Psychology Student Handbook

Your guide to studying in the Department of Psychology @ UL

2023-2024

IMPORTANT NOTICE

This handbook has been written to support students studying psychology at the University of Limerick.

It is offered in addition to the institutional handbook, the University Handbook of Academic Regulations.

At all times, the institutional handbooks provide the most up-to-date and accurate information. Where information provided in this handbook differs from the institutional handbooks, the institutional handbooks are to be used and adhered to; in incidences of disputes, it is the institutional handbooks that will have precedence.

The institutional handbooks are available at the following link: http://www.ul.ie/portal/students

Contents

Welcome

Dear Student

On behalf of our Department, I am delighted to welcome you as a student of Psychology at UL.

Psychology is a fascinating discipline. This relatively young area of research and practice has thus far provided a wide range of essential and surprising findings about the human mind, feelings, and behaviour. Therefore, I want to congratulate you on your decision to study this subject.

The Department of Psychology was founded in 2007 and has since established itself as one of Europe's centres of excellence in Psychology. Our programmes encourage an active and deep engagement with psychological science. This includes critical reflections on the greatnesses and the limitations of past and current scientific insights to describe, explain, and change social realities.

Relatedly, it also includes adherence to methodological rigour as a central tool to understand and contribute to the science and practice of psychology. Your study will give you insights into what the science of psychology offers for understanding social realities and as a practical tool for engaging with the social world.

Our Department comprises excellent teachers and researchers who will provide appropriate support in this process. In particular, this Student Handbook is an essential means of structuring your learning and engagement with the Department and the University of Limerick. I thus encourage you to study this Handbook very carefully.

We are excited that you joined us in Psychology at UL, and we wish you success in your studies and meaningful student experiences.

Professor Eric. R. Igou
Head of Department

About Us: The Department of Psychology

The Department of Psychology is committed to excellent undergraduate and postgraduate education and world class psychological research. We focus on contemporary social issues, encourage intellectual curiosity, and promote critical thinking and compassion to maximize social and psychological wellbeing.

We currently offer two PSI-accredited undergraduate degrees in psychology, a non-accredited joint honours BA, and five postgraduate programmes in psychology. The BA in Psychology & Sociology, the BSc in Psychology, and the MA in Psychology are all PSI-accredited first qualifications in psychology. At postgraduate level, we offer a Professional Doctorate in Clinical Psychology for those with a PSI-accredited first qualification in psychology. We also offer three postgraduate programmes for those with non-accredited undergraduate degrees in psychology; a MSc in Psychological Science, a MSc in the Psychology of Global Mobility, Inclusion, and Diversity in society (Global MINDS), and our new undergraduate Diploma in Psychology, which is fully delivered via remote learning.

To cultivate our guiding principles in Education, Research and Connectedness, we:
- Promote our vibrant learning environment, characterised by research-led teaching;
- Consolidate and build new, long lasting research communities amongst academics, practitioners and students;
- Extend an Irish presence throughout our international networks.

The Department has a number of important aims:
- To create a vibrant and positive teaching and learning environment for students
- To develop the research profile of the Department of Psychology in the area of Social Psychology which will lead to heightened respect and add to dynamism of the Department
- To allow students to explore the breadth and range of knowledge available to them via Psychology and in so doing to develop intellectual, methodological and generic skills appropriate to the level of study.
- To satisfy appropriate professional accreditation standards
- To encourage students to engage with the development of the Department through a system of student review and evaluation
- To develop systems of learning and support that ensure transparency, fairness and equality of opportunity

Studying in the Department of Psychology

Through your studies at UL, you will experience different teaching styles and learning environments, which you may find both challenging and engaging. You may find some styles challenging, as they will differ from what you experienced prior to coming to UL. However, you should find it engaging, familiarising yourself with different approaches and ways of learning both inside and outside the classroom. This section is written to give you a quick overview of what to expect within and outside the classroom at UL, particularly in the Department of Psychology.

ECTS and Workload

Each module you complete at UL has an ECTS weighting. ECTS stands for European Credit Transfer System (ECTS). The ECTS assigned will give you some idea of how much work is expected to **pass** a module; that is to achieve the learning outcomes of the module. In the ECTS system, 1 credit equals about 25-30 hours of work. So, for each 6ECTS module, that means you are expected to do a minimum of 150 hours of work for this one module in order to pass it (not excel in it; in order to just meet the learning outcomes), over a semester. At UL, most 6ECTS modules have 2-3 contact hours; a contact hour is an hour where you are in either a physical or virtual classroom with a lecturer. So, over a 12-week teaching semester, you spend <u>a maximum of 36 hours</u> in front of a lecturer (either online or face-to-face). That means, in order to pass that module, a further 114 hours, *per module*, of work is required by you to pass the module and attain the learning objectives.

The breakdown outlined above demonstrates that the majority of learning you will do is independent; that is, it will be as a result of your independent reading, study, research, and practice in skills-based modules. Therefore, lectures and class time are largely "signposts" of where to direct your additional reading. Lecturers will assign both core and recommended reading, but these are a starting point for you. You should read widely around topics in order to prepare for assessments and achieve the learning objectives on each of your modules. You cannot expect a lecturer to cover all things you might wish to know on a topic-that is what third level education at UL is all about-***you*** driving ***your*** learning.

Teaching Styles and Assessment Types

Depending on the module leader, the teaching style may vary. Some modules have large lectures, where attendance in-class is necessary; others use lectures followed by small group discussions; others use lab-based activities; and others use online learning environments. You are also free to establish small study groups yourselves; these are often an effective tool used to support independent study; it allows group discussion and the exchange of ideas.

Assessment types vary and may involve both continuous work and end-of-semester exams. The module leader will explain on the first day of lectures what the assessment requirements of that module is and what the repeat arrangements are.

Assessment

You will encounter a variety of assessment types throughout your studies in the Department of Psychology. These will both be in different formats and for different purposes; however, at the core of all assessment is the *learning outcomes.* You will find specific learning outcomes noted in each module handbook. Each individual module has its own module handbook which is stored on the virtual learning platform (VLE) and is available from the first week of term. The module handbooks contain specific and detailed module-level information.

Assessment can be viewed under a number of different categories; as assessment-of-learning, assessment-as-learning, and assessment-for-learning. Figure 1, taken from the National Forum for the Enhancement of Teaching and Learning in Higher Education gives a summary of what is meant by assessment AS/OF/FOR learning.
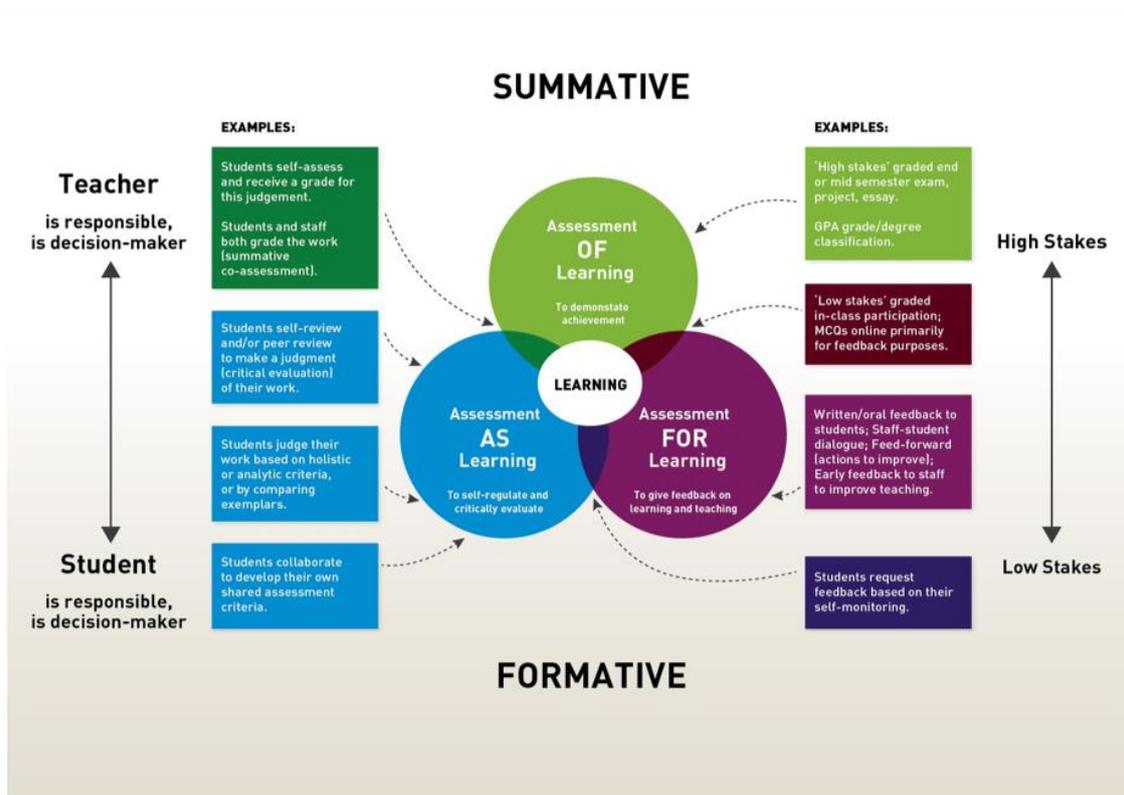
In practice, what this looks like from your perspective as student is that assessment may be used to demonstrate achievement (usually a high stakes activity where a grade is awarded) or is used to facilitate learning (usually a low stakes activity where the purpose is to use assessment as a method of learning and carries no, or a low stakes grade). **The precise elements of assessment used for each of your modules will be clearly communicated on Week 1 of semester.**

> If you fail a module, please contact the module leader **immediately** to find out what outstanding work needs to be completed (e.g., repeat exam, coursework) and when (e.g., final deadline for repeat coursework). It is the student's responsibility to confirm arrangements to clear deficient grades with the module leader and to register to clear the deficient grades with academic registry.

Feedback on Coursework

Purpose
The purpose of this guideline document is to provide clear communication of guidelines in relation to the provision of feedback to students, for both students and staff. The Handbook of Academic Regulations and Procedures sets out the regulations and procedures governing student assessment and grading.

Feedback
Feedback may arise in multiple formats, be given via multiple modes, and may arise formally or informally within the learning environment or from different forms of assessment, including (but not limited to), assessment-for-learning, assessment-of-learning, and assessment-as-learning modes. Further, feedback may be provided via written or oral means, at the individual or group (e.g., class) level, and may be directed by the teacher or the student.

The National Forum for the Enhancement of Teaching and Learning in Higher Education has produced a helpful document to summarise the different forms of assessment and feedback to guide students and educators which can be accessed here. Feedback can include, but is not limited to, the receipt of a grade, feed-forward advice, provision of exemplars from which a student can self-assess, peer feedback, in-class participation and discussion.

Feedback must be manageable for both the student and the teacher. The foundation of this is ensuring clarity of expectations from the perspective of both the teacher and the learner/student:

As a student of the Department of Psychology, you can expect to have clarity on;
- the learning outcomes of the module
- the criteria against which your work will be assessed
- how and when your assessment needs to be presented or submitted
- the minimum performance standard and weighting allocated to each assessment instrument
- the indicative grade descriptors corresponding to each grade
- the types of feedback, if applicable, that will be provided to students on the module
- when feedback will be made available, if applicable

Throughout your studies in Psychology, you will encounter these various forms of feedback on your work. Some of this will be via assessed summative coursework contributing towards your module grade; others, however, will be feedback on your work that you obtain on submitted work that does not form part of your module grade. It is important as a third level student that you take responsibility for reading, using, and implementing all forms of feedback provided to you through your modules. Please note, not all coursework will result in feedback; but for the majority of your modules delivered by the Department of Psychology, you will receive at least one element of feedback. Where feedback on submitted coursework is being provided, you can expect to receive that within three weeks of the assessment submission deadline.

Attendance

You are required to attend all laboratory, seminar and tutorial sessions. "Attendance" however may be physical in-person attendance, or it may be the submission of work to demonstrate you "attended" a particular lab or tutorial. In particular, <u>laboratory and practical work is a requirement of accredited Psychology programmes</u>. Attendance is compulsory and therefore recorded. **Non-attendance at lab sessions will result in students failing the module**. Attendance records are also used when writing references to comment on 'reliability and timekeeping'. The next section outlines the policy on missed labs and should be read in detail. Attendance at lectures, while not always recorded, is obviously vitally important. If you do not attend you may miss vital information, including that related to assessed coursework requirements.

Examinations

Assessment of core knowledge is often through end-of-semester examinations which include multiple-choice, short answer and essay-type questions. Exam periods occur in December and May. A further period occurs in August for students who missed exams through illness.

The majority of exams for modules delivered by the Psychology Department are written by hand under exam conditions and are administered by the examination office of the University of Limerick. It is the student's responsibility to ensure that their exam scripts are legible. Please note that there is no provision in the academic regulations of the University for students to read aloud/transcribe/type exam scripts, unless they have consulted with Disability Services in advance, and special accommodations are agreed. Any student concerned about this issue should contact Disability Services.

Coursework

Coursework may also be part of, or the sole method of, assessment on some modules. Clear guidance regarding the expectations of coursework will be given in-class, along with the submission deadlines. The Department of Psychology now have an exclusive online submission policy of coursework. Submission of coursework will be required through the VLE. Please read your module handbook and associated materials on the VLE for any queries with regards to coursework assigned by module leaders.

Deadlines

With coursework, in many forms, making a high contribution to overall assessment of many modules it is vital to ensure that all coursework is submitted to the appropriate deadline. It is your responsibility to ensure that your submission conforms to the advised requirements and is received on time.

Note that, unless stated otherwise by the lecturer, all essay and laboratory report submissions should be written in the style laid out by the most recent guidelines of the American Psychological Association. This style governs the structure of reports, headings, use of language and referencing. It is important to familiarise yourself with APA style.

Plan your work well in advance of deadlines. For work which should be performed over a period of time (e.g. an essay) you must not take the deadline as the date when work is done

and submitted – try to do the work early on and submit a few days early. If you leave work until deadline day then we cannot accept medical problems as mitigation for lateness.

It is the policy of the Department of Psychology that submission for coursework is entirely electronic, usually through the VLE. It is your responsibility to make yourself aware of the requirements for each module.

Electronic submission are time-stamped by the VLE. Students should retain copies of all the coursework they submit and retain all the feedback they receive. You may be asked to submit this to the Board of Examiners later. Students are also advised to keep a duplicate copy of any coursework submitted for assessment.

All assessed work submitted after the published submission deadline will be penalised at the rate of 5% per day, up to a maximum of 5 working days late, after which a mark of zero will be awarded. Coursework should be accompanied by a coursework cover sheet.

Policy and Guideline for Missed Labs and Tutorials

A key basis for the accreditation of psychology degrees with the Psychological Society of Ireland is evidence that students have undertaken practical work in psychology. At UL, this practical work is centred in lab and tutorial activities and as a consequence there is a strict lab and tutorial attendance policy.

"Attendance" at labs and tutorials will be defined by your module leader at the start of the semester. It may involve one or both of the following:
- Physical presence in the lab/tutorial, indicated by signing the attendance sheet
- Completion and submission of practical work

Module leaders will communicate the attendance requirements in module handbooks at the start of semester. It is the student's responsibility to familiarise themselves with the attendance requirements of each module.

Lab Attendance Policy
- General rule: Non-attendance will be penalised
- Each non-attendance will be penalised with -5% of the final grade
- If non-attendance is more frequent than 2 labs, the student will formally fail the module
- If a student has an M-form for non-attended lab sessions, penalties for the missed sessions can be reversed at the end of the semester
- Make-up coursework / catch-up labs covering the missed section of the module can be provided for students who missed more than 2 labs, at the module leader's discretion
- If the student failed the module because he or she missed more than 2 labs but has been sick or experienced psychological difficulties, he or she should be encouraged to apply for an I-grade; the I-grade committee will then decide on whether or not the application is approved; note, however, I-grades are not given by the Department: we would enter an F (for failed). If the F is reversed to an I on the basis of a recommendation by the I-grade committee, the student's grade will not be capped (C3). Note that even if students do re-sits / make-up coursework the grades will be capped (C3) if Fs have not been reversed to I grades.

Tutorial Attendance Policy
- General rule: Non-attendance will be penalised
- Each non-attendance will be penalised with -2% of the final grade
- Approved M-Forms lead to a reversal of the penalties at the end of the semester.

Mitigating Circumstances (M-form)

Please note, **module Leaders are not in a position to offer extension to deadlines, for any reason**. Instead, the Department of Psychology has in place a policy and procedure to facilitate the granting of extensions; however, such extensions are granted retrospectively. This procedure is commonly referred to as the **M-form process**. Students should note, the M-form process is a process put in place by the Department of Psychology that supplements the I-grade procedures in the University.

Late work is normally heavily penalised (5% per day, up to 5 days). Any mitigation of late submission is only possible on the basis of evidence <u>submitted by the student asking for mitigating circumstances to be taken into account.</u> All requests for mitigation must be made on the standard form (which can be found on the current students' webpage at https://www.ul.ie/psychology/current-students). Mitigating circumstances cannot be sought verbally or via email.

Any student wishing mitigation to be considered should state in detail on the form the full reasons for requesting mitigation. Full supporting documentation/ evidence must be provided with the M-form. Information provided is obviously treated as confidential.

Requests for mitigation will be considered by the M-form committee ahead of the stated deadline (typically Week 13). The M-form committee will normally meet once each semester.

If there are good reasons why you are unable to attend a laboratory class/tutorial or hand in an assignment on time, then you should submit an M-form to avoid being awarded a mark of zero for non-attendance and/or non-submission. Please provide evidence of the mitigating circumstances.

It is your responsibility not to leave things until the last minute. If you do and arrangements go wrong (e.g., a car breaking down, a USB key corrupts, a computer or printer failing), then you should not expect clemency.

All applications for penalty exemption must be submitted via the online M-form. This is to ensure comparability of evidence, and to assist with comparability of outcomes. Extenuating circumstances will NOT be considered unless the student has requested us to do so on an M-form.

Supporting documentation, with dates, should accompany the application form. Self-certification is not acceptable, nor are uncorroborated statements from friends or relatives. Please contact your Course Director directly in advance of the deadline if you wish to submit the available evidence privately.

The following table provides a few examples of mitigating circumstances which have arisen in the past from students who have missed sessions or are seeking an extension to coursework submission. It is a guide and is not meant to be prescriptive.

MITIGATING/EXTENUATING CIRCUMSTANCES	
Normally Acceptable	
1. Death of a close relative/friend	
2. Illness of student	It should be an incapacitating illness or an on- going illness or medical condition. It also includes breaks and serious sprains to the normal writing hand/arm. Medical certification must be obtained; self-certification is not acceptable.
3. Serious personal disruption	Divorce; fire; burglary; serious assault; jury service. Corroborating evidence must be produced.
4. Pregnancy and childbirth	In the absence of a UL policy on pregnancy leave, acceptable circumstance related to pregnancy will usually relate to the imminence of childbirth, and any medical reports suggesting that an extension might be appropriate. It also includes the stages following childbirth. Pregnancy of a wife/partner is acceptable in appropriate circumstances.
5. Erasmus exam abroad	When the student needs to sit an exam abroad as part of their Erasmus programme and this has an impact on their attendance at UL, the student will need to submit evidence of their Erasmus exam timetable (a boarding pass does not suffice).
6. Non-reschedulable appointments	For example, consultant hospital appointments, graduation of the student themselves
Not normally acceptable	
1. Sporting fixtures/activities	Sporting fixtures are covered under the high performance athlete policy at UL
2. Social activities	Hectic social life; parties; weddings; family holidays (no matter how special); visits to/from friends,
3. Temporary self-induced medical conditions	Hangover; drug taking (excluding prescribed medication)
4. Minor ailments	Coughs; colds; broken limbs, sprains (other than in the hand/arm).
5. Non serious personal and domestic disruptions which could have been anticipated or planned.	Moving house; weddings; holidays; failed transport arrangements, graduation of others. Boarding passes do not constitute as evidence for missing labs, tutorials or missing assignment deadlines

NOTE: Requests for mitigating circumstances will not be considered after marks have been awarded, feedback distributed, or exams sat.

Grading

A1 and A2 (≥80% and ≥75%)

There are several different ways of obtaining an A. Generally, work is exceptionally good for an undergraduate. More specifically, in response to the task set the submission is comprehensive and inclusive. The information detailed is accurate. There is evidence of independent reading/learning. Other characteristics that often result in the award of an A include attempts having been made to critically evaluate the information obtained, evidence that the student has thought about and digested the information they have read, an attempt to integrate many perspectives, resulting in a level of theoretical analysis, particularly original approach to the issue.

B1 and B2 (≥70% and ≥65%)

B1 and B2 answers are highly competent and tend to be the modal mark achieved in any given cohort of students. Typically, students have undertaken the task as set. The answer/submission is generally accurate and well-informed, evidences independent and general reading, has reasonably comprehensive coverage and is well organised and structured. Though some evidence of evaluation of the material is present, often this evaluation is generated from others' insights and there may be an over-reliance on descriptive material, though there is clear evidence of understanding of the material.

B3 (≥60%)

B3 answers indicate an acceptable level of competence. They are generally accurate though less comprehensive than they could be. There is limited evidence of reading and synthesising material beyond that required. Students fail to develop their arguments fully, provide largely descriptive information and little evaluation of the material. Sometimes too much effort has been dedicated to an argument that is not central to the task as set.

C1-C3 (≥55%, ≥50% and ≥45%)

C1-C3 answers demonstrate limited knowledge and understanding of the area from a psychological perspective. They are weak in a number of ways, there is little or no evidence of reading, key points have been missed, there is erroneous or confused information presented. The submission does not address the task as set.

D1-D2 (≥40% and ≥35%)

Answers in this category are generally very poor. They may contain some passing reference to material presented in lectures, but on the whole they present little in the way of psychological knowledge. Typically these answers are student's opinions on a particular issue with some passing reference to psychological research. There is no evidence of reading.

Fail (< 35%)

Little or engagement in the task. May have misinterpreted the assignment or essay brief. Little or no evidence of meeting the learning outcomes for this assignment.

Communication

The Department of Psychology main offices are located along the E1 corridor. However, some staff offices are located elsewhere on campus. You can find complete contact details for all staff members on the department webpage: https://www.ul.ie/psychology/ Here you will find information about ongoing research and the research interest of the Department.

Contacting Staff
When on-campus, it is recommended you contact staff using their advertised student hours. Student hours associated with your modules will be in the module handbook, which you will receive on the first day of each lecture.

Staff receive hundreds of emails a week; literally. Therefore, the optimal way to contact staff is to either approach the module leader after class finishes, or alternatively, use the student hour timeslots. As staff often work from home, it is advised that you follow their direction for preferred contact in module handbooks.

Email Communications
Frequently during term time, faculty and staff will use the e-mail system to alert students to news and events. For module related announcements, these are often sent via the virtual learning environment. E-mail will also be used to communicate with students where they have missed tutorials/deadlines. The onus is on students to check their e-mails regularly, and to keep abreast of developments in course provision.

Faculty (i.e., academic staff members) receive many e-mails from students on a daily basis. As a matter of policy, faculty are advised not to provide guidance regarding coursework or exam questions by e-mails. E-mail advice can lead to confusion amongst students and can be perceived as providing different levels of advice across the student groups**. E-mails requesting information about assessment will be ignored by faculty.** Discussion of assessment and coursework requirements are encouraged in a whole class forum such as tutorials/labs/lectures or electronically via the virtual learning environment, to encourage fairness and equivalence of student experience.

Out of Hours Email Communication
Please note, due to a high volume of emails, faculty will not be in a position to reply to emailed questions that are answered in the module handbook or in the Psychology Student Handbook. If you have a question about the module that is not answered in your module or course resources, then post your question to the Forums in the VLE. That way, everyone can benefit from learning the answer to your question.

If you need to contact a module leader about a personal matter, please arrange to meet them during office hours. If you need to contact your module leader via email urgently on a personal matter, you may do so. Note that your module leader follows the UL core hours email policy and will read and respond to email between the operating hours of 9am to 5pm Monday to Friday. Students should note that their module leaders receive a very high volume of email, and it may take up to three days to receive a reply.

Academic Cheating

Academic cheating, in all its forms, will be addressed by the Department of Psychology using the university-supported procedures as outlined in the Handbook of Academic Regulations and Procedures. Students should familiarise themselves with the Code of Conduct as detailed in the Handbook of Academic Regulations and Procedures.

Plagiarism
Plagiarism refers to the copying **or paraphrasing** of material from any source (e.g., web, lecture overheads, books, scientific papers, AI models of natural language processing tools….) that is not clearly attributed to the original author by putting it in quotation marks, giving the Author's name and year in the text, and a reference in your Reference section. Merely changing some words around but keeping the 'sense' of an author's thoughts constitutes plagiarism. We instead require you to read material, think about it, and develop your own links and arguments. Copying chunks from other sources and/or change a few words here and there does not demonstrate to us that you have learnt or thought about the material.

Beware of committing 'unintentional plagiarism' – copying chunks of text as notes, or making a précis, and then incorporating this material into an assignment, forgetting where it came from. This will be treated in the same was as intentional plagiarism. Talk to your thesis supervisor, project group supervisor or tutor if you are at all unsure of what does and does not constitute plagiarism.

Most importantly it is an academic offence for students to plagiarise. Plagiarism is defined as the presentation of the work of others as the writer's own: it is basically the theft of ideas. Students may develop bad habits, at school it may apparently be acceptable to reproduce the structure or content of notes, books etc**. This is not acceptable at University level**. Some students learn great chunks of textbooks by heart and reproduce them practically word-for-word in examinations; this is plagiarism. Apart from being plagiarism, this also does not demonstrate that the student has any understanding whatsoever of the subject and so will necessarily attract a low, perhaps, failing grade. **At University, any instances of plagiarism are treated as a disciplinary offence. Plagiarised work may be awarded a mark of zero and referred to the University Disciplinary Committee.**

Collusion
It is an academic offence for two or more students to work together on an assignment that is meant to be done individually and hand the work in as if they had each worked independently. It is expected that the work being assessed, unless specifically designated as a group assessment, shall be the sole work of that student.

All assessed work and particularly coursework - essays, assignments, etc., and also contents of examination answers, must be your own work, except in the case of specified parts of group projects and certain theses which may be a joint effort and indicated as such.
It is an academic offence for a student to permit another student to copy his/her work submitted for assessment, and both parties will be dealt with in accordance with these procedures.

Data fabrication / Data fraud

It is an academic offence for a student to falsely claim to have carried out any piece of research, including questionnaires, experiments, interviews, or any other method of data collection experiments, interviews or any form of research which he/she has not in fact carried out. More specifically, data fraud refers to:

i) data faking – making up, falsifying, or inventing part or all of a data set and representing it as obtained through legitimate methods of data collection from human participants or animal subjects;

ii) changing part or all of a set of data that were collected from human participants or animals;

iii) misrepresenting the results of data analysis. It is also an academic offence for a student knowingly to make use of falsified data as described above. It is an academic offence to use any partially or fully falsified or misrepresented data analysis in any piece of coursework.

At University, any instances of data fabrication/data fraud are treated as a disciplinary offence. Falsified work may be awarded a mark of zero and referred to the University Disciplinary Committee.

EHS Discretionary Band Procedures

Academic regulation 2.6.2 outlines the QCA thresholds for each award classification. Further, academic regulation 2.6.3 states that

> *Notwithstanding the provisions of 2.6.2 above, the Academic Council Examination Board may consider a candidate whose final cumulative QCA is not more than 0.10 less than the QCA for a first class, 2.1 or 2.2 classification and who satisfies the other requirements for the proposed award*

This is commonly referred to as the "discretionary band procedure", or the "discretionary band".

As the application of academic regulation 2.6.3 is at the discretion of the academic council examination board each year, EHS has implemented a standardised approach to the recommendation of awards at the higher level that fall under academic regulation 2.6.3. The standardisation of the EHS interpretation of academic regulation 2.6.3 is as follows:

Notwithstanding the provision of AR 2.6.2, the Faculty of Education and Health Sciences will recommend the higher award to the Academic Council Examination Board for a candidate whose final cumulative QCA is not more than 0.05 less than the QCA required for a first class, 2.1 or 2.2 classification.

QCA	Award (EHS)
≥ 3.35	First class honours
≥ 2.95	Second class honours grade 1 (2.1)
≥ 2.55	Second class honours grade 2 (2.2)
≥ 2.00	Third class honours

These discretionary band procedures will be applied for all programmes considered by the Department of Psychology examination board, which includes;
- Diploma Psychology (online)
- BSc Psychology
- BA Psychology & Sociology
- MA Psychology
- MSc Psychological Science
- MA in the Psychology of Global Mobility, Inclusion, and Diversity in Society (Global MINDS)

Intended Learning Outcomes for Psychology Students

(a) Knowledge and Understanding:
Gain knowledge and understanding of the scientific underpinnings of Psychology from broad overview at the introductory level to a deeper understanding of the core areas (to more advanced study, specialisation and application during final year. The core knowledge domains will include research methods, biological psychology, cognitive psychology, personality and individual differences, developmental psychology and social psychology

(b) Intellectual Skills:
A key characteristics of a good Psychology student is an ability to integrate information from a number of perspectives. Problem solving skills, analysis and synthesis of competing and conflicting information and theory as well as critical thinking skills in the field of Psychology are key to successful student achievement and progression.

(c) Methodological Skills:
Successful Psychology students develop quickly in the area of research skills. From a base where students understand the basics of information retrieval and descriptive statistics, students develop a range of skills in research design, measurement and statistical and qualitative analysis. Essential to this development is an understanding of the appropriateness of application of particular methods in particular contexts. In the final year and penultimate year of study, students skills are tested as they are required to a carry out independent research alone and with a group of peers. At all stages, and as developing psychologists, this research must be undertaken with due care and attention to ethical issues that arise. Ethics and ethical awareness is an important element of all aspects of teaching and research across our programmes and modules. We hope that by the end of of your degree you will all have developed a strong social conscience and an ability to engage ethically in all aspects of your professional lives.

(d) Generic Skills
During the course of your degree, students should develop personally as well as a psychologist! Many Psychology graduates do not go on to become career psychologists but the skills they have gained over the years of their degree nonetheless improve their own social skills and heighten their employability.

A key skill students must develop is the ability to take control of their own learning. Students will be expected to master a great deal of material that is covered in lectures from required textbooks and other recommended readings. Excellent students will find additional relevant information on many topics from recently published journal articles, books and chapters, thus evidencing motivation and independence in their thinking and learning. Students will be assisted in the development of their own learning skills though feedback on their work formally (via coursework) and informally (via tutorials) by Faculty. All Faculty maintain two-hours per week during which they are available to students to drop in for feedback and discussion. Students

are encouraged to utilise this important facility as much as possible.

A second key area of generic skill development will be communication skills. The development of written communication skills will be encouraged through course-work requirements such as lab reports and essays. Students therefore will develop scientific writing skills as well as skills in effective written communication. Oral communication skills are also an important skill students must develop. Students will be required to present their work to their peers in formal and informal settings, again developing accessible and understandable communication styles that are appropriate to varied settings.

Finally, Psychology students will acquire appropriate familiarity and competence with information technology. In particular graduates in Psychology should be competent in appropriate research and statistical technology.

Document History

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Amendments: January 2014 Sandra O'Brien (EssentialReadingPsychologyStudent 2014)
Amendments: Week 0 Sept. 2014 Ann-Marie Creaven (EssentialReadingPsychologyStudent2014)
Amendments: week 0 Jan 2015 Orla Muldoon
Amendments: Week 0 August 2017 Sandra O'Brien (EssentialReadingPsychologyStudent 2017)
Amendments: Week 1 January 2018 Sandra O'Brien (EssentialReadingPsychologyStudent 2017)
Amendments: Week 0 September Sandra O'Brien (EssentialReadingPsychologyStudent 2018)
Amendments: 20/08/2019 Sandra O'Brien (EssentialReadingPsychologyStudent 2019
Amendments: 01/09/21 Ann-Marie Creaven, Jennifer McMahon
Revised: 30/08/2022 Siobhán Howard (Renamed as *Psychology Student Handbook* 2022)
Amendments: 06/06/2023 Siobhán Howard