Welcome to the 2022-2023 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 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.

We open this handbook with a very important notice about plagiarism. It is paramount that everyone understands what plagiarism is and how to avoid it. The penalties for it are severe: claiming others' work as your own is academic fraud. Plagiarism is also not an effective learning strategy. Please read the section on plagiarism (p28) very carefully.

As we enter another academic year in the context of COVID19, it’s worth remembering that wearing a mask reduces the risk of infection for both the wearer and for others. Further, while students who are feeling under the weather should of course stay home, students who are feeling well are expected to attend all their classes in person.

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 myself, clare.kelly@tcd.ie.

Enjoy the year!

Clare Kelly

Director of Undergraduate Teaching & Learning
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AIMS OF THE COURSE

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

PATHWAYS TO A DEGREE IN PSYCHOLOGY

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

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

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

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

REGISTERED PSYCHOLOGIST & CHARTERED PSYCHOLOGIST

In Ireland, the recipient of the Honours degree in Psychology from TCD (Single or Two-Subject Honours, as was previously possible under the TSM programme 4-year pattern) is accepted by the Psychological Society of Ireland as having a primary qualification for eligibility for subsequent admission to the Register of
Psychologists (non-statutory). Four years of full-time (or equivalent) experience in work in psychology and a demonstration of professional competence are also required. The Graduate Basis for Registration of the British Psychological Society is the first criterion you must satisfy in order to be eligible to become a Chartered Psychologist in the UK. A Chartered Psychologist is someone who is entered on the Register of Chartered Psychologists. This is a statutory register which protects the title "Chartered Psychologist" and thereby protects the public and employers of psychological services.

COURSE STRUCTURE AND TIMETABLES AT A GLANCE

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. If you have specific queries regarding your course, please contact your year coordinator:

<table>
<thead>
<tr>
<th>Year</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>JF = Junior Fresh</td>
<td>Dr Clare Kelly</td>
</tr>
<tr>
<td>SF = Senior Fresh</td>
<td>Dr Michael Gormley</td>
</tr>
<tr>
<td>JS = Junior Sophister</td>
<td>Dr Sam Cromie</td>
</tr>
<tr>
<td>SS = Senior Sophister</td>
<td>Dr Kristin Hadfield</td>
</tr>
</tbody>
</table>

COURSES

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

The external examiners for both programmes are Prof. Aidan Feeney and Prof. Jesse Lee Preston.

TEACHING TERM DATES: ACADEMIC YEAR 2022/2023

Teaching dates can be viewed at [https://www.tcd.ie/calendar/academic-year-structure/academic-year-structure.pdf](https://www.tcd.ie/calendar/academic-year-structure/academic-year-structure.pdf)

Note for Junior Fresh only, term commences on 26th September 2022.

LOCATIONS

Room numbers with a decimal point (e.g., AP0.26) are in Áras an Phiarsaigh; four-digit room numbers (e.g., 2037) are in the Arts and Social Sciences building. You can also consult locations at [https://www.tcd.ie/Maps/](https://www.tcd.ie/Maps/)

ACCESSING TIMETABLES

Timetables can be accessed on-line through the Student Information System via my.tcd.ie. **Please check these regularly, as timetables may be subject to change.**

ECTS EXPLAINED

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

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

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

MODULE RESOURCES

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

FRESHER MODULES

PSU11005  Academic Skills Tutorials 1
Lecturer:  Various (Dr Clare Kelly, Coordinator)
Classes:  JF
Duration:  2 terms (Michaelmas and Hilary)
Contact hours  6 x 1 hour tutorials per term
Assessment:  1 Essay in MT; 1 Essay in HT
Weighting:  10 credits
Description:  Students attend a series of small group tutorials designed to develop their
competence in literature searching, reading, analysis and synthesis, and essay writing and presentation
skills. Students will be allocated tutors by the coordinator after the start of term.

PSU11010  Research Skills and Methodology I
Lecturer:  Dr Clare Kelly
Classes:  JF
Duration:  1 term (Michaelmas)
Contact hours:  11 lectures, 11 x 2hr seminars, 11x 2hr labs
Assessment:  TBC
Weighting:  10 credits
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 scientific 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 Clare Kelly
Classes: JF
Duration: 1 term (Hilary)
Contact hours: 11 lectures, 11 x 2hr seminars, 11x 2hr labs
Assessment: TBC
Weighting: 10 credits
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.

PSU12070 Perception
Lecturer: Prof. Fiona Newell
Classes: JF & SF
Duration: 1 term (Michaelmas)
Contact hours: 2 lectures per week
Assessment: TBC
Weighting: 5 credits
Description: This module introduces visual, auditory, and haptic perception. It also includes an introduction to visual cognition including object and face recognition, visual attention and visual search. Evidence from diverse sources such as experimental, cognitive neuropsychological and computational research will be discussed.

PSU12130 Cognition and the Brain
Lecturer: Dr Paul Dockree
Classes: JF & SF
Duration: 1 term (Hilary)
Contact hours: 2 lectures per week
Assessment: TBC
Weighting: 5 credits
Description: This module provides a foundation in understanding core cognitive mechanisms of mind. This module introduces the study of the mind from the perspective of theoretical models of cognition, inspired by experimental psychology, and provides an introduction to the neural substrate of
cognitive processes, led by contemporary models and methods in cognitive neuroscience. The module provides a foundation in philosophy of mind, in experimental approaches to the study of cognition and behaviour, and in neuroscientific methods for understanding mechanisms of mind (e.g., fMRI, EEG and brain lesion analysis). Broad topics covered will include: hemispheric differences in cognition, attention, memory, knowledge, decision-making, goal-oriented behaviour, consciousness and unconscious mental states. The role of modulatory influences on cognition will also be examined, from the effects of emotion, sleep and well-being to the long-term impact of aging and strategies for cognitive enhancement. The role of connectionist modelling for understanding mind and brain will also be examined.

PSU12140   Foundations of Psychology
Lecturer:   Dr Lorraine Swords
Classes:    JF
Duration:   1 term (Michaelmas)
Contact hours: 2 lectures per week
Assessment:  TBC
Weighting:  5 ECTS
Description: The goals of this module are to orient students to historical developments the field of psychology; to understand the strengths and limitations of different levels of analysis in psychology; to synthesize different levels of explanation in psychology; to encourage critical evaluation of the methods used to acquire psychological knowledge in order to understand the relationships between theories, observations, and conclusions; and to critically analyse psychological knowledge within a wider socio-historical and intellectual context.

PSU12060   Social Psychology
Lecturer:   Dr Frédérique Vallières
Classes:    JF & SF
Duration:   1 term (Hilary)
Contact hours: 2 lectures per week
Assessment:  TBC
Weighting:  5 credits
Description: This module presents the richness, complexity and variety of human social behaviour and the science that studies it in a conceptually integrated way. Social psychology, as the interface between the individual and the social world, is positioned between the individual level of explanation of most forms of psychology and the societal focus taken by other social sciences. Broad topics covered include social perception, social influence, and social relations.

PSU12120   Introduction to the Psychology of Language
Lecturer:   Dr Jean Quigley
Classes:    JF & SF
Duration:   1 term (Michaelmas)
Contact hours: 2 lectures per week
Assessment:  TBC
Weighting:  5 credits
Description: This module introduces the study of the psychological and neurobiological factors that enable humans to acquire, use, and understand language. Modern psycholinguistic research makes use
of biology, neuroscience, cognitive science, and information theory to study how the brain processes language. Topics covered will include the biological bases of language including methodologies used to study brain processes underlying language comprehension and use, the time course of linguistic processing, infant language acquisition, speech processing and production, developmental language disorders and aphasia.

PSU12300 Personality and Individual Differences
Lecturer: Dr Kristin Hadfield
Classes: JF & SF
Duration: 1 term (Hilary)
Contact hours: 2 lectures per week
Assessment: TBC
Weighting: 5 credits
Description: This module explores the main theories of personality and the most recent research relating to these theories. It also considers the structure and measurement of abilities. Topic areas will include the psychoanalytic approach, trait approaches, social cognitive theory, learning theory, phenomenological and existential approaches, the structure of mental abilities and ability processes.

PSU22013 Research Skills and Methodology II
Lecturer: Dr Michael Gormley
Classes: SF
Duration: Hilary term
Contact hours: 2-hour seminar every other week
Assessment: TBC
Weighting: 5 credits
Description: This module builds upon the knowledge assimilated during Research Skills and Methodology I (PSU11010) with the concepts covered being at a more advanced level commensurate with the students' increasing knowledge of and exposure to psychological research. This module has two core aims. The first is the facilitation of participation in psychological research so that students will gain experience of conducting, interpreting and writing up research results. The second is developing students' critical appraisal of published psychological research.

PSU22011 Statistics and Methodology II
Lecturer: Dr Michael Gormley
Classes: SF
Duration: (Michaelmas & Hilary terms)
Contact hours: 1 hour lecture/w, 2 hour lab every other week
Assessment: TBC
Weighting: 10 credits
Description: This module builds upon the knowledge acquired during Statistics and Methodology I (PSU11011) with the statistical and methodological concepts being covered at a more advanced level, commensurate with the students' increasing knowledge of and exposure to psychological research. The core aims remain enabling the student to collect, explore, analyse, interpret, and present data in a clear and meaningful way. As such, qualitative methodologies will also be explored. There will be an emphasis on
statistical reasoning and how this enables us to make inferences about the origins of variability in data. The relevance of hypothesis testing will be questioned and the importance of providing additional information such as effect size will be highlighted. Important concepts such as statistical power will be explored.

**SOPHISTER MODULES**

**PSU33015 Statistics and Methodology III**
Lecturer: Dr Anna Truzzi  
Classes: JS  
Duration: 1 term (Michaelmas)  
Contact hours: 1 lecture per week  
Assessment: TBC  
Weighting: 5 credits  
Description: This module builds on SaM I and SaM II to provide students with further practical skills for the analysis of research data using Python. The module builds upon and integrates previous knowledge through the application of statistical analyses to a variety of research issues.

**PSU33018 Group Projects (A)**
Lecturer: Dr Siobhán Corrigan & Dr Sam Cromie  
Classes: JS  
Duration: Michaelmas Term and Hilary Term  
Contact hours: 2-hour seminar per week  
Assessment: Continuous assessment (Individual & Group assessment)  
Weighting: 10 credits  
Description: In this module, students are required to conduct a group project in applied psychological research, addressing issues or topics of concern in “the real world.” Students will develop an understanding of the applied research process, focusing on understanding real-world issues in a full and ecologically valid way. This will involve drawing together multiple threads of evidence to come up with recommendations that are well founded and authoritative. Students will foster the ability to work effectively as part of a team, participate in collaborative report writing, conduct active reflective learning and further advance their skills in presenting key research findings to both academic and practitioner audiences.

**PSU33019 Group Projects (B)**
Lecturer: Dr Siobhán Corrigan & Dr Sam Cromie  
Classes: JS  
Duration: Michaelmas Term and Hilary Term  
Contact hours: 2-hour seminar per week  
Assessment: Continuous assessment (Individual & Group assessment)  
Weighting: 5 credits  
Description: This module is the second part of PSU33018 – the Group Project module.

**PSU34550 The Theory and Application of Behaviour Analysis**
Lecturer: Dr Olive Healy
Classes: JS and SS (optional)
Duration: 1 term (Michaelmas)
Contact hours: 1 hour per week
Assessment: TBC
Weighting: 5 credits
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 basic principles of behaviour analysis and its application to clinical populations. It includes: the three-term contingency as a basic unit of analysis; single-subject designs, functional analysis, applied interventions, verbal behaviour; rule-governed behaviour; stimulus equivalence; self-control.

PSU34560 Human Factors and Organisational Factors
Lecturer: Dr Sam Cromie
Classes: JS and SS (optional)
Duration: 1 term (Michaelmas)
Contact hours: 11 lectures and 11 seminars
Assessment: TBC
Weighting: 5 credits
Description: Human action is subject to influences at the levels of task, individual, team, organisation, industry and society. This module will: Help the student to critically examine the interplay of these factors in determining the dimensions of human performance – safety, efficiency, reliability, sustainability; Introduce students to the range of interventions that have been developed to enhance performance and help them to critically evaluate their effectiveness; Expose students to applied human factors research in a range of organisational and societal contexts. The module will draw heavily on ongoing research projects for its content and will give students hands-on experience of state-of-the-art tools and methodologies.

PSU34590 Neurological Rehabilitation
Lecturer: Prof. Richard Carson
Classes: JS and SS (optional)
Duration: 1 term (Michaelmas)
Contact hours: 1 hour per week
Assessment: TBC
Weighting: 5 credits
Description: This module covers 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 course will deal with the scientific principles underlying neurological rehabilitation, including motor control and learning. Consideration will also be given 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. Illustrative neurological conditions may include: stroke, traumatic brain injury, cerebral palsy, spinal cord injury, dystonia, Parkinson’s disease, multiple sclerosis and motor neurone disease.
PSU34610 Making Sense of Action
Lecturer: Prof. Richard Carson
Classes: JS and SS (optional)
Duration: 1 term (Michaelmas)
Contact hours: 1 hour per week
Assessment: TBC
Weighting: 5 credits
Description: This module covers 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.

PSU34710 Case Studies in Neuropsychology
Lecturer: Dr Paul Dockree
Classes: JS and SS (optional)
Duration: 1 term (Michaelmas)
Contact Hours: 1 hour per week
Assessment: TBC
Weighting: 5 credits
Description: This module begins by highlighting the rationale for case study designs in neuropsychology and introducing basic and advanced methods to draw inference from single and multiple cases. Subsequent lectures address different neuropsychological conditions (e.g., amnesia, dysexecutive syndrome), introducing each topic by way of a case history, illustrating how each case has influenced contemporary theory and models of brain function, and examining the influence of these cases in shaping further experimental and rehabilitative approaches.

PSU34790 The Psychology of the Climate Crisis
Lecturer: Dr Clare Kelly
Classes: JS and SS (optional)
Duration: 1 term (Hilary)
Contact hours: 1 hour per week
Assessment: TBC
Weighting: 5 credits
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?

**PSU34120 Advanced Psychology of Language**

Lecturer: Dr Jean Quigley  
Classes: JS and SS (optional)  
Duration: 1 term (Michaelmas)  
Contact hours: 1 hour per week  
Assessment: TBC  
Weighting: 5 credits  
Description: This module is designed to provide students with an in-depth understanding of the psychology of language: how it is stored, produced, understood and used, including neural, social, and cognitive bases of language; the structure and function of language; language acquisition and development, particularly in terms of its interrelatedness with cognitive and socio-cultural development; developmental and acquired language disorders.

**PSU34180 Perceptual Neuroscience**

Lecturer: Prof. Fiona Newell  
Classes: JS and SS (optional)  
Duration: 1 term (Hilary)  
Contact hours: 1 hour per week  
Assessment: TBC  
Weighting: 5 credits  
Description: This module will review important findings from research in neurophysiology and cognitive neuroscience on the structure and function of the visual, auditory and somatosensory cortices. Evidence from studies based on single unit recordings, multiple recordings, neuroimaging and behaviour from both human and comparative research will be discussed. The module will also review evidence for how the processing of sensory information in the brain leads to a coherent perception of the multisensory world. Recent psychophysical studies investigating how sensory information is combined will be reviewed along with significant advances in neurocomputational models proposed to explain these effects. The module will examine the phenomenology of perception and evaluate how illusions and synaesthesia provide insight into the conscious basis of perceptual processing in the brain.

**PSU34330 Qualitative Research in Psychology**

Lecturer: Dr Jean Quigley  
Classes: JS and SS (optional)  
Duration: 1 term (Michaelmas)  
Contact hours: 1 hour per week  
Assessment: TBC  
Weighting: 5 credits  
Description: This module is designed to help students to 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.
computer software available for conducting qualitative analysis is explored. Designing qualitative research reports is also covered.

PSU34430  Development of Perception Throughout the Lifespan
Lecturer: Prof. Fiona Newell
Classes: JS and SS (optional)
Duration: 1 term (Hilary)
Contact hours: 1 hour per week
Assessment: TBC
Weighting: 5 credits
Description: This module involves a study of the capability, development, and decline of the main sensory systems throughout the lifespan. The module will begin with a review of sensory and perceptual development in utero and the consequences of the rapid cortical development within the first years of life on visual, tactile and auditory perception. The effects of sensory impairment on perceptual development in the intact senses will also be discussed. Whilst the module will also focus on normal perception in adulthood, particular emphasis will be placed on the effects of ageing on sensory and perceptual capabilities.

PSU34670  Child Health and Wellbeing
Lecturer: Dr Lorraine Swords
Classes: JS and SS (optional)
Duration: 1 term (Hilary)
Contact hours: 1 hour per week
Assessment: TBC
Weighting: 5 credits
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 & Illness. Lectures will provide a stimulating, interactive context in which to consider theoretical, research-based and applied perspectives from psychology and related disciplines.

PSU34770  Traffic Psychology
Lecturer: Dr Michael Gormley
Classes: JS and SS (optional)
Duration: 1 term (Hilary)
Contact hours: 1 hour per week
Assessment: TBC
Weighting: 5 credits
Description: This module provides an overview of the insight psychology can give us to the antecedents of how individuals behave while engaging with 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 difficulties that emerge in road use.

**PSU34810 Global Mental Health**

- **Lecturer:** Dr Tania Bosqui
- **Classes:** JS and SS (optional)
- **Duration:** 1 term (Hilary)
- **Contact hours:** 1 hour per week
- **Assessment:** TBC
- **Weighting:** 5 credits
- **Description:** This module offers an introduction to global mental health from a critical perspective, with a particular focus on contextual constructions of mental illness, mental health programming in low resource and humanitarian settings, and for marginalised populations. The module covers global differences in definitions and incidence of psychiatric disorders, the validity and effectiveness of mental health and psychosocial support (MHPSS) interventions, and the wider role of power and inequity in shaping national mental health policies and international guidelines. The module draws heavily on real examples from practice and research on psychological therapy, psychosocial support, and policy.

**PSU34820 Workplace Wellbeing**

- **Lecturer:** Dr Adele Grazi
- **Classes:** JS and SS (optional)
- **Duration:** 1 term (Hilary)
- **Contact hours:** 1 hour per week
- **Assessment:** TBC
- **Weighting:** 5 credits
- **Description:** On successful completion of this module, students should be able to: understand and describe the importance of workplace wellbeing for organisational success; comprehend and discuss the diverse processes, procedures and leadership styles within the organisation that are responsible in enhancing employee's wellbeing; apply social psychology and individual psychology concepts to enhance employee wellbeing in the workplace; and critically evaluate the importance of wellbeing research in guiding practices in this area.

**PSU34780 Debates in Developmental Psychology**

- **Lecturer:** Dr Lorraine Swords
- **Classes:** JS and SS (optional)
- **Duration:** 1 term (Hilary)
- **Contact hours:** 1 hour per week
- **Assessment:** TBC
- **Weighting:** 5 credits
- **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 a number of 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.

PSU34760 The Psychology and Neuroscience of Spontaneous Thought
Lecturer: Dr Paul Dockree
Classes: JS and SS (optional)
Duration: 1 term (Michaelmas)
Contact hours: 1 hour per week
Assessment: TBC
Weighting: 5 credits
Description: Mental experience is not always anchored to the present moment; instead, when the 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 mind including distractibility in disorders of attention, obsessive thoughts in OCD, 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 meditation, mindfulness and their philosophical origins, and how altered states of consciousness can shed light on the content and dynamics of spontaneous thought.

PSU44007 Advanced Psychology & Theoretical Issues
Lecturer: Various (Co-ordinator Prof. Sven Vanneste)
Classes: SS
Duration: Both terms
Contact hours: 16 hours lectures and 4 hours of seminars
Assessment: 2 Continuous Assessment Essays (50%); General Essay Exam Paper (50%)
Weighting: 10
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 three of the 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 (Co-Ordinator Dr Kristin Hadfield)
Classes: SS
Duration: Academic year
Contact hours: 24 x 1hr lectures; Supervision meetings arranged with Supervisor
Assessment: Written thesis and oral defence
Weighting: 20 credits

Description: The Capstone Final Year Project is a piece of independent research which involves an empirical investigation of a psychological topic or question. The research is supervised by a member of staff in the School. The project is intended to assess students’ ability to conceive of, plan, and carry out a sustained piece of research. It provides students with an opportunity to develop and demonstrate skill in devising, carrying out, and writing up a discrete piece of research using academic concepts, theoretical insights, and practical abilities acquired over their time as a psychology student. It provides further hands-on training in research methods and analysis.

REQUIREMENTS TO GAIN CREDIT FOR THE YEAR

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

The executive officers for the undergraduate programme are in Rooms AP1.42 and AP1.40 and should be contacted in the first instance if any problems arise. Please email psychfreshers@tcd.ie or psychsophisters@tcd.ie or tel: 01-896 1886.

TIMETABLE

Your timetable is accessible online at www.my.tcd.ie using your College username and password. This is the only accurate version of the timetable and must be checked regularly as timetables are subject to change.

ATTENDANCE AND COURSEWORK

The regulations of the College require that students attend all their classes, unless they are unwell. In addition, the School of Psychology requires that, to rise with their year, students must attend practicals, seminars, and tutorials and complete any coursework that is set in association with any module. Failure to attend practicals, seminars, and tutorials or to submit required exercises, in the absence of a medical certificate, may result in a non-satisfactory return to the Senior Lecturer at the end of the term. Additionally, students who fail to attend tutorials without a valid excuse for absence will be penalised by a 3% reduction in their overall mark for that term’s essay, for each tutorial missed.

In accordance with the regulations laid down by the University Council, non-satisfactory students may be refused permission to take their annual examinations and may be required by the Senior Lecturer to repeat their year. It should also be noted that ALL course work must be submitted for a student to be considered eligible to rise with their year, regardless of overall academic performance.
ASSESSMENT REGULATIONS
The General Academic Regulations, as set out in the University Calendar, apply to all assessments and all years. A student must take modules totalling 60 ECTS credits in each year. It is the responsibility of each student to ensure that he/she is taking exactly 60 credits per year. The Pass mark (the minimum mark that must be achieved to rise with the year) is 40%.

ASSESSMENT DURING THE YEAR
A student must complete all assessment elements (if any) in each module – e.g., essays, laboratory work, reports, etc. There are formal University assessment sessions following the end of teaching term in Semester 1 (Michaelmas term) and following the end of teaching term in Semester 2 (Trinity 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 session which is held at the end of the summer. Students are assessed in all failed modules from both semesters at the reassessment session.

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

Progression Regulations at Annual Assessment Stage
The regulations governing undergraduate progression and awards are available here: https://www.tcd.ie/teaching-learning/academic-affairs/ug-prog-award-regs/index.php

(i) In order to progress to the next year of the course, students:
   • Are required to obtain an overall pass by accumulating 60 ECTS and achieving an overall pass mark (i.e., 40% or above)
   • May accumulate a maximum of 10 credits at “qualified pass,” where the mark lies between 35-39%.

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

Progression Regulations at Supplemental Assessment

(i) Students are required to present for reassessment at the supplemental session when:
   • they obtain in excess of 10 credits at qualified pass (i.e., marks between 35-39%);
   • they obtain a fail grade (<35%) in any module;
   • they do not obtain an overall pass (i.e., ≥40%).

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

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

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

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

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

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

**Overall Mark at Supplemental Assessment Stage**

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

**Progression Regulations at Supplemental Assessment Stage**

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

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

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

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

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

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

The School of Psychology have established an online platform (Sona) for recruiting research participants and for administering the undergraduate research credits scheme. Members of staff, postdoctoral, postgraduate, and Senior Sophister students conducting their final-year projects may use the Sona system. This online system allows researchers to advertise their studies, recruit participants for specific time-slots and, where relevant, assign undergraduate research credits. Each student should go to https://tcd-psy.sona-systems.com/, select ‘Request an Account,’ and follow the instructions on screen. Once the account request has been completed and approved you will be able to view currently available research projects and the times that are available for participation. Once you have selected a particular time, you can either complete the study directly (in the case of online studies), or your identity will be revealed to the researcher and you will be able to contact one another using the website. If you need to cancel a testing session, it is essential that you contact the researcher with as much advance notice as possible (a minimum of 24 hours). If something arises at the last minute that forces you to miss a session without being able to give prior notice, it is important to relate this to the researcher. Failure to turn up to a session without an adequate excuse will result in a ‘no-show’ being recorded on your profile. Note that if you are obtaining research credits you cannot be paid for your participation.

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

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

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

<table>
<thead>
<tr>
<th>Module</th>
<th>ECT</th>
<th>Contribution to Overall Result</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Skills and Methods I (RSaM I)</td>
<td>10</td>
<td>16.67%</td>
<td>Continuous Assessment (100%)</td>
</tr>
<tr>
<td>Statistics and Methods I (SaM I)</td>
<td>10</td>
<td>16.67%</td>
<td>Continuous Assessment (100%)</td>
</tr>
<tr>
<td>Academic Skills Tutorials 1</td>
<td>10</td>
<td>16.67%</td>
<td>Continuous Assessment (100%)</td>
</tr>
<tr>
<td>Perception</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Introduction to the Psychology of Language</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Cognition and the Brain</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Personality and Individual Differences</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Foundations of Psychology</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>60</strong></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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

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

For the Research Skills and Methodology I and Statistics & Methodology I modules, attendance at all labs and seminars (i.e., practicals) is compulsory and rolls may be taken. Failure to attend class without medical certification or equivalent will result in the student being recorded as absent. Please note that it is the responsibility of each student to ensure that his or her 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

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

<table>
<thead>
<tr>
<th>Module</th>
<th>ECT</th>
<th>Contribution to Overall Result</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Skills and Methods II (RSaM II)</td>
<td>5</td>
<td>8.33%</td>
<td>Continuous Assessment (100%)</td>
</tr>
<tr>
<td>Statistics and Methods II (SaM II)</td>
<td>10</td>
<td>16.67%</td>
<td>Continuous Assessment (100%)</td>
</tr>
<tr>
<td>Perception</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Introduction to the Psychology of Language</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Cognition and the Brain</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Personality and Individual Differences</td>
<td>5</td>
<td>8.33%</td>
<td>TBC 100%</td>
</tr>
<tr>
<td>Trinity Elective /Open modules</td>
<td>20</td>
<td></td>
<td>Various (see specific Elective module webpage for details)</td>
</tr>
</tbody>
</table>

**Totals** 60 100%

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

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

For the Statistics & Methodology II module, attendance at all labs and seminars (i.e., practicals) is compulsory and rolls are taken. Failure to attend class without medical certification or equivalent explanation will result in the student being recorded as absent. Please note that it is the responsibility of each student to ensure that his or her 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:

- Biological
- Cognitive
- Developmental
- Personality and Individual Differences
- Social

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

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

**Annual Assessment (Mod Part I)**

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

**Totals**

<table>
<thead>
<tr>
<th></th>
<th>60</th>
<th>100%</th>
</tr>
</thead>
</table>
Note: For students who began their degree in 2019/2020 and thereafter, results from the JS Year (Mod Part I) contribute 30% to the final degree result and results from the SS Year (Mod Part II) contribute 70% to the final degree result.

COURSE REQUIREMENTS: SENIOR SOPHISTER

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

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

Annual Assessment (Mod Part II)

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

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

Final year project - requirements and guidelines

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

<table>
<thead>
<tr>
<th>Year</th>
<th>ECTS</th>
<th>Modules</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JF</strong></td>
<td>60</td>
<td>Psychology (Subject 1)</td>
<td>Level 1</td>
</tr>
<tr>
<td><strong>SF</strong></td>
<td>40</td>
<td>Psychology (Subject 1)</td>
<td>Level 2/3/4</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Combination of Approved Modules and Trinity Electives**</td>
<td>Level 2/3/4</td>
</tr>
<tr>
<td><strong>JS</strong></td>
<td>50</td>
<td>Psychology (Subject 1)</td>
<td>Level 3/4</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Combination of Approved Modules and Trinity Electives**</td>
<td>Level 2/3/4</td>
</tr>
<tr>
<td><strong>SS</strong></td>
<td>40</td>
<td>Psychology (Subject 1)</td>
<td>Level 3/4</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Capstone</td>
<td>Level 4</td>
</tr>
</tbody>
</table>

**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 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/](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 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). Feedback will be returned through the Blackboard site for the module.

LATE SUBMISSION OF CONTINUOUS ASSESSMENT WORK

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

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

Continuous assessment work that is submitted after the specified deadline will be subject to the following **penalties**. For the first week, late course work submitted without medical certification or equivalent explanation will be subject to a 3% deduction for every day that it is late for a period of 5 working days. If received during the next 5 working days, the work will continue to be penalized at 3% per day but is eligible for a maximum mark of 40%. Work submitted more than 10 working days after the deadline will be awarded a zero. However, if a reasonable attempt has been made, the student concerned will not be returned non-satisfactory for the term in question on foot of the delay. Staff may give feedback on submitted late work at their own discretion.
Plagiarism is interpreted by the University as the act of presenting the work of others as one’s own work, without acknowledgement (i.e., without crediting the source). Plagiarism is considered as academically fraudulent, 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, you will find a repository of information at http://tcd-ie.libguides.com/plagiarism.

As a student it is your responsibility to:

(i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at http://tcd-ie.libguides.com/plagiarism.
(ii) Familiarize yourself with the Calendar entry on plagiarism, “Calendar Statement on Plagiarism for Undergraduates - Part II, 82-91” - http://tcd-ie.libguides.com/plagiarism/calendar located on this website and the sanctions which are applied;
(iii) Contact the DUTL or module coordinator if you are unsure about any aspect of plagiarism.

Also, you must:

(v) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at http://tcd-ie.libguides.com/plagiarism/declaration. All students must sign this plagiarism declaration on the cover sheet of all submitted continuous assessments.

Plagiarism is a growing problem. The university takes a very firm and serious view of this. Here are some guidelines to help you avoid it:

1. **Never** copy down even quite short strings of words from another source and transcribe into your essay or project. **Always** recast the ideas in your own mind and words before writing down. Minor changes to the words or their order is still plagiarism.

2. **All** continuous assessment work **must** be submitted electronically. **Checks** will be made on all submitted work using 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 here: https://www.tcd.ie/CAPSL/resources/Turnitin. Any instances of suspected plagiarism detected will be investigated and may result in a loss of marks or other more serious consequences in line with the College policy on plagiarism.

3. If **any** plagiarism is suspected in a student’s work, the Director of Undergraduate Teaching and Learning (Clare Kelly) will arrange an informal meeting with the student, the student’s tutor (or SU representative) and the lecturer concerned to put their suspicions to the student and give him/her the opportunity to respond. If the Director of Undergraduate Teaching and Learning forms the view that
plagiarism has taken place, he/she must notify the Senior Lecturer in writing of the facts of the case and suggested remedies. The Senior Lecturer will then advise the Junior Dean. The Junior Dean will interview the student if the facts of the case are in dispute, or if the Director of Undergraduate Teaching and Learning feels the penalty advised in the University Calendar is inappropriate given the circumstances of the case. The Director of Undergraduate Teaching and Learning may recommend that the work in question receives a reduced mark or mark of zero.

4. If a student is found guilty of plagiarism of any kind on a second occasion, then the case will be dealt with under the College’s conduct regulations through the auspices of the Junior Dean.

Finally, putting text in quotations and citing the author, year, pages and publication is occasionally appropriate and acceptable, but such quotations should generally not contribute more than 10 percent of the body of the assignment text.

**Plagiarism in Examinations and Continuous Assessment Work**

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.

The text immediately below is drawn from the University Calendar (General regulations and information). The current Calendar can be consulted for a more extensive discussion of plagiarism ([https://www.tcd.ie/calendar/undergraduate-studies/](https://www.tcd.ie/calendar/undergraduate-studies/)).

Plagiarism is interpreted by the University as the act of presenting the work of others as one’s own work, without acknowledgement. Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

Plagiarism can arise from actions such as:

a) copying another student’s work;
b) collaborating with another student to complete an individual assignment;
c) enlisting another person or persons to complete an assignment on the student’s behalf;
d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format;
e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) can arise through careless thinking and/or methodology where students:
(i) fail to distinguish between their own ideas and those of others;
(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;
(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort
of acknowledgement;
(iv) come across a distinctive methodology or idea and fail to record its source.

All of the above serve only as examples and are not exhaustive. Students should submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned (i.e., it is part of a group work assignment). Without this, work submitted which is the product of collaboration with other students may be considered to be plagiarism.

It is clearly understood that all members of the academic community use and build on the work of others. It is commonly accepted also, however, that we build on the work of others in an open and explicit manner, and with due acknowledgement. Many cases of plagiarism that arise could be avoided by following some simple guidelines:

(i) Any material used in a piece of work, of any form, that is not the original thought of the author should be fully referenced in the work and attributed to its source. The material should either be quoted directly or paraphrased. Either way, an explicit citation of the work referred to should be provided, in the text, in a footnote, or both. Not to do so is to commit plagiarism.

(ii) When taking notes from any source it is very important to record the precise words or ideas that are being used and their precise sources.

(iii) While the Internet often offers a wider range of possibilities for researching particular themes, it also requires particular attention to be paid to the distinction between one’s own work and the work of others. Particular care should be taken to keep track of the source of the electronic information obtained from the Internet or other electronic sources and ensure that it is explicitly and correctly acknowledged.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. See tcd-ie.libguides.com/plagiarism/calendar

MARKING CRITERIA

Brief descriptions are provided on the next page of the qualities of work typical of each of the various classes of honours that can be awarded. These descriptions are not specific to any particular assessment or examination: they can be applied equally to students in their first and final year, and to students who are taking a course as a minor component of their degree, outside their main area of study. Examiners take these factors into account when evaluating work and will normally have different expectations of the absolute level of performance of different groups of students. Nevertheless, these descriptions provide a basis for making relative judgements between students within any particular group. These descriptions should be taken as indicative rather than prescriptive: assessment of degree classes is multi-dimensional and excellence in one dimension can compensate for weakness in another.

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

It is your responsibility to ensure that your handwritten answers provided in examination scripts are legible and can be read by the markers. If the marker cannot read a script then this could result in a delay in confirming your exam grade and you may be required to return to the School in order to transcribe the script. Where poor handwriting renders a script very difficult and onerous to read, this may impact on the marks awarded. If you think you may have an issue in this respect, please consult with the Disability Office and make alternative arrangements to write your exams.

COMMON EXAMINATION ERRORS

- Not answering the required number of questions. If asked for four answers (e.g., two from each section of a paper) and you only attempt 3 in total, you effectively place an upper limit on mark of 75%. If you are achieving a 50% grade level, you will consequently fail the paper (37.5%). To have passed in this instance, you only needed 10 marks for your fourth question. So even if you think you have little to contribute, IT IS WORTH ATTEMPTING THE QUESTION.
- Not answering the actual question set.
- Writing illegibly - markers can and will only assess what they can read.
- Putting answers in note form when an essay answer is required. Resort to notes only if you have run out of time (unless notes are requested, of course).
- Writing using overly informal language.

ACCESS TO EXAM SCRIPTS

You have a right of access to your examination scripts and this right may be usefully used for constructive feedback if you experience a discrepancy between your obtained and expected grade. In the first instance, please make your request known to the staff member responsible for the course or paper in question. It should normally be possible to arrange a discussion of your paper after a few days. Note such requests are usually made after the annual examination period. When such requests are made outside of this time period, for various practical reasons, it may not be possible to accommodate them.

SCHOLARSHIP EXAMINATION

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

The scholarship examination is held in the week before the start of Hilary term. Senior Fresh students may present for this examination which covers the subjects studied up to the end of the Michaelmas term of the Senior Fresh year (excluding broad curriculum modules) together with such additional reading as may be required by the Head of School. Candidates who attain a first class honour grade (70% or above) are recommended for the award of a Scholarship which entitles the recipient to free rooms, free Commons, fee remission (e.g., if you go on to do an M.Sc. or Ph.D.) 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 E.U. fee paying student. Candidates must give notice of their intention to take the examination on the prescribed form. Check the Academic Registry website for more information.
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 online at http://www.tcd.ie/study/eu/undergraduate/scholarships/

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 for one or more terms. However, students usually go for a full academic year.

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

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

Outgoing Students - How to Apply

Please contact the Outgoing Study Abroad Academic Coordinator, Prof. Michael Gormley (gormlem@tcd.ie) if you are interested in participating in Erasmus or International Exchange. Applications need to be submitted in the Hilary Term preceding the academic year in which you would like to study abroad. Further information about how to apply and the deadline for applications is available on the College Study Abroad & Exchange website: https://www.tcd.ie/study/study-abroad/outbound/index.php

Eligibility and Requirements

The Erasmus Programme is open to all registered students of Trinity College, who are nationals of the EU member states, the European Economic Area countries, or the candidate country, Turkey. All undergraduate students are eligible to participate but must have completed at least one year of their undergraduate programme. Where the language of tuition at the host institution is not English, you will of course need some local language knowledge.

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 credits but may wish to take a maximum of 30 ECTS. The School’s Erasmus Coordinator must approve the particular package of modules to be taken by students at the host University.

The School of Psychology normally permits students to study abroad during their Junior Sophister (3rd) year only.

INCOMING ERASMUS AND VISITING STUDENTS

Incoming Erasmus and Non-EU Visiting Students should contact Erin Paullin, Global Officer (Erin.Paullin@tcd.ie and Room AP1.42) to discuss module choices and for information on module registration sessions at the beginning of each term. Erasmus students should contact Dr Paul Dockree, School of Psychology Director of Global Relations (dockreep@tcd.ie), about learning agreements. All visiting students (Non-EU and Erasmus) taking Freshman and Sophister modules will be assessed in the same way as home students. If your home university requires an alternative form of assessment you must
inform Dr Paul Dockree 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 psychsophister@tcd.ie.

EXAMINATION AND ASSESSMENT RESULTS

Results of assessments and examinations for each year of the course are made available at ‘My Student Record’ on www.my.tcd.ie

AWARD OF DEGREE CLASS

Degree classification is determined on the basis of the mean mark when appropriate weightings having been applied. Final marks are rounded up to a whole number such that, for example, a mark of 69.5 will be rounded up to 70%. Borderline marks just below 69.5% are assessed more qualitatively to see if the student’s overall profile is that of a first-class student.

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: http://www.tcd.ie/vpcao/administration/examinations/award-of-goldmedals.php)

Una Burke Memorial Prize in Child Psychology. This prize was founded in 2004 by the friends, colleagues and family of the late Una Burke, a doctoral student in psychology. It is awarded annually to the senior sophister or psychology conversion course in psychology student who gains the highest mark in their final year dissertation in the area of child psychology (covering ages 0-18). Value, €100*.

Capstone Project Prize In Psychology. This prize is awarded annually to the senior sophister or psychology conversion course student who presents the best final year dissertation, provided that a grade of first class honours is attained. Value, €77*.

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

The Graduates’ Prize In Psychology. This prize was founded in 1985 from donations received by the department 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 department. It is awarded annually to the best sophister or psychology conversion course year 2 student in psychology. Value, €127*.

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

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

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

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

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

POSTGRADUATE COURSES IN THE SCHOOL

The School offers a range of postgraduate courses:

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

HIGHER DEGREES BY RESEARCH

Staff in the School may have opportunities for graduates to pursue a higher degree by research (M.Sc. or Ph.D.). Requirements will depend on the particular research project, but are likely to include a good undergraduate degree (first or upper second class honour), and competence in, and motivation for, research. Applications should be submitted to the Graduate Admissions Office on the prescribed form, accompanied by the application fee and references. This process is usually undertaken by April 1st of year of entry (i.e., before you have your final degree grade) but a provisional place can be offered subject to your degree outcome. It is useful to think in terms of this timescale because of the deadlines for application for financial support. Further information about funding opportunities for postgraduate research is available on the School of Psychology website: http://www.tcd.ie/Psychology/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/staff/

SCHOOL COMPUTERS

The School has two computer laboratories on the first floor; room 1.34 contains 40 iMacs and room 1.32 contains 14 iMacs. The laboratories are for student use and are booked for undergraduate and postgraduate classes at regular times during term. At other times they will be available for individual use by undergraduates between 9.30 am and 4.45 pm 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 Lisa Gilroy or Ensar Hadziselimovic (room 1.30).

PSYCHOMETRIC TESTS AND TESTING

All test materials in the School are listed in a database file on the Psychology Local web pages. 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. Testing material is usually copyright 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. 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.

PHOTOCOPYING

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.

UNDERGRADUATE AND POSTGRADUATE THESES

Electronic versions of final year projects completed by recent graduates are available to access via the local pages on the School of Psychology website. https://www.tcd.ie/psychology/local.

LABORATORY SPACE

If you require laboratory space for carrying out experiments, interviews, tests or using equipment, special arrangements can often be made through your supervisor.
SAFETY AND SECURITY

You should familiarise yourself with the School Safety Statement available on the Psychology Local web pages 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 and Lisa Gilroy is the School's Safety Officer. Please inform them of any potential sources of danger or problems of safety which you may notice.

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

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

LIBRARIES

The main psychology collection of books is housed in the Berkeley library on the second floor. Most electronic journals may be accessed via the Library website (http://library.catalogue.tcd.ie/search). The two main Psychology data bases (psychINFO and psychARTICLES) can also be accessed via the following Library website: http://www.tcd.ie/Library/collections/databases.php.

Because the TCD library is a copyright archive, receiving by law all published materials in the British Isles, borrowing rights are restricted. It may also be worth checking out the Hamilton Library where an increasing number of psychology books can be found. The librarian with special responsibility for Psychology is Ms. Geraldine Fitzgerald - but all library staff will assist you with any problems or enquiries you may have.
STUDENT2STUDENT AND OTHER SUPPORT SERVICES

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, e-mail: student2student@tcd.ie, Phone: + 353 1 896 2438

The student’s union website is www.tcdsu.org

Information regarding broader College social and sport activities are available at: www.tcd.ie/Sport/student-sport/ducac/ and http://trinitysocieties.ie/.
STUDENT LIFE AT TRINITY

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

COLLEGE TUTOR

All students will also be allocated a College Tutor (see https://www.tcd.ie/seniortutor/) whose role is to provide pastoral support to undergraduate students. You should make sure to meet with your tutor at the beginning of your JF year, and to reach out to them 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.

ACADEMIC REGISTRY

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

STUDENT COMPLAINTS

Details on Student Complaints Procedure can be found at: https://www.tcd.ie/about/policies/Student%20Complaints%20Procedure.php

The Dignity and Respect Policy is available at: https://www.tcd.ie/equality/policy/dignity-respect-policy/

RECOGNITION OF DISABILITY

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

GENDER IDENTITY AND GENDER EXPRESSION

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

STUDENT REPRESENTATION

Each year-class elects a representative who coordinates discussion and feedback about issues pertaining to the course. A representative (possibly from amongst the four year-class reps) is elected to represent undergraduate issues at School Executive Committee Meetings and there is also undergraduate student representation on the School Committee. The Head of School, year coordinators and the Director of Teaching and Learning (Undergraduate) normally meet all 4 reps at least once in MT and HT.

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/](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.

**EMAIL**

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

Please use the following guidelines when using email for communicating:

- **Always include your full name, student number, year (JF, SF, JS, SS,) and course (SH, PCC) when communicating with a lecturer, preferably at the end of the message.** If you have a question relating to a class, be as specific as you can and include all relevant information to help identify your class and lecturer.
- Use the appropriate title for the person you’re addressing (e.g., Prof or Dr).
- Keep messages brief and to the point. It is important to remember that some people receive hundreds of email messages every day.
- Make sure the information you seek is not available elsewhere first, for instance, consult this handbook, the school webpages, and your classmates.
- Specify the topic of the email in the “subject” field.
• Email is an electronic communication between people and should be written in good style, with correct grammar and punctuation.

• Allow time for a reply. It is often not possible due to time constraints to respond immediately but most will try and respond promptly where possible. If your enquiry is urgent and you do not get a response within a reasonable timeframe, check with one of the School’s Administrative Officers as the individual may, for instance, be abroad.

• It can also be difficult and very time-consuming to provide detailed or lengthy responses to questions using email. It is probably better to attend a lecturer’s office hours to discuss those questions.

• Be careful how you express yourself using email and always re-read your messages before sending.

• Email is not private, even though it is treated confidentially, it is monitored and logged.

Attachments
• Title the attachment in such a way that the recipient can identify it easily once it has been downloaded. For instance, include your name, the name of the lecturer, the piece of work, the module title.

• Make sure that you do not send very large attachments unless you are sure that your recipient’s Internet connection and email client can handle them. College automatically blocks all emails with attachments greater that 25Mb.

• Do not send unnecessary attachments. If you have presented all of the relevant information in an email message, it is unnecessary to attach a document repeating the same information.

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

MOBILE PHONES
Mobile phones must be turned OFF or to SILENT during all class work such as lectures, practicals, seminars and tutorials and students should not interact with their phones during class. Please respect the fact that the School is a working environment.

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

FUNCTIONS OF PART-TIME LECTURERS AND TEACHING ASSISTANTS
Part-time lecturers and teaching assistants are appointed with specific teaching duties which may include lecturing, demonstrating, taking practical classes, tutorials and seminars and the marking of class-work and examination assessments. They are not formally available for detailed advice on experimental design, statistics or other matters to do with project research supervision. Questions relating to these issues should be addressed to full-time staff only.
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

SUMMARY OF THE PSI CODE

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

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

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

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

Principle 2: Competence

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

Principle 3: Responsibility

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

Principle 4: Integrity

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

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

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

THE PSYCHOLOGY OF STUDY

Advice to new students

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

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

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

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

Principles for managing your study

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

Advantages of planning

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

**Tips for learning**

1. Space out periods of learning (i.e., have breaks) thus avoiding cramming. This is more efficient and helps you to avoid losing material you have already learned.

2. Organise material by identifying its conceptual structure. Rewriting lecture or textbook notes is one time to do this. Where there is no obvious structure, a technique such as the method of loci may help. In this method, lists of unrelated facts are attached to an already existing conceptual structure in your memory, such as a place you know well.

3. Don’t learn by heart material which you do not understand. Understood material is both easier to learn and recall. Therefore, if you are having difficulties, get assistance to understand it. Ask questions as they arise in lectures. Lectures should be interactive between lecturers and students.

4. As you study recall material in your **own** words, this will signal that you are awake and that you are understanding what you are studying.

5. Learn beyond the point of “bare recall” (i.e., the first time you manage to remember it). This will help long-term recall. Use the process of **overlearning** materials by giving up to 50% more time than the first actual learning process.

6. Make material interesting, satisfying, rewarding, then it is more easily learnt (e.g. find texts which suit you, ask questions of material you are learning, talk to people who find the material interesting).

7. Get feedback on performance immediately after recall - after you have recalled, check as soon as possible that you have it right. Feedback has both corrective and motivating properties.

8. If motivation is flagging:
   i. Arrange to reward yourself **after** study.
   ii. Stop at a point where restarting will be **easy**.
   iii. Question whether your level of arousal is up to the task - there are lows and highs during every day. Elect to study when it suits you best.

**Self-help books**

- Open University Press series, published by Open University Press, Buckingham (www.openup.co.uk): e.g., The student’s guide to exam success; How to get a good degree; A guide to learning independently
- “How to -” series, by David Acres, published by How to Books Ltd., Plymouth: e.g., How to pass exams without anxiety; Knowing your rights as students; How to survive at college

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

**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 the course of their Undergraduate/Taught Masters programmes.

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

- All research projects and projects results should be considered confidential;
- No IP (i.e., data, results etc.,) should be disclosed/presented/disseminated/published without the permission of the supervising PI;
- Students must consult with their supervising PI prior to submitting an abstract/poster/project summary for public dissemination (internally or externally);
- Students must consult with their supervising PI prior to submitting their Thesis dissertation and/or depositing a publication to TARA via the TCD Research Support System;
- Supervising PIs may at their discretion, request that a student sign an undertaking to assign IP and maintain obligations of confidentiality if necessary;
  - This may be dependent on terms and conditions of the funding underpinning a project; and
  - This may be dependent on the commercial sensitivity of the project.
- Subject to the nature of and commercial sensitivity of IP created by a Student, the Students may be advised that their IP must be assigned to TCD in accordance with TCDs IP Policy;
  - Confirmation that assignment is necessary should be agreed by the Students in advance of participating in any research project; and
  - The assignment would be facilitated by the Technology Transfer Office
- Subject to the nature of and commercial sensitivity of IP created by a Student, the Student may be advised that a stay on a Thesis may be necessary to prevent public access - until such time that IP can be patent protected or otherwise disclosed. Any stay required, is in accordance with Section 1.38.15 of the University Calendar, Part III, “Withheld access ”.

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

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

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
APPENDIX 1 - Final Year Project: Requirements and Guidelines

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

Assessment of the Final Year Project (FYP) is via a written report describing this independent investigation and an oral presentation and exam (defence). An electronic version of the report (including Appendices, which may include scanned materials), along with all data files for the project, must be submitted for examination via the PSU44014 module Blackboard page by 4pm on the Monday of Week 8 of Hilary Term (Monday 13th March 2023). Oral presentations and interviews will take place in the weeks that follow, and before the end of Hilary Term. The project contributes 25.64% to the overall annual assessment for Single Honours Psychology (BA) students and 33.00% for PCC students.

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.

A prize of €76 is awarded to the student who submits the best project (see University Calendar, section U), provided that a grade of first-class honours is attained.
The *Una Burke Memorial Prize in Child Psychology* (value: €100) is awarded to the student who gains the highest FYP mark in the area of child psychology (covering ages 0-18).

**SECURING A SUPERVISOR – JUNIOR SOPHISTER**

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

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

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

**SUPERVISORS’ AND STUDENTS’ RESPONSIBILITIES**

**Supervisor’s responsibilities are to:**

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

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

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

**PSU44014 FINAL YEAR PROJECT MODULE**

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

**WRITTEN PROPOSAL**

You should prepare and submit a research proposal for the approval of your supervisor **by the end of the fourth week of Michaelmas Semester.** The research proposal template can be downloaded from the Psychology local webpage. The research proposal should be developed through discussions with your supervisor and sets out clearly the aims of your research and the method you propose to adopt to conduct your investigation.

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

- **Title of project.**
- **Brief background to the research.**
- **Study aim(s) and/or research question(s) and/or hypotheses (What do you want to find out? What question(s) will you address? What do you expect to find?).**
• Impact statement (what contribution will the research make to, e.g., the field of psychology, society, public health, the economy, etc.).

• Sample or data (including justification for sample size where appropriate - power analysis, for quantitative data; target demographics, plan for recruitment, inclusion/exclusion criteria).

• Research design and methodology (How will the research be carried out to answer the research question? What will the procedure be? What data will be collected? How will the data be analysed – specify the analytical approach and/or statistical tests? What are the expected outputs?)

• Ethical considerations.

• Timeline (GANTT chart).

• References (key references, no more than four).

ETHICAL APPROVAL

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

Please note that students who plan to conduct a project that involves vulnerable populations (e.g., those with a psychiatric diagnosis) OR participants aged under 18 years of age MUST obtain Garda Clearance BEFORE they can for ethical approval for their project. Details are available here: [https://www.tcd.ie/students/orientation/undergraduates/garda-vetting.php](https://www.tcd.ie/students/orientation/undergraduates/garda-vetting.php). All queries about this process should be directed to ARgardavetting@tcd.ie.

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

If you cannot access this page using your college login and password, please contact psytech@tcd.ie.

If the activities that will take place for your research project are already approved under your supervisor’s existing ethics approval, you do not need to submit your own application for ethical approval. However, if you will be working with participants, you will need to submit a signed “Working with Adults” form and/or obtain Garda Clearance (if working with vulnerable individuals or individuals aged <18 years, see below), to the SPREC, along with the details of your supervisor’s project that you will be working on. You will also need to obtain your supervisor’s letter of ethical approval to append to your submitted project.

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

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

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

The Psychological Society of Ireland’s Code of Ethics is available here: [https://www.psychologicalsociety.ie/footer/Code-of-Ethics-1](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/bps-code-human-research-ethics-0)

**SECONDARY DATA FYP GUIDELINES**

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

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

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

- A limitation of secondary data is that the researcher has not had a role in designing the study materials or collecting the data, which have been selected to fulfil other researchers’ objectives. This lack of direct involvement can limit the scope of the questions that can be asked and answered using the data. Careful consideration must therefore be given to the research question, and the data and analyses performed must be able to answer the question specified.

- A clear description of permission to analyse the data as well as ethical considerations must be provided. For example, you must state whether the analysis falls under the original ethical approval, or, if it is a new analysis, that the original participants consented for their data to be used in this way.

- A clear description of the dataset must be provided. This includes, but is not limited to: by whom were the data collected (with reference to publications as appropriate) and for what purpose; where and how the data were accessed; if a subset of data were selected for analysis, how the subset was determined, etc.

- A clear statement, included as an appendix, of how the current research is different from extant papers using the same data. In designing the study, it will be important to ensure that the scholarly contribution of the project is significant, and goes beyond trivial changes to e.g., previously examined analysis parameters or analytic approaches.

- The report should include a clear description of any quality control steps applied to the data. This includes (1) quality control already implemented by the original owners of the data and/or (2) further quality control measures implemented as part of the current project.
Given the absence of a data collection burden, secondary data analysis projects will be expected to attain higher standards with respect to the approach to the data. This may relate to the type of data analysed (e.g., neuroimaging data), data management requirements (e.g., analysis of very large datasets), and/or the kinds of analyses applied to the data. In general, there will be an expectation that secondary data analysis projects will feature more advanced (e.g., factor analysis, advanced regression, machine learning, etc.), novel, or innovative analytic approaches than projects involving primary data collection. Ideally, such analyses would be conducted and documented using sharable and reproducible code (e.g., R, python, SPSS syntax), where applicable. Importantly, while the student may be supported in such analyses, they must be able to conduct and explain such analyses independently of that support. An accurate description of the support provided must be included in the FYP Declaration and verified by the supervisor.

PROJECT WRITE-UP

You should write your project report as for a journal publication. You can obtain guidance from your supervisor on appropriate journals in the area that it would be helpful to consult. With regard to structure and style (e.g., citations, references, format of tables, general writing style), all reports are expected to follow the guidelines laid out in the APA Publications Manual (American Psychological Association 2020, Publication Manual of the American Psychological Association., 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.). The document should be 1.5 or double-spaced with margins of at least 2 cm all round. Pages should be numbered.

The following elements should be included, in this order:

- Title page (Title, name and affiliation of candidate. Title should be succinct and accurate)
- Declaration (should include statements describing your specific contributions to the project and confirming that it is an original piece of empirical research, that it complies with PSI ethics guidelines and has been fully-approved by the School’s Research Ethics Committee). A template and examples are available from the School’s local webpages.
- Acknowledgements
- Abstract (should summarise aims, method and key findings)
- Contents page
- List of tables and figures (where relevant)
- Introduction (up to 2,000 words, containing a critical review of the literature, the theoretical framework and rationale for the research)
- Method (including, but not necessarily, Design, Sample, Materials, Procedure)
- Results
- Discussion
- Conclusions
- References (in APA format)
- Appendix A (copy of ethics approval letter)
- Other appendices (necessary information such as copies of questionnaires)
PROJECT SUBMISSION

An electronic copy of your project report must be submitted via Blackboard (a submission link will be provided; all projects will be checked for plagiarism using Turnitin) by 4pm on the Monday of Week 8 in Hilary Semester (Monday 13th March 2023). The final year project is treated the same as a written examination (i.e., if you miss the deadline, you are not examined). Projects submitted after the due date will therefore automatically receive a mark of zero. Appeals against this mark must be brought forward by your College Tutor and will only be considered by the Court of Examiners on one or more of the grounds specified in the Calendar as grounds for appeal.

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

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

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

ORAL PRESENTATION AND EXAM

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

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

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

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

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

Project topic

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

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

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

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

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

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

Method

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

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

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

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

Rigour is equally of concern in qualitative studies and should be addressed with reference to standards of, for example, transferability, dependability, credibility, confirmability (see Denzin and Lincoln’s Handbook of Qualitative Research, 1994 and Levitt et al (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report. American Psychologist, 73(1), 26–46. [https://doi.org/10.1037/amp0000151](https://doi.org/10.1037/amp0000151)). It is highly desirable that some recognised method of qualitative analysis (e.g. thematic analysis, discourse analysis) is used and that students do not simply analyse qualitative data informally without attempting formally to address the issues of transferability, dependability, credibility and confirmability.

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

- Has the data collection method used (e.g., semi-structured interview, participant observation, textual analysis) been adequately described?
- Has an explicit account been provided of how interview questions, instances of behaviour for observation and so on were conceived?
- Have you taken into account that the words used (e.g., in an interview or a questionnaire) shape the findings and orient participants’ answers?
- Have any/all changes made (e.g., to the sample of participants, to questions asked in interviews, types of data included) at any stage during the research process been identified and adequately detailed?
- What kind of knowledge does the method produce?

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

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

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

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

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

You must follow SPREC requirements regarding informed, written consent and assent, as well as all data protection considerations. As indicated earlier, if you choose to conduct a project that involves participants who are younger than 18 years of age or vulnerable participants, you must obtain Garda vetting. If you plan to use adult participants, it is important for your own safety that you adhere to the guidelines Safety Guidelines for Testing Adults, published on the SPREC website.

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

State which statistical programme(s) you used, if you used one. Where computer programs (e.g., NUDIST, NVIVO) have been used to analyse qualitative data, they must be adequately described.
You should not paste the computer output of analyses directly into your project report but present your results clearly by means of your own tables or figures and according to APA guidelines. The key results presented in tables and figures should be referred to in the text.

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

**Coding of Qualitative Data**

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

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

**A critical perspective**

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

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

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

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

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

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

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

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

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

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


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

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

Introduction (up to 2,000 words)
The research question and hypotheses should be clearly stated. The literature review should feature key studies and provide clear rationale for the study, research question, and methodology.

Method (no word limit)
Design: the research design must be fully explained.
For quantitative studies: Was the study conducted as a between- or within- subjects experimental design, or using an observational/correlational design? For studies that involve experimental manipulations, were subjects placed into conditions and how were they assigned (randomly or another selection mechanism)? Are independent variable(s) (IV), dependent variable(s) (DV), and control variables listed, using clear meaningful names?
For qualitative studies: This section might not always be relevant. In cases where it is: Did the study use interview or other data collection methods? How were the participants selected and recruited? If other forms of data were collected, relevant identification of the data source(s) should be given.

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

Materials: research materials should be clearly described, with reliability and validity reported where appropriate. Markers will assess whether the materials selected were appropriate for the research questions posited. In the case of some qualitative research, markers will assess whether an appropriate method of analysis was employed with requisite cross-checks for reliability validity of ratings/analysis. For some reports, this section might not be necessary (please consult your supervisor).

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

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

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

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

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

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

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

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

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

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

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

**References**

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

**PUBLICATION OF YOUR WORK**

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

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

OTHER CONFERENCES

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

USEFUL READINGS


