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# Department of Psychology

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## MSc Psychology (Conversion)

**Course Director: Dr Joanna McHugh Power**

## Module Guide

**2024-2025**

**The Information contained in this handbook does NOT take precedence over University documentation, the University Calendar or announcements made in class, on Moodle or on departmental notice boards.**

## Welcome to the MSc Psychology!

This is your **Module Guide**. This document contains important information about the modules you will take in your MSc Psychology, as well as useful guidance and advice about deadlines, assignments, extensions, marking and other relevant information. You should save/print this guide and retain it throughout the year, as many of the questions and queries that may arise during your studies are likely to be addressed in the pages that follow.

### Modules and Credits

The MSc (Conversion) Psychology is a 90 credit, one-year full-time programme, across three semesters, containing 12 modules (see below, “Programme Structure”). To successfully complete the programme, all modules must be passed. In order for a student to be eligible for Psychological Society of Ireland graduate membership, they must a) pass the independent research project (PS661) and b) obtain an overall award mark of at least 50% in the MSc programme. All modules on the programme are required, meaning that they must be passed to complete the programmes; pass by compensation is not possible for any module.

### Programme Structure

Module code	Module title	ECTS Credits	Semester	Module coordinator
PS648	Laboratories in Experimental Psychology 1	5	1	Prof S. Commins
PS649	Classic Studies in Psychology	5	1	Dr J. McHugh Power
PS652	Statistical & Quantitative Approaches for Psychology	10	1	Prof P. Hyland
PS653	Psychology Rights and Wrongs	5	1	Dr A. Nightingale
PS662	Psychology and Society: Practical Applications	5	1	Dr M. Cooke
PS654	Issues & Debates in Psychology	5	2	Dr M. Cooke

PS655	Advanced Research Methods for Psychology	5	2	Prof P. Hyland
PS656	Laboratories in Experimental Psychology 2	5	2	Prof S McGilloway
PS657	Qualitative Research Approaches for Psychology	5	2	Dr K O'Sullivan & Dr C de Saint Laurent
PS658	Critical Skills for Careers in Psychology	5	2	Dr R. Maguire
PS659	Research Seminars in Psychology	5	1 & 2	Dr L Coffey & Dr S Woods
PS661	Independent Research Project in Psychological Science	30	2 & 3	Dr J. McHugh Power

Details of the rules of progression and completion at Maynooth University can be found in the current set of Marks and Standards:

<https://www.maynoothuniversity.ie/sites/default/files/assets/document//MU%20Marks%20and%20Standards%20-%20ver%2018%20November%202019.pdf>

All assessments on the MSc Psychology programme are continuous assessments, in-class, or online tests. **Appendix I** provides the schedule for continuous assessment. As such, there will be no formal university examinations. Feedback will be provided in a timely manner on all submitted coursework, appropriate to the nature of the assessment. The pedagogical approach underpinning the programme is to promote active engagement in learning to develop key skills, competences and critical approaches in psychological science.

Given the nature of the MSc Psychology as a conversion course, some classes will be shared with undergraduate students on the BA and BSc in Psychology. Please bear in mind that the assessments are likely to vary between your group and the undergraduate groups for these modules.

### **PROGRAMME LEARNING OBJECTIVES**

At the successful conclusion of the programme, students should be able to:

1. Describe and critically evaluate a variety of theoretical and conceptual research approaches in psychology;
2. Identify and employ appropriate research methods and forms of data analysis, and support their use with reasoned argument within the reference terms of psychology as a discipline;

3. Collate and organise information from a range of relevant sources, and subsequently construct and evaluate reasoned arguments in psychology;
4. Appreciate and describe the interrelations between theory, application and practice in psychology;
5. Describe the centrality of ethics to psychological research and practice, and uphold the highest level of ethical and professional behaviour in psychology;
6. Display skills in the generic areas of communication, computer literacy, personal planning, teamwork, problem solving and scientific reasoning.

### **Research Seminars**

As part of the **PS659 Research Seminars in Psychology** module, the Department of Psychology invites noted guest speakers to give a talk at Maynooth University. Speakers are invited because of their widely recognised contribution to the discipline in their specialist areas. Aside from the formal course component, it is important to attend the seminars; exposure to a variety of perspectives and approaches to research is a critical component of a psychology degree. These advanced seminars give access to cutting edge research. Details regarding the year's guest speakers and seminar schedule will be advertised throughout the department and on Moodle.

## PS648 & PS656 Laboratories in Experimental Psychology I & II

**Module coordinators:** Prof Seán Commins (semester 1) & Prof Sinead McGilloway (semester 2)

**Credit Weighting:** 5 each

**Semester:** 1 & 2

**Teaching Methods:** 5h Lectures per semester

40h Laboratory Practicals per semester

80h Independent Learning per semester

Total: 125h per semester

**Module Objective:** To instruct students in objective, systematic, empirical investigations in psychology and the presentation and evaluation of research data.

### Module Content:

- Outlining the role of the experimental research process in psychology;
- Undertaking supervised experiments/studies in the areas of cognitive psychology, personality and biopsychology;
- Producing written research reports on data derived from each experiment/study;
- Formulating research questions and extrapolating hypotheses and/or objectives in a formalized manner;
- Appreciating the role of practical considerations (ethics, data management etc.) in the conduct of psychological experiments/studies.

### Learning Outcomes:

On successful completion of this module, students should be able to:

- Describe the roles of objectivity, rigour and systematic approaches to the conduct of experimental psychology;
- Appreciate the links between experimental design and simple forms of inferential statistics;
- Consider critically the link between psychological theory and the conduct of psychological research;
- Critically evaluate published psychological research;
- Reflect on the experience of the research participant across a range of psychological studies.

**Assessment:** Continuous Assessment: 100%.

**Assessment:** Total Marks 100: Continuous Assessment –100 marks.

**Compulsory Elements:** All continuous assessment.

**Pass Standard and any Special Requirements for Passing Module:** 40%.

**Requirements for Autumn Supplemental Examination:** No supplemental assessment or examination

### Reading

Kantowitz, B., Roediger, H., & Elmes, D. (2014). *Experimental psychology: Understanding psychological research (10th ed.)*. Cengage Learning.

Journal articles and other readings will be recommended by each demonstrator for each practical.

## PS649: Classic Studies in Psychology

**Module Co-ordinator:** Dr Joanna McHugh Power

**Credit Weighting:** 5

**Semester:** 1

**Teaching Methods:** 24h lectures

36h planned learning activities

75h independent learning

Total: 125h.

**Lecturers:** Various

**Module Objectives:** To appreciate and critique seminal studies and experiments in contemporary psychology.

**Module Content:**

- Contemporary classic studies in psychology.
- The replication crisis in psychology and what we have learned about what constitutes classical studies.
- Methodology and impact of seminal studies in psychology.
- Critical discussion of contemporary classic studies in psychology.
- Group presentation and discussion of critical analysis of student-selected papers.

**Learning Outcomes:**

On successful completion of the module, students should be able to:

- Describe the history and theoretical bases of contemporary classic studies in psychology;
- Critically evaluate the methodology and conclusions of influential papers in psychology;
- Describe the “replication crisis” in psychology and discuss how this has improved psychological science;
- Present and discuss results of key experiments in a number of domains of psychology.

**Recommended Texts:** Research papers will be recommended for each session.

**Assessment:** Total Marks 100: Continuous Assessment – 100 marks.

**Compulsory Elements:** All continuous assessment.

**Pass Standard and any Special Requirements for Passing Module:** 40%.

**End of Semester Written Examination Profile:** No.

**Requirements for Autumn Supplemental Examination:** No supplemental assessment or examination.

## PS652 Statistical and Quantitative Approaches for Psychology

**Module Coordinator:** Prof Philip Hyland

**Credit Weighting:** 10

**Semester:** 1

**Teaching Methods:** 36h lectures

36h laboratory

60h planned learning activities

106h independent learning

Total: 240h

**Module Objective:** To introduce quantitative statistical approaches in psychological research.

**Module content:**

- Descriptive statistics
- Statistical inference and hypothesis testing
- Chi-square
- T-tests
- ANOVA
- Multiple Regression
- The use of SPSS in psychology

**Learning Outcomes:** On successful completion of the module, students should be able to:

- Outline the use and interpretation of statistical tests as applied to psychological data;
- Explain key technical terms and concepts relating to data analysis and interpretation;
- Understand central tendency, variability, and the normal curve;
- Compute descriptive and inferential statistics;
- Describe the theoretical basis, applications and limitations of t-tests and analysis of variance (ANOVA) techniques;
- Identify the theoretical basis, applications and limitations of multiple regression;
- Conduct thorough statistical analyses on psychological data sets to test stated hypotheses.

**Assessment:** Continuous Assessment: 100%

**Compulsory Elements:** All continuous assessment.

**Pass Standard and any Special Requirements for Passing Module:** 40%.

**Reading:**

*SPSS Survival Manual*. Julie Pallant, Routledge, 7<sup>th</sup> ed.

*Basic statistics for psychologists*. Marc Brysbaert, Red Globe Press, 2<sup>nd</sup> Ed.

*Understanding Statistics in Psychology with SPSS*. Howitt and Cramer, Pearson, 8th Ed.

## PS653 Psychology Rights and Wrongs

**Module coordinator:** Dr Alastair Nightingale

**Credit Weighting:** 5

**Semester:** 1

**Teaching Methods:** 12h Lectures

12h Tutorials/workshops

46h Planned learning activities

65h Independent learning

Total: 125h

**Module Objective:** To develop strong understanding and appreciation of the central role of ethics and human rights in psychological research and practice.

**Module Content:**

- Ethics, justice and rights;
- Professional codes of ethics for psychology;
- Core aspects of ethical conduct, including confidentiality, consent, dignity, competence and integrity;
- The role of ethics in psychological research;
- The role of ethics in psychological practice;
- Contributions of psychology to human rights;

**Learning Outcomes:**

On successful completion of this module, students should be able to:

- Describe the key theoretical and philosophical bases of ethics in psychology;
- Demonstrate knowledge of the Codes of Professional Ethics of key professional bodies (PSI, BPS, APA)
- Describe the application of core ethical principles to research in psychology;
- Describe the application of core ethical principles to the professional practice of psychology;
- Describe ways in which psychology can contribute to promoting social justice and human rights Demonstrate self-reflection of ethical issues as they pertain to undergraduate and postgraduate education in psychology.

**Assessment:** Continuous Assessment: 100%.

**Compulsory Elements:** All continuous assessment.

**Pass Standard and any Special Requirements for Passing Module:** 40%.

**Reading:**

Knapp, S. J., et al. (2017). *Practical Ethics for Psychologists: A Positive Approach* (3rd Ed). Washington: APA. *Note:* Due to its high price, you are not expected to buy this book. An electronic copy is available from the MU Library website.



## PS654: Issues and Debates in Psychology

**Module coordinator:** Dr Michael Cooke

**Credit Weighting:** 5

**Semester:** 2

**Teaching Methods:** 24h Lectures

0h Tutorials/workshops

36h Planned learning activities

65h Independent learning

Total: 125h

**Module Objective:** To explore contemporary controversies and issues in psychology and to develop a critical view of psychology as a modern meaningful discipline. **Module Content:**

- The distinction between science and pseudo-science, and its relevance for psychology.
- Fundamental assumptions in psychology – its definitions, subject matter and impacts.
- Philosophy of science for psychology.
- Paradigms and approaches to psychological enquiry.
- The relationship between psychology and culture.
- Insights from modern philosophy for psychology.
- What psychology can learn from other disciplines (social and natural sciences, and humanities). Public perceptions of and misconceptions about psychology.

**Learning Outcomes:** On successful completion of this module, students should be able to:

- Distinguish between science and pseudo-science in the context of psychology;
- Demonstrate understanding of the role of evidence and reason in constructing arguments on topics relevant to psychology;
- Discuss philosophical influences on contemporary psychology and its methodologies;
- Critically assess contemporary controversies and debates in psychology;
- Construct an appraisal, informed by the relevant literature, of a current topic involving a conceptual or methodological question in psychology.

**Assessment:** Continuous Assessment: 100%.

**Compulsory Elements:** All continuous assessments.

**Pass Standard and any Special Requirements for Passing Module:** 40%.

**Reading:**

Bem, S. & Looren De Jong, H. (2013). *Theoretical Issues in Psychology, third ed.* London: Sage.

Gross, R. (2009). *Themes, issues, and debates in psychology (3rd ed).* Oxford: Oxford University Press.

Koocher, G.P., & Keith-Speigler, P. (2007). *Ethics in psychology: Professional standards and cases (3rd ed.).* Oxford: Oxford University Press.

Lilienfeld, S.O., Lynn, S.J., Ruscio, J., & Beyerstein, B.L. (2010). *50 Great myths of popular psychology.* West Sussex: Wiley-Blackwell.

Slife, B.D. (2010). *Taking Sides: Clashing views on psychological issues (6th ed).* NY: McGraw-Hill.

Stanovich, K.E. (2010). *How to think straight about psychology (9th ed).* Boston: Pearson.

## PS655: Advanced Research Methods for Psychology

**Module coordinator:** Prof Philip Hyland

**Credit Weighting:** 5

**Semester:** 2

**Teaching Methods:** 5h Lectures  
40h Laboratory Practicals  
80h Independent Learning  
Total: 125h

**Module Objective:** To consolidate and advance learning in statistical analysis, explore more advanced quantitative techniques applied to psychological data, and examine good research practice and open science.

**Module Content:**

- Logistic regression
- Advanced ANOVA analysis
- Factor analysis
- Corrections for multiple hypothesis testing
- Statistical power and pre-study odds
- Replication
- P-hacking
- Open science and good research practice

**Learning Outcomes:**

On successful completion of this module, students should be able to:

- Undertake logistic regression and various types of factorial ANOVA on psychological data.
- Perform exploratory factor analysis.
- Have an advanced appreciation of the usefulness and limitations of hypothesis testing.
- Appreciate the vital role of statistical power in designing and executing reliable studies in psychology.
- Be able to represent psychological data in the most meaningful manner.
- Understand the importance of good research practice in psychology.

**Assessment:** Continuous Assessment: 100%.

**Compulsory Elements:** All continuous assessment.

**Pass Standard and any Special Requirements for Passing Module:** 40%.

**Reading:**

*SPSS Survival Manual*. Julie Pallant, Routledge, 7<sup>th</sup> ed.

*Basic statistics for psychologists*. Marc Brysbaert, Red Globe Press, 2<sup>nd</sup> Ed.

*Understanding Statistics in Psychology with SPSS*. Howitt and Cramer, Pearson, 8th Ed.

**PS657: Qualitative Research Approaches for Psychology**

**Module Coordinator:** Dr Katriona O’Sullivan & Dr Constance de Saint Laurent

**Credit Weighting:** 5

**Semester:** 2

**Teaching Methods:**

- 12h Lectures
- 24h Laboratory Practicals
- 36h Planned Learning Activities
- 53h Independent Learning
- Total: 125h

**Module Objective:** To introduce qualitative research methods used in psychology and to develop an understanding of how various qualitative approaches can be utilised in psychological research.

**Module Content:**

- Theoretical and philosophical basis of qualitative enquiry in psychology.
- The role of qualitative research methods in psychology.
- Qualitative data elicitation methods.
- Approaches to qualitative data analysis.
- Using qualitative data analysis software to undertake qualitative analysis.

**Learning Outcomes:**

On successful completion of this module, students should be able to:

- Outline the theoretical and philosophical bases of qualitative methods in psychological research.
- Describe various qualitative approaches in psychology.
- Undertake a piece of qualitative research in psychology.
- Demonstrate competence in the use of appropriate software to undertake qualitative analysis.

**Assessment:** Total Marks 100: Continuous Assessment –100 marks.

**Compulsory Elements:** All continuous assessment.

**Pass Standard and any Special Requirements for Passing Module:** 40%.

**Reading:**

Bauer, M. W., & Gaskell, G. (Eds.) (2000). *Qualitative researching with text, image and sound*. London: SAGE Publications Ltd.

Braun, V. & Clarke, V. (2021) *Thematic Analysis: a practical guide to understanding and doing*. London: Sage Publications Ltd.

Braun, V. & Clarke, V. (2013) *Successful qualitative research: a practical guide for beginners*. Los Angeles: Sage Publications Ltd.

Lyons, E., & Coyle, A. (2015). *Analysing qualitative data in psychology* (2nd ed.). London: Sage Publications Ltd.

Journal articles and other readings will be recommended during lectures.

## PS658: Critical Skills for Careers in Psychology

**Module Coordinator:** Dr Rebecca Maguire

**Credit Weighting:** 5

**Semester:** 2

**Teaching Methods:** 12h Lectures

12h Tutorials/workshops

46h Planned learning activities

65h Independent learning

Total: 125h

**Module Objective:** To develop key skills for employment and practice in psychology or in other professions, including identification of personal career goals and paths towards achieving those goals.

**Module Content:**

- Career options for psychology graduates
- Working as a team
- Forming professional networks
- Self-appraisal and reflection
- Creating job applications and CVs.

**Learning Outcomes:**

On successful completion of this module, students should be able to:

- Appreciate the career options that are available to psychology graduates;
- Identify personal goals and ambitions through self-assessment and reflection;
- Appreciate the communication and inter-personal skill-set required for effective work in psychology and beyond;
- Produce quality job applications and CVs, and display skills for effective interviewing.

**Assessment:** Total Marks 100: Continuous Assessment –100 marks.

**Compulsory Elements:** All continuous assessment.

**Pass Standard and any Special Requirements for Passing Module:** 40%.

**Reading:**

Davey, G. (2011). *Applied psychology*. Chichester: Wiley-Blackwell.

Davis, S. F., Giordano, P. J., & Licht, C. A. (Eds.). (2009). *Your career in psychology: Putting your graduate degree to work*. John Wiley & Sons.

Dunn, D. S., & Halonen, J. S. (2017). *The psychology major's companion: Everything you need to know to get where you want to go*. New York, NY: Worth.

Sternberg, R. L. (2016). *Career paths in psychology: Where your degree can take you (3rd edition)*. American Psychological Association.

## PS659: Seminars in Psychology

**Module Co-ordinator:** Dr Laura Coffey & Dr Siobhan Woods

**Credit Weighting:** 5

**Semester:** 1 and 2

**Teaching Methods:** 4h lectures

12h tutorials

34h planned learning activities

75h independent learning

Total: 125h

**Lecturers:** Guest lecturers.

### Module Objectives

To consider cutting-edge research and practice across the disciplinary spectrum of psychology.

### Module Content:

- Attendance at departmental research seminars in psychology
- Critical analysis of contemporary psychological research findings
- Ethical considerations for psychological research
- Viewing psychological research in its broader context

### Learning Outcomes:

On successful completion of this module, students should be able to:

- Critically evaluate contemporary psychological research;
- Reflect on the practical applications of ethical principles in psychological research;
- Describe links between fundamental research and real-world applications in topics in psychology;
- Succinctly summarise key elements of contemporary research studies;
- Appreciate the evolving nature of research and knowledge in psychology;

**Assessment:** Total Marks 100: Continuous Assessment – 100 marks.

**Compulsory Elements:** All continuous assessment.

**Pass Standard and any Special Requirements for Passing Module:** 40%.

### Reading:

As indicated by each seminar presenter.

## PS661: Independent Research Project in Psychological Science

**Module Co-ordinator:** Dr Joanna McHugh Power

**Credit Weighting:** 30

**Semester:** 3

**Teaching Methods:** 300h planned learning activities  
450h independent learning  
Total: 750h

### Module Objectives:

To provide experience in conceptualising and conducting empirical research in psychology, and to establish the skills necessary to produce a report of that research presented according to current academic standards within psychology.

### Module Content:

- Undertaking independent empirical research based on quantitative and/or qualitative methods;
- Quantitative and/or qualitative analysis of collected data;
- Presentation and critical analysis of those data in the context of a research report;
- Presentation of those data and research findings in a verbal presentation.

### Learning Outcomes:

On successful completion of this module, students should be able to:

- Organise the design, planning, and completion of a research study in a scientific and professional manner;
- Rigorously apply professional ethical standards in designing, conducting and reporting psychological research;
- Collect the primary data/ access the secondary data necessary to complete a research project;
- Analyse data using the appropriate quantitative and/or qualitative methods;
- Produce a written report of a research study that follows the conventions of the discipline;
- Produce a concise verbal presentation of the major research findings of the project.

**Assessment:** Total Marks 100: Continuous Assessment – 100 marks

**Compulsory Elements:** All continuous assessment. Of the total marks, 80% are awarded for the submission of the written thesis, and 20% are awarded for a verbal presentation of the thesis findings.

**Pass Standard and any Special Requirements for Passing Module:** 40%.

### Reading:

Journal articles as recommended by each supervisor.

- Bem, S. & Looren de Jong, H. (2013). *Theoretical issues in psychology: An introduction (3rd ed)*. London: Sage.
- Gross, R. (2014). *Themes, issues, and debates in psychology (4th ed)*. Oxford: Oxford University Press.
- Hughes, B. M. (2016). *Rethinking Psychology: Good Science, Bad Science, Pseudoscience*. London: Palgrave.
- Koocher, G.P., & Keith-Speigler, P. (2016). *Ethics in Psychology and the Mental Health Professions: Standards and Cses*. Oxford: Oxford University Press
- Lilienfeld, S.O., Lynn, S.J., Ruscio, J., & Beyerstein, B.L. (2010). *50 Great myths of popular psychology*. West Sussex: Wiley-Blackwell.
- Slife, B.D. (2010). *Taking Sides: Clashing views on psychological issues (6th ed)*. NY: McGraw-Hill.
- Stanovich, K.E. (2012). *How to think straight about psychology (10th ed)*. Boston: Pearson.
- Sternberg, R.J. (2016). *The psychologist's companion: A guide to scientific writing for students and researchers*. Cambridge: Cambridge University Press.
- American Psychological Association (2020). *Publication manual of the American Psychological Association (7<sup>th</sup> Ed.)*.

## PS662 Psychology and Society: Practical Applications

**Module Coordinator:** Dr Michael Cooke

**Credits:** 5

**Semester:** 1

**Teaching Methods:** 24h lectures  
36h planned learning activities  
75h independent student activities  
Total: 135h

**Module Objectives:**

To introduce and explore the application of psychological research methods, theoretical approaches and concepts to a wide range of 'real-world' community-based topics; to demonstrate how psychologists interact with other professionals and client groups from various societal, health care and other domains.

**Module Content:**

- Introduction to the practical application of psychological research to everyday 'real-world' settings and the challenges of applied/engaged interdisciplinary work.
- The module will focus, in particular, on: (1) promotion and prevention programmes/initiatives in the field of mental health and well-being; (2) the design and implementation of innovation in the activities of researchers and practitioners in a variety of domains; and (3) evaluation research.
- A range of projects - undertaken by staff and doctoral students in the Department of Psychology's Centre for Mental Health and Community Research, the Assisting Living and Learning Institute, and Maynooth University Social Sciences institute - will provide the context for this module.
- Group presentations on relevant topics of your choice.

**Learning Outcomes:**

On successful completion of the module, students should be able to:

- Critically evaluate the application of psychology research methods and approaches in community-based research;
- Constructively discuss the role of psychologists in working with interdisciplinary teams in applied contexts;
- Describe the benefits and challenges of evaluation and other psychological research in applied settings;
- Apply theoretical and methodological tools and resources for understanding the needs of service users, clients and others in the community.

**Assessment:** Continuous Assessment: 100%

**Compulsory Elements:** All continuous assessment.



**Pass Standard and Any Special Requirements for Passing Module: 40%.**

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**Reading:**

Robson, C. (2016).\* *Real World Research, 4<sup>th</sup> Edition*. New York: John Wiley and Sons.

Gray, D.E. (2017).\* *Doing Research in the Real World, 4<sup>th</sup> Edition*. London: Sage Additional readings will be provided in the course of the module.

\*Or any previous edition.

MSC PSYCHOLOGY MODULE GUIDE

**MAPPING OF ALL PROGRAMME ASSESSMENT COMPONENTS TO PROGRAMME LEARNING OBJECTIVES.**

	1. Describe and critically evaluate a variety of theoretical and conceptual research approaches in psychology:	2. Identify and employ appropriate research methods and forms of data analysis, and support their use with reasoned argument within the reference terms of psychology as a discipline:	3. Collate and organise information from a range of relevant sources, and subsequently construct and evaluate reasoned arguments in psychology:	4. Appreciate and describe the interrelations between theory, application and practice in psychology:	5. Describe the centrality of ethics to psychological research and practice, and uphold the highest level of ethical and professional behaviour in psychology:	6. Display skills in the areas of communication, computer literacy, personal planning, teamwork, problem-solving and scientific reasoning:
PS648 Practical Reports (Experimental Psychology I)		✓	✓	✓		✓
PS649 Presentation (Classic Studies)	✓		✓	✓	✓	✓
PS649 Essay (Classic Studies)	✓		✓	✓	✓	✓
PS652 Worksheets (Stats 1)		✓		✓		✓
PS652 MCQ (Stats 1)		✓				✓
PS652 In-Class Test (Stats 1)		✓		✓	✓	✓
PS653 MCQ				✓	✓	✓
PS653 Essay (Ethics)	✓	✓	✓	✓	✓	✓
PS654 Essay (Contemp. Issues)	✓		✓	✓	✓	✓
PS655 Worksheets (Stats II)		✓	✓	✓	✓	✓
PS655 In-Class Test (Stats II)		✓	✓	✓	✓	✓
PS655 MCQ (Stats II)		✓		✓		✓
PS655 Good Research Practice Report (Stats II)	✓	✓	✓	✓	✓	✓
PS656 Practical Reports (Experimental Psychology II)		✓		✓	✓	✓

PS657 Project (Skills)				✓	✓	✓
PS657 Essay (Qualitative)	✓		✓	✓	✓	✓

PS658 Presentation (Skills)			✓	✓	✓	✓
PS658 Reflective Log (Skills)				✓	✓	✓
PS659 Abstracts (Seminars)	✓		✓	✓	✓	✓
PS659 Essay (Seminars)	✓		✓	✓	✓	✓
PS661 Dissertation	✓	✓	✓	✓	✓	✓
PS661 Presentation	✓	✓	✓	✓	✓	✓
PS662 Essay (Psychology and Society)	✓		✓	✓	✓	✓
PS662 Group presentation (Psychology and Society)	✓		✓	✓	✓	✓



## Research Participation (PS648 and PS656)

Students of modules PS648 and PS656 are required to devote a minimum of **two hours per module** to **research participation** in the research projects of some staff, postgraduates and postdoctoral researchers in Psychology at MU, as part of the **Research Participation Practical**. Alternatively, they may elect to write a 1000-word research report on an available research project in lieu of *each required hour* of participation in research (i.e., up to two reports per module). A report template will be provided to students via the Moodle web page for the relevant module.

Researchers who wish to participate in the scheme and offer research participation opportunities to students need to fulfil a small number of criteria and provide relevant research information in the form of a study information pack. Please see **Appendix II** of this module guide for a more detailed guide to this scheme.

## Tutorials

An hour per week during semesters 1 and 2 will be timetabled for a tutorial with your tutor, a teaching assistant (TA) in the Department of Psychology. The topics of these tutorials are chosen based on module lead direction; previous cohort experiences; and on your requests, so please contact your TA or course director at any point in the year if there is a topic you wish to cover in the tutorial. Example tutorial topics include: time management, presentation skills, and specific topics as requested by students and module leads.

## Independent Research Project in Psychological Science (PS661)

The Research Project is a critical component of your degree. It allows you to pick an area of psychology in which you are interested and spend time exploring issues, designing experiments/studies, analysing data and evaluating the literature pertaining to your chosen area.

The Research Project is designed to develop a number of critical skills that, not only pertain to the degree itself, but are transferrable to life after university. The overall objective of the module and the Research Project, in particular, is to provide experience in conceptualising and conducting empirical research in psychology, and to establish

the skills necessary to produce a report according to current academic standards within psychology.

More information about the independent research project is available in your Thesis Handbook 2024-2025.

## Assignment Submissions

**All assignments will be submitted electronically via Moodle.** The deadline for all assignments is 5.00pm sharp on the indicated day, and each assignment will be timestamped on Moodle. The deadlines and schedules for submitting work will be displayed on your Moodle account, and it is your responsibility to successfully manage your submission deadlines. Work submitted late without supporting documentation will have 3% deducted per calendar day (i.e. including weekends and bank holidays) or part of day after the deadline.

A submission link (called 'Turnitin') for your assignments will be posted on your module Moodle page and you will be required to submit your coursework here. Your submission will receive a date and time stamp automatically. It is your responsibility to ensure that you submit your assignment prior to the established deadline. Although Turnitin retains a copy of all submitted work, you should endeavour to maintain a copy of all work submitted for your own records. Please note that the electronic submission that you make is the formal submission of an assignment. You will not be required to submit a hard copy of your assignment in addition to the electronic copy. Grades and feedback for your assignments will be provided via Moodle. You simply have to open your assignment on Moodle (through the Turnitin link where you submitted your assignment) and you will obtain your grade and feedback.

All coursework submitted via Moodle will automatically be scanned by Turnitin for evidence of similarities to other works. Turnitin will generate a similarity report within 24 hours of submission. This report will be accessible to students via their *My Submissions* page on Moodle. Turnitin generates a similarity percentage by comparing the submitted text with matches found in its database, which can be used to identify cases of plagiarism. You should carefully examine your Turnitin similarity report and review your submission for cases of unintentional plagiarism. Note that there is no 'correct' or 'ideal' similarity percentage, as it may depend on whether references and other data have been included in the report. However, the percentage and highlighted areas in the report allow you a chance to reflect on your work and make any necessary changes before resubmitting. There is no limit on the number of resubmissions you can

make, but please bear in mind that penalties for late submission will be incurred once the assignment deadline has passed. Note that Turnitin sometimes requires up to 24 hours to process material. To allow for this, your assignment needs to be completed well before the departmental deadline.



**Be aware that you could be required to supply the Department with a Turnitin report for any of your assignments at any point. It is your responsibility to ensure that you have not committed plagiarism.**

### Submitting an Assignment in Moodle

A link to the assignment will be made available on your module's Moodle page, e.g.





To submit your assignment:

1. Click the assignment icon. The *My Submissions* page will open (you may be asked to accept the Turnitin license agreement before you can proceed).
2. At the top of the page, you will see the *Start Date*, *Due Date* and *Post Date* (the post date is the date at which grades and feedback are made available), along with the total points available for the grade. Below this row is the *Submission Inbox*.
3. In the *Submission Inbox*, click the **Submit Paper** icon  (at right). The *Submit Paper* dialogue box will open.
4. In the *Submit Paper* dialogue box:
  - a. From the Submission Type drop-down menu (if available), select **File Upload** or **Text Submission**.
  - b. In the *Submission Title* field, enter a **name** for your submission. This is usually the title of your paper or a combination of the course and assignment name, e.g. "PS150 Assignment".
  - c. For a **Text Submission**, in the *Text to Submit* field, type or paste your submission.
  - d. For a **File Upload** submission, in the *File to Submit* field:
    - i. **Drag and Drop** your file to the blue arrow.
    - ii. Or, click the **Add** button (). The *File picker* window will open. Locate the file you wish to upload, select it, and click

**Open. Note:** Check with your lecturer for accepted file formats. For papers, PDF or Word files are usually the best options.

- e. Click the **Add Submission** button. A Digital Receipt pop-up will open showing the *Turnitin submission ID* and *Submission extract* to the assignment.
  - i. Click **Close** (top right) or click away from the message box. You will be returned to the *My Submissions* page.

**Note:** To print a *Digital Receipt*, click the **View Digital Receipt**. A *Digital Receipt* pop-up will open showing the date and time you submitted the assignment. To print the digital receipt, click **Print** (printing is optional, Turnitin will send a submission confirmation by e-mail).


5. If your lecturer allows, you may be able to resubmit and overwrite previous submissions until the due date and time. Click Submit paper  to resubmit. **Note:** Upon resubmission, you may see a pop-up indicating that Turnitin will require an additional twenty-four hour delay to generate an originality report.
6. Once the *Post date* for the assignment has been reached, grades and feedback may be made available. For written or audio remarks, under **Grade** click the pencil icon next to your score (  ).

## Viewing Feedback in Turnitin

Once your work has been assessed, your lecturer will set a release date and you will be able to view feedback. Feedback may include a Turnitin originality report, text or audio feedback from your lecturer/TA, and grades.

The Moodle gradebook displays only your grade for the completed activity; other feedback is accessed through the Turnitin *Submissions Inbox*. To view feedback in the Submissions Inbox:


1. From your module's Moodle page, click the **link to the assignment** to open the *My Submissions* page.
2. Your lecturer may set the assignment to allow you to view an *Originality Report* after submitting. Under *Similarity*, you'll see the percentage of text that

Turnitin found a match for and a coloured bar (  ). Click the **coloured bar** to view the full report (opens in a new tab or window). Close the browser tab to return to your *Submission Inbox*.

3. On your *My Submissions* page, click on the name of your submission. A *feedback studio* window will open. On this page, at the top right you will see the overall grade for your submission.





4. To view the lecturer's/TA's General feedback, click on (  ) located on the right. An **Instructor Feedback** will appear in this column; you may see instructor's **Voice Comments** or **Text Comments** for your submission.
5. Depending on the type of feedback that your instructor gave, on the feedback studio page you may see **Strike Through Text, Inline comments, QuickMarks or Bubble comments** on your submission.

## Grading

The standard of your Psychology work will be indicated by a letter grade as shown in the Table below. **Please note that final percentage grades are awarded in consultation with the External Examiners at the end of the academic year.** It is important to understand, therefore, that the letter grades awarded for work submitted during the year merely indicate the percentage range within which the submitted work appears to fall. **Ultimately, however, all marks are subject to change under the advice of the External Examiners.**

### Grading Guidelines

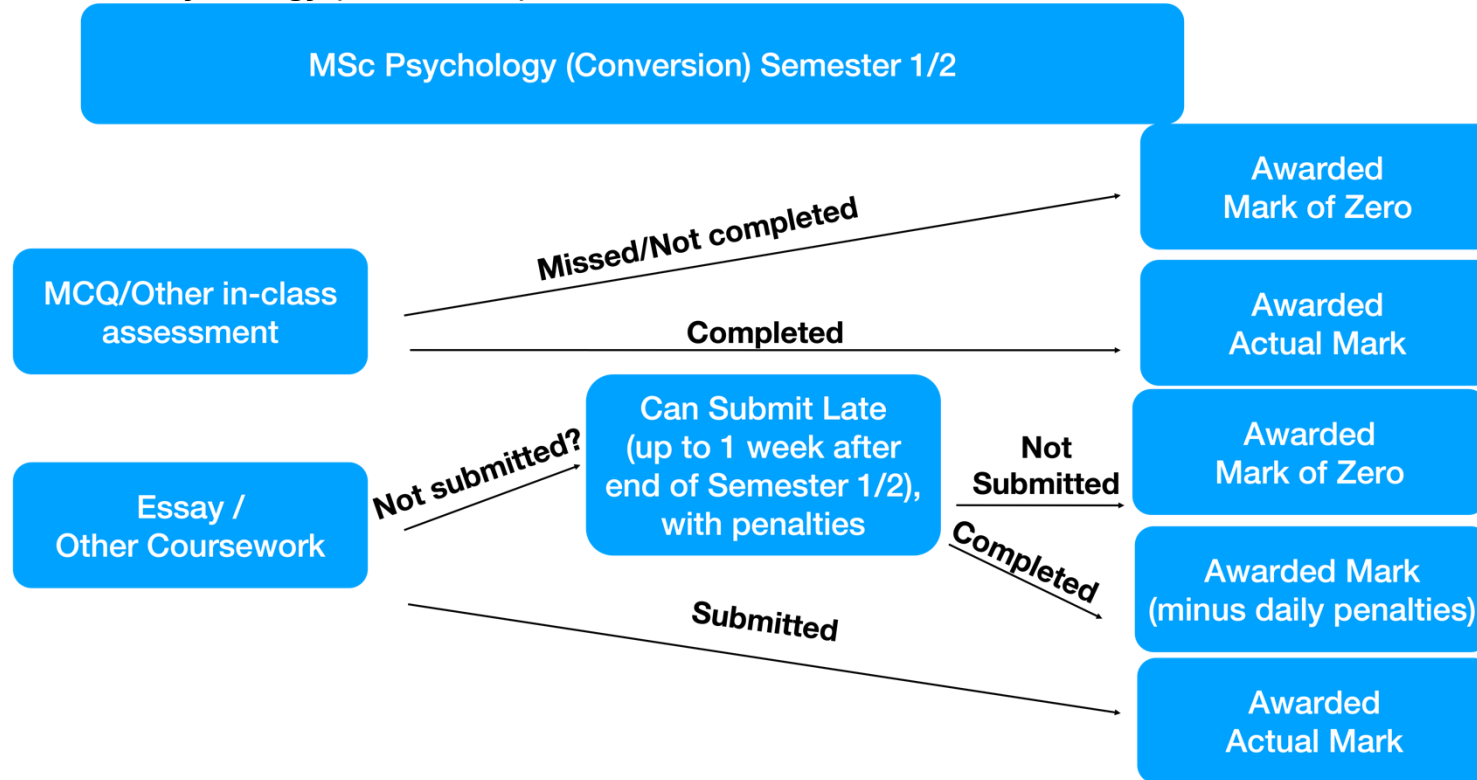
<i>Letter Grade</i>	<i>Guide Mark</i>	<i>Class</i>
A++	100	I
A+	90	I
A	80	I
A-	75	I
B+	68	II-1
B	65	II-1
B-	60	II-1
C+	58	II-2
C	55	II-2
C-	50	II-2
D+	48	III
D	45	P
D-	40	P

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E+	38	F
E	35	F
E-	30	F
F+	20	F
F	10	F
F-	0	F

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**Understanding Grading and Penalty Processes – a Guide for the MSc Psychology (Conversion)**



**EXAMINATION GRADING GUIDELINES**

Grade	Mark Range	General Grade Guidelines	Letter Grade	Guide Mark	Qualitative Description
1st	100	Originality of conceptualisation, analysis and insight	A++	100	Cannot be bettered

1 <sup>st</sup>	89.1 - 99.9	Ability to synthesise material and marshal arguments	A+	90	Outstanding
1 <sup>st</sup>	79.1 - 89	Wide breadth of reading	A	80	Excellent and original
1 <sup>st</sup>	69.1 - 79	Clarity of expression	A-	75	Excellent
2 <sup>nd</sup> (Upper)	67.1 - 69	Wide scope	B+	68	Highly competent
2 <sup>nd</sup> (Upper)	64.1 - 67	Good analysis, argument and structure	B	65	Very competent
2 <sup>nd</sup> (Upper)	59.1 - 64	Some breadth of reading	B-	60	Competent
2 <sup>nd</sup> (Lower)	57.1 - 59	Competent analysis	C+	58	Gradation based on degree of error and omission
2 <sup>nd</sup> (Lower)	54.1 - 57	Sound structure	C	55	Gradation based on degree of error and omission
2 <sup>nd</sup> (Lower)	49.1 - 54	Some reading in evidence	C-	50	Gradation based on degree of error and omission
3 <sup>rd</sup>	44.1 - 49	Adequate but limited scope/analysis	D+	48	Adequate
Pass		Basic structure	D	45	
		Limited reading			
Pass	39.1-44	Basic grasp of ideas	D-	40	Gradation based on level of error and omission
Pass		Perfunctory reading			Gradation based on level of error and omission
Fail (Upper)	37.1 - 39	Some knowledge of material Fails to address question properly	E+	38	Gradation based on level of relevant/correct material

Fail (Upper)	34.1 - 37	Poor grasp of topic Very limited scope	E	35	Gradation based on level of relevant/correct material
Fail (Upper)	29.1 - 34	Poor analysis, structure, expression Little/no reading	E-	30	Gradation based on level of relevant/correct material
Fail (Lower)	19.1 - 29	Little/no relevant/correct material	F+	20	Gradation based on level of relevant/correct material
Fail (Lower)	0.1 - 19		F	10	Gradation based on level of relevant/correct material
Fail (Lower)	0		F-	0	Gradation based on level of relevant/correct material



## Requests for Extensions

Students are notified of coursework deadlines well in advance. **A deadline is a deadline.** You should aim to submit your assignment well in advance of a deadline in order to protect yourself from unforeseen events in the days immediately before. It is also your responsibility to manage your materials (e.g. computer files) carefully and responsibly **so do make sure to always save your work (and in two different locations if possible)**. Coursework grades are awarded, in part, for the successful and timely submission of work, and not just the content contained therein.

However, students do experience genuine extenuating circumstances that warrant extensions to deadlines from time to time and we, as a department, are keen to support our students as much as possible in these circumstances. We appreciate that it is difficult for students who are struggling with issues to discuss these with staff. **However, it is really important that we are made aware of any difficulties that are likely to impact on your studies and/or your academic performance/progress.** We would like to reassure students that we will do our best to accommodate such difficulties and should any students require help/support, we would encourage you to come and speak to us and/or actively seek out and use the many excellent supports that the wider University provides. Naturally, all sensitive information will be treated with the utmost respect and confidentiality, mindful that there are limits to confidentiality in that it is the responsibility of individual members of staff to bring any concerns about the welfare of any student to the attention of the appropriate person/service within the University.

- Extensions can **only** be granted by the Course Director.
- An extension should be requested (via the online extension request form on the departmental website) **prior to** the deadline. **A medical certificate or other appropriate documentation must accompany a request for an extension.** If there are other circumstances which might be considered, they should be brought to the attention of the course director and supported in writing. A student should not take an extension of his/her own accord or assume that its duration can be decided autonomously.
- A student should not expect to meet the Course Director regarding an extension **within 48 hours** of that deadline.
- Extensions will not be granted for routine or minor illnesses (e.g. headaches, colds, etc.).
- Requests for extensions based on an illness or situation occurring **more than five working days** immediately prior to deadline are not normally granted. If such an extension is granted, the **number of days extended is proportionate to the number of days covered by the appropriate documentation.**

- When the Course Director approves a request, s/he will set a new deadline that is **directly in line with** the nature of the situation, illness, or medical instructions.
- Even if previously requested, **penalties will only be lifted when appropriate documentation is provided** (e.g. a medical certificate or a death notice on rip.ie). Vague medical certificates or documentation not specifying a timeframe that relates directly to the deadline are not acceptable.
- Loss of work due to failure of a PC, laptop, or memory stick does **not normally** warrant an extension.

## Penalties

Work submitted late without supporting documentation will have **3% deducted per calendar day or part of day** after deadline from the grade awarded (e.g. an essay graded 65%, but submitted two days late, will be awarded 59%; please note that weekends, bank holidays and days on which the University is closed *are* counted)..

## Marks Breakdown

If you require a breakdown of your marks for the year, beyond that provided by the Examinations Office, you should contact the course director.

Please note that a University-wide **Consultation Day** occurs following notification of the Summer examination results and Year Managers, along with all academic staff, are available on that day (remotely or in person) to provide some general information of this kind. A second consultation day is held in early September, following the Autumn examination results. **Consultation will occur only on this date. In general, academic staff will not be available to consult on modules between this date and the beginning of the new semester.** Under no circumstances will such information be sent via e-mail, fax, or regular post, and neither will such information be transmitted over the phone or given to a third party, including family members.

# APPENDICES



## Appendix I: Continuous Assessment Schedule 2024-25

The following table will help you to plan your work through the year, indicating week by week when each assignment is due. Please keep up to date with all CA deadlines on Moodle, as these are subject to change.

### Semester 1 Submission Dates & Checklist

Week	Assignment	Deadline Date	Completed (tick)
Week 1 (23 <sup>rd</sup> – 27 <sup>th</sup> Sep 2024)	PS652: Weekly worksheet	In-class	
Week 2 (30 <sup>th</sup> Sept – 4 <sup>th</sup> Oct 2024)	PS652: Weekly worksheet	In-class	
Week 3 (7 <sup>th</sup> – 11 <sup>th</sup> Oct 2024)	PS652: Weekly worksheet	In-class	
Week 4 (14 <sup>th</sup> – 18 <sup>th</sup> Oct 2024)	PS652: Weekly worksheet	In-class	
Week 5 (21 <sup>st</sup> – 25 <sup>th</sup> Oct 2024)	PS648: Write up Practical 1 PS652: SPSS Test	23/10/24 In-class	
(28 <sup>th</sup> Oct – 1 <sup>st</sup> Nov 2024)	Study Week		
Week 6 (4 <sup>th</sup> – 8 <sup>th</sup> Nov 2024)	PS652: Weekly worksheet	In-class	
Week 7 (11 <sup>th</sup> – 15 <sup>th</sup> Nov 2024)	PS652: Weekly worksheet PS662: Group presentations (Group A)	In-class In-class	
Week 8 (18 <sup>th</sup> – 22 <sup>nd</sup> Nov 2024)	PS652: Weekly worksheet PS653: Written assignment	In-class 22/11/24	

Week 9 (25 <sup>th</sup> Nov – 29 <sup>th</sup> Nov 2024)	PS652: Weekly worksheet PS648: Write up Practical 2 PS661: <i>Poll for supervision preferences</i>	In-class 27/11/24 Closes 29/11/24	
Week 10 (2 <sup>nd</sup> – 6 <sup>th</sup> Dec 2024)	PS652: Weekly worksheet PS649: Group presentations	In-class In-class	
Week 11 (9 <sup>th</sup> – 13 <sup>th</sup> Dec 2024)	PS652: Weekly worksheet PS648: Practical 3 worksheet PS662: Group presentations (Group B) PS652: MCQ	In-class In-class In-class In-class	
Week 12 (16 <sup>th</sup> – 20 <sup>th</sup> Dec 2024)	PS648: Research Participation Report PS662: Essay PS653: MCQ	20/12/24 22/12/24 18/12/24	
Jan 2024	PS649: Written assessment PS652: SPSS Test	13/01/25 15/01/25	

### Semester 2 Submission Dates & Checklist

Week	Assignment	Deadline Date	Completed (tick)
Week 1 (4 <sup>th</sup> – 7 <sup>th</sup> Feb 2025)	PS655: Weekly worksheets	In-class	
Week 2 (10 <sup>th</sup> – 14 <sup>th</sup> Feb 2025)	PS655: Weekly worksheets	In-class	
Week 3 (17 <sup>th</sup> – 21 <sup>st</sup> Feb 2025)	PS655: Weekly worksheets PS661: <i>Research Proposal &amp; Ethics Checklist (please note this is required but not graded)</i>	In-class 21/02/25	
Week 4 (24 <sup>th</sup> Feb – 28 <sup>th</sup> Feb 2025)	PS655: Weekly worksheets	In-class	
Week 5 (3 <sup>rd</sup> – 7 <sup>th</sup> Mar 2025)	PS655: Weekly worksheets PS658: Presentations (Week 1 of 2) PS656: Write-up Practical 1	In-class 05/03/25 07/03/25	

Week 6 (10 <sup>th</sup> – 14 <sup>th</sup> Mar 2025)	PS655: Weekly worksheets PS658: Presentations (Week 2 of 2)	In-class 12/03/25	
(17-21 <sup>st</sup> Mar 2025)	Study week		
Week 7 (24 <sup>th</sup> – 28 <sup>th</sup> Mar 2025)	PS655: Weekly worksheets	In-class	
Week 8 (31 <sup>st</sup> Mar – 4 <sup>th</sup> April 2025)	PS655: SPSS Test	In-class	
Week 9 (7 <sup>th</sup> – 11 <sup>th</sup> April 2025)	PS655: Weekly worksheets PS656: Practical 2 Write up	In-class 09/04/25	
Week 10 (14 <sup>th</sup> – 18 <sup>th</sup> April 2025)	PS655: Weekly worksheets	In-class	
(21 <sup>st</sup> – 25 <sup>th</sup> April 2025)	Easter Break		
Week 11 (28 <sup>th</sup> April – 2 <sup>nd</sup> May 2025)	PS658 Reflective Journal PS657: Essay and Report PS659: Essay (& abstracts throughout semesters 1 & 2)	28/4/25 30/04/25 01/05/25	
Week 12 (6 <sup>th</sup> – 9 <sup>th</sup> May 2025)	PS654: Essay PS655: MCQ & Good research practice report PS656: Research participation report and Practical write up 3	07/05/2025 09/05/2025 07/05/2025 and 09/05/2025	

### Semester 3

During Semester 3, only PS661 is active.

- Presentations are scheduled to take place in the week of 9<sup>th</sup> June 2025 (dates TBC).
- The written thesis is due 1<sup>st</sup> August 2025 at 5pm.

## Appendix II: Acting as a Research Participant (PS648 and PS656)

### Purpose and Function of the Research Participation Practical

As part of modules PS648 and PS656 of the MSc Degree, students are required to devote a minimum of two hours per module to research participation in the research projects of staff, postgraduates and postdoctoral researchers in Psychology at MU. Participating in research has a long tradition within undergraduate degrees in Psychology, and is an important part of developing an appreciation for the research process.

If for any reason, a student does not wish to participate in any of the available studies, they may elect to write a 1000-word research report on one of the or research project in lieu of each of the required two hours of participation in research (i.e., up to two reports). A template for such reports is provided to students via the Moodle web page for the relevant module.

Researchers who wish to participate in the scheme need to fulfil a small number of criteria and provide relevant research information in the form of a study information pack, for students who wish to participate in this research, or write a report on it in lieu of participation.

#### Criteria for Participation

- All studies in the scheme are ethically approved by the MU research ethics committee and are MU-based studies.
- Researchers will provide a study information pack (described below), approved by the scheme manager, or the module coordinator, before upload to Moodle for perusal by students who can then decide if they would like to participate in that study. This must also be sufficiently informative that it assists students in completing a 1000-word report on the study where they chose to do this in lieu of participating in the study.

#### Study Pack for Students

Outlines of the various studies available to you for participation will be provided on Moodle. The outlines will take the form of a “study pack” related to each piece of research. These information packs will allow to you to peruse the study, understand its background and rationale, and decide whether or not to volunteer to participate. You will also be provided with a report form and a research participation receipt form from the researcher. You can download this from Moodle to pass on to the researcher.

Please note that where a summary of hypotheses/expectations would compromise a study, these may be withheld until the end of the study period. In this case, hypotheses will only be revealed to participants at the end of their contribution to the study. Participating students may also be required to sign a confidentiality agreement on the research participation receipt form, in order to protect the integrity of the research. Breach of this confidentiality requirement by students will be treated seriously and as a failure to fulfil one of the most basic requirements of the research experience process. In line with this, a fail grade may be awarded for the research participation component of the relevant module as appropriate, following such breaches. Students will not be able to write research reports of studies that withhold hypotheses, in lieu of participation.

#### Contacting the Researcher and Scheduling Participation

Having checked the exclusion criteria for the study as outlined in the study pack provided on the relevant Moodle page, and having decided to volunteer to participate in the study, you should contact the researcher using the contact details provided, in order to schedule an appointment and/or instructions for participation. You should be aware that the contact details you provide will need to be stored by the researcher until participation is complete, but these will be deleted as soon as is practical, and will not in any way be linked to data gathered from you.

Please be aware that researchers are in no way obliged to schedule study participation in order to accommodate the academic deadlines of students. Many of them will not be teaching assistants. It is the responsibility of the student to apply for participation in a timely manner so as to allow the researcher to schedule participation in an orderly way and to manage their own activities, if scheduling of participants is required.

Finally, where studies are over-subscribed by volunteers, or students do not wish to participate in all or any of the available studies, students will be obliged to write the required number of 1000-word research reports in lieu of research participation. The Department of Psychology cannot guarantee a sufficient number and variety of research studies that all students can participate in research of their choosing for a total of two hours in each Semester. Insofar as this is possible, however, we will strive to make sure this happens. However, we will also endeavour to offer a small number of research study packs for studies not currently recruiting participants, or which do not require participants from a student cohort. These will provide material that can form the basis of a research report on an ongoing “real-world” study.

#### Submission of Assignment

Students must submit receipts of participation in research by the specified deadline near the end of the relevant Semester. A format for this receipt will be available on Moodle. Your receipt will be a manually or digitally signed record of participation by the researcher and should also include a 200-word summary of reflections on what you learned about the specific experience of participating in this particular type of research. Your 200-word

summary may be rejected and returned to you for completion if there is no evidence that you have genuinely reflected on the methodological aspects of the study that you personally found interesting or noteworthy. Your report(s) will be graded on a pass fail basis but the assignment as a whole is worth 10% of the overall Module grade. In other words, if you fail to participate in a sufficient amount of research, and for these provide appropriate 200-word summaries, or if you fail to produce research reports in lieu of research participation, or if you fail satisfy the participation requirement with a combination of research participation reports and research reports in lieu of participation, you will fail the assignment with a grade of 0. If on the other hand if you meet the criteria. For this research participation and research report writing practical, you will be awarded 10% of the overall module grade for this practical assignment. In effect, nothing short of full completion of the assignment is required to achieve the 10% grade award for the module and partial grades will not be awarded.

A manually or digitally signed copy of your consent to participate and any confidentiality agreement will be retained by the researcher but not linked to your data. You need a manually or digitally signed copy of the proof of participation from the researcher to submit digitally via Moodle as evidence of participation. Please scan and save this document as a PDF (or send a good quality, fully aligned and cropped photographic image if you do not have access to a scanner) for online submission via Moodle and keep copies for inspection in case this is requested.

You need to collect receipts for two hours of research participation (each study in which you participate will count for at least 30 minutes of participation regardless of how brief), or produce one or more 1000-word study reports in lieu of participation, in order to fulfil your module requirements (one report for each of two hours of participation).

Submission of the appropriate research participation receipts and /or research reports should be done as a single file submission via Turnitin/Moodle. The submission should contain all of the receipts and reports required to satisfy module requirements.

### Planning Your Research Participation

Many studies involve the scheduling of participants many weeks into the future, and so immediate participation is not often possible. Some research will be run in such a way that participants will interact only with a digital online interface and be able to schedule their own participation. You should act early in order to ensure that you have completed your research within the Semester and by the research report deadline as specified by your module coordinator in case it is not possible to participate in research within a short period late in the Semester. It is the responsibility of students to identify studies, schedule appointments for participation and obtain proof of participation by the research participation assignment deadline. Remember, the researchers have no obligation to help students satisfy course requirements and should not be pressured to facilitate participation due to looming deadlines, that have arisen due to the student's failure to schedule the

research participation in time. You should assume that you may have to wait up to several weeks to be able to participate in a given study, depending on how busy the researcher's schedule is, and so should aim to identify studies in which to participate as early as possible in the Semester.

#### The 1000-word Research Report

In the case where a student does not wish to participate in any or only a limited number of research studies, and write a review or reviews of two ongoing studies within the Department of Psychology at MU in lieu, they can use the study packs on Moodle to inform their review(s). They can also choose to participate in a limited amount of research and write a report for each hour of research that they have left outstanding from the total of three. For example, if a student participates in two studies at 30 minutes each, they have one hour of research participation outstanding and so will need to write reports on one study in which they did not participate. If they complete only 30 minutes of research participation, they will still need to complete two 1000-word reports for studies in which they did not participate, in order to meet the minimum requirement.

Students who wish to write 1000-word reports must do so by the same assignment deadline date for research participation, which will be near the end of the relevant Semester and specified by the module coordinator. It will also be listed in your Year 2 Psychology handbook. This report should be completed using the Research Report form downloadable from Moodle and submitted digitally via Moodle as instructed. While this will be graded on a pass/fail basis, a definite comprehension of the research aims and methodology of the relevant study will have to be apparent, along with a good comprehension of the research background gleaned from at least the minimal material provided to students by the researcher in the study information pack. Students will not be awarded a pass grade by simply transcribing the information provided by the researcher in the study pack. The report should show evidence of a critical understanding of the study and careful reading of the material indicated by the researcher.

Please note again that researchers are not expected to in any way discuss the study with students or to be available to assist in the creation of the research report. Researchers have no obligation whatsoever to help students in the preparation of course reports, and you should not request help from them in this regard.