



OLLSCOIL NA GAILLIMHE  
UNIVERSITY OF GALWAY

**School of Psychology  
University of Galway**

## *Second Year Psychology*

*(BA Psychological Studies, BSc Denominated Psychology)*

# **Student Guide**

## **2025-2026**

All information presented is for guidance only and is subject to revision or correction. Students are referred to the University's *General Calendar* for information on regulations regarding University courses.



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## Welcome to 2<sup>nd</sup> Year Psychology at the University of 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 the University of Galway.

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.

Dr Pádraig MacNeela  
Head of School

### *Message from the Year Coordinator*

*Dear 2<sup>nd</sup> 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.

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  
(Acting) Second Year Co-ordinator



## Academic Calendar

Academic Year 2025-2026	
Semester 1	
Start of Teaching	Monday, 8 September 2025
End of Teaching	Friday, 28 November 2025
Study Week	Monday, 1 December to Friday, 5 December 2025
Semester 1 Exams Start	Monday, 8 December 2025
Semester 1 Exams End	Friday, 19 December 2025
Winter Vacation (20 December 2025–11 January 2026)	
Semester 2	
Start of Teaching	Monday, 12 January 2026
End of Teaching	Thursday, 2 April 2026
Semester 2 Exams Start	Monday, 21 April 2026
Semester 2 Exams End	Friday, 8 May 2026
Autumn Repeat Examinations	Tuesday, 4 August to Friday, 14 August 2026

Public holidays during term (no classes/exams):

- Monday, 27 October 2025
- Monday, 2 February 2026
- Thursday, 17 March 2026
- Monday, 4 May 2026



## The School of Psychology

Head of School	Professor Pádraig MacNeela
Second Year Coordinator (Acting)	Professor Brian Hughes ( <a href="mailto:brian.hughes@universityofgalway.ie">brian.hughes@universityofgalway.ie</a> )
Programme Manager	Ms. Nuala Donohue
Administrators	Ms. Miriam Lohan ( <a href="mailto:miriam.lohan@universityofgalway.ie">miriam.lohan@universityofgalway.ie</a> ) Ms. Sandra Hallinan ( <a href="mailto:sandra.hallinan@universityofgalway.ie">sandra.hallinan@universityofgalway.ie</a> )
Website	<a href="https://www.universityofgalway.ie/psychology/">https://www.universityofgalway.ie/psychology/</a>
Email	<a href="mailto:psychology@universityofgalway.ie">psychology@universityofgalway.ie</a>

## 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 Acting 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@universityofgalway.ie](mailto:brian.hughes@universityofgalway.ie)).

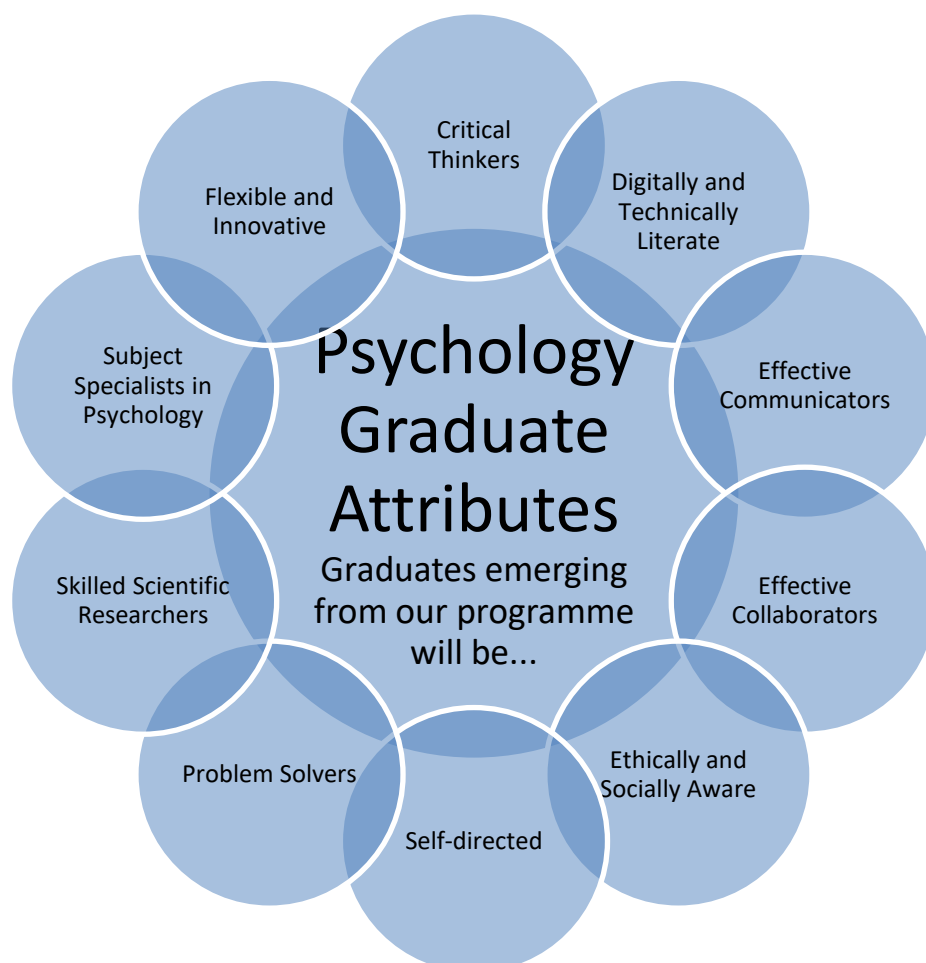


## Our Culture of Inclusivity and Respect

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 Equality, 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:

	<b>2BSc Denominated Psychology (60 ECTS)</b>	<b>2BA Psychological Studies (30 ECTS)</b>
<b>Semester 1 Core Modules</b>	PS214 Developmental Psychology (5 ECTS) PS220 Psychology of Learning (5 ECTS) PS338 Theories of Personality (5 ECTS) PS403 Biological Psychology (5 ECTS) PS413 Qualitative Research Methods (5 ECTS) PS415 Perception, Cognition & Performance (5 ECTS)	PS214 Developmental Psychology (5 ECTS) PS338 Theories of Personality (5 ECTS) PS403 Biological Psychology (5 ECTS)
<b>Semester 2 Core Modules</b>	PS219 Research Methods (5 ECTS) PS428 Social Psychology (5 ECTS) PS2100 Experimental Psychology Workshop (10 ECTS) PS3104 Professional Skills in Psychology (5 ECTS) PS3122 Cognitive Psychology (5 ECTS)	PS219 Research Methods (5 ECTS) PS428 Social Psychology (5 ECTS) PS3122 Cognitive Psychology (5 ECTS)

### 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 Descriptions

*(Note: All module descriptions are subject to ongoing updates and revisions. Lecturers will provide detailed module information directly to students as part of their lecture programmes.)*

### First Semester

#### **PS214 Developmental Psychology 1 (5 ECTS)**

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

**Module Coordinator: Dr Kate Dawson**

##### **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: 2BSc 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 Canvas 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*. 5<sup>th</sup> 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; 2BSc Denom Psych)

**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 module will look at methodological approaches and cultural issues in personality research.

### **Learning outcomes**

Having taken this module, students should be able to:

- Accurately identify and distinguish between key personality theories.
- Demonstrate knowledge by correctly categorizing theories based on their fundamental principles, major proponents, and core concepts.
- Apply theoretical concepts from different personality theories to given real-world scenarios.
- Critically assess the assumptions and predictions of various personality theories.

### **Reading\***

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

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

## **PS403 Biological Psychology 1 (5 ECTS)**

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

**Module Coordinator: Dr Tom Burke**

### **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*, 13<sup>th</sup> edition. Boston, Massachusetts: Cengage Learning. Additional topic-related readings (books and journal articles) will be provided during the course.

## **PS413 Qualitative Research Methods (5 ECTS)**

Cohort: 2BSc Denom Psych

**Module Co-ordinator: Professor Pádraig MacNeela**

### **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.

## **PS415 Perception, Attention and Performance (5 ECTS)**

Cohort: 2BSc 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 readings<sup>1</sup> 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.



## Second Semester

### **PS219 Research Methods in Psychology (5 ECTS)**

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

**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 sample SPSS printouts
- Prepare and present a set of results APA style

#### **Basic Reading**

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

### **PS428 Social Psychology (5 ECTS)**

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

**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. (2019). *Social Psychology*. Please note that this book is available in the University Book Shop at a preferential price.

## **PS2100 Experimental Psychology Workshop (10 ECTS)**

Cohort: 2BSc Denom Psych

**Module Co-ordinator: Dr Chris Noone**

### **Description**

The overall objective of this course is to acquaint students with the rudimentary principles and practices of scientific experimentation as applied to psychology; facilitate students in reporting the findings of elementary research exercises; and give students a knowledge base that will assist them in designing their own research studies.

The module aims are to introduce students to the practice of empirical research as it is employed in psychology by providing the opportunity of taking part in and reporting on a series of experimental studies throughout the semester; familiarise students with laboratory equipment as research tools for the collection and analysis of data in experimental psychology; and to develop students' research, critical thinking and report-writing skills.

### **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. The module will involve three components – (a) interactive lectures (b) Practical lab sessions, and (c) Journal discussion groups. Class time will be used for formal classes, class-led discussions, practical work and self-directed work.

### **Learning outcomes**

Upon completion of this module you should be able to:

- To design and conduct simple experimental psychological studies that test specified hypotheses derived from theory and evidence
- To conduct basic quantitative analyses to interpret the results from simple experimental psychological studies
- To share research materials experimental psychological studies (e.g. protocols, measures and data) following the principles of Open Science
- To write up the findings of experimental psychological studies in a structured scientific report
- To identify, manage, cite and critique scientific literature in psychology appropriately

### **Basic Reading**

Frank, M. C., Braginsky, M., Cachia, J., Coles, N., Hardwicke, T., Hawkins, R., ... & Williams, R. (2023). *Experimentology: an open science approach to experimental psychology methods*. Available at <https://experimentology.io/>

## **PS3104 Professional Skills in Psychology (5 ECTS)**

Cohort: 2BSc Denom Psych

**Module Coordinator: Professor 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**

- Zubizarreta, 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.

## **PS3122 Cognitive Psychology (5 ECTS)**

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

**Module Coordinator: Dr Jane Conway**

### **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**

To be confirmed.





## Important Information

### Email

It is important to note that communication from the School of Psychology will be sent to registered students **via their university student email accounts**. Therefore, students must check their email on a regular basis.

### 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 Canvas.
- 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 Canvas, *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.

**Please take note of the following information received from the College of Arts (14 August 2024) regarding the “Extenuating Circumstances” Policy:**

*In line with the University policy on Extenuating Circumstances, procedures are in place in the College to manage applications from students who experience extenuating circumstances that may negatively impact the student’s performance in assessment.*

*Students may apply centrally to the College Extenuating Circumstances Committee if the following conditions are met:*

- The student experiences serious, unavoidable, unpredictable and exceptional circumstances outside of their control, which may negatively impact the student’s performance in assessment*
- The affected assessment is worth **20% or greater** of the final module mark*



- *Supporting documentation is provided, as outlined in the attached policy*
- *If supporting documentation is not available, students should submit an application to the College Exenuating Circumstances Committee describing the nature of their circumstances, and they will normally be asked to meet with our Student Support Officer (Dr Rosemary Crosse) to help evaluate an appropriate course of action.*

Students can access our online form here: <https://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/student-information/studentformsandlinks/>

***If an assessment is worth less than 20% of the final module mark and/or a student requires an extension of 7 days or less, they should liaise with their Local Year Co-ordinator or Programme Director.***

*Note: If an extension of more than 7 days is required or an affected assessment is worth at least 20% of the overall module mark, students must apply to the College Exenuating Circumstances Committee to request additional time. Local Year Co-ordinators or Programme Directors cannot grant extensions beyond a one-week window. One application listing all affected modules and assignments should be made to cover the student's full circumstances.*

*Students who possess a LENS report that uses specific language about the need for 'leniency with deadlines' and who have no additional compounding circumstances are not required to apply to the College Exenuating Circumstances for additional time. Instead, they should liaise directly with their module instructor and / or relevant local Year Co-ordinator / Programme Director to agree appropriate deadline extensions. The only exception is where there are additional circumstances (e.g. an medical emergency) unrelated to those outlined in the LENS report.*

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 2024 (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 at <https://www.universityofgalway.ie/exams/timetable-advice/deferrals/>.

**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/BSc Examination.** The Degree of BA/BSc is awarded on successful completion of Final Year. The Degree of BA/BSc 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/BSc 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, 2<sup>nd</sup> 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 and is subject to revision. 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 University of Galway Psychological Society.** The University of 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 University of 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.



## Timetable for 2nd Year Psychological Studies Students Semester 1, 2025-2026

Semester 1	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 10				PS403 Biological Psychology AC002 – Anderson Theatre (Dr Tom Burke)	
10 – 11					
11 – 12					
12 – 1					
1 – 2				PS403 Biological Psychology O'hEocha Theatre (AM250) (Dr Tom Burke)	
2 – 3				PS338 Theories of Personality AC002 – Anderson Theatre (Dr Jenny Groarke)	PS338 Theories of Personality AC001 – O'Flaherty Theatre (Dr Jenny Groarke)
3 – 4					
4 – 5	PS214 Developmental Psychology O'hEocha Theatre (AM250) (Dr Kate Dawson)	PS214 Developmental Psychology AC002 – Anderson Theatre (Dr Kate Dawson)			
5 – 6					Timetable & Room Bookings Coordinator Ext 3454

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

## Timetable for 2nd Year BSc (Psychology) Students Semester 1, 2025-2026

Sem 1	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 10				PS403 Biological Psychology AC002 – Anderson Theatre (Dr Tom Burke)	
10 – 11					
11 – 12					
12 – 1					
1 – 2	PS220 Psychology of Learning AC201 (Dr. Ian Stewart)			PS403 Biological Psychology O'hEocha Theatre (AM250) (Dr Tom Burke)	
2 – 3	PS220 Psychology of Learning CSB 1005 (Dr. Ian Stewart)	PS413 Qualitative Research Methods AMB 1023 Mairtin O'Tnuthail Theatre (Prof Padraig Mac Neela)		PS338 Theories of Personality AC002 – Anderson Theatre (Dr Jenny Groarke)	PS338 Theories of Personality AC001 – O'Flaherty Theatre (Dr Jenny Groarke)
3 – 4		PS413 Qualitative Research Methods CSB 1005 (Prof Padraig Mac Neela)			
4 – 5	PS214 Developmental Psychology O'hEocha Theatre (AM250) (Dr Kate Dawson)	PS214 Developmental Psychology AC002 – Anderson Theatre (Dr Kate Dawson)			
5 – 6	PS415 Perception Attention and Performance CSB 1005 (Dr Mark Elliott)				
6 – 7	PS415 Perception Attention and Performance CSB 1005 (Dr Mark Elliott)				Timetable & Room Bookings Coordinator Ext 3454