficulties that emerge in road use.

PSU34780 Debates in Developmental Psychology
Lecturer: Dr Lorraine Swords
Classes: S and SS
Duration One Term (Hilary)
Contact Hours: 11 lectures; 103 hours of independent study
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: Developmental psychology is the scientific study of age-related change and consistency across the spectrum of human growth. This module aims to build upon the knowledge base students received during their Freshman years and provide a stimulating context in which to introduce them to several important issues that are debated in the field. Some of these issues are long-standing, some more current. The focus will be on presenting the key elements of each perspective under scrutiny and then inviting students to critically review, examine and evaluate the available information.

PSU34790 The Psychology of Climate Crisis
Lecturer: Dr Clare Kelly
Classes: JS and SS
Duration: One Term (Michaelmas)
Contact Hours: 11 lectures.
Assessment: See Blackboard for details
Weighting: 5 ECTS

Description: This module examines the role of human psychology - human thought and behaviour - in the climate and biodiversity crisis. First - how did we get here? What is it about human thought and behaviour and the structures and systems we have created that produced this crisis and prevents us from taking sufficient action? Second - what are the effects? How is the climate and biodiversity crisis affecting human health, behaviour, and well-being? In what way are these effects unevenly distributed across the world and what are the implications of this inequity? And finally, what does psychology have to offer in terms of solutions? How can we leverage our understanding of human thought and behaviour to motivate and provoke action?

PSU34810 Global Mental Health
Lecturer: Dr Frederique Vallieres/Dr Alina Cosma
Classes: JS, SS and PCC2
Duration: One Term (Hilary)
Contact Hours: 11 lecturers; 114 hours of independent study
Assessment: See Blackboard for details

Description: This module offers an introduction to global mental health from a critical perspective, with particular focus on contextual constructions of mental illness, mental health programming in low resource and humanitarian settings, and for marginalised populations. The course covers global differences in definitions and incidence of psychiatric disorders, the validity and effectiveness of mental health inequity in shaping national mental health policies and international guidelines. The course draws heavily on real examples from practice and research on psychological therapy, psychosocial support, and policy.

PSU34820 Workplace Wellbeing
Lecturer: Adele Grazi
Classes: JS and SS
Duration: One Term (Hilary)
Contact Hours: 11 lectures
Assessment: See Blackboard for details

Description: This module introduces students to the impact social changes (e.g., changing demographics, increasing inequalities, economic recessions, technology and digitalization, climate change or COVID-19) entail on individuals' development, health and well-being, with a particular focus on adolescent years whilst using a cross-disciplinary approach (e.g., complementing psychology and developmental sciences resources with public health, epidemiology, sociology, demography etc.).

PSU44007 Advanced Psychology and 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

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, carry out, and disseminate 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.

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) for announcement of any changes.

SH = Single Honours

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

The external examiners for both programmes are Prof Mark Haselgrove (University of Nottingham) with the incoming second examiner to be confirmed.

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.

Learning Outcomes

On successful completion of the Single Honours and Joint Honours programme in Psychology, students should be able to:

1. Demonstrate an advanced level of understanding of the six general areas of psychology as required by the professional body, namely: biological basis of behaviour; cognitive psychology; social psychology; developmental psychology; personality and individual differences; and, research methodology and statistics (TI; CE; DC).
2. Synthesize the natural science and social science aspects of psychology (TI; CE).
3. Critically evaluate the methods used to acquire psychological knowledge to understand the relationships between theories, observations, and conclusions and to critically analyse psychological knowledge within a wider socio-historical and intellectual context (TI; CE; DC), AR.
4. Be active and collaborative learners (DC).
5. Be critical thinkers and excellent problem-solvers (TI; DC).
6. Plan and execute a theoretically grounded empirical research project to advance psychological knowledge and to use and understand a range of methodologies (TI; CE; DC; AR).
7. Speak and write effectively in the discourse of the discipline (CE).
8. Demonstrate a heightened awareness to ethical issues, values and diversity of experience and to promote the rich opportunities for science and social relationships that such differences provide (TI; CE; DC; AR).
9. Understand how the study of psychology enables individuals to make informed judgments which strengthen the community and build public policy (TI; CE; DC; AR).
10. Proceed to postgraduate and further training and register with relevant professional bodies (DC; AR).

Alignment of the Learning Outcomes with the [Trinity Graduate Attributes](#) is indicated in square brackets. The Trinity Graduate Attributes are: To Think Independently (TI); To Communicate Effectively (CE); To Develop Continuously (DC); To Act Responsibly (AR).

Research Credit Requirement: Junior and Senior Fresh Students

Every student is required to accumulate 40 research credits (20 hours) for participation in Psychology School research projects by the end of Hilary term of their senior fresh (SF) year. The goal of this requirement is to expose students to the different kinds of research being conducted in the School. It is an opportunity to experience and learn about different types of research (e.g., questionnaires, laboratory tasks, electrical brain recordings) and to 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.

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, then the requirement is not satisfied. This requirement does not apply to visiting students.

The School has an online platform - [Sona](#) - through which researchers can recruit research participants and which administers the undergraduate research credits scheme. Members of staff, postdoctoral researchers, postgraduate students, and Senior Sophister students conducting their

final-year projects use the Sona system to advertise their studies, recruit participants for specific time-slots and, assign undergraduate research credits. To sign up for the system, go to [Sona](#), select 'Request Account,' and follow the instructions on screen. Once your account has been approved you will be able to view available research projects and the times that are available for participation. Once you have selected a study, you can either complete the study directly (in the case of online studies), or your identity will be revealed to the researcher who will follow up with you about participation.

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 and a potential one-credit penalty. Note that if you are obtaining research credits you cannot be paid for your participation.

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.

If you have any difficulties using the Sona please contact 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 Academic Coordinator of the Research Credit system (michael.gormley@tcd.ie).

Alternatives to Research Participation

Ethically, you cannot be compelled to participate in psychological research. An alternative means to satisfy this requirement is to complete two essays, each equivalent to 10 hours of work. Essay topics and deadlines will be communicated by Michael Gormley, who is Academic Coordinator of the Research Credit system (michael.gormley@tcd.ie), during Hilary Term. 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, for the beneficial reasons provided above. You should be aware, however, 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.

Some students can find themselves ruled out of participation in research studies for various reasons such as age, handedness, or health diagnosis. 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, only students who are ineligible to participate in the research credit scheme can avail of this alternative.

Foundation Scholarship Examination

The examination for Scholarship is a College institution with a long history and high prestige. The examination is set and assessed 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.

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 student who gains the highest mark in their Final Year Project, in 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 Prof. Ray Fuller after his retirement from the School. 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.

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.

The Single Honours degree in Psychology is accredited by the [Psychological Society of Ireland \(PSI\)](#) and recognised as cultivating a high level of competence in scholarship and research that qualifies successful graduates to proceed to professional training in psychology (see section on Professional Accreditation), as well as to advanced postgraduate research and the wider workplace.

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 Psychological Society of Ireland or the British Psychological Society.

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.

Professional Accreditation

The Single Honours degree confers eligibility for [Graduate Membership of the Psychological Society of Ireland \(PSI\)](#), providing students achieve a pass mark (40%) in their Final Year Project and at least a Lower Second Class Honours (II.2) degree. The degree is also recognised by the Psychological Society of Ireland as providing eligibility for subsequent [Chartered Membership of the Psychological Society of Ireland \(PSI\)](#). Four years of full-time (or equivalent) experience in work in psychology and a demonstration of professional competence are also required.

The Single Honours degree also meets the requirements for the [Graduate Basis for Registration of the British Psychological Society](#). The Graduate Basis for Registration of the British Psychological Society is the first criterion you must satisfy to be eligible for [Chartered Membership](#).

The [Trinity Careers Service](#) can provide further information on career pathways after psychology. The School and DU Psychological Society periodically host careers events throughout the academic year. You will be notified of these by email.

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.

Attendance and Coursework

The regulations of the College ([Calendar II, Part B: General Regulations and Information](#)) 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 case of non-satisfactory attendance being made to the Senior Lecturer at the end of the term. Per the College Calendar, a student's attendance may be deemed non-satisfactory if they miss more than a third of their course of study in any term.

Students with non-satisfactory attendance may be refused permission to take their annual examinations and may be required by the Senior Lecturer to repeat the year.

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. The student help section of Blackboard contains resources and supports related to Turnitin. Any instances of suspected academic misconduct detected will be investigated and may result in a loss of marks or other more serious consequences in line with the College policy. See the section on Academic Integrity, below.

Marks and feedback are returned through the Blackboard site for the module.

Extensions and Late Submission

Students may make a case for an extension 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 directly from the module coordinator, who may require additional support and/or documentation from your tutor or the DUTL (dockreep@tcd.ie). Where the student has a valid medical certificate that documents clearly the period during which the student was unwell, the granting of an extension to cover said time will be routine. Extensions for other reasons 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 days. If received during the next 5 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.

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%. Students are expected to complete all assessment elements (if any) in each module – e.g., essays, laboratory work, reports, etc.

There are two formal Annual Assessment Sessions: one following the end of teaching term in Semester 1/Michaelmas Term and another 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.

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 below). 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 due to the requirement to repeat the year.

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 portal.

Progression Regulations – 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.

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 reassessment(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.

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

Reassessment

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 reassessment session for all failed components in all modules for which they obtained a Qualified Pass or Fail.

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

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

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

Progression Regulations – Reassessment Session

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

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

Academic Integrity

Per [the College Statement on Integrity](#), in Trinity College Dublin, we commit ourselves as staff and students to acting responsibly and ethically, embracing integrity in all our actions and interactions as members of the College community. Understanding that integrity requires honesty, transparency and accountability, we agree to:

- Strive to do what we say we will, ensuring that we are aware of our commitments and responsibilities to fulfil them, and abiding by College and other relevant policies and the highest standards of conduct.
- Give credit where credit is due, recognizing and acknowledging the contributions and achievements of others in scholarship, teaching, research and service.
- Tell the truth, as a community and as individuals, speaking out and listening even when it is difficult, naming problems and honestly acknowledging mistakes.
- Hold ourselves and others to account for the things for which we are each responsible.
- Use resources for the purposes for which they are intended and be above reproach in financial dealings.
- Deal fairly, consistently and transparently with others.

There are [extensive College resources on Academic Integrity](#) - they will not all be reproduced here, but it is crucially important that students understand their role in upholding principles of academic integrity in all of their work. As a Psychology student, you begin learning about how to give credit (through referencing/citations) and how to avoid plagiarism from the beginning of your first term in Junior Fresh – in PSU11010 Research Skills and Methodology.

Plagiarism

Plagiarism is interpreted by the University as the act of presenting the work of others (including generative AI tools – see School Policy on Generative AI, below) 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 generative 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. Engage with the resources on academic integrity share with you in your modules and tutorials and with the resources made available through college websites, such as: <https://libguides.tcd.ie/academic-integrity>
- II. Learn what [good academic practices](#), particularly referencing practices, look like.
- III. 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>.
- IV. 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>
- V. Understand the consequences and penalties: <https://libguides.tcd.ie/academic-integrity/consequences>
- VI. Contact the DUTL or module coordinator if you are unsure about any aspect of plagiarism.

Also, you must:

- VII. 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.
- VIII. Familiarise yourself with the academic integrity and generative AI declaration coversheet that you are required to sign when submitting course work. All students must sign this plagiarism declaration on the cover sheet of all assessments. This will be provided prior to course work submission and a sample version can be found on p41.

Here are some academic integrity guidelines that can help you avoid academic misconduct:

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
3. If academic misconduct plagiarism is suspected in a student's work, the lecturer and Director of Undergraduate Teaching will determine the severity of the case. Depending on the severity, the DUTL may arrange an informal meeting with the student, the student's tutor (or SU representative) and the lecturer concerned. If it is determined that academic misconduct has taken place, the student will be notified of the consequences and a note will be made in the student's SITS record. Depending on the level, the DUTL/Senior Lecturer may need to advise the Junior Dean. Please review the levels and consequences of plagiarism here: <https://libguides.tcd.ie/academic-integrity/consequences>

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.

School of Psychology Policy on Generative AI

Generative AI tools are a family of tools that incorporate natural language processing and deep learning techniques to generate answers (text, code, images etc.) to questions and prompts. These tools include, but are not limited to: ChatGPT, Google Bard, Grammarly, etc. The purpose of this policy is to outline how students' use of generative AI fits in to our expectations regarding academic integrity.

It is first important to be aware that there are several serious concerns about generative AI tools and there are significant limitations to the outputs they produce. These include (please see links for further information):

- Accuracy of the information produced. Generative AI tools work by predicting the next most likely word in a sequence. [This means that the tools are susceptible to so-called "hallucination"](#) – producing text that is grammatically correct and which may have face validity but is not factually correct.
- Plagiarism and lack of source attribution. [The sources of information relied upon to construct the text produced may not be appropriately acknowledged](#) and, where sources are provided, the references may be fabricated.
- Ethical issues related to data sourcing. Many generative AI models were trained on materials obtained from the internet and include [text](#), [images](#), [code](#) etc., that were

proprietary, copyright-protected, or protected by non-commercial commons licenses. Using generative AI output risks these forms of plagiarism and copyright infringement.

- Breach of TCD copyright. If university module materials (e.g., slides, syllabus) are used to prompt or to guide the response of AI tools, this is a breach of TCD copyright and is illegal (see <https://www.tcd.ie/about/policies/assets/pdf/Intellectual-Property-Policy-2022.pdf>).
- Bias. As part of training, the models that underlie generative AI were exposed to data obtained from the internet, which may be biased in terms of gender, race, ethnicity, socioeconomic status, and other protected characteristics. Although guardrails may have been put in place, [text produced by generative AI models can reproduce these biases](#).
- Ethical issues related to training. To guard against toxic material (e.g., violent, illegal, distressing) being included in training data, outsourced content-labellers were used to review training data and remove unwanted text. Such outsourcing often involves exploitative practices – for example, [employees who are resident in the Global South and are paid very little for distressing work](#). Similar content moderation practices are commonly used by social media platforms.
- Climate and environmental impact. Training generative AI models requires vast amounts of [energy](#), [hardware](#), and [water](#) to keep that hardware cool. Such impacts, [which will only continue to grow](#), are rarely considered in the rush to adopt the technology.

Beyond these concerns, the use of these tools has significant implications for our expectations about assessment in the university. The goal of assessment is to support learning and to ascertain the attainment of learning objectives. A key assumption is that the work submitted for assessment is original work completed by the learner, and that the learner is the sole author. To earn your degree, you must be able to demonstrate full ownership of, and accountability for, the work submitted and must appropriately acknowledge all sources used in the preparation of the work.

These assumptions are encoded in the principles of academic integrity, defined by the National Academic Integrity Network¹ as, “the commitment to, and demonstration of, honest and moral behaviour in an academic setting.” The principles of academic integrity entail that, “It is the responsibility of the enrolled learner to ensure that all submitted work for assessment purposes in an academic setting, which includes but is not limited to, text, graphics, tables, formulae, or any representation of ideas in print, electronic or any other media, in addition to artefacts, computer software and algorithms, correctly acknowledges the source of any data which is not original to the learner.”

This implies that undisclosed and/or inappropriate use of generative AI tools may violate the principles of academic integrity. Accordingly, the School of Psychology requires a declaration of generative AI use to be completed and submitted with all work (exams, assignments). This declaration is made in addition to the standard declaration of academic integrity as part of a revised assessment cover page (see below). Any assignment submitted without the declaration will not be marked. Such assignments will be returned to the student and must be resubmitted with the cover page, potentially resulting in a delayed mark.

¹National Academic Integrity Network, Quality and Qualifications Ireland (QQI). (2021). Academic Integrity:

National Principles and Lexicon of Common Terms. 1st edition. Retrieved from: <https://www.qqi.ie/sites/default/files/2021-11/academic-integrity-guidelines.pdf>

This policy recognises that generative AI tools may have some legitimate uses to support your learning and to help you to research for or to polish an assignment. For example, you might use generative AI to summarise your notes in preparation for an exam or assignment, to perform some initial research into a topic (bearing in mind the limitations noted above), or to polish your own writing in terms of grammar or spelling or to make it more concise. All such uses must be declared. No credit/marks will be awarded for use of generative AI, nor are students expected to use generative AI for any purpose. You should also reflect on whether relying on such tools to do this work for you will reduce opportunities for you to develop and hone your own academic skills.

Beyond such limited legitimate uses of generative AI, presenting the output of generative AI tools as your own work, without acknowledgement, violates the principles of academic integrity and is academic misconduct. In other words, you cannot use AI tools to generate all or part of the content for an exam or assignment and submit it as if it was your own work.

Where generative AI tools have been used to generate content, they must be clearly cited and full details of how the content was generated must be declared in the appendix. There is a helpful and detailed description of how to cite ChatGPT (which can be applied to other generative AI tools) from the APA [here](#).

You should assume this policy applies to all assessments/exams in Psychology, but please note that individual module coordinators may supplement this policy with further restrictions or permissions regarding generative AI use. Please check the module assessment information on the Blackboard for that module, and if in doubt, please email the module coordinator.

As part of the declaration, students are asked to select either (A) or (B), below.

(A) Nothing to declare. I did not use generative AI software as part of the work for this assessment.

(B) I used generative AI as part of the work for this assessment.

Where (B) is selected, students are required to include an appendix containing a <350-word explanation of how generative AI was used (which tool (name, version, publisher, url); how the output was generated; how this output was used in the assignment) and how that use conforms with the principles of academic integrity. Questions and/or prompts and the generative AI output should be included as part of the appendix. These are not included in the word count for the assignment. Where these are not included, they may be requested as part of the marking process.

Oral Exam

Regardless of the declaration, as part of the marking process, markers may require students to complete a 10-minute oral exam to ensure that work submitted by the student is their own work and that it evidences their attainment of the learning outcome.

Further concerns about academic integrity will be addressed under the Academic Integrity policy and procedures: <https://libguides.tcd.ie/academic-integrity>.

Sample Cover Sheet



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

SCHOOL OF PSYCHOLOGY ASSIGNMENT COVER PAGE

This cover page must be included with your Assignment

NAME:	
ID NUMBER:	
ASSIGNMENT NAME:	
MODULE CODE and NAME:	
SUBMISSION DEADLINE:	
DATE SUBMITTED:	
NUMBER OF WORDS:	

Please complete the following declaration:

I, [INSERT NAME], have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at: <http://www.tcd.ie/calendar>

I, [INSERT NAME], have completed the Online Tutorial on avoiding plagiarism 'Ready, Steady, Write', found at: <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>

Generative AI Declaration

Please delete the statement that does not apply to this work:

- (A) Nothing to declare. I did not use generative AI software as part of the work for this assessment.
- (B) I used generative AI as part of the work for this assessment.

NOTE: Where (B) is selected, students are required to include an appendix containing a <350-word explanation of how generative AI was used (which tool; how the output was generated; how this output was used in the assignment) and how that use conforms with the principles of academic integrity. Questions and/or prompts and the generative AI output should be included as part of the appendix. These are not included in the word count for the assignment. Where these are not included, they may be requested as part of the marking process.

This cover sheet should be added to your assignment and submitted as a **single** electronic file (i.e. this page together with essay/assignment/exam in one document) before the deadline.

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 assessment or examination: they can be applied equally to students in their first and final year. Your lecturers may share 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.

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

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 (explained from p37 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.

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 and Learning meetings.

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 both terms of their JS year.

The School of Psychology has Erasmus and International Exchange agreements with several universities. An updated list is available late January every year from the Outgoing Study Abroad Academic Coordinator and Director of Global Engagement, Prof. Liz Nixon (enixon@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.

How to Apply

The School of Psychology permits students to study abroad during their Junior Sophister (3rd) year only. Please contact the Outgoing Study Abroad Academic Coordinator and Director of Global

Engagement, Prof. Liz Nixon (enixon@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 and 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 Outgoing Study Abroad Academic Coordinator must approve the 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 proficiency in the language of the host institution.

Detailed updated information will be circulated to the SF students early in MT each year.

Incoming Visiting Students

Incoming Erasmus and Visiting Students should contact the Global Officer, Solange Daini, (dainiso@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 Prof. Liz Nixon, School of Psychology Director of Global Engagement (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 Prof. 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.

School Resources

Part-Time Lecturers and Teaching Assistants

The School has several 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.

School Computers

The School has two computer laboratories on the first floor, rooms 1.34 and 1.32. 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 (room 1.30).

Psychometric Tests and Testing

All test materials in the School are listed in a database file available through the Psychology Wiki page (<https://tcdud.sharepoint.com/teams/PsychologyStaffWiki>). 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 and 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.

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 some 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 after 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).

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. The website can be viewed at 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://trinitysocietieshub.com/> or visit the NeuroSoc stand during Fresher's Week. They can also contact the society at 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.

College Resources

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 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:

- Create a signature that includes your full name, student number, year (JF, SF, JS, SS,) and course (SH, PCC). Lecturers deal with students across many different guises, and it is essential that they can determine why they are being contacted as efficiently as possible. 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.
 - Update your signature at the start of each new academic year.
- Use the appropriate title for the person you're addressing (e.g., Prof or Dr).

- Emails should be thoughtfully written, clearly focused, and respectful.
- 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.
- Allow time for a reply. 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.
- For some discussions, it may be preferable to attend a lecturer’s office hours or to schedule a meeting.
- Email is not private, even though it is treated confidentially.
- Title attachments in such a way that they can easily be identified once downloaded.

Academic Registry

Students can contact Academic Registry with queries regarding fees, registration, examinations: www.tcd.ie/academicregistry/

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 (FITZGEY@tcd.ie) - but all library staff will assist you with any problems or enquiries you may have.

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>

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, 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

Helping you on your own path to success!

<http://student2student@tcd.ie>
student2student@tcd.ie
01 896 2438

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

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/>

Inclusion and Equality

The School of Psychology is committed to making [Trinity an inclusive and egalitarian community](#) and to upholding Trinity's aim to make its physical environment, information and activities as accessible as possible so that all students and staff can reach their full potential. Students are strongly encouraged to register with the College Disability Service at <https://www.tcd.ie/disability/> and to explore the supports available through the [Equality Office](#). If you are interested in joining the School's Equality, Diversity, and Inclusion (EDI) committee, please get in touch with EDI Director, Dr Kristin Hadfield (kristin.hadfield@tcd.ie).

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/themes/gender/>.

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/>

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.

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	dclinpsych@tcd.ie
Doctorate in Counselling Psychology	Dr Ladislav Timulak	dcounspych@tcd.ie
MSc in Applied Psychology	Dr Tim Trimble	m.sc.appliedpsych@tcd.ie
MSc Psychology (Applied Behaviour Analysis)	Dr Olive Healy (Year 1) Dr Maeve Bracken (Year 2)	m.sc.aba@tcd.ie
M.Phil./P.Grad.Dip Psychoanalytic Studies	Dr John O'Connor	psychoanalysis@tcd.ie

Online Postgraduate Certificate/Diploma and M.Sc. in Managing Risk and System Change	Dr Siobhán Corrigan	ManagingRisk@tcd.ie
MSc in Global Mental Health	Dr Meg Ryan	globalmentalhealth@tcd.ie

Higher Degrees by Research

Staff in the School may have opportunities for graduates to pursue a higher degree by research (MSc or PhD). Requirements will depend on the research project but are likely to include a good undergraduate degree (first or upper second-class honours), 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/>

Ethics

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 several 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 many 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 act 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 which can be found through the School's [ethics pages](#). Please note, the location of these pages has not been finalised prior to start of MT 2024/25, therefore if the previous link is not active then the relevant pages can be found through the School's Wiki pages (<https://tcdud.sharepoint.com/teams/PsychologyStaffWiki>). You will also need to consult 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. 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 Property¹, 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 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 and Licensing Manager Office of Corporate Partnership and Knowledge Exchange, Trinity Research and 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. The project can be suggested by your supervisor or can be something you originally devised, and which is then discussed and agreed with your supervisor.

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 4pm on the Monday of Week 8 of Hilary Term (Monday, 10 March, 2025). 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 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 in a system which prioritises students getting a preferred supervisor in as much as possible.

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) as soon as possible and she will work with you to address the issue.

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)

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 over the course of the project).
4. Review and sign off on your data protection and ethics applications.
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. Attend the lectures for the FYP module, which are held in the first half of Michaelmas term.
2. Make first contact with your supervisor.
3. 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 schedule and attend regular appointments with your supervisor to discuss progress.
4. Meet all deadlines (e.g., for ethics, project proposal, project submission, etc.).
5. Ensure that the study has received Ethical Approval from the School of Psychology Research Ethics Committee, **prior** to collecting or accessing data.
6. Ensure that the project adheres in all respects to the procedures approved by the Research Ethics Committee.
7. Take full responsibility for reviewing the literature, for developing the research question(s), study hypotheses, and methodology, for collecting data, and for analysing the data.
8. Take full responsibility for storing all data, participant information, and relevant materials per Research Ethics Committee guidelines on data storage and management.
9. 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.
10. Inform the FYP Module Coordinator (Dr Hadfield) of any difficulties arising, as soon as they arise.
11. Ensure that you uphold the principles of academic integrity (see Page 29) when writing up the project.
12. 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 will be made available prior to FYP submission.
13. 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 many critical 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 classes. The class

schedule will be made available by the FYP Coordinator, Dr Kristin Hadfield through the FYP Blackboard module as well as in the first lecture.

Written Proposal

You should prepare and submit a research proposal for the approval of your supervisor by the end of the third week of Michaelmas Semester (and ideally before). The research proposal template can be downloaded from the Project Blackboard page. 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. This proposal is not marked, but is instead a formative document which ensures that you and your supervisor are on the same page about your project, the timeline, the proposed method of analysis, etc.

The proposal 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. Two lectures 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 patients in a healthcare facility) 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.

All information on the Ethics process can be found [here](#). Note that undergraduate students are permitted to submit their ethics applications and data protection applications in parallel. 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 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, and your supervisor's ethical approval was via the paper-based ethics system, you will need to submit to the SPREC (a signed "Working with Adults" form and/or obtain Garda Clearance (if working with vulnerable individuals or individuals aged <18 years, see below), 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. If your supervisor's approval was via REAMS then you can be added by way of an amendment in REAMS (you can upload any related documents in REAMS).

If the DPO or Research Ethics Committee requests changes to your application after reviewing it, you must modify it accordingly and resubmit the application 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; if conducting secondary data analysis then these are designated as Risk Level 1 in REAMS and the head of the School of Psychology Research Ethics committee typically reviews these low-risk applications within a few days.

Except for 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 component, **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, and would be pre-registered. 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.*, 7th 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., in line with APA style). 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
- Acknowledgements
- Abstract (should summarise aims, method, key findings, and implications)
- 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 (typically including, although each project will have their own needs: Design, Sample, Materials, Procedure, Analysis)
- 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 4pm on the Monday of Week 8 in Hilary Semester (Monday, 10 March, 2025). 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 at any point (even a minute or two) after the submission deadline 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.

Where it is possible to share them within your Data Protection Integrity Assessment, 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. If it is not possible to share them given restrictions on data sharing, you can share directly with your supervisor; if for whatever reason that is not possible, please get in touch with both your supervisor and the FYP coordinator at least two weeks before the submission deadline to work out a solution.

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).

Please follow your data protection agreements. Typically, this will involve any hard-copy data (e.g., consent forms, questionnaires, interview transcripts, etc.,) being transferred to your supervisor and retained for the length of time agreed by the Data Protection Office and in your ethics application.

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, typically a few weeks after submission of the FYP.

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. It can use visual aids (e.g. a PowerPoint presentation) but does not need to; this is up to the student presenting. 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.

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, experiences, or behaviours 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. We would typically recommend that students choose a topic which is in an area of their supervisor's expertise, so that their supervisor can provide more targeted insights into research, theories, and methods in that area.

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 and 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.

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, and 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. Systematic reviews are not permitted.

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). It is typically a good idea to pre-register your quantitative analyses before you conduct them; please discuss this with your supervisor.

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 considered 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. In qualitative projects, you should explain the rationale for the number of participants sampled.

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 Ethics wiki.

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, this process 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 numerous statistical tests are carried out, you may want to carry out a 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 can 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. You should be placing your findings in the context of this broader literature, explaining what they add to this literature, including providing an explanation for areas of synchrony and difference between your findings and published work.

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, which will be shared with you early in the year by June Carpenter. 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. Please note, however, that the requirements related to formatting and guidelines for the FYP report have recently been updated. Note also that all FYPs from previous years are posted there, not just the ones which received a 1st or other high mark.

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. Consult the School's marking guidelines for further information regarding the characteristics that distinguish projects receiving different final grades. Note that your supervisor will not read or provide feedback on your draft thesis.

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. 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. If you go over this word count, you will be penalised.

This word limit includes all text in 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: 4pm, Monday 10th March 2025.

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.

Methods (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.

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 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.

Analysis: This section should provide information about the methodology and the specific analytic technique chosen and how this was applied to the data at hand. For qualitative work: 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? What did you do to promote trustworthiness and credibility in your analysis? For quantitative work: Explain why the analyses were conducted (with reference to the research question). If the analyses were pre-registered, include the link here; if not, provide a short explanation of why not. A power analysis must be reported either here or in the Results.

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 and its limitations.

Presentation: results must be clearly and concisely 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. We would recommend that you not repeat information in tables that you already have in the text or vice versa (e.g. if you have a table providing sample demographics of age and gender, you do not need to restate that information in paragraph form).

Conceptual approach to analysis: for quantitative projects, setting aside appropriateness of the statistical method, markers will assess how intelligently the available data were analysed and whether the appropriate range of questions that could be addressed by the data were 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 broader literature on the topic. You can – and typically would – include research here that was not included in your Introduction, to explain how your findings have contributed to the literature on this topic.

Critical appraisal. The study findings should be critically appraised from a conceptual and methodological point of view. Markers will assess how well the previous literature is appraised based on 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 or last author of the paper 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 an 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. and 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. and Smith, J. (2006). Research methods in psychology (3rd ed). London: Sage. (geared to undergraduates)

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

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

Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D., Josselson, R., and 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

McMillan, K. and Weyers, J. (2007). How to write dissertations and 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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