Welcome

to the 2018/2019 handbook for School of Psychology, TCD Psychology Conversion Course (PCC) students. This handbook will help you find your way around your course details and requirements, and will describe the facilities and functions of the School of Psychology. Prof David Hevey is the Head of the School of Psychology and Prof Jean Quigley is the Course Director of the Psychology Conversion Course.

This handbook is intended to complement information found in the Students' Union Handbook and the University Calendar. The latter includes details of university regulations and procedures and may be consulted on the TCD website or in the Berkeley Library.

The information provided in this handbook is accurate at the time of preparation. Any necessary revisions will be notified to students via email and an amended version of the handbook will be available on the School website. Please note that, in the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in course handbooks, the provisions of the General Regulations will prevail.

We would welcome any suggestions as to how to make the handbook more useful to you. Please give any comments or ideas to Professor Jean Quigley (quigleyj@tcd.ie) or the course executive officer Ms Anne Marie Duffy (amduffy@tcd.ie)

Enjoy the year!

Prof Jean Quigley, Course Director
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Warning about Plagiarism

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. 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 2018-19 Calendar entry on plagiarism, “Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32” - http://tcd-ie.libguides.com/plagiarism/calendar located on this website and the sanctions which are applied;

(iii) Contact your Course Director, or your Lecturer 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.
Aims of the Course

The Psychology Conversion Course (PCC) Level 8 is designed to provide a pre-professional qualification equivalent to a bachelor degree in psychology. The course is accredited by the Psychological Society of Ireland (PSI) and allows students proceed to postgraduate education, including higher degrees by research, and to specialize in an area of professional psychology. It is a two year full-time course based on lectures, tutorials, laboratory classes and research projects.

As graduates, you have most of the academic skills you need to succeed on the Psychology Conversion Course. Our main objective is to facilitate your entry into the profession of psychology and to train you in the discourse of a new academic discipline. We feel this transfer is best effected via active learning and discussion and to facilitate this much of your learning will take place in small groups where you are encouraged to be active and collaborative learners.

For professional work in psychology it is usually necessary to proceed to a higher degree by research or course work in the speciality of one’s choice. The School offers various taught postgraduate programmes:

- Doctorate in Clinical Psychology,
- Doctorate in Counselling Psychology,
- Master of Science in Applied Psychology,
- Master of Science Applied Behaviour Analysis,
- M.Phil./P.Grad.Dip. Psychoanalytic Studies,
- Online M.Sc./Postgraduate Diploma Managing Risk and System Change
- Master of Science/ Postgraduate Diploma in Clinical Supervision (Psychology), and
- M.Sc. and Ph.D. degrees can be taken through research

Registered Psychologist & Chartered Psychologist

In Ireland, the recipient of the award of Postgraduate Higher Diploma (PG HDip) from a two year Psychology Conversion Course from Trinity College Dublin, the University of Dublin 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.

The Course at a Glance

Professor Elizabeth Nixon is the Director of Teaching & Learning (Undergraduate) in the School and Professor Jean Quigley is the Director of Postgraduate Teaching & Learning in the School and the Course Director of the Psychology Conversion Course and should be consulted if any problems arise.

Please note that at time of going to press Course Requirements are as described below. However, they are under continuous review and may change from those stated. You will be notified by email should there be any changes.

The Psychology Conversion Course is a two-year full-time course based on lectures, tutorials, seminars, laboratory classes and a research project. Students will cover the following areas of psychology, up to and including advanced level, as required by the professional accreditation body: Biological basis of behaviour; Cognitive psychology; Research design, quantitative & qualitative methods; Developmental and lifespan psychology; Social psychology; Personality and individual differences. Students will attend Statistics & Methodology and Research Skills & Methodology modules. In addition, students can attend all School Research Seminars, Research Communication Classes, and Research Stream Talks & Meetings. Students are required to attend tutorials throughout the year.

Students must complete six foundation modules during the two years of the course from the following set as prescribed:

- Foundations of Psychological Thought
- Personality & Individual Differences
- Psychological Disorder
- Developmental Psychology
• Thinking
• Cognition
• Fundamentals of Neuroscience and Behaviour
• Introduction to Psychology of Language
• Social Psychology

Foundation modules not taken in Year 1 will be taken in Year 2. Details of the foundation modules which students are required to take in each year of the course are provided below. In addition, in both Years 1 and 2 students are required to take both the Statistics & Methodology (SaM) module and the Research Skills & Methodology (RSaM) module. Students in Year 2 are required to carry out an empirical investigation of a psychological topic or question, under the supervision of a member of the academic staff in the School.

A range of optional modules is offered throughout the course; students must take at least one module from each required area (biological, cognitive, social, developmental, personality and individual differences). Modules taken in Year 1 may not be taken in Year 2. The optional modules available and the number of options which students are required to take in each year of the course are detailed in a separate chapter.

**Teaching Term Dates Academic Year 2018/2019**

There are two teaching terms in Trinity College:

**MT = Michaelmas Term:** Monday, 10th September – Friday, 14th December 2018
- **Study / Review week:** Monday, 22nd October – Friday, 26th October 2018
- **Revision Week:** Monday, 3rd December – Friday, 7th December 2018
- **Assessment Week:** Monday, 10th December – Friday, 14th December 2018

**HT = Hilary Term:** Monday, 14th January – Friday, 19th April 2019
- **Marking/Results Week:** Monday, 14th January – Friday, 18th January 2019
- **Study / Review week:** Monday, 4th March – Friday, 8th March 2019
- **Revision Week:** Monday, 15th April – Friday, 19th April 2019
- **Assessment Week:** Monday, 22nd April – Friday, 26th April 2019
**TT = Trinity Term:** commences Monday, 22\(^{nd}\) April 2019. Examinations are held over a 4 week period commencing on Monday, 22\(^{nd}\) April 2019. Following exams there is at least five weeks allowed for marking, examiners meetings, publication of results, Courts of First Appeal and Academic Appeals.

Please see link to College Calendar [https://www.tcd.ie/calendar/](https://www.tcd.ie/calendar/)

The external examiner for the programme is Dr. James Ainge, University of St. Andrews.

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**Timetable**

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

**Locations & Rooms**

Room numbers with a decimal point (e.g., **AP0.09**) are in Arás an Phiarsaigh (AP); four digit room numbers (e.g., **AB2037**) are in the Arts Building (AB); **LB 11** is in the Lloyd Building (LB) at the back of College; and rooms that are prefixed with **PX** are in Phoenix House (PX) on South Leinster Street. College maps may be accessed via the Trinity website here - [https://www.tcd.ie/Maps/](https://www.tcd.ie/Maps/)
Course Content

PCC Year 1


PCC Year 2

Year 2 students must complete a Final Year Project and are required to attend – Academic Skills Tutorials, Statistics & Methodology II, Research Skills & Methodology II, two foundation modules: Introduction to Psychology of Language and Social Psychology, and two advanced modules (one Biological and one Social) Social Psychology and Discourse

Neurological Rehabilitation

Research Project: Each student is required to carry out an empirical investigation of a psychological topic or question, under the supervision of a member of the academic staff, in the second year of the course. The results of this independent investigation must be written up in the prescribed format and submitted on or before the Monday of teaching week 8 of Hilary Term (Calendar week 29) in the second year. NB: Year 1 students are required to secure an academic supervisor by the end of May of their first year. The maximum length for the project is set at 6,000 words, 2,000 of which must be allocated to the introduction. This deadline is treated the same as deadlines for a written examination and projects submitted after the due date will not be examined. See appendix 1 for guidelines and information.
Notes

Modules may be given in years other than those indicated and the modules offered (and their corresponding assessment) may be restricted by the availability of staff. Additional modules may occasionally be provided for particular years of the course and credit for participation in these modules will be given in the assessment process. Details of such modules as become available and any requirements for attendance and participation will be published at the beginning of the academic year.
Module Details

Modules are assigned a certain number of ECTS which reflect their contribution to the year's work. One full academic year is made up of 60 ECTS (European Credit Transfer System).

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. The Trinity academic year is 40 weeks from the start of Michaelmas Term to the end of the annual examination period. One 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, to include 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.
# PCC Module Details for Academic Year 2018/2019

Please note that all module descriptions are available to view on www.my.tcd.ie under the heading ‘Courses & Modules’.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Lecturer</th>
<th>Classes</th>
<th>Duration</th>
<th>Contact per wk</th>
<th>Assessment</th>
<th>Weighting</th>
<th>Description</th>
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<tbody>
<tr>
<td>PS1005</td>
<td>Academic Skills Tutorials I</td>
<td></td>
<td>PCC Yr 1 (Compulsory)</td>
<td>2 terms (Michaelmas and Hilary)</td>
<td>4 x 1 hour tutorials per lecture term.</td>
<td>Continuous</td>
<td>5 ECTS</td>
<td>In MT and HT students will attend a series of small group tutorials designed to develop their competence in information search, analysis and synthesis and associated essay writing skills.</td>
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<tr>
<td>PS1010</td>
<td>Research Skills and Methodology I</td>
<td>Prof. Clare Kelly</td>
<td>PCC Yr 1 (Compulsory)</td>
<td>1 term (Michaelmas)</td>
<td>11 lectures, 11 x 2hr seminars, 11x 2hr labs</td>
<td>Continuous (tests/reports)</td>
<td>10 ECTS</td>
<td>This module provides a hands-on introduction to the process of psychological research, and opportunity to develop and refine some of the core skills – literature searching, research design, report writing, etc. It also introduces students to the varieties of psychological data that are generated and to how these can be summarised described and presented.</td>
</tr>
<tr>
<td>PS1011</td>
<td>Statistics &amp; Methodology (SaM) I</td>
<td>Prof. Clare Kelly</td>
<td>PCC Yr 1 (Compulsory)</td>
<td>1 term (Hilary)</td>
<td>22 Lectures, 22 x 2 hr labs</td>
<td>Continuous (tests/reports)</td>
<td>10 ECTS</td>
<td>This module aims to give a grounding in core statistical tools and methods and to provide a foundation for more advanced modules in subsequent years. The module aims firstly to produce smart consumers of psychological research and secondly students competent at collecting, exploring, analysing, interpreting and presenting psychological data.</td>
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PS1206  Social Psychology
Lecturer:  Prof. Rahul Sambaraju
Classes:  PCC Yr 1 & 2 (Compulsory)
Duration:  1 term (Hilary)
Contact per wk:  2 lectures per week
Assessment:  1 x 2-hour exam
Weighting:  5 credits
Description:  This module is designed to introduce students to the field of social psychology and the principles underlying group and individual interaction. It will present the historical and philosophical roots of social psychology in the context of the current state of the discipline. Students will be acquainted with debates and tensions presented with critiques of the discipline. The module aim to present the richness, complexity and variety of human social behaviour and the discipline that studies it in a conceptually integrated way.

PS1212  Introduction to Psychology of Language
Lecturer:  Prof. Jean Quigley
Classes:  PCC Yr 2 (Compulsory)
Duration:  1 term (Hilary)
Contact per wk:  1 x 2 hour exam
Weighting:  5 ECTS
Description:  This module will introduce 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.

PS1213  Cognition and the Brain
Lecturer:  Prof. Paul Dockree
Classes:  PCC Yr 1 (Compulsory)
Duration:  1 term (Hilary)
Contact per wk:  2 Lectures per week
Assessment:  1 x 2 hour exam
Weighting:  5 ECTS
Description:  This module aims to provide a foundation in understanding core cognitive mechanisms of mind. This module will introduce the study of the mind the perspective of theoretical models of cognition, inspired by experimental models and methods in cognitive neuroscience. The module will proved foundations in philosophy of mind, experimental approaches to the study cognition and behaviour, and neuroscientific
methods for understanding mechanisms of mind (e.g. fMRI, EEG and brain lesion analysis). Broad topics covered will include: 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.

**PS1230  Personality and Individual Differences**

**Lecturer:** Prof. Rahul Sambaraju  
**Classes:** PCC Yr 1 (Compulsory)  
**Duration:** 1 term (Hilary)  
**Contact per wk:** 2 lectures per week  
**Assessment:** 1 x 2 hour exam  
**Weighting:** 5 ECTS  
**Description:** In this course it is proposed to explore the main theories of personality and the most recent research relating to these theories. The structure and measurement of abilities will also be focussed on. 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.

**PS1214  Foundations of Psychology**

**Lecturer(s):** Prof Lorraine Swords & Prof. Lorina Naci  
**Classes:** PCC Yr 1 (Compulsory)  
**Duration:** 1 term (Michaelmas)  
**Contact per wk:** 1 lecture per week  
**Assessment:** 1 x 2-hr exam  
**Weighting:** 5 ECTS  
**Description:** 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.
PS2012  
Statistics and Methodology (SaM) II  
Lecturer:  Prof Michael Gormley/Prof. Robert Whelan  
Classes:  PCC Yr 2 (Compulsory)  
Duration:  2 terms (Michaelmas and Hilary)  
Contact per wk:  2 hour seminar every other week.  
Assessment:  Continuous assessment examinations  
Weighting:  10 ECTS  
Description: This module builds upon the knowledge assimilated during Statistic and Methodology I with the statistical and methodological concepts covered being 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 during the course. 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 importance of providing additional information such as effect size will be highlighted. Important concepts such as statistical power will be explored.

PS2005  
Academic skills Tutorial II  
Lecturer:  School of Psychology Academic Staff  
Classes:  PCC Yr 2 (Compulsory)  
Duration:  2 terms (Michaelmas and Hilary)  
Contact per wk:  1 tutorial every two weeks during lecture term  
Assessment:  Continuous  
Weighting:  5 ECTS  
Description: Topics are researched and reviewed in written essays which are then discussed in a small group with your academic tutor.

PS2013  
Research Skills and Methodology (RSaM) II  
Lecturer:  Prof Michael Gormley/Professor Robert Whelan  
Classes:  PCC Yr 2 (Compulsory)  
Duration:  2 terms (Michaelmas and Hilary)  
Contact per wk:  2 hour seminar every other week  
Assessment:  Continuous assessment course work  
Weighting:  5 ECTS  
Description: This module builds upon the knowledge assimilated during Research Skills & Methodology I 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.
**PS3001  Research Seminars**  
Lecturer: School of Psychology Academic & Research Staff  
Classes: PCC Yr 1  
Duration: 1 term (Hilary)  
Contact per wk.: 1 seminar  
Assessment: None  
Weighting: N/A  
Description: In a series of seminars in Hilary Term, individual academic & research staff members will introduce their areas of research and explain the relevance of their work to contemporary developments in psychology. This is an essential module to attend for those preparing their Final Year Project.

**PS3408  Clinical Psychology and People with Intellectual Disabilities**  
Lecturer: Prof. Kevin Tierney  
Classes: PCC Yr1 (Compulsory)  
Duration: 1 term (Hilary)  
Contact per wk.: 1 lecture per week  
Assessment: 1 x 3 hr Examination  
Weighting: 5 ECTS  
Description: This module provides students with an understanding of the practice of clinical psychology as applied to intellectual disability and pervasive developmental disorders. It lays particular emphasis on evidence-based practice with respect to differential diagnosis, early intervention and treatment of behavioural disorders. The practice of clinical psychology in this domain is also discussed in relation to Irish health policy documents in order to provide students with a greater understanding of the context for clinical psychology practice. In addition students are exposed to issues relating to the two key features of clinical psychology practice in this area: direct work and triadic work.

**PS3412  Advanced Psychology of Language**  
Lecturer: Prof. Jean Quigley  
Classes: PCC 1 (Compulsory)  
Duration: 1 term (Hilary)  
Contact per wk.: 1 lecture per week  
Assessment: 3 x Hour examination  
Weighting: 5 ECTS  
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.
PS3413  Social Psychology and Discourse  
Lecturer:  Prof. Rahul Sambaraju  
Classes:  PCC Yr 1 & 2 (Compulsory)  
Duration:  1 term (Hilary)  
Contact Hours:  1 lecture per week  
Assessment:  1 x 3 hour exam  
Weighting:  5 ECTS  
Description:  This module provides students with a critical understanding of how discursive research examines and informs social psychological concerns. It particularly aims to provide students with up-to-date knowledge of research and theoretical advances in the area. The module then covers topics such as discourse analysis – theory and method; identities; prejudice: construction and negotiation of problematic claims; construction and negotiation of gender and sexual orientation; and discursive negotiation of Law & Order. Alongside these, the module will have two analytic sessions / workshops of half-hour each to familiarize the students with discursive research. The main aim of these workshops is to provide the students with some on-hand analytic practice in discursive research so that they may better appreciate how discursive research informs our understanding of social behaviour and social lives.

PS3459  Neurological Rehabilitation  
Lecturer:  Prof Richard Carson  
Classes:  PCC Yr2 (Optional)  
Duration:  1 term (Michaelmas)  
Contact Hours:  1 Lecture per week  
Assessment:  1 x 3 hour exam  
Weighting:  5 ECTS  
Description:  This module will cover approaches to meeting the needs of people with neurological disorders and progressive neurological diseases. As the production of purposeful goal directed movement pervades all aspects of behaviour, there will be a specific focus upon the physical, psychological and social consequences of movement dysfunction. The module will deal with the scientific principles underlying neurological rehabilitation, including motor control and learning. The student is also introduced to intervention strategies that are designed to maintain or re-establish functional capability, such as brain-computer interfaces, robot assisted therapy, deep brain stimulation and cortical stimulation.

PS4009  Advanced Academic Skills  
Lecturer:  Various  
Classes:  PCC Yr 2 (Compulsory)  
Duration:  1 term (Michaelmas)  
Contact per wk:  22 lectures/seminars  
Assessment:  Not applicable for Psychology Conversion Course students  
Weighting:  N/A  
Description:  This course is designed to assist students to further develop their skills in the conduct, presentation and reporting of research. Topics include research ethics, the use of IT, oral presentation skills, the production of posters and the writing of research reports.
PS4014  
Project (Please see further information on Final Year Project/FYP in this handbook)

Lecturer: Various

Classes: PCC Yr 2 (Compulsory)

Duration: Full academic year

Contact per wk: Arranged with supervisor

Assessment: Written thesis (weighted equivalent to two examination papers)

Weighting: 20 ECTS

Description: A piece of independent research which involves gathering data on a psychological topic. The research is supervised by a member of staff who is available as a resource to be used by the student.

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Course Requirements

Statistics & Methodology I & Research Skills & Methodology I – PCC Yr 1

For the Statistics & Methodology I and Research Skills and Methodology I modules, attendance at all labs and seminars (generically referred to as practicals) is compulsory and attendance is recorded. Failure to attend class without medical certification or equivalent explanation will result in the student being recorded as absent. If a student is recorded absent for more than 3 of the practical classes in either module they will be returned as non-satisfactory. Please note that it is the responsibility of each student to ensure that his or her presence has been recorded on the roll.

The assessment for Statistics & Methodology (SaM) I and Research Skills and Methodology (RSaM) I is made up of continuous assessment examinations and coursework. If on a continuous assessment exam a student does not achieve at least the pass mark of 40% a re-sit must be taken. The re-sit will only be eligible for a maximum mark of 40%. A student will automatically fail the Statistics & Methodology I and Research Skills and Methodology I modules if the maximum mark achieved in an exam or its re-sit is less than 35%. An average of 40% on the examination component alone of the assessment schedule is required to obtain an overall pass mark for the practical elements.
All assessments (tests and reports) must be completed, otherwise the student will be returned as non-satisfactory, and will not be permitted to progress/rise with their year.

Statistics & Methodology II & Research Skill & Methodology II - PCC Yr 2

For both of the above named modules attendance at all labs and seminars (generically referred to as practicals) is compulsory and will be recorded. Failure to attend class without medical certification or equivalent explanation will result in the student being recorded as absent. If a student is absent for more than 2 of the 11 practical classes which run in both Michaelmas and Hilary terms s/he will be returned as non-satisfactory. Please note that it is the responsibility of each student to ensure that his or her presence has been recorded on the roll.

The assessment for SaM II is comprised solely of continuous assessment examinations. If on any one of these exams a student does not achieve at least the pass mark of 40% a re-sit must be taken. The re-sit will be the same paper taken early in Hilary term or during the supplemental session and will be eligible for a maximum mark of 40%. A student will automatically fail the SaM II course if the maximum mark achieved in an exam or its re-sit is less than 35%. The assessment for RSaM II is comprised of coursework and the Journal Club exam.

All assessments (tests and reports) must be completed, otherwise the student will be returned as non-satisfactory, and will not be permitted to progress/rise with their year.
PCC Year 1 is comprised of ten modules, 8 of which are weighted at 5 ECTS each while RSaM I and SaM I are each allocated 10 ECTS. Therefore, RSaM I and SaM I each contribute 16.67% to the overall assessment total and the other eight modules contribute 8.33% each. Please note that Sophister modules taken in Year 1 will contribute to the overall degree award in Year 2 (Yr 1 2018/2019): PS3408, PS3412, and PS3413. There will be seven examination papers, one for each core foundation module and one for each of the advanced modules. RSaMI and SaMI will be assessed by continuous assessment. Tutorial work will also be assessed by continuous assessment.

The General Academic Regulations, as set out in the University Calendar, apply to all assessments. A student must take modules totaling 60 ECTS credits in each year, and must complete all assessments in all modules. It is the responsibility of each student to ensure that he/she is taking exactly 60 credits per year. The Pass mark 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.

**At Annual Examinations**
A student must sit examinations in all modules that have an examination as an assessment element.

**Progression Regulations at Annual Assessment Stage**

(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)
- Are required to obtain a minimum of 50 credits at grade pass or above
- May accumulate a maximum of 10 credits at qualified pass (QP 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);
- any credits at grade fail;
- they do not obtain an overall pass.

If a student has achieved both Fail and Qualified Pass marks in the annuals, they must present in 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.

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 credit rating for the weighting of each module.

Progression Regulations at Supplemental Assessment Stage

In order to progress to the next year of the course (PCC1) or to attain their credits for the year (PCC2), 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. The student’s academic record on their transcript will show clearly the time lost through repetition of a year.

### Annual Assessment Regulations

**PCC Yr 2**

PCC Year 2 is comprised of seven modules and the final year project. Marks from three Sophister options examined in Year 1 will also contribute to the final mark in Year 2. Therefore, 11 elements in total will comprise the final mark in Year 2: All 8 elements from Year 2 and three Sophister module elements from Year 1. Hence the final mark will be derived from the weightings of 11 elements as follows:

- Each 5 ECTS module will contribute 6.66%
- Each 10 ECTS module (S&MII) will contribute 13.33%
- Each 20 ECTS module (FYP) will contribute 26.67%

There are formal University assessment sessions following the end of teaching term in semester one (in Michaelmas term) and following the end of teaching term in semester two (in Trinity term). SaM II and RSaM II and the academic skills tutorials will be assessed by continuous assessment. The pass mark for each assessment/examination component and each module is 40%. **N.B. Please note that there will be no supplemental exams for final year students, other than for specified continuous assessment exam components taken in SaM II and RSaM II.** Modules are weighted according to their credit values. The marks from each module will be added together, and an overall pass grade (40%) must be achieved for a student to be awarded the Psychology Conversion Course.

The General Academic Regulations, as set out in the University Calendar, apply to all assessments. A student must take modules totaling 60 ECTS credits in the second year, and must complete all assessments in all modules. It is the responsibility of each student to ensure that he/she is taking exactly 60 credits per year. The Pass mark is 40%.
Assessment during the Year
A student must complete assessment elements (if any) in each module – e.g., essays, laboratory work, reports, etc.

Final Examinations (Annual session)
A student must sit examinations in all modules that have an examination as an assessment element.

Regulations at Final Assessment Stage
• In order to pass at the Final Assessment Stage, a student must: a) Pass all modules and earn 60 credits OR b) Pass by compensation or pass by aggregation, as explained below. If a student passes by compensation or aggregation, he/she earns 60 credits for the year.
• A student passing by either of the above methods is given an overall mark and grade in accordance with the institutional marking scale.

Passing by Compensation at Final Assessment Stage
Any module(s) may be identified as “non-compensatable” – i.e., a student must pass the module, and may not fail it and pass by compensation.
In order to pass by compensation a student must: a) Have an overall mark of at least 40%, and b) Pass outright modules totaling at least 40 credits, and c) Get a minimum mark of 35 in each failed module, up to a maximum of 20 credits.

Please note in order to rise with your year, all required coursework must be submitted.

Foundation Modules:  
- Exam = 100%  
- OR- Essay 100%

Sophister Modules:  
- Exam = 100%
Final Year Project - Introduction

All candidates for the Psychology Conversion Course 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 two typed copies of the report, plus an electronic version and a raw data file on disk/USB key should be submitted for examination by 3pm, on or before the Monday of teaching week 8 (Calendar week 29) of Hilary lecture term. Please read Appendix A, which provides detailed requirements, instructions and guidance regarding the final year project.

The co-ordinator of Final Year Projects is Prof. Clare Kelly. Any general queries relating to the FYP which have not been addressed in the following sections may be directed to the co-ordinator.

Criteria for degree classes

Brief descriptions are provided below of the qualities of work typical of each of the various classes of honors that can be awarded. These descriptions are not specific to any particular level of 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 judgments 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. The threshold standard for the award of an honors classification is that required for third class honors. Work below this standard is awarded a fail grade.
FAIL (0-39)

We don’t expect you to fail: you have the aptitude to succeed and our mission is to do our best to help you realise your academic potential. But for the record the ‘fail’ grade is sometimes broken down into two bands: F1 and F2. An answer at the F1 level (30-39) represents a failure to answer the question adequately, but the possession of at least some relevant information. The failure to provide an appropriate answer may be due to a misunderstanding of the question, or to one or more of the following deficiencies: it may contain only a small amount of relevant information, the material itself may have been misunderstood, the answer may be poorly or incoherently presented, or the answer may not relate to the question asked. An answer at the F2 level (0-29) normally contains no or only the most minimal amount of information relating to the question, or may demonstrate a complete misunderstanding of the question, or a misunderstanding of the material relevant to its answer such as to render the answer meaningless. Work at Fail level tends to have few positive characteristics, except possibly when the grade has been awarded because of the inclusion of a major error, the presence of which is sufficiently important to outweigh any positive features of the answer. It is also possible for an otherwise good piece of work to be awarded a Fail grade because it fails to answer the question posed. The absence of positive characteristics could also result from the fact that the answer is very short (e.g., when a student runs out of time in an examination and writes very little).

Work awarded a Fail grade tends to possess some or all of the following negative characteristics:

- Represents a failure to answer the question (though may be an answer to a different question)
- Shows no or only a little evidence of understanding of the topic
- Shows no or only very little evidence of relevant reading or research
- Includes no or very few relevant ideas
- Does not contain a structured argument
- Does not offer evidence to justify assertions
- Does not include relevant examples
- Contains multiple or major errors
THIRD CLASS (39-50)

Work at this level contains evidence of study of the appropriate material and displays a level of presentation at least minimally commensurate with the award of an honors degree, but it often reflects only a limited familiarity with the standard literature and/or methods of the subject. A third class answer constitutes at least a minimal attempt to answer the question posed, but the answer may omit key points and/or contain assertions not supported by appropriate evidence. It may display superficiality in understanding and/or the use of material, an over reliance on knowledge at the expense of development or argument, analysis or discussion, and it may lack continuity, or be inadequately organised. Nonetheless, work at this level does show an ability to refer to some standard sources, ideas, methods or techniques normally applied in the subject and to achieve some success in solving problems or marshalling an argument to reach a conclusion.

What differentiates a third class piece of work from one that fails is that a third comprises an attempt to answer the question informed by some relevant information and without any major error, while a fail either does not contain an adequate attempt to answer the question, or does not contain sufficient relevant information, or contains at least one significant error.

Work at Third class level may possess some or all of the following positive characteristics:

- Attempts to answer the question
- Shows modest evidence of understanding of the topic
- Shows modest evidence of relevant reading or research
- Includes a few relevant ideas
- May include some relevant examples

Work at Third class level may possess some or all of the following negative characteristics:

- The attempt to answer the question may not be very successful
- Does not contain a sufficiently well-structured argument
- Does not offer sufficient evidence to justify assertions
- Does not include sufficient relevant examples
- Lacks lucidity
- Contains one or more important errors
LOWER SECOND CLASS (50-59 – 2.2)

Work at lower second class level displays a knowledge of the standard material and approaches of the subject and a familiarity with much of the standard literature and/or methods. A lower second class answer may constitute a relatively simplistic answer to the question, and is likely to be based on a narrow range of sources, such as lecture notes and the basic required reading, rather than being indicative of wider reading. It usually displays a basic ability to use relevant sources, methods or techniques normally applied in the subject to achieve some success in solving problems or marshalling arguments to reach a conclusion. The work may show some inconsistency in standard, may contain occasional technical or factual flaws, and may exhibit some difficulties with the organisation of material or with the full understanding of a problem or issue, but it is adequately presented and may include some critical judgement applied to analysis or the application of standard ideas or methods.

What differentiates a lower second class piece of work from one awarded a third class grade is the greater success of the lower second in answering the question, together with the possession of more relevant information, a more coherent argument and an improved structure, although neither the answer to the question nor the structure may be incapable of improvement.

Work at Lower Second class level will tend to possess some or all of the following positive characteristics:

- Attempts to answer the question
- Shows evidence of a basic to good understanding of the topic
- Shows evidence of some relevant reading or research
- Includes some relevant ideas
- Includes some relevant examples

Work at Lower Second class level may possess some or all of the following negative characteristics:

- The attempt to answer the question may not be completely successful
- Does not contain a sufficiently well-structured argument
- Does not offer sufficient evidence to justify assertions

- Does not include sufficient relevant examples
- The style of writing could be improved
• Lacks lucidity
• May contain some minor errors

UPPER SECOND CLASS (60-69 – 2.1)

Work at upper second class level displays a sound and clear understanding of the subject and demonstrates a good grasp of a wide range of the standard literature and/or methods and techniques of the subject. An upper second class answer constitutes a well-organised and structured answer to the question that is reasonably comprehensive, generally accurate and well informed. It will normally demonstrate a greater breadth of knowledge than would be gained merely from the lecture notes and basic required reading. It will demonstrate some ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way. Where relevant it will also demonstrate an ability to analyse information, to make sense of material, to solve problems, to generate new ideas and concepts and to apply knowledge to new situations. The presentation of information, arguments and conclusions will be clear and well written.

What differentiates an upper second class piece of work from one awarded a lower second is the greater success in answering the question, the additional understanding displayed, the greater evidence of additional reading, the improved structure and organisation, the superior quality of the argument, and the level of critical thinking displayed.

Thus an Upper Second class piece of work shows positive characteristics such as:

• Answers the question clearly and fully
• Has a good structure and organisation
• Shows evidence of a very good understanding of the topic
• Shows clear evidence of relevant reading and research
• Clearly explains relevant theory and cites relevant evidence
• Contains reasoned argument and comes to a logical conclusion
• Includes highly relevant ideas
• Uses relevant examples
• Demonstrates the ability to apply learning to new situations and to solve problems
• Is well written
• Lacks errors of any significant kind
Upper Second class work usually has few negative characteristics, but may be limited in the sense that it:

- Could demonstrate more in the way of insight, imagination, originality or creativity
- Does not answer the question in as fully and comprehensive a manner as would be possible
- Could demonstrate more ability to integrate information
- Could exhibit more critical thinking
- Could exhibit more independence of thought

**FIRST CLASS (70+ - I)**

First class work represents an excellent to outstanding performance demonstrating a thorough understanding of the subject. In addition to a mastery of a wide to full range of the standard literature and/or methods and techniques of the subject, work at this level shows independence of judgment and evidence of attainment beyond the standard material. It will frequently demonstrate characteristics such as insight, imagination, originality and creativity. A first class answer will represent a comprehensive and accurate answer to the question that will exhibit a detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way. Where relevant it will also demonstrate a high level of ability to analyse information, to make sense of material, to solve problems, to generate new ideas and concepts and to apply knowledge to new situations. The presentation of information, arguments and conclusions will be fluent and clearly written and may also show particular lucidity in expression appropriate to the subject.

What differentiates a first class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgment, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research in the first that is not present in the upper second.

Thus a First class piece of work shows positive characteristics such as:

- Answers the question clearly and comprehensively, in a focused way
- Has an excellent structure and organisation
- Demonstrates characteristics such as insight, imagination, originality and creativity
- Demonstrates the ability to integrate information
• Exhibits sound critical thinking
• Exhibits independence of judgment
• Clearly explains relevant theory and cites relevant evidence
• Contains reasoned argument and comes to a logical conclusion
• Gives evidence of wide relevant reading
• Includes a sufficient number of appropriate examples
• Demonstrates a clear comprehension of the subject
• Demonstrates the ability to apply learning to new situations and to solve problems
• Is lucid and well written
• Lacks errors of any significant kind

All pieces of First class work may not have all of the characteristics above, but all such work will have few, if any, negative characteristics. Note that a large quantity of material is not a sufficient characteristic for a first class mark to be awarded. An excessive quantity of work of an upper second class standard will not be deemed to be of a first class standard.
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 a script cannot be read by the marker 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.

Examination results

A detailed breakdown of individual results will be posted my.tcd.ie. On written request via email to the course Executive Officer, Anne Marie Duffy, amduffy@tcd.ie a transcript can be posted to you. Transcripts can take up to seven days to process.

Common examination errors

- Not answering the required number of questions. Thus if asked for four answers (e.g., two from each section of a paper) and you only attempt 3 in total, you effectively limit your mark range to 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 texting language. Material in this form will be ignored by examiners.
Access to examination 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; please consult the College Calendar, Part 1, Section 1.31 for further details.

Transcript Requests

Students and graduates are entitled to request copies of their academic transcript from the course executive officer. Requests must be made in writing via email. A minimum of 7 working days’ notice is required for all requests.

Prizes in Psychology

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

Derek Forrest Prize in Psychology
This prize was founded in 1991 by a gift from Professor D.W. Forrest. It is awarded annually to the Sophister or Higher Diploma psychology student who presents the best final year dissertation, provided that a grade of first class honors is attained. Value, €77.

The Graduates’ Prize in Psychology
This prize was founded in 1985 from donations received by the School of Psychology from graduates who were subscribed to a prize in conjunction with the celebration of the twenty-first anniversary of the founding of the department. It is awarded annually to the best Sophister or 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 Conversion Course psychology 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.
Photocopying

The postgraduate 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 Lab. At €3 (250 ECTS) or €6 (520 ECTS) each. The current charge is 3 ECTS (4 cent) per A4 copy. The cards may also be used to operate the Laser printers in the School’s computer lab.

Berkeley Library

The main psychology collection of books and journals is housed in the Berkeley library on the second floor and recent issues of Journals are to be found in the Periodicals Room in the basement of the new Ussher library, where there is also a photocopying facility. General reference books, various indexes and a computer-based CD ROM database for psychology books and journal articles (called PSYCHLIT) are to be found on the ground floor of the Berkeley. Materials that have been specifically reserved for your use by course staff are held "on reserve" and may be requested from the counter on the ground floor. Please note: A set of textbooks for all the foundation courses and for the advanced options taken by Conversion Course students are held for your use only in the reserve section in the Berkeley library.

Please note that most Journals are not on open shelves but have to be requested from the "stacks". Less frequently used materials have to be brought on request from the library depository in Santry. Because the TCD library is a copyright archive, receiving by law all published materials in the British Isles, borrowing rights are restricted. The Student Lending collection is currently housed in the 1937 Reading Room. It tends to contain books specifically recommended by staff for student borrowing. It may also be worth checking out the Hamilton Library where an increasing number of psychology books can be found.

Computing Facilities

The School has two computer laboratories; one (room 1.34) that contains 40 iMacs and a scanner (text and graphics) and the other (room 1.32) contains 16 iMacs on the first floor. The laboratories are for Psychology student use, and are booked for undergraduate and postgraduate classes at regular times during teaching terms. At other times they will be available for individual use by undergraduates between 9.30 am and 4.45 pm Monday to Friday. Postgraduate students have 24 hour access. 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. A mono laser printer (PSYLAB) is located outside the laboratories and a colour laser printer (PSYFIRST) is located outside room 1.19. The laser printers are operated by a card system, and the cards may be purchased from the card dispenser, located outside the laboratories, at €3 (250 ECTS) or €6 (520 ECTS) each. Monochrome laser printer charges: A4-3 ECTS, A4 double-sided-6 ECTS. Colour printer charges: A4-16 ECTS. The cards may also be used in, the photocopier on the ground floor and outside room 1.19. Advice about the use of the computers should be sought from Lisa Gilroy or Niall Mullins (Room1.30).

**College Computers**

You are advised to read the **Guide to Computing in College**, available from the IT Services homepage, for information on the many and varied computers available and for access to an e-mail account.

**Blackboard**

Lecture notes, schedules and assignment information for each module will be made available via Blackboard; College's Virtual Learning Environment (VLE) at [https://tcd.blackboard.com](https://tcd.blackboard.com)

**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.
NEW DATABASE FOR PSYCHOLOGICAL TESTS

Access is via the Library homepage under Databases and E-Books

The School is delighted to announce that, together with TCD Library, we have purchased a subscription to PsycTESTS® which is now available for use by all staff and students for their research and scholarly work. PsycTESTS® is a research database produced by the American Psychological Association (APA) that provides access to psychological tests, measures, scales, surveys, and other assessments as well as descriptive information about the test and its development and administration, mostly drawn from articles in peer-reviewed journals or books, with downloadable tests. This is a bibliographic database, including descriptive summaries of the test and its development and administration, which also contains full text and multimedia (76% of test records contain the actual test or test items):

Focuses primarily on unpublished tests, those developed by researchers but not made commercially available

Most records link to a variety of materials describing the test in peer-reviewed literature, technical reports, or dissertations as well as links to related peer-reviewed literature describing test development, review, or use

- Each record includes data on the scope of the test, test implementation, a high-level overview of the test’s development, and reliability and validity data (when available)
- Tests include those compiled from a systematic review of peer-reviewed journals published by APA, Hogrefe Publishing Group, and other large publishers; technical reports from PsycEXTRA®; contributions from individual test authors; collections from the Archives of the History of American Psychology; and more
- Commercially available tests indexed by APA are also included, with links to purchase the instrument from the publisher

Subject Coverage

A diverse array of subject areas and types of tests:

- Developmental Measures
- Scales for Beliefs, Relationships, or Expectancies
- Aggression, Coping, or Functional Status Questionnaires
• Racial and Ethnic Identity Scales
• Resilience, Anger Response, or Substance Abuse Inventories
• Physical Health Related Assessments
• Personality Assessments
• Educational Measures
• Neuropsychological Assessments
• Aptitude and Achievement Measures
• Competency Measures
• Occupational Measures
• Intelligence Tests/Military Tests

**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 & 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. Lisa Gilroy, Niall Mullins and Anne Marie Duffy are our Fire Wardens. Please inform any of 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 5.45 pm, 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).**

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.

### Postgraduate Advisory Service

The Postgraduate Advisory Service (PAS) is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on their website: [http://www.tcd.ie/Senior_Tutor/postgraduate/](http://www.tcd.ie/Senior_Tutor/postgraduate/). The PAS is located on the second floor of House 27. We’re open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm. Phone: 8961417; Email: pgsupp@tcd.ie.

### Student Counselling Service

The Student Counselling Service offers a range of services to help students to improve their study and learning skills, and to achieve academically their fullest potential. More information on the service can be found at [www.tcd.ie/Student_Counselling](http://www.tcd.ie/Student_Counselling), or by phoning +353 -1-8961607.

### Disability Service

Reasonable accommodations are routinely made for students with documented disabilities and students are encouraged to register with the College Disability Service [www.tcd.ie/disability/](http://www.tcd.ie/disability/) for further information.
Resources and Support Services in the College

Student services are available in College, including those related to academic and personal supports. [www.tcd.ie/students/supports-services/](http://www.tcd.ie/students/supports-services/) will help you take advantage of everything Trinity has to offer for students. The student services handbook is also available on the website.

For queries concerning application, admission, registration, record management, fees and payments please contact Academic Registry: [https://www.tcd.ie/academicregistry/](https://www.tcd.ie/academicregistry/)

There are a wide number of supports and services available to students. The information on the website [http://www.tcd.ie/students/](http://www.tcd.ie/students/) will help you take advantage of what Trinity College has to offer.


[http://www.tcd.ie/graduatestudies/](http://www.tcd.ie/graduatestudies/)

Postgraduate Taught Programmes students can find information on Fees and Registration, Exams, the University Calendar and Thesis Submission [www.tcd.ie/graduatestudies/students/taught/](http://www.tcd.ie/graduatestudies/students/taught/)

Social and Sports Activities

Current TCD Students join TCD Societies. Presentation of a current student card and registration with a valid TCD email address is necessary for registration. [http://trinitysocieties.ie/](http://trinitysocieties.ie/)

Dublin University Central Athletic Club (DUCAC) is the governing body for Sport Clubs at Trinity. DUCAC is responsible for the overall administration of DU Sports Clubs in cooperation with Club Officers and for their interests and development in Trinity. An Executive Committee and other sub-committees oversee the business affairs of DUCAC, including the Pavilion Bar. DUCAC receives funding from the Capitation Committee at the University and supplements its income with a percentage of profits from the Pavilion [www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs](http://www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs)
International Students

Erin Paullin is the Global Officer for the Psychology of Psychology and the School of Social Work and Social Policy. Erin can be contacted at paulline@tcd.ie and is based in the School of Psychology on a part-time basis.

Noticeboards

There are several notice-boards located on both floors of the School.

Links for University Regulations, Policies and Procedures

http://www.tcd.ie/teaching-learning/academic-policies/
https://www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf
https://www.tcd.ie/equality/policy/dignity-respect-policy/

Quality Office

The role of the Quality Office is to ensure that Trinity is aligned to national and international standards and regulations for quality, and supports the engagement of staff, students and stakeholders in quality assurance and quality enhancement activity https://www.tcd.ie/teaching-learning/quality/

School of Psychology Staff and Research Student - Research Interests

A full staff directory is available on the School’s webpages at http://www.psychology.tcd.ie/ This includes their work contact details and research interests. Similarly, the research topics of those student currently register on the research programme are also available to view.
Qualifications Framework

Browse through the keypad on the webpage to learn about the Irish NFQ. [http://www.nfqqqi.com/index.html](http://www.nfqqqi.com/index.html)

Intellectual Property Guidelines

In accordance with Section 1 of the TCD Policy, Practice and Regulations on Intellectual Property, 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 (ie 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; Dr. Emily Vereker, Senior Patents & Licensing Manager Office of Corporate Partnership & Knowledge Exchange, Trinity Research & Innovation  

emily.vereker@tcd.ie / ☎ ext 4152

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### Submitting Coursework & getting it back

Please note, in order to rise with your year, all required coursework must be submitted as scheduled, and no later than the beginning of the supplemental session in the same academic year.

All course work must be submitted no later than 3pm on the Thursday of the last week of each semester – i.e., Michaelmas Term: **Thursday 13th December**, and Hilary Term: **Thursday, 18th April 2019**. All work must be signed in and dated on the sheet provided. Your work must be submitted with a standard coursework submission sheet which will be made available to you. **TWO HARDCOPIES OF ALL ASSIGNMENTS** must be submitted. One copy will be retained for scrutiny by the School. The second copy will contain the marker’s feedback and be returned to you. A softcopy must also be submitted to www.turnitin.com. **You are required to keep a copy of all work submitted for assessment.**

### Submission of Coursework for SaM I & II and RSaM I & II

For Statistics and Methodology I and Research Skills and Methodology I ONLY electronic submission of
coursework is required. Coursework must be submitted electronically to the relevant assignment depot on www.turnitin.com by the deadline specified by the lecturer. All work must include the electronic coursework coversheet which provides all the necessary details about the assignment in a standardized fashion.

**Late submission of continuous assessment work**

Students may make a case for deferred submission of work in advance of a deadline only, unless an acceptable medical certificate has been submitted covering the period subsequent to the deadline. 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 only for a maximum mark of 40%. Work submitted more than 10 working days after the deadline will be awarded no mark and recorded as zero percent. However, if a reasonable attempt has been made at it, 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.

For option modules, please contact the course executive officer Anne Marie Duffy, amd Duffy@tcd.ie who will liaise with the relevant lecturer to discuss the possibility of granting an extension. For Foundation modules, extensions will be awarded through the Statistics and Methodology and Research Skills and Methodology modules and more details will be provided via those modules.

**Soft copy (electronic) submission of coursework**

All coursework must be submitted in soft copy through turnitin.com to facilitate the detection of plagiarism. Where hardcopy submission is required, the deadline for electronic submission will always be 10 calendar days after the hard copy deadline regardless of when this date falls. If you do not meet this deadline then there will be a single penalty of 16% (equivalent to the penalty for being one week late with the hard copy submission) regardless of how late you are. Before coursework feedback is returned to a student there will be a check made as to whether the electronic copy has been submitted. If the electronic submission has not been made then the mark the work achieved will be noted but will be returned as zero. This zero mark will only be reversed when the electronic submission has been completed AND the lecturer
concerned has been emailed to alert them of the submission. Every effort will be made to ensure that the double application of hard and electronic penalties will not take place. In the case of late hard copy submission the 10 day period for electronic submission will start on the day after the hard copy submission has been completed. Note that an electronic copy will not be accepted either in lieu of the hard copy or as a way to meet the hard copy deadline.

**Marking of SaM and RSaM coursework**
The name of the marker will be listed on the top of the feedback sheet. If you are unclear as to why you received the mark awarded you are entitled to have this explained to you by the marker. If after this meeting you are still unclear as to why the mark was awarded you can discuss it with the lecturer responsible for the module.

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**Email and Social Media Usage Policy at TCD**

Official University and School correspondence will be sent to **your TCD email address**. Please note that College will use only your official TCD email account and you must use that account, rather than a personal email account, when communicating with College. You may also send email to staff in the school where appropriate and necessary. Remember to check your email daily and use the following guidelines when using email for communicating to help you to get the most out of this valuable tool.

- Keep messages brief and to the point. It is important to remember that some people receive hundreds of email messages each week.
- Make sure the information you seek is not available elsewhere first, for instance, consult the student handbook, the school web-pages, school notice-boards, your classmates.
- Specify the topic of the email in the “subject” field so that your recipient will know what the email is about.
- Email is an electronic communication between people and should be written in good style, with correct grammar and punctuation. Use the Spell check option.
- **Always include your full name, student number, year (1 or 2) and course 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.

• As a rule, use the title or form of address that you would use in verbal communication.

• 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 Executive 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.

• Please do not send or forward chain email.

• 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 code & title.

• In the body of your email, tell your recipient the title of the attachment, what type of software was used to create the document, and the year/version of the software. For example: “The attached file is titled ‘libraryopenhours.doc’ and it is in MSWord”.

• 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.

• 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.
For further information, please consult College policy on email at: [http://isservices.tcd.ie/email/](http://isservices.tcd.ie/email/)

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**GDPR**

Information on IT Security in Trinity, including IT Security policy, GDPR Information, Awareness and Education Programmes, Recent Events and Useful Resources is detailed at [http://www.tcd.ie/ITSecurity/](http://www.tcd.ie/ITSecurity/).

Information regarding GDPR policies and procedures is available on the following website: [https://www.tcd.ie/info_compliance/data-protection/gdpr/](https://www.tcd.ie/info_compliance/data-protection/gdpr/)

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**Mobile Phone Use in the School & College**

Mobile phones must be turned off during all class work such as lectures, practicals, seminars and tutorials and their use is permitted only in designated areas (see notices). Please respect the fact that the School is a working environment.

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**Plagiarism in Examination & Assignment/Continuous Assessment Coursework**

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 which 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 (the copying and presentation of others’ work without crediting the source) 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.
Please take time to read the guidelines for eliminating plagiarism at the front of this handbook for a more extensive discussion of plagiarism.

<table>
<thead>
<tr>
<th>Part-time Lecturers &amp; Teaching Assistants</th>
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<tbody>
<tr>
<td>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.</td>
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<table>
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<tr>
<th>Change of Contact Details</th>
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<tbody>
<tr>
<td>The School records your first address on entry. It is important that you inform us of any change so that we can contact you when necessary. Please access a ‘change of address form from the College website <a href="http://www.tcd.ie/vpcao/administration/records-awards/change-details.php">http://www.tcd.ie/vpcao/administration/records-awards/change-details.php</a> and return to the Student Records Office. There is a charge of €32 if the Student Records Office is not notified of a change of address</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Ethical Guidelines</th>
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<tbody>
<tr>
<td>Please note that students who choose to conduct a final year research project that involves CHILD participants (minors under the age of 18 years) are required to sign a Statutory Declaration witnessed by a Notary Public, that they do not have any previous convictions, or any pending prosecutions in Ireland or elsewhere, for offences against children or offences against the person. Guidelines for conducting research with adult and child participants are published on the School website and you must adhere to them.</td>
</tr>
</tbody>
</table>

For more information, please view the information on the School’s Ethics webpage at https://psychology.tcd.ie/local/undergraduate/Ethics/index.php
Every applicant is required to read the ethics guidelines from the Psychological Society of Ireland (PSI) (http://www.psychologicalsociety.ie/) and/or the British Psychological Society (BPS). The British Psychological Society’s published Code of Ethics & Conduct is available for consultation at www.bps.org.uk

It is now a requirement that in all applications submitted to the School of Psychology Ethics Committee, and in all requests for amendments to projects approved previously, applicants demonstrate that the proposed research activity will conform to the General Data Protection Regulation (GDPR). More information is at http://www.tcd.ie/info_compliance/data-protection/gdpr/

### Student Representation

Each year-class elects a representative who coordinates discussion and feedback about issues pertaining to the course. A representative (one from amongst all year-class reps) is elected to represent postgraduate/Conversion Course issues at School Executive Committee Meetings and there is also part postgraduate/Conversion Course student representation on the School Committee. The Head of School, year coordinators and another academic staff member normally meet all reps at least once in MT and HT.

### The Psychological Society TCD

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, recently hosting a talk from Dylan Evans on the evolutionary roots of religious beliefs.

These talks are just one aspect of what the society does; they are also committed to providing a social outlet for members. As well as the receptions following the talks, they 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 especially encourages all members of the school to join. Members can join in Freshers’ Week or any time throughout the year by contacting them at www.psychsoc@csc.tcd.ie

### Graduate Students’ Union (GSU)

Trinity’s Graduate Students’ Union (GSU) established in 1973 is the representative body for all postgraduate students in Trinity College Dublin, the University of Dublin. The two sabbatical officers of the GSU work full-time and represent postgraduate students on all major College committees including Board, Council, Student Life, Graduate Studies committee and Research Committee. The Union’s executive committee which includes representatives from all faculties convene on a monthly basis and more often when required. The objective of the Union is to effectively represent postgraduate students within the university, advocate on behalf of union members on issues that impact your education internally and nationally and to protect the interests of our union members during their studies.

Activities of the Union include: providing social and recreational facilities for post graduate students; monitoring and development the study and recreational facilities of the 1937 Postgraduate Reading Room; providing Graduate common room for postgraduate students (located in house 7) and to provide and manage lockers for students in the 1937 Reading Room (rental is organised through the front office in house in house 6).

The GSU produces an academic and peer reviewed journal on an annual basis, the *Trinity Postgraduate Review* (http://trinitypostgradrev.wixsite.com/tcd.ie) and a literary magazine, *College Green* (www.collegegreenmagazine.com/). It also produces a postgraduate handbook for students with information on supports and services available to postgraduate students.

The GSU President works in the area of policy and strategy. The GSU Vice-President acts as the Welfare and Education Officer for postgraduates in TCD and provides confidential one-to-one advise, advocacy and support in areas such as student supervisor relationships and financial hardship. The GSU Communications Officer informs you on a weekly basis of information, postgrad events and up-dates from the university and the wider metropolitan community through the medium of a digital newsletter titled Postgrad News.
The GSU website [http://www.tcdgsu.ie](http://www.tcdgsu.ie) provides the latest updates from the GSU, information on elections, campaigns and connections to the Union’s social media platforms. Students can arrange meetings with the sabbatical officers via emailing either the GSU President, Shane Collins at [president@gsu.tcd.ie](mailto:president@gsu.tcd.ie) or the GSU Vice-President, Madhav Bhargav at [vicepresident@gsu.tcd.ie](mailto:vicepresident@gsu.tcd.ie) or by contacting the office landline at (01) 896 1169.

The GSU student representative overview can be found on [https://www.tcdgsu.ie/becomearep/](https://www.tcdgsu.ie/becomearep/)

Together with the Graduate Students' Union, the Dean acts as a voice representing the graduate students on various fora in College, including the University Council, Heads' of School Committee, The Deans' Committee, and the Research Committee. More information is available via [http://www.tcd.ie/graduatestudies/](http://www.tcd.ie/graduatestudies/)

### Study Methods

#### Advice to new students

Your role as a student is to be an active learner. The lecturer's role is to guide, advice 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, 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 file them systematically. The most important part of your academic work will be reading and thinking (based on Wyatt, 1998).

### Self Help Books


Learn to Study for Success at College and University with Emma Thurston & Professor Aidan
Moran (70 Mins) ISBN 978-0-9565292-0-6; Mindcool productions;
http://www.mindcoolproductions.com/

Open University Press series, published by Open University Press, Buckingham (www.openup.co.uk):
- The student’s guide to exam success
- How to get a good degree
- How to win as a final-year student
- A guide to learning independently
- Reading at university
- Reading, writing and reasoning
- Returning to study
- Writing at university
- SPSS survival manual (Windows version only)
- Doing your research project
- How to research
- Interviewing: a practical guide for students and professionals
- Managing information for research

“How to -” series, by David Acres, published by How to Books Ltd., Plymouth:
- How to pass exams without anxiety
- Knowing your rights as students
- How to survive at college
- A Woman student’s handbook

### Psychology Web Sources

The Social Science Information Gateway (SOSIG) has published a booklet describing some of the most useful Web sites for psychology students, researchers and lecturers. A pdf copy of this booklet can be downloaded from: www.sosig.ac.uk/training

### Recent Academic Staff Publications

On the School website, academic and postdoctoral research staff members have listed some of their key published work from recent years and, in some cases, work which is pending publication.
This listing should give you a good idea of the research activities of the staff concerned. Check out: www.psychology.tcd.ie/research. You are welcome to contact any staff member not listed there to find out about their current research work.

APPENDIX 1: Final Year Project Requirements & Guidelines

All candidates for the Psychology Conversion Course in Psychology must carry out a “Final Year Project” - an empirical investigation of a psychological topic or question(s). All projects should involve the collection of data. Assessment of the Final Year Project is via a written report describing this independent investigation. Two typed hard copies of the report, an electronic version of the report, and the electronic data files for the project (on USB key), must be submitted for examination by 3pm on the Monday of week 8 of Hilary Term (Calendar week 29). The project contributes 30% to the overall annual assessment.

The write-up of the Final Year Project should demonstrate achievement of the following learning outcomes:

- An integrative understanding of the background literature and an appreciation for the context and framing of the project.
- 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 to tackle the research question.
- An awareness of the ethical issues entailed by the project and an ability to apply for and obtain ethical approval, as required.
- An ability to implement the research design and collect the data as planned.
- An ability to take responsibility for the project as a whole and ensure that the research is conducted in line with principles of integrity and reproducibility.
- Knowledge of the appropriate analytical or statistical procedures required for the project, and an ability to implement those procedures successfully.
- The ability to clearly and concisely describe the results of analyses, using figures and tables where appropriate.
- An ability to interpret and critically evaluate empirical findings and to justify conclusions drawn.
- An ability to relate the findings to the original research question, to place the findings in the context of the wider literature, and to discuss the impact and implications of the work.
- An ability to critically evaluate the study, 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 write up and present the project and findings to a scholarly standard appropriate for submission for publication in a peer-reviewed academic journal.

The Derek Forrest Prize (value: €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).

**Final Year Project - PCC Yr 2**

**All projects should involve the collection of data.**

A completed form seeking ethics approval should also be submitted to your supervisor for his/her approval and signature, prior to submitting the ethical approval application to the School of Psychology Ethics Committee. The deadline for applications can be found on the following link

https://psychology.tcd.ie/local/Ethics/index.php

**Final Year Project Guidelines**

All candidates for the Higher Diploma in Psychology must carry out a “Final Year Project” - an empirical investigation of a psychological topic or question(s). Assessment of the Final Year Project is via a written report describing this independent investigation. Two typed hard copies of the report, an electronic version of the report, and the electronic data files for the project (on USB key), must be submitted for examination by 3pm on the Monday of week 8 of Hilary Term. The project contributes 26.67% to the overall annual assessment.

The write-up of the Final Year Project should demonstrate achievement of the following learning outcomes:

1. An integrative understanding of the background literature and an appreciation for the context and framing of the project.
2. An ability to identify and formulate a research question that addresses a specific problem or gap in the literature.
3. An ability to identify and design an appropriate methodology to tackle the research question.
4. An ability to implement the research design and collect the data as planned.
5. Knowledge of the appropriate analytical or statistical procedures required for the project, and an ability to implement those procedures successfully.
6. The ability to clearly and concisely describe the results of analyses, using figures and tables where appropriate.
7. An ability to critically evaluate empirical findings and to justify conclusions drawn.
8. An ability to relate the findings to the original research question, to place the findings in the context of the wider literature, and to discuss the impact and implications of the work.
9. An ability to critically evaluate the study, to identify limitations and potential for improvement.
10. An ability to identify potential avenues for future work and to generate new hypotheses, research questions, and recommendations.
11. Write up and presentation of the project and findings at a scholarly standard appropriate for submission for publication in a peer-reviewed academic journal.

The Derek Forrest Prize 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 (value of prize is €76).

The Una Burke Memorial Prize in Child Psychology is awarded to the student who gains the highest mark in their final year project in the area of child psychology (covering ages 0-18) (value of prize is €100).

**Securing a Supervisor - PCC Yr 1**

In Year 1, students are required to attend a series of research presentations given by members of academic staff of the School outlining their research interests and the type of final year projects they will supervise (PS3001). These presentations will give students information about potential supervisors’ expertise and interests thus aiding the arrangement of project supervision well before the start of Year 2.

It is your responsibility to approach the member of staff that you would like to supervise your project, either before or after these research presentations. **You must secure agreement from a member of academic staff in the School to supervise your final year project by the end of the last teaching week of Hilary Term (April 12th, 2019)**. Upon securing a supervisor, you should send email confirming your supervisor to the project co-ordinator (Prof. Clare Kelly – clare.kelly@tcd.ie), cc’ing your supervisor, who will be asked to confirm the agreement.

As each academic staff member has a quota of project students to supervise, it is advisable to approach potential supervisors as early as possible if you have a particular area in which you would like to work. Although the final allocation of students to supervisors is made by the School, securing agreement from a supervisor before your final year is highly unlikely to result in you being assigned to another supervisor.

**Supervisors’ and students’ responsibilities**

**Supervisor’s responsibilities are to:**
• Advise on the choice of a suitable topic and research question.
• 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.
• Agree to regular meetings with the student to discuss progress. 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 Term and 2-3 in Hilary Term (i.e., approximately 10 hours of contact time, which includes face-to-face meeting and email contact).
• Review and sign off on your application for ethical approval.
• Meet to review the plan for statistical analysis of the data and advice on the statistical approach. A subsequent meeting to review results and interpretations is also advisable.
• Discuss and advice on plans for project write-up.
• 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 any data collection. Thereafter, ensure that the project adheres to the procedures approved by the committee.
5. Take full responsibility for reviewing the literature, developing the methodology, collecting data, and analysing data.
6. Take full responsibility for storing all collected data, participant information, and relevant materials per ethical guidelines on data storage and management (i.e., for 10 years, in line with Trinity’s data storage policy).
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 project co-ordinator (Prof. Clare Kelly) of any difficulties arising.
9. Submit the project and/or other items (e.g., poster) in the specified format, on time and according to School regulations for the project.
Written proposal

You must prepare and submit a research proposal for the approval of your supervisor by the end of the fourth week of Michaelmas Term (5th October 2018). 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 (including justification for sample size, 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 statistical tests? What are the expected outputs?)
- Ethical considerations.
- Timeline (GANTT chart).
- References (key references, no more than four).

Ethical approval

Ethical considerations should be central when selecting your project topic and designing your study. These matters should be discussed in detail with your supervisor before submitting your research proposal and application for ethical approval. 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 through Academic Registry (contact: Kathryn Walsh, WALSHK12@tcd.ie) BEFORE they can for ethical approval for their project.

Electronic versions of the form for applying for ethical approval from the School of Psychology Research Ethics Committee (SPREC), for obtaining participant consent, and other important documentation and guidelines relating to applying for ethical approval, including the SPREC Guidelines for Research with Children, can be found at the following website:
https://psychology.tcd.ie/local/Ethics/index.php

If you cannot access this page using your college login and password, please contact Niall Mullins (MULLINN@tcd.ie) to let him know.

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, 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.

A completed form seeking ethics approval should be submitted to your supervisor for his/her approval and signature, prior to submitting the application to the SPREC. The application should be submitted for deadlines in either Week 3 or Week 8.

If the 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 BEORE data collection 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 (including Human Research and/or Animal Experimentation Ethics requirements), requirements regarding data protection under GDPR, and the University’s Guidelines relating to Intellectual Property in relation to the research project.

**Project**

You should write your project report as for a journal publication. For guidelines on structure and style, refer to a relevant journal or the APA Publications Manual (American Psychological Association (2010), Publication Manual of the American Psychological Association., 6th ed. Washington D.C: APA.). You can obtain guidance from your supervisor on appropriate journals in the area that it would be helpful to consult. All references should adhere to the APA 5th or 6th edition format. Copies of the Manual are available in the Berkeley Library at LEN 150 L492*5. Web resources are also available at [http://www.apastyle.org/](http://www.apastyle.org/)
The project report should be typed in one of the following fonts: Arial, Verdana, Trebuchet or Tahoma. The font size should be 12 point and the font style should be plain (bold or italics may be used for headings, emphasis, etc.). Spacing should be 1.5 and the document should contain margins of at least 1 inch 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 confirming that the project: is an original piece of empirical research conducted by the student; complies with PSI ethics guidelines; has been fully-approved by the School’s Research Ethics Committee - and other bodies (e.g., hospital, treatment centre) body/bodies, if applicable)
- 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 Design, Sample, Materials, Procedure)
- Results
- Discussion
- Conclusions
- References
- Appendix A (copy of ethics approval letter)
- Other appendices (other necessary information such as copies of questionnaires, consent forms, letters of introduction etc.)

Project submission

Two typed copies of your project report must be bound in School covers (obtainable from the Resources Room in the School) and submitted the course executive officer Anne Marie Duffy in room 1.42 by 3pm in Hilary Lecture term 11th March 2019, (Calendar Week 29). The final year project is treated exactly the same as written examinations (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.

At the same time as submitting the project report, you must also submit an **exact replica of the printed hardcopy in one MS Word document (i.e., do not save title page, introduction etc. as separate files) on a USB key/CD disk.** An electronic version of the project’s raw data must also be saved onto the USB key/disk (i.e., data in its original form, not summarised or analysed in any way; e.g., SPSS spreadsheet with clearly marked variables/columns, anonymised interview transcripts), along with relevant statistical manipulations of the data (e.g., SPSS output files). If your project’s raw data do not lend themselves to storage in electronic format, seek guidance from your supervisor about the appropriate means of storing them.

The project will not be marked if raw data 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 the course executive officer, Anne Marie Duffy (amduffy@tcd.ie)**

Hard/paper copies of your raw data (questionnaires, interview transcripts, etc.) should be retained by you for 12 months following the submission of your project for examination. If you or your supervisor intend to publish the findings from your project (note that College policy states that raw data are to be kept for 10 years), the paper copies of your raw data should be lodged with your supervisor.

**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. Contact potential supervisors during your first year (see Academic staff and their research interests in the handbook). In Year 1, attend PS3001 lecture series for ideas about topics, approaches and methods. 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. By the end of year 1, your agreed supervisor must have emailed the final year project coordinator, indicating his/her agreement to supervise your project.

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 it is 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?). 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 would like also to encourage you to publish your work if it reaches a high standard, 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, new or previously generated texts or images and so on. Many psychological tests/measures are available free of charge and some may be held in the test library in the School. In addition, the library has purchased the latest print Mental Measurements Yearbook (REF 153.9 G81.19) and Tests in Print (TIP) (153 .9 K13.8) and they are now in the Berkeley 2nd floor.

PsycTESTS® is a research database produced by the American Psychological Association (APA) that provides access to psychological tests, measures, scales, surveys, and other assessments as well as descriptive information about the test and its development and administration, mostly drawn from articles in peer-reviewed journals or books, with downloadable tests. This is a bibliographic database, including descriptive summaries of the test and its development and administration, which also contains full text and multimedia.

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 and 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.

Rigour is equally of concern in qualitative studies and should be addressed with reference to standards of, for example, transferability, dependability, credibility, confirmability (see Willig (2013) Introducing Qualitative Research in Psychology (3rd ed.) and (2012) Qualitative Interpretation and Analysis in Psychology). It is highly desirable that some recognised method of qualitative analysis (e.g., content 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 different 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, categorised 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 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 (as stated earlier, you may focus on 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 sufficient number 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. You should not consider such a study except after careful discussion with a potential supervisor.

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 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.

Informed, written consent should be obtained from participants and from the parents or guardians of participants aged younger than 18 years at the time of participation. Actual consent forms should be kept in a file until the examination period is over and made available to your supervisor or the Head of School upon request. As indicated earlier, if you choose to conduct a project that involves participants who are
younger than 18 years of age, you must sign a Statutory Declaration that you do not have any previous convictions or pending prosecutions in Ireland or elsewhere for offences against children or the person.

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 School’s website (‘internal’ – ‘ethics web-pages’).

**Use of Statistics**

If your data are quantitative, you will need to use descriptive and inferential statistics, and 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 computerised statistical programme 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 Bonferroni correction on the probability level. 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.

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 the local pages of the School of Psychology website, 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 is also available at the local pages of the School website. Please note, however, that the requirement to present your report in a format appropriate to a journal publication is of recent origin, and the guidelines of the thesis have recently been updated.

Quality of presentation
Over the years, many students have failed to do justice to a good study by a producing a badly presented report. Your report should be carefully and logically organised and clearly written. There is no excuse for typing errors, poor grammar, missing pages and missing references. To avoid last minute panics caused by crashing computers, back up your files (including raw data files) and save your work frequently. Leave plenty of time – at the very least one week - for printing and checking drafts of your project report and for proof-reading. It may help to get someone else to proof-read the project report for you.

Length
The overall project length is 6,000 words of which a maximum of 2,000 words is permitted for the introduction. No exceptions to this apply and requests for word count extensions will not be entertained, even when students undertake qualitative research.

This word limit includes the title-page, abstract, table of contents, acknowledgements, declaration, in-text references and tables and figures, but excludes the appendices and the list of references (i.e., everything up until the end of the discussion is included in the word count).

Plagiarism and falsification of data
Proven plagiarism and falsification of data will have very serious consequences. Text and data will be randomly checked using both manual and computerised methods. 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
6,000 words (up to 2,000 of which may be allocated to the Introduction)

Deadline: 3pm, Monday of Calendar week 29, 11th March 2018.
Clarity of expression and presentation is paramount in all sections of the report.

**Introduction:** (up to 2,000 words maximum - please specify word count at the end of the Introduction section).
Comprising:
Appropriate selection and critical review of relevant literature, key information and questions.
Specification of research questions/hypotheses being tested in study.

**Method**
Comprising:
Participants: appropriate selection for the research questions, appropriate numbers for the design, appropriate description and characterisation on key demographic, psychological and (where appropriate) other variables.

Materials:
appropriate description of research materials; report of reliability and validity of measures used; appropriate selection of materials for the research questions posited; in case of qualitative research, accurate use of a particular stated method of analysis with appropriate cross checks for reliability and validity of ratings/analysis.
Procedure: procedure appropriate to the research question, with appropriate control/comparison groups and appropriate consideration of possible confounding variables. Clarity of exposition of procedure to a level of detail that would allow replication by an independent investigator.

**Results and Analysis**
Comprising:
Analysis: appropriateness of statistical or other method of analysis; understanding of the method used and its limitations.

Presentation: clarity and conciseness of presentation in both text and tables/figures; degree to which report matches the presentation of a published journal article.

Conceptual approach to analysis: setting aside appropriateness of statistical method, how intelligently are the available data analysed? Are the appropriate range of questions that could be addressed by this data
set actually addressed? Does the student anticipate possible confounding or moderating issues through appropriate subsidiary analyses?

Discussion and Conclusions
Comprising:
Relating results to original research question. How well the student relates the findings to the original research question and to the literature reviewed in the Introduction.

Critical appraisal. How well the student critically appraised their own findings from both a conceptual and methodological point of view? How well the student critically appraises previous literature on the basis of their own findings?

Originality and generation of new hypotheses. How well the student draws implications from the data for the generation of new hypotheses, research questions and recommendations?

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 encouraged to present your final year project work at the Annual Student Conference, which is usually held at one of the Irish universities in the Spring. Your supervisor should be consulted 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 references on conducting an undergraduate research study


Access to Final Year Projects

Electronic versions of final year projects completed by recent graduates are available to students via the local pages on the School of Psychology website. Hard copies are also available on request from the Resource Room.
Summary of Deadlines for FYP

**PCC Yr 1**

Trinity Term - End of May 2019
Agreed supervisor to email FYP Coordinator indicating his/her willingness to supervise your project.

**PCC Yr 2**

Michaelmas Term - To be arranged individually with supervisor
- Submit research proposal to supervisor, if not already done by the end of the fourth week of Michaelmas Term, 5th October or 3rd of November 2018 at the latest.

- Submit Ethics application to Research Ethics Committee

Hilary Term - Monday 3pm Monday 11th March 2019 – Calendar Week 29
- Submit to the course executive officer Anne Marie Duffy, room 1.42:
  1. Two typed soft bound copies of your FYP report
  2. An electronic version on disk or USB (project to be contained in one single MS Word document) which also includes your raw data files separately
  3. Appendices as required (see Final Year Project Requirements and Guidelines above)
Please note that although every effort has been made to ensure the accuracy of the contents of this Handbook, it is not a legally binding document and the School of Psychology reserves the right to modify any element, subject to the normal regulations of the university. In the event of any conflict or inconsistency between the General Regulations of the Board and this handbook, the provisions of the General Regulations shall prevail. In particular, it should be noted that regulations relating to assessment are translated from the General Regulations and in cases where ambiguity arises you should defer to the General Regulations. Any updates or amendments to this Handbook will only be made to the online version and students will be alerted to changes by email via their college email.