



School of Psychology
National University of Ireland, Galway

Second Arts Psychology

(BA Psychological Studies, BA Denominated Psychology, BA Connect)

Student Guide

2021-2022

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Welcome to 2nd Year Psychology at NUI Galway!

Message from the Head of School

Dear students,

As the head of the School of Psychology, I want to congratulate you on continuing your studies of Psychology at NUI Galway. These are difficult and uncertain times for everyone. We realise this and are doing our best to provide the best possible learning experience that prioritises your safety, the safety of your family, and the safety of our staff and their families.

Our second-year team has put together an innovative programme for this coming year. Your lecturers have worked hard on this year's provision and we've provided an overview in this guide to help you plan.

Professor Brian McGuire
Head of School

Message from the Year Coordinator

Dear 2nd Year Psychology students,

Welcome back! We are delighted to have you all with us again and we look forward to a fruitful and ever-improving year ahead.

At the time of writing and following HSE guidelines adopted by the Department of Education, this year it is intended that classes will be held on campus. All arrangements are still provisional and we will endeavour to post up-to-date information about the logistics on Blackboard. However, your core academic programme is fixed, and descriptions of your modules and of the overall academic calendar are provided on the following pages.

As you are all aware, Covid is still with us and there will be ongoing need to adapt to the pandemic during the coming academic year. For example, social distancing rules mean that we will have reduced numbers at many on-campus classes and all students must wear masks or face coverings.

We understand that these have been strenuous times for you all. We commend you on your resilience and persistence. We are committed to making the coming academic year a success, and wish you the very best for all that lies ahead.

Professor Brian Hughes
Second Year Co-ordinator

Academic Calendar

Academic Year 2021-2022	
Semester 1	
Start of Teaching	Monday, 6 September 2021
End of Teaching	Friday, 26 November 2021
Semester 1 Exams Start	Monday, 6 December 2021
Semester 1 Exams End	Friday, 17 December 2022
Vacation (18 December 2021 – 9 January 2022)	
Semester 2	
Start of Teaching	Monday, 10 January 2022
End of Teaching	Friday, 1 April 2022
Semester 2 Exams Start	Tuesday, 19 April 2022
Semester 2 Exams End	Friday, 6 May 2022
Autumn Repeat Examinations	Tuesday, 2 August to Friday 12 August

Important Dates

19 August 2021 Online Registration Opens
13 September 2021 Online Registration Closes

See <http://www.nuigalway.ie/registration/index.html>

Week beginning

6 September 2021 Orientation sessions

The School of Psychology

Head of School:	Professor Brian McGuire (to January 2022)
Second Year Coordinator:	Professor Brian Hughes (brian.hughes@nuigalway.ie)
Second Year Administrator:	Ms. Nuala Donohue (nuala.donohue@nuigalway.ie) (091) 493454 (direct) / (091) 524411, Ext. 3454
Website:	www.nuigalway.ie/psy
Email:	psychology@nuigalway.ie

Queries

If you have any query about *a specific module*, then arrange to discuss this with the relevant module coordinator by email. Members of the academic staff are anxious to be available to assist and advise students as much as possible. However, their availability is limited by their other responsibilities. Of course, staff will try to be flexible in the event of genuinely urgent or emergency circumstances. In normal circumstances, a minimum of **four days' notice** is required to arrange a meeting. Please note that for the immediate future, it is expected that such meetings will be held online.

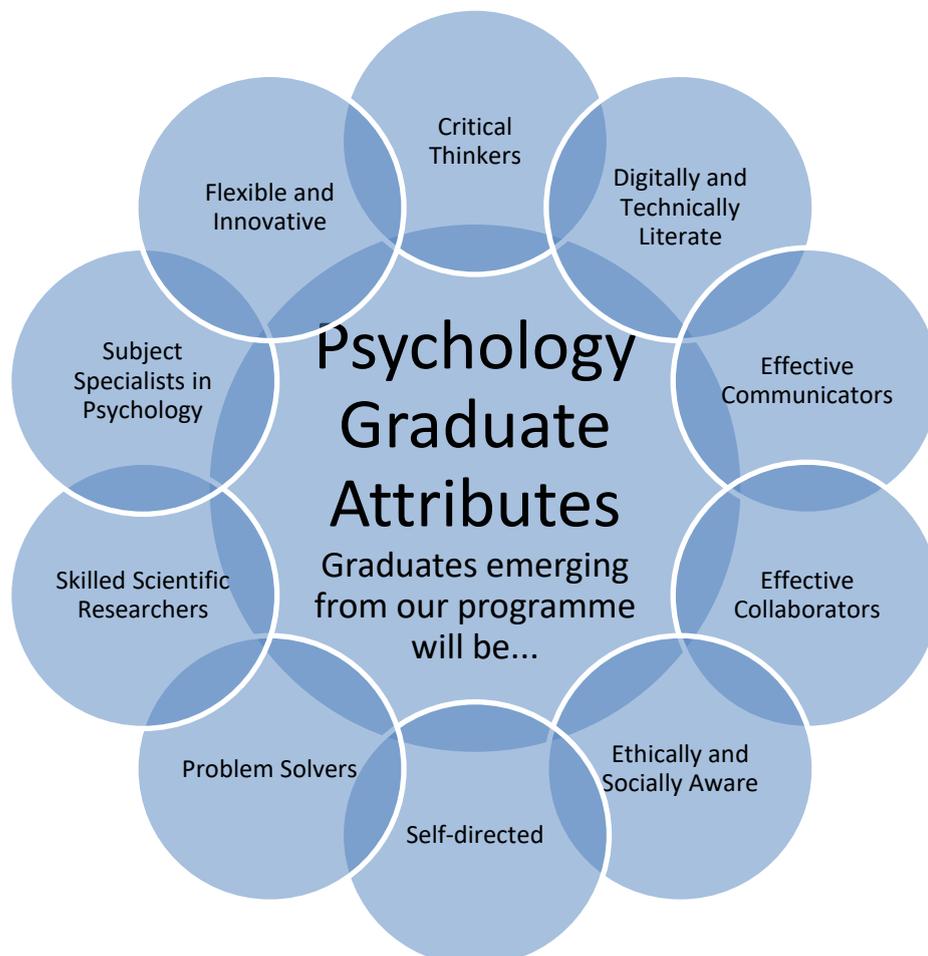
If you have a *general second year query*, contact Professor Brian Hughes, the Year Coordinator to discuss this by email. If a meeting is necessary, you can arrange a meeting by contacting Professor Hughes in advance (brian.hughes@nuigalway.ie).

Our Culture of Inclusivity and Respect

The School of Psychology embraces a notion of intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, disability and religion. We know that our students live at the intersection of many different privileges and marginalisations. Some of these are visible and some are not. Therefore, we must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Each of us is responsible for creating a safer, more inclusive environment. For more information on our university's commitment to equality, diversity and inclusion, see the website of [the Office of the Vice-president for Equity, Diversity and Inclusion](#) and their policies that are relevant to students including [QA152 Equal Opportunities](#) and [QA181 Gender Identity and Gender Expression](#).

Graduate Attributes

During your degree, you will develop a range of skills that will be of use to you as a professional psychologist or in a variety of other careers in the future. In the graphic below, we have provided a list of the attributes that we teach towards, so that you can track your progress in these areas.



Course Structure and Modules

The following are the modules that each cohort of students will be registered for:

	2BA Denominated Psychology (60 ECTs)	2BA Psychological Studies (30 ECTs)	2BA Connect (25 ECTs)
Semester 1 Core Modules	PS214 Developmental Psychology PS220 Psychology of Learning PS338 Theories of Personality PS403 Biological Psychology PS412 Experimental Psychology 1 PS413 Qualitative Research Methods	PS214 Developmental Psychology PS338 Theories of Personality PS403 Biological Psychology	PS214 Developmental Psychology PS403 Biological Psychology
Semester 2 Core Modules	PS219 Research Methods PS320 Memory and Cognition PS414 Experimental Workshop 2 PS415 Perception, Cognition & Performance PS428 Social Psychology PS3104 Professional Skills in Psychology	PS219 Research Methods PS320 Memory & Cognition PS428 Social Psychology	PS219 Research Methods PS320 Memory & Cognition PS428 Social Psychology

Repeat Students

Due to various reasons module offerings can vary each year so if you are repeating the year or are returning from a leave of absence, please contact the School at the **beginning** of the academic year to ensure you are registered for the correct modules.

Module Assessment/Examination

Due to the Covid-19 pandemic, conventional 'sit-down/timed' exams might not be possible this year. In terms of how your modules in the School of Psychology will be assessed, details will be released through course outlines and/or posted on Blackboard.

Please note: Lecturers and course co-ordinators will circulate more detailed information (for example, reading lists, details on assessments and examinations, etc.) as part of their course delivery.

Module Descriptions

First Semester

PS214 Developmental Psychology 1 (5 ECTS)

Cohort: All programmes (2BA Psych Studies; 2BA Denom Psych; 2BA Connect)

Module Coordinator: Dr Mairéad Foody

Module objectives

The overall objective of this module is to introduce students to key concepts and research in the study of developmental psychology, with particular focus on cognitive development, social and emotional development and gender development.

Learning outcomes

Upon completion of this module, you should be able to:

- Describe the features of a life-span perspective on development
- Describe developmental change in various domains
- Discuss change and growth as ongoing processes
- Discuss the ecology of development
- Understand and explain the interaction of biological and environmental influences on development
- Evaluate factors that contribute to developmental change
- Synthesise competing perspectives on cognitive and psychosocial development

Basic Reading

Shaffer, D. & Kipp, K. (2010). *Developmental Psychology, Childhood and Adolescence*. Wadsworth. Additional, topic-related reading lists are provided during the course.

PS220 Psychology of Learning (5 ECTS)

Cohort: 2BA Denom Psych

Module Coordinator: Dr Ian Stewart

Module objectives

This module examines theoretical developments in the psychology of learning from a behaviour analytic perspective. It provides definitions of the basic behavioural terminology and an overview of the emergence of the experimental analysis of behaviour. By focusing on theoretically important experiments, it traces the evolution of behaviour analytic research, starting with animal-based work utilizing simple classical and operant conditioning paradigms and finishing with an examination of

modern behaviour analytic investigations into language and higher cognition in humans. The strong scientific tradition of behaviour analysis is emphasized, as evidenced by rigorous measurement of behaviour, precise specification of methods, and careful interpretation of outcomes.

Learning outcomes

Upon completion of this module students should be able to:

- Define key processes within behavioural psychology including, for example, reinforcement, punishment, extinction, habituation, operant, discrimination, generalization, discriminative stimulus, shaping, fading, etc.
- Describe a number of key experiments in the history of behavioural psychology that have contributed to the current corpus of scientific knowledge within behavioural analysis
- Evaluate the theoretical and philosophical basis of behaviour analysis as an approach to psychology
- Describe the key theoretical features of Relational Frame theory (RFT) as a modern behaviour analytic approach to language and cognition
- List and describe a number of key areas in which RFT research is currently being applied

Reading

NOTE: See Blackboard Course Instance PS220 for details.

Ramnero, J. & Torneke, N. (2011). *The ABCs of Behavior*. Hove & NY: Psychology Press. ISBN 978-1-60882-434-2

Torneke, N. (2010). *Learning RFT*. Oakland CA: New Harbinger. ISBN: 978-1-57224-906-6

Baldwin, J. & Baldwin, J. (2001). *Behavior Principles in Everyday Life (4th Edition)*. Pearson: Upper Saddle River, NJ. ISBN 0-13-087376-4

Catania A. C. (2013). *Learning*. 5th Edition. Sloan Publishing. ISBN: 978-1-59738-023-2

Hayes, S.C., Barnes-Holmes, D. & Roche, B. (2001). *Relational Frame Theory: A Post Skinnerian Account of Human Language and Cognition*. Plenum Press. ISBN 0-30646-600-7

Additional, topic-related reading lists will be made available online.

PS338 Theories of Personality (5 ECTS)

Cohort: All programmes (2BA Psych Studies; 2BA Denom Psych; 2BA Connect)

Module Coordinator: Dr Jenny Groarke

Description

This course will introduce students to the classic and current personality theories and theorists in an in-depth manner, and will encourage critical evaluation and reflection. The major theories will include: psychoanalytic theory; evolutionary theory; humanistic and existentialist theories; social cognitive theory; behaviourist perspectives; and biological and trait theories. Additionally, the course will review taxonomies such as the DSM-V.

Learning outcomes

- Students will be expected to have an in-depth understanding of each of the above theorists'

key ideas about personality development, and evaluate the theories in a balanced and critical manner

- Students will learn how the various personality theories have been and are currently applied in the various sub-fields/specialisms of psychology (e.g., clinical psychology, psychotherapy, and research)
- Students will also be expected to understand how personality is assessed, and how the DSM-V is used in classifying personalities that present in the disordered range

Reading*

Compulsory: Funder, D.C. (2016). *The personality puzzle* (7th International Ed). London: Norton.

*Other recommended readings will be made available via Blackboard, during the course of the module.

PS403 Biological Psychology 1 (5 ECTS)

Cohort: 2BA Psych Studies; 2BA Denom Psych

Module Coordinator: Ms. Anne Marie Keane BA, MLitt

Description

This module will provide students with a good understanding of the biopsychological basis of behaviour. The structure and functions of the nervous system are reviewed, along with its modes of communication and the nature of the interaction of drugs with these systems. It will also examine the biopsychological basis of schizophrenia and of sleep, and the health effects of long-term stress.

Module objectives

- To introduce the relation between the nervous system and behaviour – and more specifically between brain and cognition – to thus encourage a biological perspective on psychological function
- To introduce the concept of localized *or* modular brain function and to then develop the contrasting but nonetheless key concept of distributed brain function with reference to complex disorders of the brain e.g. schizophrenia
- To impart to students the distinct roles and contributions of the various brain systems that collectively mediate sleep behaviour
- To elaborate on the psychobiology of the stress response and demonstrate the impact of long-term stress on the brain and in the development of illness
- To encourage students to think in a critically evaluative way about empirical research in the biological psychology field

Upon completion of this module, students will be able to:

- Describe the structure and functions of the nervous system, in particular the brain, and elaborate on the deficits that may ensue as a result of brain damage
- Discuss the modes of communication within the nervous system and the nature of the interaction of drugs with these systems

- Explain the diathesis-stress model of schizophrenia and provide an evaluative account of current theory and research in relation to the biochemical and structural abnormalities associated with this disorder
- Describe the psychobiology of the stress response and demonstrate the impact of long-term stress on the brain and in the development of illness
- Describe the stages of sleep and the proposed functions of the sleep process, along with the neural and biochemical substrates of that process.

Basic Reading

Kalat, J.W. (2019). *Biological Psychology*, 13th edition. Boston, Massachusetts: Cengage Learning. Additional topic-related readings (books and journal articles) will be provided during the course.

PS412 Experimental Psychology Workshop 1 (5 ECTS)

Cohort: 2BA Denom Psych

Module Coordinator: Dr Gerry Molloy

Description

This module trains students in the practice of empirical research in psychology by providing them with the opportunity of participating in, and reporting on, practical research work. Students participate in research exercises, collate the necessary data, and report outcomes appropriately.

Module objectives

The overall objective of this module is to introduce you to the practice of empirical research as it is employed in psychology by providing you with the opportunity of taking part in and reporting on practical experimental work. By conducting a series of laboratory experiments throughout the semester, it is hoped to familiarise you with computers and laboratory equipment as research tools for the collection and analysis of data in experimental psychology; and to develop your research skills and report-writing techniques.

Learning**outcomes**

Upon completion of this module, you should be able to:

- Reflect on and appreciate the importance of objectivity and rigour in attempting to scientifically study human behaviour
- Demonstrate proficiency in the principles of practical scientific research in psychology
- Describe how best to design research studies
- Become sophisticated consumers of research
- Apply practical experience of principles and concepts introduced elsewhere in the psychology curriculum
- Consider the merits of published research and the basis upon which all psychological knowledge is founded

Basic Reading

Reading lists relating to the various class exercises will be provided over the course of the module.

PS413 Qualitative Research Methods (5 ECTS)

Cohort: 2BA Denom Psych

Module Co-ordinator: Dr Mairéad Foody

Module objectives

This module introduces qualitative research methods used in psychology. Students will have the opportunity to further develop their understanding of qualitative approaches and methodological issues. They will also work with focus group and interview methods to develop an appreciation of how particular methods can be used to address research questions relevant to psychology.

Learning outcomes

Upon completion of this module, you should be able to:

- Discuss methodological approaches taken to qualitative research in psychology
- Demonstrate familiarity with particular qualitative research methods used in psychology
- Express a critical appreciation of the place of qualitative methods in psychological research

Basic Reading

Specialised reading lists will be provided. Methodology texts in NUI Galway library include:

Berg, B. (2007). *Qualitative research methods for the social sciences*. Boston: Pearson
Silverman, D. (2005). *Doing qualitative research: A practical handbook*. London: Sage.

Second Semester

PS219 Research Methods in Psychology (5 ECTS)

Cohort: All programmes (2BA Psych Studies; 2BA Denom Psych; 2BA Connect)

Module Co-ordinator: Dr Jane Walsh

Description

This module focuses on an introduction to research methods including; methods of data collection; reliability and validity of measures; sampling and data measurement. The course also examines some of the different designs employed in psychological research, such as within and between-subject designs. A variety of statistical methods (both parametric and nonparametric) are also covered including Mann-Whitney, t-tests, One-way ANOVA and correlation.

Module objectives

- To provide a comprehensive overview of the core statistical methods used in psychological research
- To outline the key research methods used in psychological research

- To clarify the link between the various research techniques and the appropriate statistical methods used to analyse data
- To familiarise students with the APA (American Psychological Association) style of reporting the results of research

Learning outcomes

- Identify and describe the key research methods used in psychological research
- Discuss the pros and cons of different research issues and strategies
- Select a method of analysis given a particular research design in a study
- Identify the appropriate statistical test to analyse a given set of data/research design
- Compute a series of statistical tests manually when given a set of data
- Interpret SPSS printouts
- Prepare and present a set of results APA style

Basic Reading

Howitt, D., & Cramer, D. (2020). *An Introduction to Statistics in Psychology* (6th ed.). London: Prentice Hall.

PS320 Memory and Cognition (5 ECTS)

Cohort: All programmes (2BA Psych Studies; 2BA Denom Psych; 2BA Connect)

Module Coordinator: Dr Tom Burke

Module objectives

To understand theories, basic structure and processes of selected aspects of cognitive psychology

Description

In this course students will be introduced to models and theories which seek to understand the nature of human memory, problem solving and the interplay of cognition and emotion.

Learning Outcomes

On completion, students will be able to:

- Describe and critically analyse the various theoretical approaches to the study of human memory
- Delineate the characteristics and processes of various memory systems
- Demonstrate the ways in which memory can be distorted, with reference to specific research
- Describe and analyse the various theories of how emotional information is processed
- Discuss the cognitive differences between experts and novices when engaging in problem solving
- Understand how the experimental methodology of cognitive psychology contributes to our understanding of memory, problem solving and emotion.

Basic Reading

Baddeley, A., Eysenck, M.W., & Anderson, M.C. (2009). *Memory*. Hove: Psychology Press. Other readings will be assigned during the course.

Sternberg, R.J. & Sternberg, K. (2012). *Cognitive Psychology*, 6th edition. Wadsworth: Cengage learning.

PS414 Experimental Psychology Workshop 2 (5 ECTS)

Cohort: 2BA Denom Psych

Module Co-ordinator: Dr Chris Noone

Description

This course continues students' exposure to the practice of empirical research in psychology by again providing them with the opportunity of participating in, and reporting on, practical research work. Students participate in research exercises, collate the necessary data, and report outcomes appropriately.

Module objectives

The overall objective of this module is to enhance your appreciation of empirical research as it is conducted in psychology by providing you with (a) tuition in aspects of the research process, including its production and dissemination, and (b) the opportunity of taking part in, discussing, and reporting on practical experimental work. By involving you in exercises throughout term - including tasks focused on how research is evaluated and disseminated, as well as a series of laboratory-based, experimental practicals - it is hoped to familiarise you with a range of aspects of experimental psychology including the design of experiments, the appropriate use of equipment, what makes a "good" or "bad" study, and the dissemination of findings.

Learning**outcomes**

Upon completion of this module, you should be able to:

- Reflect on and appreciate the importance of objectivity and rigour in attempting to scientifically study human behaviour
- Demonstrate advanced proficiency in the principles of practical scientific research in psychology
- Demonstrate a knowledge base that will assist you in designing your own research studies, and develop experience of the skills necessary to achieve this
- Apply advanced practical experience of principles and concepts introduced elsewhere in the psychology curriculum
- Critically evaluate published research and appreciate the basis upon which all psychological knowledge is founded

Basic Reading

Reading lists relating to the various class exercises will be provided over the course of the module.



PS415 Perception, Attention and Performance (5 ECTS)

Cohort: 2BA Denom Psych

Module Coordinator: Dr Mark A. Elliott

Module objectives

This mixed-learning model module aims to provide an introduction to sensory and perceptual processes, blending classical and contemporary approaches to basic information processing.

The course uses a flipped-classroom approach with the explicit aim of combining Information Transfer Teacher Focused (ITTF) and Conceptual Change Student Focused (CCSF) approaches. In the first case, and mainly via readings¹ as well as pre-recorded lectures, students will learn 'facts' related to perception; in the latter case, via both class **Buzz-Group** activity as well as a theoretically-oriented **Capstone Project**, students will learn that perception is a complex multidimensional topic that is not completely understood. In buzz groups, students will present and discuss some of the key theoretical issues and methodological contributions in perception science. The module will also touch areas in which the application of knowledge of sensory and perceptual processes is applied to other areas of cognitive psychology and neuroscience.

Learning outcomes

Broadly, upon completion of this course students should be conversant with:

- Physiological and psychological models of sensory and perceptual function
- Theories of perception
- Theories of attention
- The anatomy and physiology of sensory systems in vision and audition

Basic Reading

Goldstein, E.B. (2007). *Sensation and Perception. (7th Edition)*. New York: Brooks/Cole.
Other journal article readings are required.

PS428 Social Psychology (5 ECTS)

Cohort: All programmes (2BA Psych Studies; 2BA Denom Psych; 2BA Connect)

Module Coordinator: Dr. Kiran Sarma

Objectives

Social psychology provides students with an opportunity to examine classic and contemporary theory and research in the field and apply this knowledge to a wide variety of different real-world situations. The course has a dual focus on *research* and *application*.

Learning outcomes

On completion of the module, you should be able to:

- Further develop understanding of social psychological theory and research.
 - How? Attend lectures, read textbook, complete assignment.
- Use the course to better understand the world around you.



- How? Apply knowledge attained through the module to everyday encounters and experiences, and in the interpretation of events covered in the media.
- Develop critical thinking skills.
 - How? In-class discussion, Assignment 1 (critical evaluation of research) and Assignment 2 (research proposal, based on critical evaluation of research from assignment 1).
- Develop breadth and depth of knowledge of topic.
 - How? Attend class, read textbook, and prepare for end-of-term MCQ!

Basic Reading

Sutton, R.M. & Douglas, K. (2013). *Social Psychology*. Please note that this book is available in the University Book Shop at a preferential price.

PS3104 Professional Skills in Psychology (5 ECTS)

Cohort: 2BA Denom Psych

Module Coordinator: Dr Pádraig MacNeela

Module objectives

This module supports students to engage with the task of transitioning into a professional mind set and outlook appropriate to the discipline of psychology. Further to this, the module enables students to rehearse the key skills needed to project a professional identity in the world of work and further training. In particular, the module emphasizes non-technical Graduate Attributes involving team work and communication.

Learning outcomes

- Describe the competencies and skills that underpin teamwork and communication Graduate Attributes
- Reflect critically on personal and professional development as applied to their experience of being a psychologist in training
- Demonstrate effective oral/written communication skills
- Demonstrate key employability skills such as CV development and preparing for interviews
- Differentiate between applied professional domains in Psychology (e.g., educational, clinical, behavioural)

Basic Reading

- Zubizaretta, J. (2009). *The learning portfolio: Reflective practice for improving student learning*. Jossey-Bass.
- Van Emden, J., & Becker, L. (2010). *Presentation skills for students*, 2nd Ed., Palgrave MacMillan.
- Young, K. S., & Travis, H. P. (2011). *Oral communication: Skills, choices, and consequences*. Waveland Press.
- Young, K.S. & Travis, H.P. (2011). *Communicating Nonverbally*, Waveland Press Inc.

Important Information

Email

It is important to note that communication from the School of Psychology will be sent to registered students **via their [nuigalway.ie](https://www.nuigalway.ie) student email accounts**. Therefore, students must check their email on a regular basis.

Research Participation

It is a programme requirement that students participate as participants in ongoing research projects (conducted by students and/or staff of the School of Psychology) and they will receive course credit for doing so (to the value of 10% of the credit available for the Social Psychology module). Students should consult the SONA system for information on available studies.

Submitted Work

As well as written examinations, students will be assessed on the basis of submitted work with respect to certain courses. Submitted work will include any assignments set by lecturers. Please take note of the following regulations.

- 1. Submission arrangements.** With regard to continuously assessed work (e.g., essays), all materials for examination should be submitted via Blackboard.
- 2. Electronic submissions.** Please note that the School does not operate a facility for receiving submissions by email. Therefore you are required to submit all work through Blackboard, *unless you have been notified of special arrangements*.
- 3. Copies.** You are requested to keep a copy of all submitted work. In the unlikely event that a submitted piece of work is misplaced or that a dispute emerges as to whether or not a piece of work was originally submitted, the *student* will be responsible for supplying the School with a copy of the submission on request.
- 4. N.B. Late Submission of Course Work/Assignments.** All work submitted late will attract a reduced mark, except in particularly extenuating circumstances. The School has decided upon a uniform deduction of **10%** of marks **per day** overdue. This system is intended to ensure that students who meet deadlines are not disadvantaged by fellow students being allowed to submit work late. Accordingly, the system is *not* intended to disadvantage students who encounter genuinely problematic circumstances that interfere with their ability to meet deadlines. Should students experience such circumstances, they are requested to notify the School at the earliest possible opportunity (e.g., *in advance* if possible) so that a fair allowance can be made. If a student is unable to meet a deadline as the result of an illness, an allowance can normally be made so long as medical certification can be produced.

5. **Plagiarism.** At university, you are provided with many opportunities for learning, of which the writing of essays and assignments are among the most important. *Plagiarism* refers to the presentation of someone else's work as your own. It can refer to the copying of someone else's work, the adaptation of it for a different purpose, or to the close paraphrasing of it.

Plagiarism goes against the spirit of university education, and to a great extent defeats its purpose. Plagiarising other people's work does not entail true learning, as the information you read and transcribe is processed by you at a cognitively superficial level. Therefore, in a case of plagiarism, the offender is depriving themselves of valuable opportunities to exploit the challenges of a learning environment. Given that most learning is transferable, the offender may also find that their ability to perform well in other assignments is not helped – or indeed is somewhat undermined – by their plagiarism. On the other hand, when an assignment is conducted honestly, it generates useful associations and thought processes that impinge positively on the student's ability to perform well across a range of areas of study, as well as in the area in which the assignment is based.

In order that conscientious students receive fair marks for work conducted honestly, plagiarism is treated as an extremely serious academic offence (equivalent to cheating in an examination hall). Everything you submit in written form should be your own work, written in your own choice of words. If you wish to refer to the work of another author, you must credit him or her in your text. Otherwise, text copied from other sources – even in small amounts – is completely prohibited. This applies to all written work that you present for your degree. It includes the copying of published texts, text downloaded from the Internet, course notes, and the work of other students (or other people generally).

It can sometimes be helpful to work on continuous assessment assignments with a friend. However, although teamwork can be efficient, you should never write your assignments with another person (unless explicitly instructed to do so by a course lecturer, e.g., as part of a group-based assignment).

Note that all work submitted electronically is now checked using plagiarism-detection software.

Evidence of plagiarism will result in the severest penalties, which will probably include a mark of zero being awarded to your work. It may also result in University disciplinary procedures beyond those administered by the School of Psychology.

Examinations

As well as continuously assessed work, you will be required to take written examinations at the end of each semester for some (but not all) modules. Please take note of the following.

1. **Format of results.** As Arts students, you are taking Psychology as a 'subject' within the Arts programme. The purpose of examination is to generate a mark for you for this (single) subject. This subject mark will ultimately constitute your overall degree result. The School will require you to take a number of 'modules', which when combined produce your overall mark for the subject.

Subjects are passed where all modules in that subject are passed or passed by compensation. An aggregate mark across all modules is used in the calculation of honours. Modules are normally marked out of 100, and are passed where a mark of 40 or above is returned, or marks in such a proportion if the total marks available is other than 100.

2. **Semester 1 results.** As feedback, grades for each of your Semester 1 modules will be available from the School towards in early 2022 (on a date to be announced). You will not be given an overall mark for Psychology at this time. Please note that as you will have completed only half of the year's assessments, the grades given to you at this time will be PROVISIONAL and UNOFFICIAL.

The grades are PROVISIONAL in the sense that they are subject to change. At the end of Semester 2, the grades for all modules taken in Semester 1 are considered for a second time by the School's examiners. They are also considered by an External Examiner, an academic from another institution. Ultimately, they are then also considered by the College of Arts. As such, the grades presented to you in January have been considered only once, and so can go DOWN as well as UP by the time they are confirmed at the end of the year.

The February grades are UNOFFICIAL in the sense that they are issued by the School and not by the University. Please note that the University does not issue results until students have completed a full year of assessment. If you are applying for entry to postgraduate courses, or if you have some other reason for informing parties outside the University of your Semester 1 grades, you must make it clear that they are PROVISIONAL and UNOFFICIAL.

The School is not mandated to issue numerical scores (e.g., percentages) for modules. As such, when you receive your Semester 1 grades in January, *please do not ask for them to be further broken down as percentages*. Given their provisional and unofficial status, we will not be in a position to do so.

3. **Computation of end-of-year (subject) mark.** Your end-of-year mark for Psychology will be based on an average of your marks across modules, weighted according to the ECTS value for each module.
4. **Passing, Failing, and Repeating.** All component modules to a total of 60 ECTS only must be passed, or passed by compensation. A student who does not pass at the Winter or Summer Examinations must repeat those modules in which a mark below 40% has been awarded. Where a student is repeating examinations in his/her subject(s), the results already attained in the successful completion of modules may be retained, only within the time-limit for the completion of Psychology. A student may not sit for examination in such modules already completed and in which 40% or higher has been obtained.

Capping of Examination Marks The maximum mark which may be awarded at a repeat examination of a module will be 40%. Capping will apply in all cases unless an official deferral has been granted.

Compensation: Compensation will only be applied in cases where it enables the student to pass the examination as a whole. The pass mark for a module is 40%. However a student with marks of less than 40% in one or more modules will be deemed to have passed the stage provided:

- the aggregate mark for all modules of the stage is at least 40%
- the mark in every module is 35% or more
- the module(s) with marks in the range 35-39% total 15 ECTS or less (out of a total of 60 ECTS)

Where a module has been passed by compensation the mark for the module will appear on transcripts with a grade of Pass by Compensation

Exemption. A student will be exempted from further examination in a subject in which at least 40 per cent has been obtained, provided all component modules have been passed or passed by compensation.

Deferrals. It is recognised that circumstances may arise which will lead to a student wishing to defer some of his/her assessments and/or formal examinations during the academic year. Please be assured that whatever the circumstances are there is a network of support within the University in Student Services, the Colleges and Schools, Registry and the Student's Union which you should avail of. If you wish to defer, please get in touch with the Year Coordinator first for support in doing so. More information about deferrals is available [here](#).

Failing and Carrying results forward. Where a candidate has obtained less than 40 per cent in Psychology the mark in component modules in which at least 40% has been obtained will be carried forward to all subsequent examinations within the two-year time limit for the completion of Second Arts. Students will not be permitted to retake modules previously passed.

Honours at the BA Examination. The Degree of BA is awarded on successful completion of Final Arts. The Degree of BA may be awarded with First Class Honours, Second Class Honours Grade I, Second Class Honours Grade II, Third Class Honours and Pass.

Calculation of Honours for the BA Degree:

At degree level, honours will be calculated on the basis of 30% of the aggregate mark obtained at the second/pre-final year and 70% of the aggregate mark obtained at the final year Examination. **In other words, 2nd year contributes 30% to your overall degree mark**

- 5. Checks and Appeals.** At the end of the year (i.e., when you receive your official University transcripts of results), some students will seek 'checks' or 'appeals' of their results. Checks and appeals are subject to formal University procedures operated through the Examinations Office. Your attention is drawn to the Examinations Office website, where you can find the regulations relating to checks and appeals.

NOTE: The information presented above is for guidance only. Students are referred to the University's *General Calendar* for information on regulations regarding University courses.

Other Important Information

- 1. Student Liaison with External Bodies.** The co-operation of schools, hospitals and other centres in the research work of the school is greatly appreciated. It is the policy of the school to seek the assistance of such outside agencies only for research work at postgraduate level. Under no circumstances should undergraduate students approach schools, hospitals, clinics or other health services in connection with their studies or assignments. Any such contact must be with the permission of an assigned lecturer/supervisor or the Head of School.
- 2. Professional Organisations.** The Psychological Society of Ireland (PSI) is the professional body and scholarly society for psychology in Ireland. Students are entitled to apply for Student Subscribership of PSI. For a small annual fee, Student Subscribers receive PSI's monthly bulletin *The Irish Psychologist* and the many notices issued by the PSI about its programme of activities. They also can avail of reduced registration fees at events organised by the Society. Students are strongly encouraged to become Student Subscribers of PSI. Application forms are available online at <https://www.psychologicalsociety.ie/>
- 3. The NUI Galway Psychological Society.** The NUI Galway Psychological Society was established to promote the learning and enjoyment of psychology in the university. In order to become a member of the Society and to receive the regular updates sent out by the Society, students are requested to register at the NUI Galway Societies' Office, submitting their name, e-mail address, identification number and phone number to that office.

The success of the Psychological Society depends upon the co-operation and support of its members. Every student should play his or her part by attending the Society's meetings (including social events!). In recent years, the Society has engaged in fund-raising to enable it assist student speakers and other participants defray the cost of attending the Annual Congress of Psychology Students in Ireland.

Safety Measures on Campus

What do I need to bring with me?

- **Face mask:** Make sure to have a **face mask** with you. The University requires that all staff and students wear a face covering while indoors in public areas or shared spaces on campus.
- **HSE COVID Tracker App:** Make sure to download the HSE COVID Tracker app to your smartphone in advance of coming to campus. Assess your health every day and as soon as you feel any symptoms of COVID-19, make sure to log them on the app.
- **NUI Galway ID Card:** As always, make sure to have your **Student ID** or **Staff ID** with you. This is particularly important this year for accessing some services.

What do I need to do to protect myself and others while on campus?

Each one of us has an important role to play in reducing the spread of COVID-19 in our university. The following steps are vital in keeping the virus at bay:

- **If not already vaccinated, get vaccinated.** The most important practical measure you can take to limit the spread of COVID-19 in your community, and to protect yourself and those you live with from serious illness, is to get fully vaccinated.
- **Wear a face mask:** Students and staff must wear a face covering while indoors in public areas or shared spaces on campus.
- **Act immediately on any symptoms:** If you feel any symptoms of COVID-19, immediately contact the Student Health Unit or your GP to arrange a free test.
- **Minimise your contacts:** Keep your close contacts to a small number of people and limit the amount of time you spend in direct contact with other people.
- **Keep your distance from other people:** Continue to maintain distance from others to protect against the spread of the virus.
- **Avoid crowded areas:** If the area you are in becomes congested, leave.
- **Wash your hands regularly and thoroughly:** Use soap and water to keep your hands clean. Look out for hand sanitisation stations across campus.
- **Cover coughs and sneezes:** Cover your mouth and nose with a tissue or your sleeve when you cough and sneeze. Put used tissues into a bin and wash your hands.
- **Follow signage:** Be aware of signage around you and follow directions and instructions as you access and navigate campus.
- **Log your health status:** Open the HSE COVID Tracker app every day and log your health status. As soon as you feel any symptoms of COVID-19, make sure to log them on the app.

What is the University doing to reduce the risk of spreading the virus?

The University is implementing a wide range of control measures to make your learning and work environment as safe as possible. These include:

- PPE
- Physical distancing
- Cleaning and disinfection
- Signage

Read more about how we are reducing the risk of COVID-19 on campus in our [COVID-19 Access to Campus Protocol - 10 September 2020](#). You should also check out our [Health, Hygiene and Travel](#) section of the Alerts website.

How will I navigate campus?

Access & Exit: The Buildings and Estates team have installed new signage to help you find your way in and out of buildings. These include:

- Signs to show you where to enter buildings (yellow signs in the example above)
- Signs to indicate no entry (red signs in the example above)
- Signs to help you find rooms and services within buildings quickly (purple signs in the example above)

Navigating Buildings Safely: There will be lots of additional signage inside and outside to help you move through buildings safely and avoid congestion.

Timetable for 2nd Year BA (Psychology) Students Semester 1, 2021-2022

Semester 1	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 10				AC002 – Anderson Theatre PS403 Biological Psychology (Ms. Anne Marie Keane)	
10 – 11	SC003 Dillon Theatre PS220 Psychology of Learning (Dr. Ian Stewart)	ENG 3035-Alice Perry Bldg PS412 Experimental Psychology Workshop I (Dr. Gerry Molloy)			
11 – 12		AMB G036 PS412 Experimental Psychology Workshop I (Dr. Gerry Molloy)			
12 – 1		AMB G036 PS412 Experimental Psychology Workshop I (Dr. Gerry Molloy)			
1 – 2				AUC G002 Theatre, Áras Uí Chathail PS403 Biological Psychology (Ms. Anne Marie Keane)	
2 – 3	IT125 PS220 Psychology of Learning (Dr. Ian Stewart)	IT125 PS413 Qualitative Research Methods (Dr Mairead Foody)		AC002 – Anderson Theatre PS214 Developmental Psychology (Dr Mairead Foody)	AC002 – Anderson Theatre PS338 Theories of Personality (Dr Jenny Groarke)
3 – 4		IT125 PS413 Qualitative Research Methods (Dr Mairead Foody)			
4 – 5	O'hEocha Theatre (AM250) PS214 Developmental Psychology (Dr Mairead Foody)	AC002 – Anderson Theatre PS338 Theories of Personality (Dr Jenny Groarke)			Timetable & Room Bookings Coordinator Ext 3454

Timetable for 2nd Year Psychological Studies Students Semester 1, 2021-2022

Semester 1	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 10				AC002 – Anderson Theatre PS403 Biological Psychology (Ms. Anne Marie Keane)	
10 – 11					
11 – 12					
12 – 1					
1 – 2				UUC G002 Theatre, Áras Uí Chathail PS403 Biological Psychology (Ms. Anne Marie Keane)	
2 – 3				AC002 – Anderson Theatre PS214 Developmental Psychology (Dr Mairead Foody)	AC002 – Anderson Theatre PS338 Theories of Personality (Dr Jenny Groarke)
3 – 4					
4 – 5	O'hEocha Theatre (AM250) PS214 Developmental Psychology (Dr Mairead Foody)	AC002 – Anderson Theatre PS338 Theories of Personality (Dr Jenny Groarke)			
5 – 6					Timetable & Room Bookings Coordinator Ext 3454

Note: BA Connect students take PS214 and PS403, but do **not** take PS338.