School of Psychology

Higher Diploma in Psychology (Full)

Year 1

Student Guide
2023-2024

Welcome to 1st Year of Higher Diploma in Psychology at University of Galway!

Message from Dr. Mark A. Elliott, Director: Higher Diploma Programmes

Dear Higher Diploma in Psychology students,

Congratulations on achieving a place on the Higher Diploma in Psychology programme! Short descriptions of modules and the overall academic calendar is provided on the following pages.

Please consult Canvas regularly for updates I am available by email if you have any concerns or queries that are not addressed on Canvas.

Mark A. Elliott

Academic Calendar 2023-2024	
Semester 1	
Teaching	4th September 2023 - 24th November 2023
Semester 1 Exams	4th December 2023 – 15th December 2023
Semester 2	
Teaching	8th January 2024 - 28th March 2024
Study Week	8th April 2024 – 12th April 2024
Easter	29th March 2024 – 1st April 2024
Semester 2 Exams	15th April 2024 – 1st May 2024
Autumn Repeat Exams	6th August 2024 – 14th August 2024

Important Dates

17th August   Online Registration Opens
12th September   Online Registration Closes
See http://www.universityofgalway.ie/registration/index.html

Week beginning

4th September   Orientation session

The School of Psychology

Head of School   Dr. Padraig McNeela

Higher Diploma in Psychology: Dr. Mark A. Elliott
Director

Higher Diploma in Psychology:

Contact Person: Dr. Mark A. Elliott (mark.elliott@universityofgalway.ie)

Administration: Ms. Miriam Lohan (miriam.lohan@universityofgalway.ie)
                                                          Ms. Sandra Hallinan (sandra.hallinan@universityofgalway.ie)
                                                          Ms. Anne Kinneen (akinneen@universityofgalway.ie)

Website: www.universityofgalway.ie/psy
Email: psychology@universityofgalway.ie

Queries

If you have any query about a ***specific module***, please 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. All meetings will take place online this year.

If you have any *general query* about the Higher Diploma in Psychology programme, contact Dr. Mark A Elliott by email to discuss this with him and, if necessary, you can arrange a meeting with him online (mark.elliott@universityofgalway.ie). Such meetings might take place using Microsoft Teams.

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.
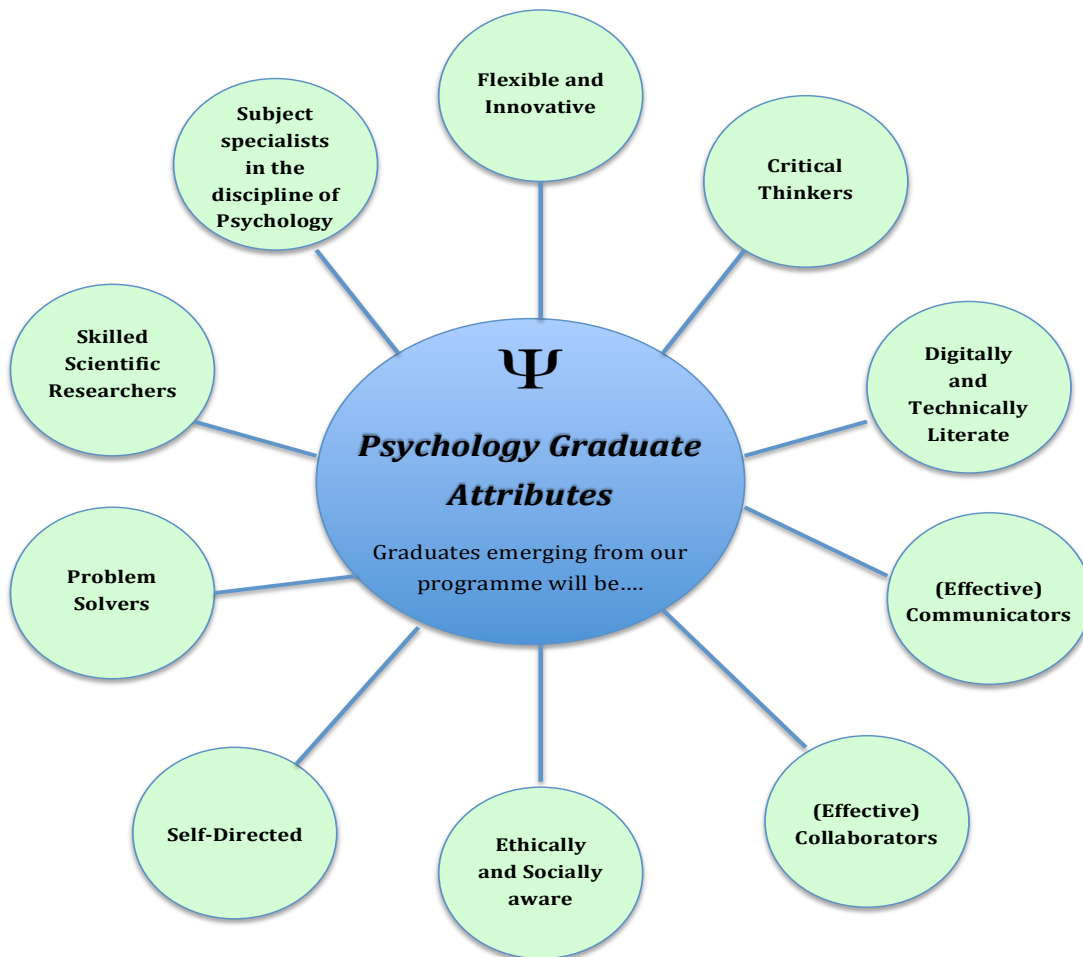
Research Themes

The School of Psychology at University of Galway focuses on two themes in psychological research: Brain & Behaviour and Health & Wellbeing. During your degree, you will cover material in your modules that directly relates to these themes. You can read more about our research here

Higher Diploma in Psychology (Full):
First Year

The following courses will be provided in the coming academic year:

Semester 1		**ECTS**
PS214	Developmental Psychology 1	5.0 ECTS
PS220	Psychology of Learning	5.0 ECTS
PS338	Theories of Personality	5.0 ECTS
PS403	Biological Psychology	5.0 ECTS
PS413	Qualitative Research Methods	5.0 ECTS
PS415	Perception, Attention & Performance	5.0 ECTS

Semester 2		**ECTS**
PS219	Research Methods in Psychology	5.0 ECTS
PS3122	Cognitive Psychology	5.0 ECTS
PS3104	Professional Skills in Psychology	5.0 ECTS
PS2100	Experimental Psychology Workshop	10.0 ECTS
PS428	Social Psychology	5.0 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 Assessment/Examination

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 Canvas.

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)
Module Coordinator: Dr. Mairead 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.

Evaluation

Continuous Assessment

PS220 PSYCHOLOGY OF LEARNING (5 ECTS)
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*. 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.

Evaluation
One essay to be submitted online by mid-semester (25%); Double essay for online submission (in lieu of exam) at the end of the semester (60%); Web-based tutorial to be completed by the end of semester (15%)

PS338 THEORIES OF PERSONALITY (5 ECTS)
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 Canvas, during the course of the module.

Evaluation

The course will be assessed by two continuous assessments; one essay-based assessment and one question-based assessment.

PS403 BIOLOGICAL PSYCHOLOGY (5 ECTS)
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

Learning outcomes

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.

Evaluation

100% continuous assessment, based on one essay assignment due during week 10 (40% of final grade), and a second question-based assignment for online submission (in lieu of exam) due in January (credit: 60% of final grade).

PS413 QUALITATIVE RESEARCH METHODS (5 ECTS)
Module Coordinator: Dr. 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 University of 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.

Evaluation

100% Continuous assessment, based on two assignments; to design an individual research proposal and complete a group project involving analysis of qualitative data and short presentation.

PS415 PERCEPTION, ATTENTION AND PERFORMANCE (5 ECTS)
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[1] 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.

Evaluation
100% Continuous assessment

1. Participation (mandatory)	18%
2. MCQ (weekly over 9 weeks)	36%
3. Capstone Project: Poster	26%
4. Capstone Project: Precis	20%

Module Descriptions: Second Semester

PS219 RESEARCH METHODS IN PSYCHOLOGY (5 ECTS)
Module Co-ordinator: Prof. 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.

Assessment

One continuous assessment assignment (30% in total of overall mark), and one two-hour examination at the end of Semester (70% of overall mark).

PS3122 COGNITIVE PSYCHOLOGY (5 ECTS)
Module Coordinator: Dr Jane Conway

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

Description
In this module students will be introduced to models of cognition for a range of processes, including: perception, memory, attention, executive functioning, language, and social cognition. Students will critically evaluate empirical evidence supporting each theory. They will learn how to develop research questions within cognitive science, and how to design experiments to answer these questions.

Learning Outcomes
On completion, students will be able to:
- Demonstrate understanding of cognitive mechanisms and functioning.
- Design and evaluate experimental research designs.
- Comprehend and critically review statistical findings from cognitive experiments.
- Develop empirical research questions.
- Write an academic essay critically evaluating empirical evidence for a cognitive model.

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.

Evaluation
Continuous Assessment

PS3104 PROFESSIONAL SKILLS IN PSYCHOLOGY (5 ECTS)
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.

Evaluation

100% Continuous Assessment

PS428 SOCIAL PSYCHOLOGY (5 ECTS)
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.

Evaluation

The module is examined by Short Report (30%), Short Proposal (30%), MCQ (30%) and research participation in 2nd Year (10%).

Important Information

Attendance

It is your duty under University regulations to attend every lecture and to undertake other academic activities (such as laboratory classes, tutorials, project work, completion of course work, etc.) as required in each of the modules, unless prevented by some unavoidable cause of absence. If your absence is due to illness, a medical certificate should be obtained and submitted to the College of Arts, Social Sciences and Celtic Studies Office (Office 217, Arts Millennium Building). If your absence relates to other circumstances, it is your responsibility to communicate in a timely way with your module coordinator, and/or with the relevant year co-ordinator.

Email

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

Research Participation

Students will be required to participate as participants in student and staff research and will receive credits (to the value of 10% of the credit available for the PS428 Social Psychology module) for doing so. Students should consult the SONA system for information on 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 in soft copy via Canvas using Turnitin.

2. **Email submissions.** Please note that the School does not operate a facility for receiving submissions by email. Therefore you are required to submit all work in soft copy via Canvas.

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. **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 do 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).

    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. 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 are other than 100.

2. **Semester 1 results.** As feedback, percentages for each of your Semester 1 modules will be available from the School in January 2023 (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 percentages given to you in January will be PROVISIONAL and UNOFFICIAL.

    The percentages are PROVISIONAL in the sense that they are subject to change. At the end of Semester 2, the percentages 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 percentages 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 January percentages 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 percentages, you must make it clear that they are PROVISIONAL and UNOFFICIAL.

3. **Percentage bands.** Honours are based on the following percentage bands:

Percentage	Honours band
70–100	First class honours
60–69	Second class honours, Grade One
50–59	Second class Honours, Grade Two
45–49	Third class honours
40–44	Pass
0–39	Fail

4. **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.

5. **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 Christmas 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.

   Repeat Examinations. Repeat examinations will be held in August for modules examined at the end of Semester 1 and Semester 2.

   Compensation. Within the subject Psychology, component module(s) to a total of 10 ECTS may be passed by compensation at 35% or above, provided that excess marks equal to the deficiency are available in the remaining component modules successfully completed.

   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.

   Failing and carrying results forward. Where a candidate has failed the examination as a whole, the mark in modules in which at least 40% has been obtained will be carried forward to all subsequent examinations within the following time limit: two years from the date of entering the programme. Students will not be permitted to retake modules previously passed.

   Capping of Examination Marks. The maximum mark which may be awarded at a repeat examination of a module will be the pass mark for the module, viz. 40%. Capping will apply in all cases, unless a deferral has been granted. Application for permission to defer taking a module or modules to a subsequent examination session must be made in accordance with the Deferral Application Procedures of the University.

Calculation of overall Higher Diploma result. The calculation of honours in the Final Year of the Higher Diploma in Psychology (Full) examinations is based on the aggregate performance at the Examination as a whole (First Year & Final Year). Honours are not awarded on the basis of results obtained in individual modules.

6. **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. **Computer Facilities.** All students may register without charge with the University's Computer Services. In this way they are given access to a number of PC LAN rooms and the University's mainframe computers. The school will also provide access to experimental software in the school PC room throughout the year. Students will have access to these PCs for project and assignment work.

3. **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, The Irish Journal of Psychology* 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 www.psihq.ie, or from:

    The Psychological Society of Ireland
    Grantham House, Grantham Street, Dublin 2
    (Telephone 01–472 0105)

    Note that, in order to be eligible for Psychological Society of Ireland (PSI) graduate membership, students must pass the independent research project (PS325/PS327, see Year 2 guide) and gain at least an overall pass mark of at least 50% for conversion programmes.
    Students may, if they wish, apply for Student Subscribership of the British Psychological Society (BPS) and receive BPS publications at the specially reduced prices available to members.

4. **The University of Galway Student Psychological Society.** The University of Galway Student 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. The next Congress of Psychology Students will be held in Spring 2021.

    You can keep up to date with the Society by becoming a friend -- http://www.facebook.com/

Postgraduate Studies in Psychology at University of Galway

Research Degrees in Psychology

The School of Psychology offers a variety of structured PhD degrees, completed on the basis of a research thesis and taught elements. The School offers supervision in a wide range of research areas. Admission to a research degree is at the discretion of the potential Supervisor and Director of Research, and is based on a proposal from the applicant following discussion with the member of staff whose academic area of interest is most appropriate. Candidates should have obtained a degree in psychology (either single- or joint-honours) to at least upper second-class honours level (or equivalent).

Application Procedure

Application for postgraduate research degrees are made via the CRM Recruit system http://www.universityofgalway.ie/courses/taught-postgraduate-courses/. Also, prospective students should be aware of the available grants for postgraduate research (in Structured PhD Programmes), including the University of Galway, College of Arts Scholarships and the Government of Ireland Scholarships in the Humanities and Social Sciences. Prior to making a formal application, prospective candidates should contact appropriate Course Directors or the Head of School to discuss their ideas.

PhD Degrees and structured PhD degrees

Prospective postgraduate research candidates may be registered for the PhD degree if they have a primary degree with first-class honours, or an upper-second honours and Master's degree. The traditional PhD degree is awarded by thesis based on at least three years of supervised research. This degree is still available, but University of Galway has rapidly adopted a 4-year structured PhD programme involving the acquisition of a minimum 40 taught or assignment-based ECTS as well as 320 ECTS of research activity.

The School of Psychology has several structured PhDs available:

- **Structured PhD in Child and Youth Research** is a collaboration between Trinity College Dublin and the Child and Family Research Centre, the School of Political Science and Sociology, and the School of Psychology here at NUIG. As a structured four-year programme, students will take taught modules in the first two years, and in years three and four concentrate on a dissertation begun in year one. Details may be found under: http://www.childandfamilyresearch.ie/education_training.php and by contacting Dr. Caroline Heary.

- **Structured PhD in Applied Behaviour Analysis** is a structured four-year PhD programme of study. This qualification articulates with the existing Master of Science in Applied Behaviour Analysis, thereby ensuring that graduates possess high-level research skills in both practice and

research. Read more about the PhD in Applied Behaviour Analysis from this link http://www.universityofgalway.ie/psychology/phdaba.html or by contacting Dr. Helena Lydon or Dr. Geraldine Leader.

- **Structured PhD in Perception, Cognition and Action** seeks to align research at Galway with global researchers and global research agendas with the eventual aim of producing graduates and graduate research of the highest quality and maximal impact in the broad field of experimental psychology and the cognitive neurosciences. The aims of the PhD programme are: 1. To prepare graduates from a range of disciplines to conduct research of high impact, international standards in the subject areas of perception cognition and action (behaviour). 2. To increase capacity in relation to the broad field of experimental psychology and cognitive neuroscience research in Ireland. 3. To establish Galway as a location of research excellence in these fields. Full details are available from Dr. Mark A. Elliott or can be found under http://www.universityofgalway.ie/psychology/phdpca.html

- **Structured PhD in Learning Sciences** is run in collaboration with the School of Education. The aim of the programme is to educate highly-skilled graduates who can draw on a range of research and development skills to conceptualise, design, deploy and evaluate information and communications technologies (ICTs) to enhance learning in different educational contexts and settings. Full details are available from Dr. Denis O'Hora.

- In addition, the School of Psychology offers a **DPsychSc Clinical - Doctor of Psychological Science (Clinical Psychology)**, which is a taught doctoral programme that provides professional training in clinical psychology. The programme involves full-time study for three calendar years, and is provided in partnership with clinical psychology services in the Health Services Executive and other health service agencies. See http://www.universityofgalway.ie/psychology/d_clin_psych.htm# or contact Dr. John Bogue for details.