National College of Ireland

Programme Revalidation

BA (Hons) Psychology

Submission to QQI

June 2017

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1 Provider Details

Relevant provider	
Name	National College of Ireland
Address	Mayor Square, IFSC, Dublin 1

Contact for validation	
Name:	Sinéad O'Sullivan
Title:	Director of Quality Assurance & Statistical Services
Address:	National College of Ireland, Mayor Square, IFSC, Dublin 1
E-mail:	sinead.osullivan@ncirl.ie
Phone:	+ 353 1 4498632
Mobile:	+ 353 87 9480977

Programme director	
Name:	Dr Rebecca Maguire
Title:	Lecturer and Programme Director in Psychology
Address:	National College of Ireland
E-mail:	Rebecca.maguire@ncirl.ie
Phone:	+353 1 4498600
Mobile:	+353 87 6322228

Provider type:	Non-profit Education and/or Training

1.1 Contextual information about the provider and its other programmes

The National College of Ireland (NCI), through its two schools, the School of Business and the School of Computing, offers over 80 full-time and part-time programmes at levels 6-10 of the National Framework of Qualifications.

The College's programmes are accredited by Quality and Qualifications Ireland (QQI), the Chartered Institute of Personal Development (CIPD), the Institute of Commercial Management (ICM) and, in the case of the BA (Hons) in Psychology programme, the Psychological Society of Ireland (PSI).

Although a company limited by guarantee, the College is partially funded through the Department of Education and Skills for 925 undergraduate full-time students. All other funding comes from student fees and commercial income. As part of its internationalisation strategy, the College is active in India, Malaysia, China and, more recently, Brazil and Africa.

Over 50 nationalities are represented within the study body, mainly from communities in the Greater Dublin area.

Enrolment in May 2016 stood at 4,600 (3,700 FTE) of which 43% are part-time. 70% of learners are enrolled on undergraduate programmes which range from major awards to professionally focussed special purpose awards. The College is currently one of the largest providers of Springboard/ICT programmes in the country rising to over 800 places in 2015/16.

The Higher Education Authority (HEA) provides additional funding under initiatives such as Funds for Students with Disability and the Student Assistance Funds.

In line with its mission of widening access to education, the College places a strong emphasis on the needs of the learner and provides a range of learning options that extend beyond traditional classroom dynamics, including distance learning and internet-based learning programmes.

Programmes are delivered by a combination of full-time and part-time staff (associate faculty) which bring current experiences and research expertise into the classroom. The College currently has a policy of normally only appointing holders of PhD to full-time faculty and supports any member of staff who is undertaking PhD study both financially and via workload rebalancing. The College currently has 52 full-time academic staff, of whom 60% are holders of a PhD. Within the psychology department, the vast majority hold PhDs (approx. 90% currently).

A list of programmes currently approved by QQI is provided in the Appendix 6.

In 2012, HETAC (now QQI) first validated the BA (Hons) in Psychology degree which was subsequently accredited by the Psychological Society of Ireland (PSI) in February 2014. Since then the programme has grown in popularity and is now one the most successful programmes in the college offered to learners on both a full-time and, since September 2015, a part-time basis.

We are seeking revalidation of the BA (Hons) Psychology programme as it is approaching the end of its five year cycle (2012-2017). Following our critical self-evaluation (see the previous *Programme Review Self-Evaluation* document), we feel that there is a strong rationale for the continued provision of this programme.

1.2 An outline of the programme and identification of the QQI award(s) to which it designed to lead

1.2.1 Principal programme

Title	Award	Duration (years, months, weeks)	If an embedded programme is this an exit award
BA (Hons) in Psychology	Level 8 Honours Bachelor in Arts	3 years full-time/ 4 years part-time	n/a

Proposed enrolment	First intake (date)	Last intake (date)
	September 2017	September 2022

Maximum number of intakes per annum	1 full-time and 1 part-time intake

Will the programme enrol international learners (yes/no)	Yes Some learners recruited may be non EU domiciled. These will be subject to visa requirements.
Will the programme accept Erasmus exchange students	No

Proposed first year (i.e. new learner) enrolment over five years BAPSYCH Full time					
	Year 1	Year 2	Year 3	Year 4	Year 5
Minimum intake into first year	50	50	50	50	50
Maximum intake into first year	90	90	90	90	90

Proposed first year (i.e. new learner) enrolment over five years BAPSYCH Part time					
	Year 1	Year 2	Year 3	Year 4	Year 5
Minimum intake into first year	20	25	25	25	25
Maximum intake into first year	35	35	40	40	45

Detail any articulation arrangements involving advanced entry	Maximum number of learners involved	Stage of entry
Students may be considered for exemptions for certain modules or stages if they have completed analogous programmes or modules in	5	1/2

other institutions. In these cases, learners would be evaluated on case-by-case basis taking into account existing qualifications or using the RPL criteria (see section 4.2.9 for more detail).		

Names of centres where the programmes are to be provided	Maximum number of learners	Minimum number of learners
National College of Ireland, Mayor Street, IFSC, Dublin 1	400	20 per cohort

Target learner groups	School leavers, mature learners returning to education, and/or international students.
Proposed countries for provision (i.e. where enrolled learners will be based)	Republic of Ireland
Delivery mode: Full-time/part-time	Full-time (weekdays 9-5pm) and part-time (weekday evenings and/or Saturdays)
List the teaching and learning modes	A broad range of teaching and learning approaches will take place including traditional classroom teaching (lectures, tutorials), practical computer-based sessions, and experimental lab work. Please refer to section 5.6 for an overview of the Programme Teaching and Learning Strategy, as well as individual module descriptors.
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	This programme is a 3 year degree in psychology (4 year part-time) which is designed to provide students with a solid grounding in the core aspects of the discipline in addition to providing exposure to more specialist areas within psychology.

There are two modes of delivery for the programme. The full-time mode is generally taken by school leavers (that can apply through the CAO system) and a small number of international students, while the part-time mode is generally taken by mature students or those returning to education.

In addition to leading to a Level 8 award, the programme was specifically designed to meet the requirements for PSI accreditation thereby enabling graduates to pursue further training in psychology at postgraduate level. |

	WTE	Qualifications and experience
Summary of staffing requirements (the details are provided in the module descriptors)	8*	Lecturing staff which should normally hold a PhD in Psychology *This figure is based on current staffing requirements. Staff numbers are expected to increase over the coming years as the programme continues to grow.
	1	Psychology technician qualified in psychology and proficient in the use of psychological technical equipment.
	1	Programme coordinator to provide administrative support.
Outline the physical resource requirements (the details are provided in the module descriptors)	The programme requires appropriate learning spaces to facilitate the teaching, learning and assessment strategy of the programme. Learning spaces should accommodate traditional classrooms, spaces for collaborative learning, and access to appropriate technologies and equipment. Specific to the psychology programme, learners need access to appropriate facilities for carrying out experimental work, including computer laboratories and experimental testing rooms. Learners must have access to appropriate personal study space (e.g. within the library). Access to appropriate recreation and dining spaces and functions are also required.	
Outline specifications for the ratio of learners to teaching-staff	Staff to learner ratio	Learning activity type
	1:90	Large group/lectures should not exceed this ratio, but will typically fall below this
	1:40	Elective modules (see more information in section 5.1.2)
	1:30	Smaller group settings and tutorials should not exceed this
	1:1	Final project supervision

Work placements for which credit is allocated			
Title of the placement	**Stage number**	**Credit (specify units)**	**Total hours in the workplace**

Not applicable			

Programmes being replaced (applicable to applications for revalidation)		
Code	**Title**	**Last enrolment date**
BAHPSYCH	BA (Hons) Psychology	9/2016

1.2.2   Embedded programme

Not applicable.

1.2.3   Stand-alone module leading to a minor award

Not applicable.

2 Educational and Training Objectives and Minimum intended programme and module learning outcomes

2.1 Programme aims and objectives

The core aim of the BA (Hons) in Psychology is to provide learners with a solid grounding in the discipline of psychology. As such, the programme aims to present learners with a comprehensive foundation in the principles and practice of psychology, underpinned by a solid theoretical framework. This fundamental aim remains unchanged since the initial validation of the programme in 2012.

Another important objective of the continuing development and delivery of the programme is to ensure that all guidelines for PSI accreditation are met so that graduates will be equipped to pursue further postgraduate training in psychology. For example, the course structure ensures that core aspects of psychology are covered (e.g. *Social psychology, Lifespan development, Cognitive psychology*. *Personality and Individual Differences,* and *Biological Basis of Behaviour*), as well as providing learners with a thorough training in statistics, research methods, and experimental work, culminating in the completion of an independent empirical research project.

Beyond this, the programme aims to give learners the opportunity to explore more advanced and specialised aspects of psychology through the offering of a range of core and elective modules. The aim is to ensure graduates have a comprehensive understanding of key issues and applications of research within such fields of psychology.

A particular strength of the programme is the emphasis placed on applied and practical skills throughout the degree. Our programme focuses on the applications of psychology which is reflected throughout a range of modules and their teaching, learning, and assessment strategies. For example, as evidenced in our later comparative analysis of other psychology programmes, we are the only psychology provider in the country to offer a dedicated module in *Coaching Psychology* which revolves around the development of a range of transferable skills in group work, communication, leadership, and problem solving. Students also develop an in-depth knowledge of research methods and statistical skills throughout all stages of the programme. This knowledge goes beyond abstract and decontextualized skills to a focus on real world applications of this knowledge (e.g. students get the opportunity to work with real data in statistics).

Practical assessments are embedded into a range of modules with students having the opportunity to conduct field work (*Applied Introduction and History of Psychology*)*,* make judgements based on child observations (*Lifespan Development*), perform experiments investigating cognition (*Cognitive Psychology*), collect physiological data (*Biological Basis of Behaviour*) and administer a range of psychological tests and assessments (*Social psychology, Personality and Intelligence*). The dedicated module in *Psychology Labs* gives students a further opportunity to hone their knowledge and skills of practical applications of research in a number of areas in psychology. As part of our programme review we have expanded on the applied nature of the programme through our newly proposed modules which are described later. For example, a new module in *Health Psychology* requires students to design a health intervention which emphasises the applications of the discipline. Furthermore, in newly proposed elective modules such as *Educational Psychology* students get the opportunity to work in applied developmental settings which is a unique feature of

this programme. Our proposed revisions to the programme also give students the opportunity to study a range of applied business modules. For example, should they choose a business-related elective such as *Entrepreneurship,* students will get the opportunity to work with real-world companies in developing and evaluating a case. Taken together, the experience accrued by students throughout the programme makes a strong contribution to the development of a range of transferrable skills which are detailed further in Section 3.2

2.1.1 Programme structure

Table 1 and 2 below give a broad overview of the proposed modules delivered on both the full-time and part-time programmes respectively. As can be seen here, in the case of the part-time programme, the first two stages are covered over three academic years, with the final stage covered over the fourth academic year.

2.1.1.1 *Table 1: Structure of Full-Time BA (Hons) in Psychology*

Stage/Year	Semester 1	Semester 2
	Module (credits)	**Module (credits)**
1 **Core**	Applied introduction and history of psychology (10)	Cognitive psychology (10)
	Introduction to Research Methods (10)	Lifespan development (10)
	Social psychology (10)	Introduction to statistics (10)
2 **Core**	Personality and intelligence (10)	Psychology of learning and behaviour analysis (10)
	Biological basis of behaviour (10)	Coaching psychology (10)
	Applied statistics (10)	Applied research methods (5)
	Psychology labs (5)	
3 **Core**	Final Project (20) – runs across both semesters	
	Health psychology (10)	Abnormal psychology (10)
3 **Electives***	Applied developmental psychology (5)	Cyber psychology (5)
	Psychology of thinking (5)	Workplace psychology (5)
	Criminal psychology (5)	Contemporary Neuroscience (5)
	Evolutionary and cross-cultural psychology (5)	Educational psychology (5)
	Financial Management Tools for the Enterprise (5)	International Human Resource Management (5)
	Organisational Development (5)	Contemporary Issues in Reward Management (5)
	Project Management (5)	Ethics and Social Responsibility (5)
	Entrepreneurship (5)	Public Relations and Social Media (5)

* Students choose two electives each semester. Availability of electives will be based on minimum numbers and resource constraints. Electives may run in either semester and are shown here for illustrative purposes.

2.1.1.2 *Table 2: Structure of Part-Time BA (Hons) in Psychology. The three stages are spread across four academic years*

Stage	Year	Semester 1	Semester 2
		Module (credits)	**Module (credits)**
1 **Core**	1	Applied introduction & history of psychology (10)	Social psychology (10)
		Introduction to Research Methods (10)	Lifespan development (10)
	2	Cognitive psychology (10) – 4 hrs	Biological basis of behaviour (10)
2 **Core**		Introduction to statistics (10)	Personality and intelligence (10)
	3	Psychology of learning and behavioural analysis(10)	Coaching psychology (10)
		Applied statistics (10)	Applied research methods (5)
		-	Psychology labs (5)
3 **Core**	4	Final Project (20) – both semesters	
		Health psychology (10)	Abnormal psychology (10)
3 **Electives***		Applied dev psychology (5)	Cyber psychology (5)
		Psychology of thinking (5)	Workplace psychology (5)
		Criminal psychology (5) – 2 hrs	Contemporary Neuroscience (5)
		Evolutionary& cross-cultural psych(5)	Educational psychology (5)
		Financial Management Tools for the Enterprise (5)	International Human Resource Management (5)
		Organisational Development (5)	Contemporary Issues in Reward Management (5)
		Project Management (5)	Ethics and Social Responsibility (5)
		Entrepreneurship (5)	Public Relations and Social Media (5)

* Students choose two electives each semester. Availability of electives will be based on minimum numbers and resource constraints. Electives may run in either semester and are shown here for illustrative purposes. In the case of part-time provision of electives these may be based on a majority vote given the small numbers involved.

2.2 Rationale for the choice of QQI named award stem sought and for the named award title.

As with the initial validation in 2012, the programme team continues to apply the Generic Major Award standards for Level 8 degrees to this programme. The majority of psychology

providers in the country are delivered at a similar NFQ Level 8 as per professional body requirements (see also section 3.8 for a more comprehensive analysis).

2.3   QQI awards standards used

As above, the Generic Major Award standards for an Honours Bachelor Degree are employed.

2.4   Minimum intended programme learning outcomes

The minimum intended programme learning outcomes (MIPLOs) have been designed to meet the Generic Award Standards. Specifically, these MIPLOs require that on completion of the programme graduates will be able to:

1. Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.
2. Communicate a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.
3. Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.
4. Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.
5. Apply relevant professional and ethical standards in the planning, execution and dissemination of research.
6. Demonstrate an ability to work effectively in a team environment and take accountability for decisions.
7. Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.
8. Articulate the role that psychology plays in a range of applied and interdisciplinary settings.

For ease of reference, the MIPLOs and MIMLOs associated with this programme are listed in **Table 3: Programme and Module Learning Outcomes**.

Minimum Intended Programme Learning Outcomes (MIPLOs)

On completion of the programme, graduates will be able to:

MIPLO1	MIPLO2	MIPLO3	MIPLO4	MIPLO5	MIPLO6	MIPLO7	MIPLO8
Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.	Communicate a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.	Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.	Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.	Apply relevant professional and ethical standards in the planning, execution and dissemination of research.	Demonstrate an ability to work effectively in a team environment and take accountability for decisions.	Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.	Articulate the role that psychology plays in a range of applied and interdisciplinary settings.

Minimum Intended Module Learning Outcomes (MIMLOs)

On completion of the module, learners will be able to:

Module Title, Stage and Module Credits	MIMLO1	MIMLO2	MIMLO3	MIMLO4	MIMLO5	MIMLO6
Applied Introduction and History of Psychology **Stage one** **10 Credits**	Articulate the nature, history and content of psychology	Describe and explain the basic principles and issues in the study of different aspects of human behaviour	Identify and explain contemporary and historical theories, research and/or principles related to the content	Explain the role that psychology plays in a range of applied and interdisciplinary settings		
Introduction to Research Methods **Stage one** **10 Credits**	Explain the role of psychological research methods in the research process	Formulate a psychological research question based on a literature search	Design a simple research study by selecting data collection methods, research designs, and measurement appropriate for a given research question	Compare and contrast various research methods	Discuss ethical issues arising from empirical research	
Social Psychology **Stage one** **10 Credits**	Demonstrate knowledge of the core concepts of Social Psychology and be able to evaluate key concepts, assumptions and theories in Social Psychology.	Examine the relationship between attitudes and behaviour and be able to explain reasons for prejudice and discrimination.	Identify and recall key theories and studies in conformity, compliance and obedience.	Evaluate the impact of psychology on various aspects of society.	Recognise and consider factors that may predispose, influence or impact the rise of certain types of behaviours.	
Lifespan Development **Stage one** **10 Credits**	Describe the developing person at different stages across the life span	Identify the key developmental theories impacting development from childhood to adolescence	Apply theoretical approaches to understand the physical, cognitive, social, emotional issues in human development	Develop an understanding of how the different theoretical perspectives on development impact on research and applications.		
Introduction to Statistics **Stage one** **10 Credits**	Explain the fundamental nature of descriptive statistics and their use in psychology	Demonstrate an understanding of the distinction between descriptive and inferential	Explain the nature of the null hypothesis significance testing paradigm used in psychology and	Apply basic statistical concepts to real life examples.	Demonstrate a capacity to conduct and interpret basic statistical analysis.	

Minimum Intended Module Learning Outcomes (MIMLOs)						
On completion of the module, learners will be able to:						
Module Title, Stage and Module Credits	**MIMLO1**	**MIMLO2**	**MIMLO3**	**MIMLO4**	**MIMLO5**	**MIMLO6**
		statistics in psychology.	its limitations.			
Cognitive Psychology Stage one 10 Credits	Explain and evaluate key theoretical issues in cognitive psychology	Demonstrate an understanding of the cognitive processes involved in areas such as perception memory, reasoning, problem solving, concept formation and language	Articulate the applications of research within cognitive psychology	Assess the key research methods used in cognitive psychology	Interpret and critique research using competing theoretical frameworks in cognitive psychology	
Personality and Intelligence Stage two 10 credits	Exhibit an in-depth knowledge and understanding of historical and current theories of personality and intelligence.	Compare and evaluate different perspectives on the study of personality, including alternative approaches to the study of individual differences.	Explain the nature and measurement of intelligence	Provide judgements and reflections about personality and individual differences based on theory and research evidence	Appraise how the different theoretical perspectives impact in the workplace.	
Biological Basis of Behaviour Stage two 10 credits	Demonstrate a critical understanding of the main structures, functions, and processes in the nervous system and the brain	Describe how the central, autonomic nervous and endocrine systems are involved in stress and emotion; the immune response, and motivation.	Identify key structures within the brain and central nervous system and relate their function to psychological processes such as sleep and consciousness, learning and memory, perception, and language.	Evaluate the key influencing biological factors on human cognition and behaviour.	Communicate effectively through writing findings on own research conducted in the area of biological psychology.	Assess the strengths and limitations of using biological systems to explain human behaviour.
Applied Statistics Stage two 10 credits	Compare and contrast distinct statistical tests and be capable to making decisions as to when such tests should be used	Apply statistical skills to carry out advanced techniques using SPSS	Report statistical analyses in accordance with APA rules	Demonstrate a critical understanding of what findings from a statistical test mean		
Psychology of Learning and Behaviour Analysis Stage two 10 credits	Exhibit an in-depth knowledge of the basic assumptions, concepts and principles of the key psychological theories of learning	Reflect on the applications of theories of learning in understanding human behaviour in different contexts	Compare and contrast theoretical approaches in their ability to explain various aspects of learning and behaviour	Describe and evaluate how the principles of both classical and operant conditioning can be used to explain and modify behaviour in a range of social and clinical settings	Critically appraise the interaction between research, theory and practice within fields such as behaviour analysis and education	
Coaching Psychology Stage two 10 credits	Articulate what coaching psychology is as it relates to individual and group performance	Explain the potential impact of coaching on an individual in different contexts, e.g., life, work, career	Demonstrate a critical awareness of goal-setting and motivation and the impact that coaching can have on emotional intelligence.	Demonstrate skills in reflection, feedback and feed-forward through experiential peer group work.	Explore and critique different coaching psychology models in terms of their effectiveness on performance enhancement in a variety of settings.	

Minimum Intended Module Learning Outcomes (MIMLOs)						

On completion of the module, learners will be able to:

Module Title, Stage and Module Credits	MIMLO1	MIMLO2	MIMLO3	MIMLO4	MIMLO5	MIMLO6
Applied Research Methods Stage two 5 credits	Design a research study taking into account practical, ethical and methodological considerations	Critically analyse published research work with respect to the methodology and statistical analysis	Evaluate and demonstrate understanding of when different research methods are suitable for specific research questions			
Psychology Labs Stage two 5 credits	Understand how the scientific method is applied to research in psychology through conducting quantitative and qualitative experiments	Analyse and interpret quantitative and qualitative data collected in the lab setting	Select, evaluate, and use literature appropriately to create clear and effective lab reports	Demonstrate the knowledge and skills necessary to write effective psychology lab reports	Have knowledge of programs in experimental psychology and expand knowledge on statistical procedures used in experimental psychology	
Health psychology Stage three 10 credits	Demonstrate a critical understanding of the relationship between "psychological" level experiences and physical disease and disorder	Describe the physiological stress response in detail and how this can impact immune functioning	Critically evaluate key theories in the field of health psychology, including social cognitive theory, the theory of planned behaviour, and the theory of reasoned action	Critically evaluate current research findings on the nature of the relationship between health behaviours and physical & psychological wellbeing	Appraise intervention research within health psychology and design their own health psychological intervention	
Abnormal psychology Stage three 10 credits	Critique current descriptions of the nature of different psychiatric disorders	Evaluate prominent theories of psychopathology and contemporary taxonomies of disorder classification	Critically evaluate the efficacy of existing treatment options for psychopathology			
Final project Stage three 20 credits	Develop an independent research proposal based on a literature review that complies with ethical and professional standards in psychology	Carry out an empirical study by integrating and extending concepts learnt in other modules and through independent learning and reflection	Undertake sustained, independent research work through the collection, analysis, and critical interpretation of data	Document research findings in an appropriate dissertation format that complies with APA standards	Critically and concisely communicate research by means of a presentation	
Stage 3 elective modules						
Applied developmental psychology (elective) 5 credits	Critically consider how theory and research in developmental psychology can inform applied interventions and policy	Critically evaluate the efficacy of interventions in areas such as education, parenting, bullying, and parental separation/divorce	Critically assess on-going research in advanced developmental psychology within the Irish context.	Reflect on the appropriateness of developmental research techniques, with a particular emphasis on the ethical dimension of research in development		
Criminal psychology (elective) 5 credits	Critically evaluate different psychological explanations for criminal behaviour	Describe and evaluate current knowledge of the psychology of different types of offenders	Apply psychological theories to understanding and explaining the onset, maintenance and desistance of criminal activity			
Psychology of thinking (elective) 5 credits	Outline and appraise a number of diverse research methodologies employed in the study of human thought and cognition	Critically evaluate research within specialised aspects of cognition such as consciousness, knowledge representation, and creativity	Demonstrate how theories and research in neuroscience, neuropsychology, philosophy and artificial intelligence can enhance understanding of human thought within a multidisciplinary framework	Critically evaluate how research in cognition can be applied in a range of situational contexts		

Minimum Intended Module Learning Outcomes (MIMLOs)						
On completion of the module, learners will be able to:						
Module Title, Stage and Module Credits	**MIMLO1**	**MIMLO2**	**MIMLO3**	**MIMLO4**	**MIMLO5**	**MIMLO6**
Evolutionary and cross-cultural psychology (elective) **5 credits**	Demonstrate a critical awareness of how evolutionary theory can be applied to understand a range of psychological and social processes	Appraise the field of comparative psychology and consider how the study of animals can shed light on human behaviour	Critically evaluate how research in cross-cultural psychology can enhance our understanding of psychological processes and their evolutionary roots			
Workplace psychology (elective) **5 credits**	Critically evaluate the nature of the study of Work Psychology and analyse key factors influencing human behaviour in the workplace.	Explain and evaluate the nature of individual and interpersonal processes in organisations including motivation, stress, leadership and group dynamics.	Recognise the importance of organisational processes such as organisational change and the effective management of culture for the continued development of organisations	Apply theories of organisational behaviour to work organisations and recognise the significant challenge of the effective management of people in the workplace.		
Contemporary neuroscience (elective) **5 credits**	Demonstrate an advanced understanding of neuronal communication and the biology of the nervous system	Acquire an understanding of key research methodologies in neuroscience, including imaging and electrical recording techniques	Evaluate critically key research studies performed in the field of neuroscience			
Educational psychology (elective) **5 credits**	Demonstrate a critical understanding of how theory and research in psychology and education can inform policy and practice in educational psychology	Demonstrate a critical understanding of the range of key contextual and psychological factors which may impact on students learning across diverse educational context	Reflect on the practice and effectiveness of educational and psychological assessment techniques in determining student's abilities	Critically evaluate the efficacy of interventions in education in improving outcomes across diverse educational contexts		
Cyberpsychology (elective) **5 credits**	Identify psychological theories relevant to the study of human interactions with emerging technology.	Demonstrate a critical understanding of the role of technology in human cognition and emotion, human behaviour and social change.	Critically evaluate the different methods used in cyberpsychological research.	Demonstrate an integrated knowledge of selected topics from cyberpsychology and how they apply to topical real world issues		
Financial Management Tools for the Enterprise (elective) **5 credits**	Demonstrate a comprehensive understanding of the financial management function and principles of an enterprise.	Identify and apply financial forecasting techniques (for example, sensitivity analysis and scenario management) for planning within an enterprise	Explain the process of internationalising your business or the Born Global enterprise and demonstrate a fundamental knowledge of the nature and function of the financial markets	Describe the sources and methods of raising finance and the relevant valuation techniques applicable.	Apply the techniques used in risk management and foreign exchange exposures of an enterprise, in particular	
Organisational Development (elective) **5 credits**	Demonstrate an understanding of the principles and concepts that direct change in organisations and its implications for organisations	Demonstrate specialised conceptualised knowledge of the processes of change management, change agents and organisational learning.	Investigate Organisational Development philosophies and strategies.	Adopt the perspective of a consultant and be in a position to apply organisational development theories to a variety of organisational situations and		

	Minimum Intended Module Learning Outcomes (MIMLOs)					
On completion of the module, learners will be able to:						
Module Title, Stage and Module Credits	**MIMLO1**	**MIMLO2**	**MIMLO3**	**MIMLO4**	**MIMLO5**	**MIMLO6**
				contexts.		
Project Management (elective) **5 credits**	Examine theory & practices of project management, as well as understand and demonstrate knowledge of the range of tools for planning & implementing projects	Determine and analyse the importance of creating plans to guide project execution, and to use several planning techniques for project integration, scope, time, and cost management.	Interpret and analyse project quality, human resource, communications, risk, and procurement management using project case studies.	Develop a project plan and apply core concepts of project management to a business related activity.	Critically evaluate several tasks and examples of project monitoring and controlling, and describe outputs common to all project knowledge areas	Analyse and understand the process of closing a project and project failure.
Entrepreneurship (elective) **5 credits**	Understand the issues and processes involved in the successful creation of a new enterprise and to develop an understanding for the 'entrepreneurial mindset'.	Assess the commercial viability of new businesses, processes, products and services	Develop and evaluate the commercialisation strategy for a new entrepreneurial business, product, process or service.	Understand the intellectual property (IPR) and procedures associated with the to-market approach for technology, products and services as well as assessing IPR issues such as patenting, copywriting and IP ownership rights.	Show an understanding of the key entrepreneurial competencies in skills such as communication, analysis and business acumen necessary for enabling a successful entrepreneurial venture.	
International Human Resource Management (elective) **5 credits**	Recognise and explain factors contributing to the development of globalisation	Investigate the significance of globalisation to international business and HRM	Identify and discuss the various organisational structures and approaches adopted by MNEs.	Recognise sources of international laws and analyse their impact on IHRM	Identify and explain the challenges and choices confronting IHR managers in staffing international assignments	Review and evaluate the challenges of MNEs in training and developing expatriates, teams and global leaders
Contemporary Issues in Reward Management (elective) **5 credits**	Develop approaches to reward management that can be adopted and contribute to organizational effectiveness	Understand how reward management can be impacted by the external markets and competitive environment	Carry out basic role analysis and draw on benchmarking and other factors affecting pay to advise on appropriate reward systems and remuneration packages	Understand the various elements of remuneration packages including basic pay and pay at risk e.g. bonuses, commissions	Develop a knowledge of the basic terminology and elements involved in pension schemes	Research, develop, write and present a project on a reward management issue
Ethics and Social Responsibility (elective) **5 credits**	Critique the strengths and limitations of the major ethical theories.	Apply ethical categories to business decision making and consulting	Analyse business situations and apply ethical criteria to problem solving in a business setting	Formulate ethical guidelines for organisational use in a business context		
Public Relations and Social Media (elective) **5 credits**	Demonstrate a knowledge of the evolution of social media and online PR and the impact they have on consumer behaviour.	Develop and execute an integrated social media and/or PR strategy.	Analyse the outcome and results of a social media and/or PR strategy.	Develop and maintain a social media and/or PR trend analysis with a view to future planning and execution in specific industries	Demonstrate a clear understanding of current world activities and events to drive social media/PR content creation and conversation.	

2.5 Minimum intended module and (where applicable) stage learning outcomes

In addition to being presented in **Table 3: Programme and Module Learning Outcomes**, the MIMLOs are outlined within each of their respective module descriptors in Section 6.

2.6 Mapping the MIPLOs against the QQI awards standards and demonstrating consistency

In terms of mapping the MIPLOs against the relevant QQI awards standards and, in turn, in demonstrating consistency, **Table 4: Evidencing the attainment of MIPLOs against the QQI Award Standards** goes into this in some detail. Specifically, in considering evidence for how each MIPLO meets the award standards, we document relevant MIMLOs in the context of each standard. In analysing this evidence, we provide some discussion of relevant assessments and note how they meet Level 8, as opposed to Level 7 award standards. We also, where appropriate, provide some additional commentary in the last column.

2.6.1 Table 4: Evidencing the attainment of MIPLOs against the QQI Award Standards

	Level 7 expected learning outcomes	Level 8 expected learning outcomes	Minimum intended programme learning outcomes	Evidence	Analysis	Commentary
Knowledge - Breadth	Specialised knowledge across a variety of areas	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.	A core objective of many of the modules on the programme is to ensure that students receive a solid grounding in the *theories*, *concepts* and *methods* within psychology. As such, aside from being supported by MIPLO1, this award standard is met by LOs of 17 modules (14 of which are core). For example, in the core introductory module (*Applied Introduction and History of Psycholog*y) the first three MILOs require students to have developed an understanding of the content of psychology (LO1), its basic principles (LO2), and the theories and research relating to content (LO3). Many of the other stage 1 and 2 modules similarly explore issues relating to the theories, concepts and methods within their respective fields (e.g. *Social Psychology* LO1, *Cognitive Psychology* LO1 & LO4, *Lifespan Development* LO1 & LO2, *Biological Basis of Behaviour* LO1 & LO2, *Personality and Intelligence* LO1, 2, & 3, and *Psychology of Learning & Behaviour Analysis* LO1 & LO4). The research methods and statistics modules also focus on the *methods* of psychology in more detail so that students can develop a comprehensive understanding of these methods and related concepts in the context of the discipline (e.g. *Introduction to research methods* LO1 & LO4, *Introduction to statistics* LO1 & 2, *Applied statistics* LO1, *Applied research methods* LO2, *Psychology labs* LO1). In stage 3, students study more specialist and applied fields of psychology which are also intended to further enhance their understanding of the theories, concepts and methods of the discipline (e.g. *Abnormal psychology* LO1 and *Health psychology* LO3). This breath of knowledge is then strengthened through a number of elective offerings.	The knowledge required for this MIPLO and the appropriate module LOs on the programme requires students to have a more in-depth understanding that that required at Level 7. Specifically, an understanding of <u>theories</u>, <u>concepts</u> and <u>methods</u> is required in the study of the relevant modules which meets Level 8 requirements. For example, in one sample assignment in *Applied Introduction and History of Psychology*, students are required to "write a 1,000-1,200 word account of the history of psychology, describing its roots in philosophy, science and medicine." In order to successfully complete this, students must be able to demonstrate an understanding of the key theoretical and research focuses which featured in the history of psychology (including philosophical perspectives, the scientific method etc.) The requirement for further knowledge of theories, concepts and methods is evident on examination of the assessment of other modules on the programme. Many of the modules with an examination component require students to demonstrate an understanding of core psychological theories, concepts and methods. For example, a sample exam question from *Cognitive Psychology* takes the following form: "How do we perceive objects? In your answer you should refer to at least two theories of object recognition in addition to research evidence." In successfully addressing this, students must understand core concepts from psychology (e.g. the concept of perception), be able to cite theoretical approaches in the area and research evidence (which entails an	The breadth of knowledge is developed as students progress through the modules on the programme and are introduced to a wider range of concepts. This is also evident in the research methods modules. For example, in *Introduction to research methods* LO1 students should be able to "explain the role of psychological research methods in the research process", while *Applied statistics* LO1 requires students to "compare and contrast distinct statistical tests and be capable of making decisions as to when such tests should be used", which requires a more in-depth understanding of research methods and statistics than at stage 1 of the programme. See Table 6 for a breakdown of how the particular MIMLOs map onto the MIPLOs and award standards.

	Level 7 expected learning outcomes	Level 8 expected learning outcomes	Minimum intended programme learning outcomes	Evidence	Analysis	Commentary
				understanding of methods).		
Knowledge - Kind	Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)	Communicate a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.	This award standard is met by MIPLO2 as it necessitates students to be aware of the range of specialisms that make up the field of psychology with a particular focus on theories and research evidence across these specialisms. The majority of theoretical modules on the programme meet this objective as they focus on the theories and research findings that are relevant to the particular specialism under study. For example, in the module *Social Psychology* students are required to "Examine the relationship between attitudes and behaviour and be able to explain reasons for prejudice and discrimination" (LO2), and "Identify and recall key theories and studies in conformity, compliance and obedience" (LO3). In doing this, students must be able to communicate a depth of knowledge of the various fields of study within Social psychology. Beyond this, LOs in 10 additional core modules (*Applied introduction and history of psychology* LO2, *Cognitive psychology* LO2 & 3, *Lifespan development* LO2 & 3, *Biological basis of behaviour* LO1,2 & 3, *Personality and intelligence* LO1 & 2, *Psychology of learning and behaviour analysis* LO1 & LO4, *Coaching psychology* LO1 & 3, *Health psychology* LO1, 2, & 3, *Abnormal psychology* LO1 & 2, *Final project* LO2), and 7 elective modules (*Criminal Psychology* LO1 & 2, *Psychology of thinking* LO2&3, *Evolutionary psychology* LO1&2, *Educational psychology* LO1, *Cyberpsychology* LO1&2, *Contemporary Neuroscience* LO1, *Workplace psychology* LO1 & 2), can be deemed to meet this objective. Each of these modules require students to demonstrate an understanding of theoretical and/or empirical work in their relevant psychological specialisms.	In meeting this MIPLO, students are required to demonstrate more than just a recognition of the limitations of current knowledge and familiarity with new knowledge (as required by Level 7), but rather they have to be able to demonstrate a *detailed knowledge* in a number of specialised areas, as required at Level 8. The focus on contemporary research across modules on the programme requires students to consider the *current boundaries of the field(s)* under study. Many of the assessment-types for the sub-fields of study require students to demonstrate a detailed knowledge of a range of psychological specialisms which is expected to progress throughout the course of the programme. For examplem in considering the exam question for *Lifespan Development*, "Define assimilation, accommodation and mental equilibrium as proposed by Piaget's cognitive theory of child development. Explain briefly how these three processes shape learning according to Piaget", students must demonstrate a highly detailed understanding of the subfield of cognitive development. In stage 2 and 3, students are in turn required to engage in a more critical analysis of these theories and research methods. For examplem a question in the *Biological Basis of Behaviour* module requires students to "Describe the Wernicke-Geschwind model, and evaluate evidence of its accuracy as a model of language in the brain", which necessitates a more in-depth analysis of a theory and related research evidence. On completing their Final Project students	A more in-depth analysis of specialisms occurs as the programme progresses. For example, after being introduced to the areas that are deemed core (from the perspective of PSI) at stage 1 and semester 1 of stage 2, students then study a number of subfields and applied subjects in the discipline. The proposed elective structure allows students to choose from a number of further specialisms within the discipline. See Table 6 for a breakdown of how the particular MIMLOs map onto the MIPLOs and award standards.

	Level 7 expected learning outcomes	Level 8 expected learning outcomes	Minimum intended programme learning outcomes	Evidence	Analysis	Commentary
				The capstone of the degree is the *Final Project* where students must independently pursue a specific topic in psychology. In completing this they are required to "carry out an empirical study by integrating and extending concepts learnt in other modules and from independent reading" (LO2). As such this module epitomises MIPLO2 as, in conducting their own research, they must demonstrate a detailed understanding within a highly specialised area in psychology.	must also demonstrate a detailed knowledge of a particular topic, along with an awareness of the current boundaries in the field of study.	
Know-How & Skill – Range	Demonstrate specialised technical, creative or conceptual skills and tools across an area of study	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.	A core thread running through the degree relates to specialised training in research methods and statistics where students are required to develop mastery in research skills upon graduation. As such this award standard is met by MIPLO3 and also in a number of modules, most notably those directly concerned with research methods and statistics (*Introduction to Research Methods* LO1-4, *Introduction to Statistics* LO2, 3 & 5, *Applied Statistics* LO1-3, *Applied Research Methods* LO1, 2, and *Psychology Labs* LO1-5). Emphasis here is placed on the practical application of these skills, as well as how these can be applied to address various research questions. Additional attention is paid to specialised research skills through the study of sub-disciplines in psychology (for example this MIPLO is also met by *Cognitive Psychology* LO4, *Biological Basis of Behaviour* LO5, *Applied developmental psychology* LO4, *Psychology of thinking* LO1, *Educational psychology* LO3, *Cyberpsychology* LO4, and *Contemporary neuroscience* LO2). The *Final project* LOs 1-4 also meet this objective given the emphasis on conducting independently-led research and as such result in a culmination of skills accrued over the course of the programme.	In achieving this MIPLO students must demonstrate more than simply specialised skills across an area of study as is required by Level 7 programmes. Rather they must demonstrate *mastery* of these skills and tools with a view to conducting *closely guided research* as required at Level 8. The number of modules and hours of study dedicated to research methods and statistics ensure that students are in a position to demonstrate this mastery. While the ultimate mastery of this MIPLO is evident in the *Final Project* module where students must design and execute their own independent piece of research under the guidance of a supervisor, the assessment for the other research methods modules also enables these skills to be honed over the course of the programme. For example, in the module *Introduction to Research Methods* one assessment require students to develop a research proposal in order to address a research question in a specified area. This requires a knowledge of psychological research methods with a view to getting students to reflect on how these may be applied to address particular research problems. In the modules *Applied statistics,* students are required to demonstrate a more advanced understanding of these issues. A sample assessment involves the presentation of an	The examples given illustrate how mastery of psychological research skills are developed over time with the ultimate mastery involving the development of an independent research project at stage 3. See Table 6 for a breakdown of how the particular MIMLOs map onto the MIPLOs and award standards.

	Level 7 expected learning outcomes	Level 8 expected learning outcomes	Minimum intended programme learning outcomes	Evidence	Analysis	Commentary
					introduction and methods section of a mock journal article in addition to an associated data set. The assignment requires them to determine the appropriate statistical tests to use to address the research questions posed and conduct this analysis using SPSS. In completing a results and discussion section students must demonstrate their ability to report findings in APA format and make sense of the findings which is a core skill for psychological research.	
Know-How & Skill – Selectivity	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes	Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing	Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.	In exercising appropriate judgement, a key skill developed in the programme is the ability to evaluate theoretical and empirical work from psychology. This award standard is hence met by MIPLO4, as well as across LOs on 22 modules on the programme, 14 of which are core (*Applied introduction and history of psychology* LO3, *Social psychology* LO1-3, *Introduction to statistics* LO3, *Cognitive psychology* LO1,5, *Lifespan development* LO3 & 3, *Biological basis of behaviour* LO4& 6, *Personality and intelligence* LO1 & 2, *Psychology of learning* and behaviour analysis LO3 & LO4, *Coaching psychology* LO5, A*pplied research methods* LO2, *Psychology Labs* LO3, *Health psychology* LO3 & 4, *Abnormal psychology* LO2 & 3, *Final project* LO3), and 7 elective (*Applied developmental psychology,* LO1, *Criminal Psychology* LO1 & 2, *Psychology of thinking* LO3 & 4, *Evolutionary psychology* LO1 & 3, *Educational psychology* LO1, *Cyberpsychology* LO3 & 4, *Contemporary Neuroscience* LO3). For example, in *Personality and Intelligence* students are required to "Compare and evaluate different perspectives on the study of personality, including alternative approaches to the study of individual differences" (LO2) while *Psychology of Learning and Behaviour Analysis* requires students to "Exhibit an in-depth knowledge of the basic assumptions, concepts and principles of the key psychological	The relevant LOs require students to go beyond exercising appropriate judgements (as required by Level 7) to exercising judgement in a number of <u>complex</u> scenarios as required at Level 8. Given that the field of psychology has a number of conflicting theoretical approaches and diverse research findings, students must have the ability to critically reflect on this material. The skill is introduced early in the programme. For example, one assignment for *Social psychology* requires students to critically reflect on how social psychology can be used to change or modify behaviour in society, which requires an evaluation of theoretical and empirical work (e.g. in terms of an analysis of a journal paper in the area). Essay and exam questions require students to evaluate course material. For example, in the module *Personality and Intelligence* sample questions include "Evaluate the contribution made by Rotter and Bandura to our understanding of the learning theory approach to personality" and "Examine the nature of intelligence and evaluate Gardner's theory of multiple intelligence", both of which require students to formulate judgements on the basis of theory and research.	See Table 6 for a breakdown of how the particular MIMLOs map onto the MIPLOs and award standards.

	Level 7 expected learning outcomes	Level 8 expected learning outcomes	Minimum intended programme learning outcomes	Evidence	Analysis	Commentary
				theories of learning" (LO1). LOs such as these require students to exercise appropriate judgements by evaluating work in the various fields in psychology across a range of different contexts, a skill which is a fundamental component of any psychology degree.	In all modules, students must come to their own conclusions in assessing theories and research evidence, and act independently in completing their assessments. This is again most evident in *Final Project* where students must produce a comprehensive dissertation that includes a critical evaluation of literature and empirical data collected.	
Competence – Context	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts	Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Apply relevant professional and ethical standards in the planning, execution and dissemination of research.	The ability to professionally and ethically conduct research while accepting accountability for decision making is a core competency required for graduates of the programme. As such, this award standard is met by MIPLO5 along with LOs from 8 modules, most of which are directly related to the research process. Specifically, these modules are *Introduction to Research Methods LO3 & LO5, Introduction to Statistics LO4 & LO5, Biological Basis of Behaviour LO5, Applied Research Methods LO1, Applied Statistics LO2-4, Psychology Labs* LO2-5, *Applied Developmental Psychology LO4,* and most notably all the LOs in the *Final Project* (LO1-5). In addition, this standard is met by two the business elective modules *Contemporary Issues in Reward Management LO6* and *Ethics and Social Responsibility LO1* where emphasis is placed on research dissemination in additional disciplines. Each of these modules aims to develop the competencies of the learner as a researcher as well as developing an awareness of the required standards in the professional and ethical conduct of research. For example, *Applied Research Methods* requires students to "Design a research study taking into account practical, ethical and methodological considerations" (LO1) which is then further developed by the actual execution of a study in the *Final Project* in stage 3.	The level of competency required to meet this MIPLO requires more than simply diagnostic and creative skills in a range of functions and contexts (as is required at level 7). Rather, the ability to apply relevant professional and ethical standards in psychology rests on _advanced skills_ in order to conduct _research_. For example, the research methods and statistics modules all involve some assessment of the students' research skills, whether it be developing an ethically sound research proposal (in *Introduction to Research Methods* and *Applied research methods*) or critically analysing statistical results (e.g. *Applied Statistics*). Furthermore, in conducting research and analysis, students are required to accept _accountability_ for their decisions, and must show the ability to _transfer_ their skills to a range of contexts. For example, in the module *Biological basis of Behaviour* students are required to write a lab report describing research they conducted using physiological measurements. This necessitates an understanding of the correct way to conduct, report and interpret research. In conducting their Final Year Project students must employ all the advanced skills developed both at proposal stage, during the data collection and analysis stage, and the interpretation and presentation of their data.	See Table 6 for a breakdown of how the particular MIMLOs map onto the MIPLOs and award standards.

	Level 7 expected learning outcomes	Level 8 expected learning outcomes	Minimum intended programme learning outcomes	Evidence	Analysis	Commentary
					They must be able to apply these previously developed skills to their area of interest which can span numerous novel contexts.	
Competence – Role	Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	Demonstrate an ability to work effectively in a team environment and take accountability for decisions.	The ability to work in a group setting is another core competency of the programme. Group work is embedded in all modules, where students are required to engage in group discussions and complete group tasks as part of the overall programme teaching and learning strategy which in turn feeds into formative assessment. More formally, this award standard is met by MIPLO6 and in some module LOs – for example in *Coaching psychology* LO4, students are required to "Demonstrate skills in reflection and feed-forward through experiential peer group work". Finally, this award standard is also met through the *Final Project* LOs as, in conducting their research, students must make decisions under the guidance of qualified practitioners (i.e. their supervisor).	The level of competence required by students on the programme goes beyond the requirement to "accept accountability for determining/achieving personal and/or group outcomes" as required by level 7. Instead students must be able to *act effectively in a peer relationship* (e.g. in the context of multiple coaching psychology assignments) and also with *qualified practitioners* (such as in the case of under research supervision) during their final project. In doing this, students must also be able to lead *multiple, complex and heterogeneous groups* in that they are required to establish roles within various diverse group settings and take accountability for their decisions. All students are required to take on some degree of leadership in a group setting, for example all must actively lead an aspect of a group presentation in the *Coaching Psychology* module Many other forms of assessment in modules also meet this objective. For example, group assignments are embedded in the *Applied Introductory and History of Psychology* module were students are required to conduct a group-based lab report and presentation. In addition, the module *Biological Basis of Behaviour* requires students to conduct a group experiment using psychophysiological equipment while modules such as *Health Psychology* and *Evolutionary and Cross-Cultural Psychology* also require students to work in groups in completing their assignments. Group work is also undertaken in four of the business elective modules, specifically	See Table 6 for a breakdown of how the particular MIMLOs map onto the MIPLOs and award standards.

	Level 7 expected learning outcomes	Level 8 expected learning outcomes	Minimum intended programme learning outcomes	Evidence	Analysis	Commentary
					Financial Management Tools for Enterprise, Organisational Development, Project Management and *Entrepreneurship.* Here students get the opportunity to work together to formulate a project plan or case. All these assignments act to further enhance students' group and leadership skills in the context of the programme both within and outside the discipline of psychology.	
Competence – Learning to Learn	Take initiative to identify and address learning needs and interact effectively in a learning group	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically	Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.	This award standard is met by MIPLO7 and a number of module LOs in which students must learn to adapt their knowledge and skills in a variety of contexts. Specifically, this is addressed by the following core modules: *Introduction to research methods* LO2, LO3, *Social psychology* LO5, *Introduction to statistics* LO5, *Cognitive psychology* LO5, *Lifespan development* LO3, *Biological basis of behaviour* LO5& 6, *Applied statistics* LO1&4, *Personality and Intelligence* LO4, *Psychology of Learning and behaviour analysis* LO5, *Coaching psycholog*y LO4, *A*pplied research methods LO1 & LO3, *Psychology Labs* LO4, *Health psychology* LO1, *Abnormal psychology* LO2, *Final project* LO3. For example, in *Psychology of Learning and Behaviour Analysis* students are required to "Critically appraise the interaction between research, theory and practice within fields such as behaviour analysis and education" which requires the ability to apply knowledge to variable and unfamiliar contexts. In addition, this objective is also met by all 16 elective modules in that all of these aim for students to be able to adapt their skills to address questions in a wide variety of contexts. Specifically, the relevant outcomes that meet this objective are *Applied Developmental Psychology* LO2-3, *Criminal Psychology* LO2, *Psychology of thinking* LO4, *Evolutionary Psychology* LO2-3, *Educational Psychology* LO3-4, *Cyberpsychology* LO3-4, *Contemporary Neuroscience* LO1, *Workplace psychology* LO2, *Financial Management Tools for*	Here students must go beyond simply taking initiative in identifying their learning needs as required at level 7, but instead should learn to act in <u>contexts</u> which are <u>variable</u> and often <u>unfamiliar.</u> For example, given the wide range of research aims across the sub-disciplines of psychology, students must be adaptable in evaluating such issues. For example, in the module *Applied Statistics* students will be presented with an introduction and methods section of a mock journal article. They will additionally be presented with an associated data set in order to complete appropriate analysis followed by an interpretation of the results (by means of a discussion section). This requires the ability to act appropriately on unfamiliar and context-specific information. Similar adaptability is required in the *Psychology Labs* module whereby students must apply their skills following participation in a number of diverse experiments, which reflect the natural variability inherent in psychological experimentation. Students must also learn to manage learning tasks <u>independently, professionally</u> and <u>ethically.</u> This is evident in the research methods and statistics modules were students must engage in professional and ethical conduct while making decisions in a variety of contexts. Again this adaptability is most evident in the	See Table 6 for a breakdown of how the particular MIMLOs map onto the MIPLOs and award standards.

	Level 7 expected learning outcomes	Level 8 expected learning outcomes	Minimum intended programme learning outcomes	Evidence	Analysis	Commentary
				Enterprise LO2,4,5, Organisational Development LO1, Project Management LO1, Entrepreneurship LO1-2, International HRM LO2, Contemporary Issues in Reward Management LO1, Ethics and Social Responsibility LO4, and *Public Relations and Social Media LO1.* As such this is a critical aspect of the programme, where students are required to continually engage and consider a wide variety of issues and formulate independent judgements in relation to the material encountered.	completion of the *Final Project*, which rests on all of the above skills.	
Competence – Insight	Express an internalised, personal world view, manifesting solidarity with others	Express a comprehensive, internalised, personal world view manifesting solidarity with others	Articulate the role of psychology plays in a range of applied and interdisciplinary settings.	This award standard is met by MIPLO8 and LOs on a wide variety of modules. In order to obtain a comprehensive view of the discipline, students are encouraged to gain an appreciation of the way in which psychology informs research and practice in a wider variety of applied and interdisciplinary settings. Specially this requirement is evident in 13 core modules (*Applied Introduction and History of Psychology* LO4, *Social psychology* LO4, *Introduction to statistics* LO4, *Cognitive psychology* LO3, *Lifespan development* LO4, *Personality and intelligence* LO5, *Psychology of Learning and Behaviour Analysis* LLO2,4&5, *Coaching psychology* LO2 & 5, A*pplied research methods* LO1 & LO3, *Psychology Labs* LO4, *Health psychology* LO5, *Abnormal psychology* LO3, *Final project* LO2) and 12 elective modules (*Applied developmental psychology* LO1-3, *Criminal Psychology* LO3, *Psychology of thinking* LO3-4, *Evolutionary psychology* LO1, *Educational psychology* LO1,2&4, *Workplace psychology* LO3-4, *Organisational Development LO4, Project Management LO4-5, Entrepreneurship LO5, International HRM LO6, Ethics and Social Responsibility LO2-3,* and *Public Relations and Social Media LO5*). For example, in *Health Psychology LO5*, students are required to "Describe intervention research within health psychology and design their own health intervention". In order to do this a comprehensive world view is required so that students can apply	Here, students must express a <u>*comprehensive*</u> internalised personal view of the discipline of psychology, manifesting solidarity with others through an awareness of how psychology can be applied in numerous contexts. This should be comprehensive in the sense that students have a solid grounding in all the core areas of psychology with a focus on key applications. For example, in the module *Health Psychology*, as reflected in LO5, students are required to develop a health intervention which clearly illustrates the applied nature of psychological theories and research. Many of the elective modules also entail a number of applied assessments. For example, in *Applied Developmental Psychology* students must clearly demonstrate the link between theory, research and practice, with the module *Educational Psychology* requiring students to develop an Educational Plan which must demonstrate evidence of individual and environmental factors. Again, in completion of the *Final Project* students should be able to demonstrate the implications and applications of their own research findings with a comprehensive awareness of this work.	See Table 6 for a breakdown of how the particular MIMLOs map onto the MIPLOs and award standards.

	Level 7 expected learning outcomes	Level 8 expected learning outcomes	Minimum intended programme learning outcomes	Evidence	Analysis	Commentary
				their knowledge in a specific context. Also in *Abnormal Psychology* LO3 students are required to "Critically evaluate the efficacy of existing treatment options for psychopathology" which focuses on the applications of pertinent research in the domain.		

2.7   Comparing the MIPLOs with those of comparable programmes

Given the professional accreditation requirements from PSI, the BA (Hons) in Psychology at NCI bears similarities to the structure of comparable accredited Single Honours Psychology programmes across the country (e.g. from UCD, TCD, UCC, NUIG, UL, DCU, DBS – see section 3.8 for a more comprehensive analysis). Below we demonstrate how our MIPLOs broadly compare to the structure and content of other psychology providers.

All psychology programmes are required to cover the six core aspects of psychology (*Cognitive Psychology, Social Psychology, Developmental/Lifespan Psychology, Biological Basis of Behaviour, Personality and Individual Differences,* and *Qualitative and Quantitative Research Methods*), thereby fitting with the central objective of MIPLO1. It is also the norm that coverage of such subjects, as well as other psychological specialisms, entail comprehensive discussion of theories and research findings in the various domains (as per MIPLO2). In addition to coverage of these core subjects, our programme allows learners to explore more advanced specialisms in the field of psychology, which, while bearing some overlap with subjects covered in other institutions, offers a unique combination of core and elective modules which students can choose from (e.g. *Criminal Psychology, Cyberpsychology, Workplace Psychology* etc.).

Degrees in psychology place emphasis on critical thinking and independent analysis (MIPLO 4 and MIPLO 7), as well as data analysis skills and research skills (MIPLO 3). As such (and as required by PSI) all psychology programmes entail some practical component with learners required to undertake a significant independent research project in their final year (MIPLO 5). In this way our programme bears similarities to other psychology offerings but its particular emphasis on practical skills, focused on in stand-alone modules such as *Psychology Labs*, as well as the integration of such skills into a range of other modules, is a particular strength of this programme.

As standard in any Level 8 degree, students are expected to be able to demonstrate team working and communication skills in their studies. While this is an aspect of most other psychology programmes it is not a core requirement of PSI so may not be uniformly implemented. Our programme however does place particular emphasis on this component, offering a unique module in *Coaching Psychology* in which team work is central to the assessment strategy (MIPLO6).

The final MIPLO8 emphasises the applications of psychology as well as its use in interdisciplinary settings. It would be expected that most degrees similarly place emphasis on applications with some including this in the named award (e.g. UCC's award is entitled a BA (Hons) in Applied Psychology). Therefore, it can be concluded that, while comparable to other psychology degrees in terms of core subjects covered as well as skills acquired, our programme includes some unique offerings and places emphasis on particular skills which are fundamental to the discipline.

In addition to analysing comparative programmes in Ireland, the QAA subject benchmark statement for psychology was also consulted when developing and evaluating the MIPLOs (see http://www.qaa.ac.uk/en/Publications/Documents/SBS-Psychology-16.pdf). Here, the QAA note that there are six defining principles that guide a degree in psychology which are outlined in Table 5.

2.7.1 Table 5: Comparing the BA (Hons) Psychology degree to guiding principles from QAA

UK defining principles for psychology degrees (QAA)	How guidelines are met by MIPLOs
Aim to produce a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist	This aim is addressed by MIPLO1 in that students should develop an understanding of the core theories, concepts and methods in psychology, which relate to an understanding of mind, brain and behaviour. MIPLO7 and MIPLO8 also emphasise the importance of appreciating the context of psychology, which is also relevant to this particular aim.
Include knowledge and the acquisition of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently	This aim is best addressed by MIPLO3 in that learners must develop mastery in psychological research skills, a central focus of the psychology programme.
Develop an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data	This is addressed by MIPLO4, in that students must be able to evaluate theoretical and empirical work in order to formulate appropriate judgements
Present multiple perspectives in a way that fosters critical evaluation and reflection	This principle is also addressed by MIPLO4, in that evaluating a range of theories and research findings, requires students to consider multiple perspectives and engage in critical reflection The ability to work in a team environment, as outlined in MIPLPO6, also necessitates the appreciation of multiple perspectives.
Develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues	Accumulating in-depth knowledge in psychology and its specialisms is addressed in MIPLO1 and MIPLO2. An appreciation of professional and ethical issues relevant to the discipline is core to MIPLO5. Having the ability to adapt knowledge and skills in varying contexts (MIPLO7) is also relevant to the socio-cultural dimension.
Lead to an understanding of real life applications of theory to the full range of	Emphasis on the applications of psychology is reflected in MIPLO8 where students learn

experience and behaviour and the application of psychological understanding to real world questions	how research in psychology can be applied to a range of settings.

In sum, our MIPLOs bear significant overlap with the QAA guidelines for the undergraduate psychology guidelines so, as well as bearing broad similarities to Irish offerings, are can be viewed as consistent with UK programmes in the area.

2.8   Mapping the MIMLOs against the QQI awards standards

The previously presented Table 4 gives an overview of how the MIPLOs correspond to the Level 8 award standards with some specific examples of how MIMLOs and assessment assess each of the award standards. More specific detail on how each MIMLO maps onto the award standards and MIPLOs is given in Table 6.

2.8.1 Table 6: How MIMLOs map onto QQI award standards

Knowledge - breath		Knowledge - kind		Know-How & Skill – Range		Know-How & Skill –Selectivity		Competence – Context		Competence – Role		Competence – Learning to Learn		Competence – Insight	
An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning		*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*		*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*		*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*		*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*		*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*		*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*		*Express a comprehensive, internalised, personal world view manifesting solidarity with others*	
PLO1		**PLO2**		**PLO3**		**PLO4**		**PLO5**		**PLO6**		**PLO7**		**PLO8**	
Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.		Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.		Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.		Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.		Apply relevant professional and ethical standards in the planning, execution and dissemination of research.		Demonstrate an ability to work effectively in a team environment and take accountability for decisions.		Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.		Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.	
Applied Intro & history of psych LO1	Articulate the nature, history and content of psychology	Applied Intro & history of psych LO2	Describe and explain the basic principles and issues in the study of different aspects of human behaviour	Intro to Research Methods LO1	Explain the role of psychological research methods in the research process	Applied Intro & history of psych LO3	Identify and explain contemporary and historical theories, research and/or principles related to the content	Intro to Research Methods LO3	Design a simple research study by selecting an appropriate research design, sample, and measures for a given research question	Biological Basis of Behaviour LO5	Communicate effectively through writing findings on own research conducted in the area of biological psychology.	Intro to Research Methods LO2	Formulate a psychological research question based on a literature search	Applied Intro & history of psych LO4	Explain the role that psychology plays in a range of applied and interdisciplinary settings
Applied Intro & history of psych LO2	Describe and explain the basic principles and issues in the study of different aspects of human behaviour	Social psychology LO2	Examine the relationship between attitudes and behaviour and be able to explain reasons for prejudice and discrimination.	Intro to Research Methods LO2	Formulate a psychological research question based on a literature search	Social psychology LO1	Demonstrate knowledge of the core concepts of Social Psychology and be able to evaluate key concepts, assumptions and theories in Social Psychology.	Intro to Research Methods LO5	Discuss ethical issues arising from empirical research	Applied Statistics LO1	Compare and contrast distinct statistical tests and be capable of making decisions as to when such tests should be used	Intro to Research Methods LO3	Design a simple research study by selecting an appropriate research design, sample, and measures for a given research question	Social psychology LO4	Consider the impact of psychology on various aspects of society.
Applied Intro & history of psych LO3	Identify and explain contemporary and historical theories, research	Social psychology LO3	Identify and recall key theories and studies in conformity, compliance and obedience.	Intro to Research Methods LO3	Design a simple research study by selecting an appropriate research	Social psychology LO2	Examine the relationship between attitudes and behaviour and be able to explain reasons	Introduction to Statistics LO4	Apply basic statistical concepts to real life examples.	Personality and intelligence LO4	Provide informal judgements and reflections about personality	Social psychology LO5	Recognise and consider factors that may predispose, influence or impact the rise of certain types	Introduction to Statistics LO4	Apply basic statistical concepts to real life examples.

	Knowledge - breadth		Knowledge - kind		Know-How & Skill – Range		Know-How & Skill –Selectivity		Competence – Context		Competence – Role		Competence – Learning to Learn		Competence – Insight	
	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning		*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*		*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*		*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*		*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*		*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*		*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*		*Express a comprehensive, internalised, personal world view manifesting solidarity with others*	
	PLO1		**PLO2**		**PLO3**		**PLO4**		**PLO5**		**PLO6**		**PLO7**		**PLO8**	
	Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.		Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.		Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.		Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.		Apply relevant professional and ethical standards in the planning, execution and dissemination of research.		Demonstrate an ability to work effectively in a team environment and take accountability for decisions.		Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.		Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.	
		and/or principles related to the content				design, sample, and measures for a given research question		for prejudice and discrimination.				and individual differences?		of behaviours.		
Intro to Research Methods LO1	Explain the role of psychological research methods in the research process	Cognitive Psychology LO2	Demonstrate an understanding of the cognitive processes involved in areas such as perception, memory, reasoning, problem solving, concept formation and language	Intro to Research Methods LO4	Compare and contrast various research methods	Social psychology LO3	Identify and recall key theories and studies in conformity, compliance and obedience.	Introduction to Statistics LO5	Demonstrate a capacity to conduct and interpret basic statistical analysis.	Coaching Psychology LO4	Demonstrate skills in reflection, feedback and feed-forward through experiential peer group work	Introduction to Statistics LO5	Demonstrate a capacity to conduct and interpret basic statistical analysis.	Cognitive Psychology LO3	Demonstrate an understanding of the applications of research within cognitive psychology
Intro to Research Methods LO4	Compare and contrast various research methods	Cognitive Psychology LO3	Articulate the applications of research within cognitive psychology	Introduction to Statistics LO2	Demonstrate an understanding of the distinction between descriptive and inferential statistics in psychology.	Introduction to Statistics LO3	Explain the nature of the null hypothesis significance testing paradigm used in psychology and its limitations.	Biological Basis of Behaviour LO5	Communicate effectively through writing findings on own research conducted in the area of biological psychology.	Health psychology LO5	Describe intervention research within health psychology and design their own health psychological intervention	Cognitive Psychology LO5	Interpret and critique research using competing theoretical frameworks in cognitive psychology.	Lifespan Development LO4	Develop an understanding of how the different theoretical perspectives on development impact on research and applications.
Social psychology LO1	Demonstrate knowledge of the core	Lifespan Development LO2	Identify the key developmental theories	Introduction to Statistics	Explain the nature of the null	Cognitive Psychology LO1	Explain and evaluate key theoretical	Applied Statistics LO2	Apply statistical skills to carry	Cyberpsychology LO3?	Critically evaluate and choose	Lifespan Development LO3	Apply theoretical approaches to	Personality and Intelligence LO5	Understand how the different theoretical

	Knowledge - breadth		Knowledge - kind		Know-How & Skill – Range		Know-How & Skill –Selectivity		Competence – Context		Competence – Role		Competence – Learning to Learn		Competence – Insight	
	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning		*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*		*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*		*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*		*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*		*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*		*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*		*Express a comprehensive, internalised, personal world view manifesting solidarity with others*	
	PLO1		PLO2		PLO3		PLO4		PLO5		PLO6		PLO7		PLO8	
	Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.		Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.		Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.		Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.		Apply relevant professional and ethical standards in the planning, execution and dissemination of research.		Demonstrate an ability to work effectively in a team environment and take accountability for decisions.		Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.		Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.	
		concepts of Social Psychology and be able to evaluate key concepts, assumptions and theories in Social Psychology.		impacting development from childhood to adolescence	LO3	hypothesis significance testing paradigm used in psychology and its limitations.		issues in cognitive psychology		out advanced techniques using SPSS		between different analytical frameworks required to examine the impact of technology on the human mind and behaviour		understand the physical, cognitive, social, emotional issues in human development		perspectives impact in the workplace.
Introduction to Statistics LO1	Explain the fundamental nature of descriptive statistics and their use in psychology	Lifespan Development LO3	Apply theoretical approaches to understand the physical, cognitive, social, emotional issues in human development	Introduction to Statistics LO5	Demonstrate a capacity to conduct and interpret basic statistical analysis.	Cognitive Psychology LO5	Interpret and critique research using competing theoretical frameworks in cognitive psychology.	Applied Statistics LO3	Report statistical analyses in accordance with APA rules	Final project L01	Develop a research proposal based on a literature review	Biological Basis of Behaviour LO5	Communicate effectively through writing findings on own research conducted in the area of biological psychology.	Psychology of Learning and Behaviour Analysis LO2	Reflect on the applications of theories of learning in understanding human behaviour in different contexts
Introduction to Statistics LO2	Demonstrate an understanding of the distinction between descriptive and inferential statistics in psychology.	Biological Basis of Behaviour LO1	Demonstrate an understanding of the main structures, functions, and processes in the nervous system and the brain	Cognitive Psychology LO4	Assess the key research methods used in cognitive psychology	Lifespan Development LO3	Apply theoretical approaches to understand the physical, cognitive, social, emotional issues in human development	Applied Statistics LO4	Demonstrate a critical understanding of what findings from a statistical test mean	Final project L02	Carry out an empirical study by integrating and extending concepts learnt in other modules	Biological Basis of Behaviour LO6	Assess the strengths and limitations of using biological systems to explain human behaviour.	Psychology of Learning and Behaviour Analysis LO4	Describe and evaluate how the principles of both classical and operant conditioning can be used to explain and modify behaviour in a range of social and clinical settings

	Knowledge - breadth		Knowledge - kind		Know-How & Skill – Range		Know-How & Skill –Selectivity		Competence – Context		Competence – Role		Competence – Learning to Learn		Competence – Insight	
	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning		*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*		*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*		*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*		*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*		*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*		*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*		*Express a comprehensive, internalised, personal world view manifesting solidarity with others*	
	PLO1		**PLO2**		**PLO3**		**PLO4**		**PLO5**		**PLO6**		**PLO7**		**PLO8**	
	Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.		**Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.**		**Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.**		**Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.**		**Apply relevant professional and ethical standards in the planning, execution and dissemination of research.**		**Demonstrate an ability to work effectively in a team environment and take accountability for decisions.**		**Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.**		**Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.**	
Cognitive Psychology LO1	Explain and evaluate key theoretical issues in cognitive psychology	Biological Basis of Behaviour LO2	Describe how the central, autonomic nervous and endocrine systems are involved in stress and emotion; the immune response, and motivation.	Biological Basis of Behaviour LO5	Communicate effectively through writing findings on own research conducted in the area of biological psychology.	Biological Basis of Behaviour LO4	Evaluate the key influencing biological factors on human cognition and behaviour.	Applied Research Methods LO1	Design a research study taking into account practical, ethical and methodological considerations	Final project LO4	Document research findings in an appropriate dissertation format that complies with APA standards	Applied Statistics LO1	Compare and contrast distinct statistical tests and be capable of making decisions as to when such tests should be used	Psychology of Learning and Behaviour Analysis LO5	Critically appraise the interaction between research, theory and practice within fields such as behaviour analysis and education
Cognitive Psychology LO4	Assess the key research methods used in cognitive psychology	Biological Basis of Behaviour LO3	Identify key structures within the brain and central nervous system and relate their function to psychological processes such as sleep and consciousness, learning and memory, perception, and language.	Applied Statistics LO1	Compare and contrast distinct statistical tests and be capable of making decisions as to when such tests should be used	Biological Basis of Behaviour LO6	Assess the strengths and limitations of using biological systems to explain human behaviour.	Psychology Labs LO2	Understand how the scientific method is applied to research in psychology through conducting quantitative and qualitative experiments			Applied Statistics LO4	Demonstrate a critical understanding of what findings from a statistical test mean	Coaching Psychology LO2	Explain the potential impact of coaching on an individual in different contexts, e.g., life, work, career
Lifespan Development LO1	Describe the developing person at different stages across the life span	Personality and intelligence LO1	Exhibit and in-depth knowledge and understanding of historical and current theories of	Applied Statistics LO2	Apply statistical skills to carry out advanced techniques using SPSS	Personality and intelligence LO1	Exhibit and in-depth knowledge and understanding of historical and current theories of	Psychology labs LO5	Have knowledge of programs used in experimental psychology such as the Psychology Experiment			Personality and intelligence LO4	Provide informal judgements and reflections about personality and individual differences	Coaching Psychology LO5	Explore and critique different coaching psychology models in terms of their effectiveness on performance enhancement in

	Knowledge - breadth	**Knowledge - kind**		**Know-How & Skill – Range**		**Know-How & Skill –Selectivity**		**Competence – Context**		**Competence – Role**		**Competence – Learning to Learn**		**Competence – Insight**	
	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*		*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*		*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*		*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*		*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*		*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*		*Express a comprehensive, internalised, personal world view manifesting solidarity with others*	
	PLO1 — Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.	**PLO2** — Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.		**PLO3** — Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.		**PLO4** — Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.		**PLO5** — Apply relevant professional and ethical standards in the planning, execution and dissemination of research.		**PLO6** — Demonstrate an ability to work effectively in a team environment and take accountability for decisions.		**PLO7** — Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.		**PLO8** — Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.	
			personality and intelligence.				personality and intelligence.		Building Language (PEBL) and expand their knowledge on statistical procedures used in experimental psychology						a variety of settings.
Lifespan Development LO2	Identify the key developmental theories impacting development from childhood to adolescence	Personality and intelligence LO2	Compare and evaluate different perspectives on the study of personality, including alternative approaches to the study of individual differences.	Applied Statistics LO3	Report statistical analyses in accordance with APA rules	Personality and intelligence LO2	Compare and evaluate different perspectives on the study of personality, including alternative approaches to the study of individual differences.	Psychology Labs LO3	Select, evaluate, and use literature appropriately to create clear and effective lab reports			Psychology of Learning and Behaviour Analysis LO5	Critically appraise the interaction between research, theory and practice within fields such as behaviour analysis and education	Health psychology LO5	Describe intervention research within health psychology and design their own health psychological intervention
Biological Basis of Behaviour LO1	Demonstrate an understanding of the main structures, functions, and processes in the nervous system and the brain	Psychology of Learning and Behaviour Analysis LO1	Exhibit an in-depth knowledge of the basic assumptions, concepts and principles of the key psychological theories of learning	Applied Research Methods LO1	Design a research study taking into account practical, ethical and methodological considerations	Psychology of Learning and Behaviour Analysis LO3	Compare and contrast theoretical approaches in their ability to explain various aspects of learning and behaviour	Psychology Labs LO4	Demonstrate the knowledge and skills necessary to write effective psychology lab reports			Coaching Psychology LO4	Demonstrate skills in reflection, feedback and feed-forward which will be developed through experiential peer group work	Abnormal psychology LO3	Critically evaluate the efficacy of existing treatment options for psychopathology

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	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning		*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*		*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*		*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*		*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*		*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*		*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*		*Express a comprehensive, internalised, personal world view manifesting solidarity with others*	
	PLO1		**PLO2**		**PLO3**		**PLO4**		**PLO5**		**PLO6**		**PLO7**		**PLO8**	
	Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.		Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.		Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.		Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.		Apply relevant professional and ethical standards in the planning, execution and dissemination of research.		Demonstrate an ability to work effectively in a team environment and take accountability for decisions.		Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.		Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.	
Biological Basis of Behaviour LO2	Describe how the central, autonomic nervous and endocrine systems are involved in stress and emotion; the immune response, and motivation.	Psychology of Learning and Behaviour Analysis LO4	Describe and evaluate how the principles of both classical and operant conditioning can be used to explain and modify behaviour in a range of social and clinical settings	Applied Research Methods LO2	Critically analyse published research work with respect to the methodology and statistical analysis	Psychology of Learning and Behaviour Analysis LO4	Describe and evaluate how the principles of both classical and operant conditioning can be used to explain and modify behaviour in a range of social and clinical settings	Applied Developmental Psychology LO4	Reflect on the appropriateness of developmental research techniques, with a particular emphasis on the ethical dimension of research in development			Applied Research Methods LO1	Design a research study taking into account practical, ethical and methodological considerations	Applied Developmental Psychology LO1	Have a critical understanding of how theory and research in developmental psychology can inform applied interventions and policy
Applied Statistics LO1	Compare and contrast distinct statistical tests and be capable to making decisions as to when such tests should be used	Coaching Psychology LO1	Articulate what coaching psychology is as it relates to individual and group performance	Applied Research Methods LO3	Evaluate and demonstrate understanding of when different research methods are suitable for specific research questions	Coaching Psychology LO5	Explore and critique different coaching psychology models in terms of their effectiveness on performance enhancement in a variety of settings.	Final project LO1	Develop an independent research proposal based on a literature review that complies with ethical and professional standards in psychology			Applied Research Methods LO3	Evaluate and demonstrate understanding of when different research methods are suitable for specific research questions	Applied Developmental Psychology LO2	Critically evaluate the efficacy of interventions in areas such as education, parenting, bullying, and parental separation/divorce
Personality and intelligence LO1	Exhibit and in-depth knowledge and understanding of historical and current theories of	Coaching Psychology LO3	Demonstrate a critical awareness of goal-setting and motivation and the impact that coaching can have on emotional intelligence.	Psychology Labs LO1	Understand how the scientific method is applied to research in psychology through	Applied Research Methods LO2	Critically analyse published research work with respect to the methodology and statistical analysis	Final project LO2	Carry out an empirical study by integrating and extending concepts learnt in other modules and through independent			Psychology Labs LO4	Demonstrate the knowledge and skills necessary to write effective psychology lab reports	Applied Developmental Psychology LO3	Critically assess on-going research in Applied Developmental Psychology within the Irish context.

	Knowledge - breath	Knowledge - kind		Know-How & Skill – Range		Know-How & Skill –Selectivity		Competence – Context		Competence – Role		Competence – Learning to Learn		Competence – Insight	
	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*		*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*		*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*		*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*		*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*		*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*		*Express a comprehensive, internalised, personal world view manifesting solidarity with others*	
	PLO1 Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.	**PLO2** Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.		**PLO3** Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.		**PLO4** Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.		**PLO5** Apply relevant professional and ethical standards in the planning, execution and dissemination of research.		**PLO6** Demonstrate an ability to work effectively in a team environment and take accountability for decisions.		**PLO7** Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.		**PLO8** Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.	
	personality and intelligence.			conducting quantitative and qualitative experiments				learning and reflection							
Personality and intelligence LO2	Compare and evaluate different perspectives on the study of personality, including alternative approaches to the study of individual differences.	Health psychology LO1	Demonstrate an understanding of the relationship between "psychological" level experiences and physical disease and disorder	Psychology Labs LO2	Understand how the scientific method is applied to research in psychology through conducting quantitative and qualitative experiments	Psychology Labs LO3	Select, evaluate, and use literature appropriately to create clear and effective lab reports	Final project LO3	Undertake sustained, independent research work through the collection, analysis, and critical interpretation of primary data			Health psychology LO1	Demonstrate an understanding of the relationship between "psychological" level experiences and physical disease and disorder	Criminal psychology LO3	Apply psychological theories to understanding and explaining the onset, maintenance and desistance of criminal activity
Personality and intelligence LO3	Explain the nature and measurement of intelligence	Health psychology LO2	Describe the physiological stress response in detail and how this can impact immune functioning	Psychology Labs LO3	Select, evaluate, and use literature appropriately to create clear and effective lab reports	Health psychology LO3	Evaluate key theories in the field of health psychology, including social cognitive theory, the theory of planned behaviour, and the theory of reasoned action	Final project LO4	Document research findings in an appropriate dissertation format that complies with APA standards			Abnormal psychology L02	Evaluate prominent theories of psychopathology and contemporary taxonomies of disorder classification	Psychology of Thinking LO3	Demonstrate how theories and research in neuroscience, neuropsychology, philosophy and artificial intelligence can enhance understanding of cognitive processes within a multidisciplinary framework

	Knowledge - breath	Knowledge - kind		Know-How & Skill – Range		Know-How & Skill –Selectivity		Competence – Context		Competence – Role		Competence – Learning to Learn		Competence – Insight	
	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*		*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*		*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*		*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*		*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*		*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*		*Express a comprehensive, internalised, personal world view manifesting solidarity with others*	
	PLO1	**PLO2**		**PLO3**		**PLO4**		**PLO5**		**PLO6**		**PLO7**		**PLO8**	
	Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.	Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.		Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.		Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.		Apply relevant professional and ethical standards in the planning, execution and dissemination of research.		Demonstrate an ability to work effectively in a team environment and take accountability for decisions.		Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.		Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.	
Psychology of Learning and Behaviour Analysis LO1	Exhibit an in-depth knowledge of the basic assumptions, concepts and principles of the key psychological theories of learning	Health psychology LO3	Evaluate key theories in the field of health psychology, including social cognitive theory, the theory of planned behaviour, and the theory of reasoned action	Psychology Labs LO4	Demonstrate the knowledge and skills necessary to write effective psychology lab reports	Health psychology LO4	Evaluate current research findings on the nature of the relationship between health behaviours and physical & psychological wellbeing	Final Project LO5	Critically and concisely communicate research by means of presentation			Applied Developmental Psychology LO2	Critically evaluate the efficacy of interventions in areas such as education, parenting, bullying, and parental separation/divorce	Psychology of Thinking LO4	Critically evaluate how research in Psychology of Thinking can be applied in a range of contexts
Psychology of Learning and Behaviour Analysis LO4	Describe and evaluate how the principles of both classical and operant conditioning can be used to explain and modify behaviour in a range of social and clinical settings	Abnormal psychology LO1	Critique current descriptions of of different psychiatric disorders	Psychology labs LO5	Have knowledge of programs used in experimental psychology such as the Psychology Experiment Building Language (PEBL) and expand knowledge on statistical procedures used in experimental psychology	Abnormal psychology LO2	Evaluate prominent theories of psychopathology and contemporary taxonomies of disorder classification	Contemporary Issues in Reward Management LO6	Research, develop, write and present a project on a reward management issue			Applied Developmental Psychology LO3	Critically assess on-going research in Applied Developmental Psychology within the Irish context.	Evolutionary & cross-cultural psychology LO1	Demonstrate a critical awareness of how evolutionary theory can be applied to understand a range of psychological and social processes
Applied Research Methods LO2	Critically analyse published research	Abnormal psychology LO2	Evaluate prominent theories of psychopatholo	Applied Developmental Psychology LO4	Reflect on the appropriateness of developmenta	Abnormal psychology LO3	Critically evaluate the efficacy of existing	Ethics and Social Responsibility LO1	Critique the strengths and limitations of the major			Criminal psychology LO2	Describe and evaluate current knowledge of the psychology	Educational psychology LO1	Demonstrate a critical understanding of how theory

	Knowledge - breath		Knowledge - kind		Know-How & Skill – Range		Know-How & Skill –Selectivity		Competence – Context		Competence – Role		Competence – Learning to Learn		Competence – Insight	
	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning		*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*		*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*		*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*		*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*		*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*		*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*		*Express a comprehensive, internalised, personal world view manifesting solidarity with others*	
	PLO1		PLO2		PLO3		PLO4		PLO5		PLO6		PLO7		PLO8	
	Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.		Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.		Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.		Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.		Apply relevant professional and ethical standards in the planning, execution and dissemination of research.		Demonstrate an ability to work effectively in a team environment and take accountability for decisions.		Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.		Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.	
	work with respect to the methodology and statistical analysis		gy and contemporary taxonomies of disorder classification		I research techniques, with a particular emphasis on the ethical dimension of research in development		treatment options for psychopathology		ethical theories.				of different types of offenders		and research in psychology and education can inform policy and practice in educational psychology
Psychology Labs LO1	Understand how the scientific method is applied to research in psychology through conducting quantitative and qualitative experiments	Criminal psychology LO1	Critically evaluate different psychological explanations for criminal behaviour	Psychology of Thinking LO1	Outline and appraise a number of diverse research methodologies employed in the study of cognition	Applied Developmental Psychology LO1	Have a critical understanding of how theory and research in developmental psychology can inform applied interventions and policy				Psychology of Thinking LO4	Critically evaluate how research in Psychology of Thinking can be applied in a range of contexts	Educational psychology LO2	Demonstrate a critical understanding of the range of key contextual and psychological factors which may impact on students learning across diverse educational context
Health psychology LO3	Evaluate key theories in the field of health psychology, including social cognitive theory, the theory of planned behaviour, and the theory of	Criminal psychology LO2	Describe and evaluate current knowledge of the psychology of different types of offenders	Educational psychology LO3	Reflect on the practice and effectiveness of educational and psychological assessment techniques in determining student's abilities	Criminal psychology LO1	Critically evaluate different psychological explanations for criminal behaviour				Evolutionary & cross-cultural psychology LO2	Appraise the field of comparative psychology and consider how the study of animals can shed light on human behaviour	Educational psychology LO4	Critically evaluate the efficacy of interventions in education in improving outcomes across diverse educational contexts

Knowledge - breath		Knowledge - kind		Know-How & Skill – Range		Know-How & Skill –Selectivity		Competence – Context		Competence – Role		Competence – Learning to Learn		Competence – Insight	
An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning		*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*		*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*		*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*		*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*		*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*		*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*		*Express a comprehensive, internalised, personal world view manifesting solidarity with others*	
PLO1		**PLO2**		**PLO3**		**PLO4**		**PLO5**		**PLO6**		**PLO7**		**PLO8**	
Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.		Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.		Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.		Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.		Apply relevant professional and ethical standards in the planning, execution and dissemination of research.		Demonstrate an ability to work effectively in a team environment and take accountability for decisions.		Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.		Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.	
	reasoned action														
Abnormal psychology LO1	Critique current descriptions of different psychiatric disorders	Psychology of Thinking LO2	Critically evaluate research within specialised aspects of cognition such as consciousness, knowledge representation, and creativity	Cyberpsychology LO4	Demonstrate an integrated knowledge of selected topics from Internet psychology along with research methods needed to analyse them	Criminal psychology LO2	Describe and evaluate current knowledge of the psychology of different types of offenders					Evolutionary & cross-cultural psychology LO3	Critically evaluate how research in cross-cultural psychology can enhance our understanding of psychological processes and their evolutionary roots	Workplace psychology LO3	Recognise the importance of organisational processes such as organisational change and the effective management of culture for the continued development of organisations.
Applied Developmental Psychology LO3	Critically assess on-going research in Applied Developmental Psychology within the Irish context.	Psychology of Thinking LO3	Demonstrate how theories and research in neuroscience, neuropsychology, philosophy and artificial intelligence can enhance understanding of cognitive processes within a multidisciplinary framework	Contemporary Neuroscience LO2	Acquire an understanding of key research methodologies in neuroscience, including imaging and electrical recording techniques	Psychology of Thinking LO3	Demonstrate how theories and research in neuroscience, neuropsychology, philosophy and artificial intelligence can enhance understanding of cognitive processes within a multidisciplinary framework					Educational psychology LO3	Reflect on the practice and effectiveness of educational and psychological assessment techniques in determining student's abilities	Workplace psychology LO4	Apply theories of organisational behaviour to work organisations and recognise the significant challenge of the effective management of people in the workplace.
Psychology of Thinking LO1	Outline and appraise a number of	Evolutionary & cross-cultural psychology	Demonstrate a critical awareness of how	Final project LO1	Develop an independent research proposal	Psychology of Thinking LO4	Critically evaluate how research in Psychology of					Educational psychology LO4	Critically evaluate the efficacy of interventions in	Final project LO2	Carry out an empirical study by integrating and extending

Knowledge - breath		Knowledge - kind		Know-How & Skill – Range		Know-How & Skill –Selectivity		Competence – Context		Competence – Role		Competence – Learning to Learn		Competence – Insight	
An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning		*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*		*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*		*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*		*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*		*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*		*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*		*Express a comprehensive, internalised, personal world view manifesting solidarity with others*	
PLO1		PLO2		PLO3		PLO4		PLO5		PLO6		PLO7		PLO8	
Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.		Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.		Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.		Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.		Apply relevant professional and ethical standards in the planning, execution and dissemination of research.		Demonstrate an ability to work effectively in a team environment and take accountability for decisions.		Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.		Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.	
	diverse research methodologies employed in the study of cognition	LO1	evolutionary theory can be applied to understand a range of psychological and social processes		based on a literature review that complies with ethical and professional standards in psychology		Thinking can be applied in a range of contexts						education in improving outcomes across diverse educational contexts		concepts learnt in other modules and through independent learning and reflection
Contemporary Neuroscience LO1	Demonstrate an advanced understanding of neuronal communication and the biology of the nervous system	Evolutionary & cross-cultural psychology LO2	Appraise the field of comparative psychology and consider how the study of animals can shed light on human behaviour	Final project LO2	Carry out an empirical study by integrating and extending concepts learnt in other modules and through independent learning and reflection	Evolutionary & cross-cultural psychology LO1	Demonstrate a critical awareness of how evolutionary theory can be applied to understand a range of psychological and social processes					Cyberpsychology LO3	Critically evaluate and choose between different analytical frameworks required to examine the impact of technology on the human mind and behaviour	Organisational development LO4	Adopt the perspective of a consultant and be in a position to apply organisational development theories to a variety of organisational situations and contexts.
		Educational psychology LO1	Demonstrate a critical understanding of how theory and research in psychology and education can inform policy and practice in educational psychology	Final project LO3	Undertake sustained, independent research work through the collection, analysis, and critical interpretation of primary data	Evolutionary & cross-cultural psychology LO3	Critically evaluate how research in cross-cultural psychology can enhance our understanding of psychological processes and their evolutionary roots					Cyberpsychology LO4	Demonstrate an integrated knowledge of selected topics from Internet psychology along with research methods needed to analyse them	Project Management LO4	Develop a project plan and apply core concepts of project management to a business related activity.
		Cyberpsycholo	Identify psychological	Final project	Document research	Educational psychology	Demonstrate a critical					Workplace	Explain and evaluate the	Project Management	Analyse and understand the

Knowledge - breath		Knowledge - kind		Know-How & Skill – Range		Know-How & Skill –Selectivity		Competence – Context		Competence – Role		Competence – Learning to Learn		Competence – Insight	
An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning		*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*		*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*		*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*		*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*		*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*		*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*		*Express a comprehensive, internalised, personal world view manifesting solidarity with others*	
PLO1		**PLO2**		**PLO3**		**PLO4**		**PLO5**		**PLO6**		**PLO7**		**PLO8**	
Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.		Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.		Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.		Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.		Apply relevant professional and ethical standards in the planning, execution and dissemination of research.		Demonstrate an ability to work effectively in a team environment and take accountability for decisions.		Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.		Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.	
		gy LO1	theories relevant to the study of human interactions with emerging technology.	LO4	findings in an appropriate dissertation format that complies with APA standards	LO1	understanding of how theory and research in psychology and education can inform policy and practice in educational psychology					psychology LO2	nature of individual and interpersonal processes in organisations including motivation, stress, leadership and group dynamics	LO5	process of closing a project and project failure.
		Cyberpsychology LO2	Demonstrate a critical understanding of the role of technology in human cognition and emotion, human behaviour and social change.	Final Project LO5	Critically and concisely communicate research by means of a presentation	Cyberpsychology LO3	Critically evaluate and choose between different analytical frameworks required to examine the impact of technology on the human mind and behaviour.					Final project LO2	Carry out an empirical study by integrating and extending concepts learnt in other modules and through independent learning and reflection	Entrepreneurship LO5	Show an understanding of the key entrepreneurial competencies in skills such as communication, analysis and business acumen necessary for enabling a successful entrepreneurial venture.
		Contemporary Neuroscience LO1	Demonstrate an advanced understanding of neuronal communication and the biology of the nervous system			Cyberpsychology LO4	Demonstrate an integrated knowledge of selected topics from Internet psychology along with research methods needed to analyse them					Final project LO3	Undertake sustained, independent research work through the collection, analysis, and critical interpretation of data	International HRM LO6	Review and evaluate the challenges of MNEs in training and developing expatriates, teams and global leaders
		Workplace psychology	Understand the nature of the study of			Contemporary Neuroscience	Evaluate critically key research					Financial Management Tools for the	Identify and apply financial forecasting	Ethics and social responsibility	Apply ethical categories to business

Knowledge - breath		Knowledge - kind		Know-How & Skill – Range		Know-How & Skill –Selectivity		Competence – Context		Competence – Role		Competence – Learning to Learn		Competence – Insight	
An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning		*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*		*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*		*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*		*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*		*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*		*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*		*Express a comprehensive, internalised, personal world view manifesting solidarity with others*	
PLO1		**PLO2**		**PLO3**		**PLO4**		**PLO5**		**PLO6**		**PLO7**		**PLO8**	
Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.		Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.		Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.		Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.		Apply relevant professional and ethical standards in the planning, execution and dissemination of research.		Demonstrate an ability to work effectively in a team environment and take accountability for decisions.		Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.		Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.	
		LO1	Work Psychology and analyse key factors influencing human behaviour in the workplace			LO3	studies performed in the field of neuroscience					Enterprise LO2	techniques (for example, sensitivity analysis and scenario management) for planning within an enterprise	LO2	decision making and consulting
		Workplace psychology LO2	Explain and evaluate the nature of individual and interpersonal processes in organisations including motivation, stress, leadership and group dynamics.			Final project LO3	Collect, analyse and critically interpret data in the context of previous literature					Financial Management Tools for the Enterprise LO4	Describe the sources and methods of raising finance and the relevant valuation techniques applicable.	Ethics and social responsibility LO3	Analyse business situations and apply ethical criteria to problem solving in a business setting
		Final project LO2	Carry out an empirical study by integrating and extending concepts learnt in other modules and through independent learning and reflection									Financial Management Tools for the Enterprise LO5	Apply the techniques used in risk management and foreign exchange exposures of an enterprise, in particular	Public relations and social media LO5	Demonstrate a clear understanding of current world activities and events to drive social media/PR content creation and conversation

Knowledge - breath	Knowledge - kind	Know-How & Skill – Range	Know-How & Skill –Selectivity	Competence – Context	Competence – Role	Competence – Learning to Learn	Competence – Insight
An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*	*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*	*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*	*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*	*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*	*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*	*Express a comprehensive, internalised, personal world view manifesting solidarity with others*
PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.	Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.	Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.	Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.	Apply relevant professional and ethical standards in the planning, execution and dissemination of research.	Demonstrate an ability to work effectively in a team environment and take accountability for decisions.	Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.	Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.

														Organisational development LO1	Demonstrate an understanding of the principles and concepts that direct change in organisations and its implications for organisations		
														Project Management LO1	Examine theory & practices of project management, as well as understand and demonstrate knowledge of the range of tools for planning & implementing projects		
														Entrepreneurship LO1	Understand the issues and processes involved in the successful creation of a new enterprise and to develop an understanding for the 'entrepreneurial mindset'.		
														Entrepreneursh	Assess the commercial		

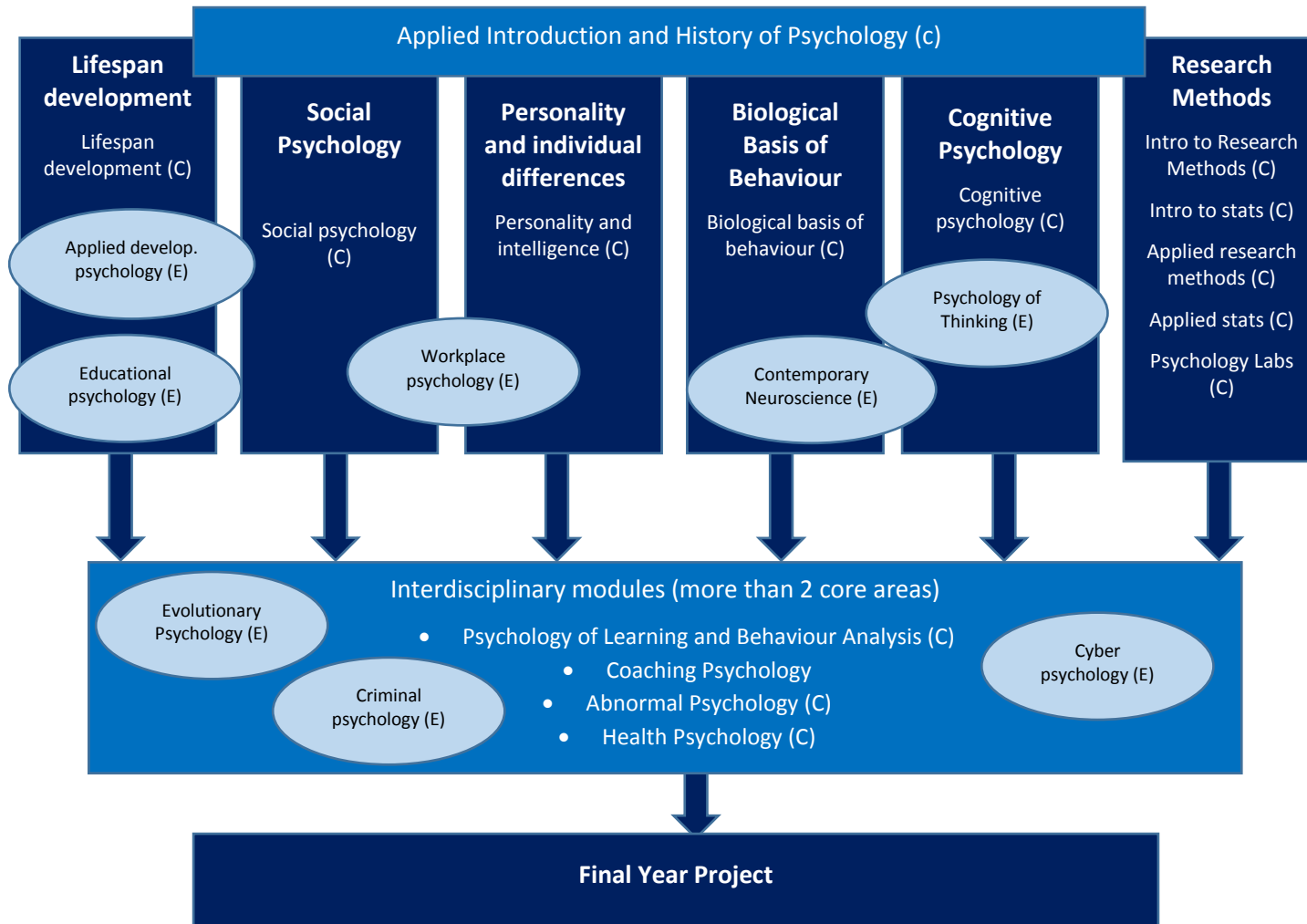| Knowledge - breath	Knowledge - kind	Know-How & Skill – Range	Know-How & Skill –Selectivity	Competence – Context	Competence – Role	Competence – Learning to Learn	Competence – Insight
An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*	*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*	*Exercise appropriate judgement in a number of complex planning, design, technical and/ or management functions related to products, services, operations or processes, including resourcing*	*Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts*	*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*	*Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically*	*Express a comprehensive, internalised, personal world view manifesting solidarity with others*
PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
Demonstrate an understanding of the core theories, concepts and methods which underpin the discipline of psychology.	Have a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.	Demonstrate mastery in psychological research skills including systematic research design and statistical analysis.	Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.	Apply relevant professional and ethical standards in the planning, execution and dissemination of research.	Demonstrate an ability to work effectively in a team environment and take accountability for decisions.	Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.	Articulate the role that psychology plays in a range of applied and interdisciplinary settings, as well as an awareness of the core issues involved in the study of psychology.
						ip LO2	viability of new businesses, processes, products and services	
						International HRM LO2	Investigate the significance of globalisation to international business and HRM	
						Contemporary Issues in Reward Management LO1	Develop approaches to reward management that can be adopted and contribute to organizational effectiveness	
						Ethics and social responsibility LO4	Formulate ethical guidelines for organisational use in a business context	
						Public Relations and Social Media LO1	Demonstrate a knowledge of the evolution of social media and online PR and the impact they have on consumer behaviour.	

2.9   Other matters – aligning content with PSI core areas

An important consideration for the programme regards how the module content aligns with the core pillars of psychology as determined by PSI. To this end Figure 1 presents a broad overview of how both core (C) and psychology elective (E) modules map onto PSI pillars. As can be seen here, all six areas are comprehensively covered. There is at least one 10 credit module dedicated to each of the five theoretical areas along with thorough training in research methods in a number of modules. Other advanced core and elective modules involve an integration of a number of these pillars. Should students choose to pursue the business electives on offer, they will be further exposed to additional disciplines which will enhance the development of transferable skills. The Final Project also rests on an integration of content covered throughout the programme.

Figure 1: An overview of how modules fit into the core pillars of psychology

Applied Introduction and History of Psychology (c)

Lifespan development

Lifespan development (C)

Applied develop. psychology (E)

Educational psychology (E)

Social Psychology

Social psychology (C)

Workplace psychology (E)

Personality and individual differences

Personality and intelligence (C)

Biological Basis of Behaviour

Biological basis of behaviour (C)

Contemporary Neuroscience (E)

Cognitive Psychology

Cognitive psychology (C)

Psychology of Thinking (E)

Research Methods

Intro to Research Methods (C)

Intro to stats (C)

Applied research methods (C)

Applied stats (C)

Psychology Labs (C)

Interdisciplinary modules (more than 2 core areas)

- Psychology of Learning and Behaviour Analysis (C)
  - Coaching Psychology
  - Abnormal Psychology (C)
  - Health Psychology (C)

Evolutionary Psychology (E)

Criminal psychology (E)

Cyber psychology (E)

Final Year Project

3 Programme concept, implementation strategy, and its interpretation of QQI awards standards

3.1 Rationale for providing the programme

Given the success of this programme to date, we feel there is a strong rationale for its continued provision. Our comprehensive self-evaluation of the programme highlighted a number of strengths, with positive feedback garnered from a range of stakeholders (see separate *Programme review Self-Evaluation report*). In sum, we have concluded that the BA (Hons) in Psychology makes a valuable contribution to the range of offerings within NCI, as well as making a strong contribution to the options for students wishing to study psychology in Ireland which continues to be a very popular subject choice across all third level institutions. This, along with our growing reputation, has ensured that interest and demand for places on the BA (Hons) in Psychology at NCI has increased since initial validation.

Furthermore, in the years following validation, we have had two cohorts of graduates, many of whom have gone on to be successful in a variety of areas, gaining employment or engaging in further postgraduate study (e.g. see section 3.11 for more detail). Graduates and current students have reported positive feedback on the programme and external examiners have commended the learning, teaching and assessment strategies throughout (see section 3.9).

As further testament to the quality of the programme, we secured PSI accreditation in 2014 (until February 2019). In order to ensure this accreditation, the college invested in the necessary resources (including staff, space and equipment), and the programme team reflected on the structure and content of the programme in terms of how it met the necessary PSI criteria. This process of reflection has been, and continues to be, a core feature of the development of the programme which, over the years, has resulted in some minor changes to aspects of modules and their delivery. We have also recruited a number of highly qualified lecturing staff since initial validation who have extensive expertise in a variety of domains within the discipline psychology. This has resulted in a number of multiple valuable and diverse perspectives which has in turn influenced our ongoing programme development.

Following our self-evaluation, we are proposing some changes to the programme as it is currently validated, however these are relatively minor. As we feel that the programme is running well, with positive feedback from lecturers, students, graduates and other stakeholders (see section 3.3), we do not propose to dramatically change its overall structure. Additionally, since our continued PSI accreditation requires that a certain amount of subject areas is covered, it is necessary that coverage of these core areas is retained. Thus, as we seek revalidation of the programme from 2017-2021, rather than significantly altering the structure and content of the programme, we are instead proposing some minor changes which are ultimately aimed at enhancing the range of areas that students are exposed to. The majority of these changes occur in the final stage of the programme, whereby students will already have had a core grounding within the field of psychology. In proposing these changes, we have engaged in multiple consultations with stakeholders and have carefully considered the range of offerings from other psychology programmes.

In sum, as was previously outlined in our self-evaluation report, in addition to some changes in the phrasing of MIPLOs (detailed in section 2.4), the key proposed changes are below:

3.1.1   A newly proposed core module in Health Psychology

Based on the recent growth of the field of Health Psychology both in Ireland and internationally, the programme team propose to introduce this as a new module within stage 3 of the BA (Hons) degree. Health psychology is defined by the BPS as the application of psychological knowledge, research, and interventions to promote and improve health and the healthcare system, and to inform health policy. In any demographic, the delivery of scalable health interventions to optimise health and wellbeing is a priority, and psychology graduates with training in health psychology can contribute meaningfully to many different areas of research, policy, and practice.

Ireland is still developing expertise and growth within the field of health psychology and to date has achieved growth by basing its development on that seen in the UK's Division of Health Psychology. In an Irish context, the field of health psychology is growing considerably. For example, March 2017 saw the 14th annual conference of the Division of Health Psychology (DHP) in Ireland with over 100 delegates and high-quality international guests and keynotes in attendance. Three of the psychology faculty at NCI presented at this conference given the research focus on health psychology within the department.

It is the stated aim of the DHP of Ireland to further develop professional training and recognition of health psychology in Ireland. Indeed, Ireland is becoming internationally regarded for its strength in Health Psychology research, and the European Health Psychology Society has had its annual conference in Ireland twice in the past 20 years. The opportunities nationally for Psychology graduates include the MSc in Health Psychology at NUI Galway, a four-year structured doctorate at NUI Galway, a distance learning Health Psychology PgDip/Msc from the University of Ulster, and the Health Research Board Structured PhD Programme in Population Health and Health Services Research (SPHeRE). Health Psychology is also regularly taught to undergraduates in other disciplines such as Medicine, Pharmacy, Physiotherapy, and Nursing

Providing NCI students with a grounding in Health Psychology, as is offered in six other institutions nationally is therefore deemed an important component of our newly proposed programme. In the institutions in which Health Psychology is offered as a core module, this is reflective of the research expertise of the academics present. A number of current lecturers in the psychology programme in NCI have research expertise within health psychology meaning that there would be adequate resources to deliver this module.

3.1.2   Introduction of an elective structure in third year

One potential limitation of the current provision of the psychology programme is that learners can only study a restricted range of specialisms in psychology. In contrast, all other providers of psychology give learners the opportunity to study electives (see section 3.8 for a more thorough analysis). Thus, in addition to the introduction of *Health Psychology* module, the most fundamental proposed change for the revalidation of the programme will be the introduction of electives in the final year of the programme. In order to facilitate this, it was also necessary to change some previously core modules to electives. This decision was based on consultations with the programme team, students, the external examiner, an analysis of the content of other psychology programmes, and staff expertise.

The reason for proposing electives is primarily because psychology is a multifaceted discipline with many specialisms and applied fields. It is beyond the scope of the programme to offer all students instruction in every possible direction so, by including electives, students will have the option to explore those specialist fields of interest. It was deemed that stage 3 was the most appropriate stage for electives, given that by then students will have a solid grounding in the core aspects of psychology and will have developed appropriate research

and analytical skills. Since most of the modules in third year build on previously covered areas, students will be reasonably informed as to the relevant aspects and directions of those subfields.

At this stage, students may also be considering options for further postgraduate study within or outside the discipline of psychology, of which the electives on offer may help inform this process. A further rationale for the inclusion of electives was based on competitor analysis where all 9 of the PSI accredited psychology providers in the country have some form of an elective structure as part of their programme.

We are proposing 8 electives within the broad discipline of psychology, 6 of which are the same, or similar to, existing modules, and 2 of which are entirely new. These can be seen in the table below.

3.1.2.1   Table 7: Proposed electives for the psychology programme

Elective	Overview
Psychology of thinking	This module (previously named *Advanced Cognitive Psychology and Neuroscience*) has been given a name change to more concisely reflect the content. This was originally a core module in semester 1, stage 3, but is now proposed as an elective. Content and learning outcomes remain similar to before with less emphasis on the neuroscientific element as this will now be focused on in the newly proposed *Contemporary Neuroscience* module. However it is also acknowledged that the study of human thought and cognition is interdisciplinary in nature which remains a central focus of this module and therefore some aspects of cognitive neuroscience will be discussed.
Contemporary Neuroscience	This is a newly proposed elective module as the team felt that more dedicated emphasis could be placed on an advanced study of neuroscience given that this is a rapidly growing field. This will be run in semester 2 of stage 3. This advanced module builds on students' existing knowledge from the *Biological Bases of Behaviour* and introduces them to key topics in current neuroscientific research. Having developed the grounding in stage 2, students will focus on research areas within the rapidly developing field of neuroscience with a focus on the field of social and affective neuroscience. This module will give students an understanding of research techniques in neuroscience as well as covering the most recent developments in neuroscientific research.
Applied Developmental Psychology	*Advanced Developmental Psychology* is currently a 10 credit module on the programme but is now proposed to be split into two separate 5 credit electives. Taken together, the content and learning outcomes of these new modules have significant overlap with the originally validated module. The first elective, *Applied Developmental Psychology*, is proposed to run in semester 1 of stage 3. This module aims to familiarise learners with a number of applied research projects in Developmental Psychology through the exploration of a selection of topics such as Education, Parenting and Bullying, among others. Building on the Developmental and Lifespan Psychology module introduced in first year, this module aims to demonstrate how traditional theories and research in the area can used to inform evidence-based practice. Focus will be paid to contemporary and on-

	going research projects in Ireland, including those being piloted by the Early Learning Initiative at NCI.
Educational psychology	This elective will focus more on the field of educational psychology including, some more emphasis on the area of educational assessment. The programme team felt that a specific focus on educational psychology would be of benefit and offers a logical fit with other programmes in the college (e.g. emphasis on teaching and learning and early childhood education) and also links with research taking place within the Early Learning Initiative. Specifically, this module aims to introduce learners to the field of Educational Psychology through providing a descriptive and critical overview of the field of education focusing on the many factors, both psychological and contextual, which impact on students learning. Students will be supported in gaining an insight into the practice of educational and psychological assessment while developing the skills to design Individualised Educational Plans for learners. Focus will be paid to exploring the range of evidence based educational interventions being implemented both nationally and internationally aimed at improving student's outcomes.
Evolutionary and cross-cultural psychology	This is a newly proposed elective. When reviewing other providers of psychology, a common theme was some coverage of evolutionary and/or cross-cultural psychology. The team felt that this was lacking on the programme and therefore propose this as a new elective to be run in semester 1 of the programme. The aim of this module is to introduce learners to the field of evolutionary psychology and specifically to give learners an insight into how evolution can be used as an explanatory framework for a broad range of topics in psychology. Rather than emphasising genetic determinism, evolutionary psychology views behaviour using an interactionist approach, whereby the social and cultural environment is key in shaping adaptive behaviour. As such this module will also entail discussion of cross-species and cross-cultural differences in aspects of behaviour with a view to shedding light on the role that both evolutionary and cultural factors play in a number of psychological, social and cognitive processes.
Criminal psychology	This module was originally a core module in semester 1 of stage 3 but is now proposed as an elective given its specialist focus. Content and learning outcomes remain similar to before.
Workplace psychology	This module was originally a core module in semester 2 of stage 3 but is now proposed as an elective given its specialist focus. Content and learning outcomes remain similar to before.
Cyberpsychology	This module was originally a core module in semester 2 of stage 3 but is now proposed as an elective given its specialist focus. Content and learning outcomes remain similar to before however there are a few minor changes proposed which are outlined later.

In line with the College's policy on electives, it is also proposed to open up the choice of electives available on other business degrees across the School of Business to psychology students. In doing so psychology students will be given the opportunity to undertake and

sample electives from the business portfolio should they wish to do so. The 8 modules selected for inclusion from the business portfolio are all 5 credit modules at stage three, all have been previously validated (2015) on existing Bachelor of Arts programmes and are without prerequisite. A brief summary of the modules and how they correspond to previously existing modules is indicated below.

3.1.2.2 Table 8: Proposed business electives open to psychology students

Elective	Overview
Financial Management Tools for the Enterprise	The aim of this module is to ensure graduates are successful in the application of financial management techniques within a business environment. Financial management is the acquisition of financial resources and the assurance of their effective and efficient use. Proper financial management of any enterprise is critical as financial resources are necessary to enhance competitiveness, growth and value creation of any enterprise.
Organisational Development	The aim of this module is to provide an insight into organisational change and to describe Organisation Development (OD) as an approach to managing that change. The module adopts a practical approach to OD beginning with a definition, the process of organisational develop and the various interventions and models which may be applied in a work based setting.
Public Relations and Social Media	The module aims to provide learners with an overview of the role of social media within the digital marketing mix and its capabilities to deliver business objectives. The module will enable learners to develop and execute an online PR strategy and social media strategy such as to support a business start-up or existing enterprise.
International HRM	This module aims to review international trends towards globalisation and international business so as to distinguish a range of global organisational structures used by MNEs. In doing so the module will evaluate the key HR functions within multinational enterprises and how EU directives impact on IHRM to assess the challenges facing HRM in the MNE.
Contemporary Issues in Reward Management	The aim of this module is give students the knowledge and skills to be able to review and understand reward management and how it can be utilised to effectively reward, motivate, drive change and behaviours and contribute to the overall HR structure supporting the organisational goals and strategies.
Project Management	The module is designed to give participants an understanding of project management within a business context. To enable them to understand how to best manage and complete management projects within a given time-frame. To enable the Learner to administer the resources and skills necessary for the effective running of business projects.
Ethics and Social Responsibility	The aim of this module is to facilitate an understanding of the concepts of ethics and to develop the skill of ethical analysis of the practices of business organisations.
Entrepreneurship	The aim of this module is to provide learners with an opportunity to explore and understand the pivotal theories, concepts and processes associated with the study of entrepreneurship. To introduce learners to the dynamic world of entrepreneurship and help them to understand

> key issues faced by entrepreneurs and entrepreneurial businesses. To achieve an overview of the traits and characteristics of entrepreneurs and the organisations that they create and manage.

All electives are 5 credits. Students will choose two in each semester of stage 3. Clearly some electives on both the business degrees and psychology degree are quite specialist and these are therefore restricted in terms of access.

For a number of students, psychology may not be their chosen future career path and so it is incumbent on the College to ensure that it offers students alternative choice. This approach is also consistent with the college-wide strategy to foster inter-disciplinary collaborations across and between discipline areas.

All psychology students seeking to undertake an elective from the business portfolio will be counselled in advanced with regards to the implications of such a choice both in terms of further postgraduate study and PSI requirements. All electives are subject to minimum numbers and timetabling restrictions.

3.1.3   Changes to assessment strategy

Programme review has afforded the programme team with the opportunity to fully reflect on the scope of all modules and the appropriateness of the assessment strategy employed. Our assessment review highlighted a number of considerations which has informed our proposed changes to assessment strategy. Specifically, the programme team considered:

1. Whether overall assessment burden for students could be reduced in any given semester
2. Whether terminal examinations were necessary for all modules
3. Whether modules entailing examinations should always involve a 60:40 exam:CA split
4. Whether examination times need to involve a three from five question structure in 2.5 hours
5. Which examples of innovative assessment should be retained, and which should be removed, modified, or replaced.

Based on this analysis the team proposes to implement the following changes across the programme:

1. Reduce the number of assessments on programme overall and including a reduction in workload involved (e.g. reducing expected word counts for written assignments, or changing assignment types – see later Section 5.10 for a summary of these changes)
2. Change the following modules to become 100% CA: *Introduction to Statistics, Applied Statistics, Workplace psychology, Psychology of Thinking.*
3. Where there is an examination component in modules, to change the breakdown of CA:Exam to 50:50 to reflect a more equal emphasis placed on assessment and examinations.
4. Change the requirements of essay-based terminal exams to typically involve the completion of 2 questions in 2 hours, as opposed to 3 questions in 2.5 hours
5. Include more diverse and applied assessment types including problem based learning activities (*Psychology of Learning and Behaviour Analysis),* case study development (*Workplace psychology*), health interventions (*Health Psychology)* and group debates *(Evolutionary and Cross-Cultural Psychology*) among others.

6. Include more diverse terminal examination strategies for some modules such as the use of short-answer questions, unseen journal articles, and ethics form completion.

The assessment strategy for the programme is further detailed in section 5.10.

3.1.4 Minor changes to learning outcomes for some modules

Programme review has afforded the programme team the opportunity to fully reflect on the scope of all modules. With this in mind, there have also been a number of minor changes proposed to the phrasing of some MILOs and indicative content for certain modules. Regardless of whether any formal changes have been proposed however, in all modules staff continually review resources available and regularly update these on a yearly basis (e.g. reading material, both in terms of core texts, recommended reading, and online resources). In addition, lecturers keep up to date with developments in the relevant sub disciplines and therefore take a flexible approach in terms of the delivery of module content and coverage of certain topics. While it is not anticipated that any major changes will occur in terms of the LOs, assessments strategy and indicative content of the modules over the next five years, it is possible that there may be minor changes regarding content and assessment, given the ever-changing nature of the discipline and fields of study. More detail on the teaching, learning and assessment strategies for each of the modules is provided in section 6.

3.2 Education and training needs met by the programme

A core goal of the programme is that graduates exit with a professionally recognised undergraduate degree in psychology which will enable them to pursue further postgraduate study and training should they choose to do so. In addition, the programme aims to enable graduates to enter a range of employment paths through the development of a number of transferable skills which are useful in a wide variety of educational and employment contexts. When analysing the two cohorts of graduates from the programme so far, it can be seen that many are engaged in further postgraduate study or employment (see section 3.11) which is evidence that the programme is successful in achieving this aim

The skills developed on the programme are identified as:

- Communication
- Critical thinking
- Scientific literacy and statistical analysis
- Flexibility and creativity
- ICT skills
- Problem solving
- Project management
- Self-management
- Team work and leadership

Table 9 outlines these transferable skills in detail. As well as providing a description of what these involve, this table also gives more detail on how these skills are central to the programme along with evidence for their development across various modules and assessments. To support this, the employers contacted (see section 3.3.5) valued a number of these skills.

3.2.1 Table 9: Transferable skills developed in the programme

Skills developed	Description	Evidence of skill in the programme and MIPLOs	Example of assessments which require skills
Communication	Ability to be an effective listener, to communicate effectively orally through discussions and presentations, to communicate clearly in written format.	The development of communication skills is embedded in all aspects of the programme. The ability to write academically is a core requirement for every module, with students required to communicate complex concepts and ideas effectively in written format. Oral communication skills are fostered through the use of multiple presentations which are embedded throughout the programme, as well as through the use of group work and in both formative and summative assessments. Reflecting the strong emphasis on communication skills, MIPLO2 states that graduates will be able to "*Communicate a comprehensive knowledge of diverse theories and research findings across a range of psychological subjects and specialisms.*"	The programme contains a range of written assignments including essays, reports and examinations which all rest on the ability to communicate effectively in written format. The ability to communicate empirical findings and compose written scientific reports is fostered throughout all stages of the programme. In particular, at stage two, in the *Psychology Labs* module, students gain proficiency in producing lab reports enabling them to appropriately disseminate future academic work. These skills culminate in the capstone project of the programme where students compose an undergraduate research piece in the *Final Project*. Presentations (both oral and poster presentations) are also part of the assessment strategy for a number of core modules such as *Applied Introduction to Psychology, Coaching Psychology, Applied Research Methods* and the *Final Project*. These skills are further embedded in a number of elective modules including *Applied Developmental Psychology, Workplace Psychology, Psychology of Thinking* and a range of business electives. In addition, the elective module *Evolutionary and Cross-cultural psychology* has a unique assessment strategy in that students are required to develop and engage in a group debate which further develops communication skills and perspective taking in a more dyadic context.
Critical Thinking	Ability to critically engage with material and to critically interpret and synthesise information	Thinking critically is an important aspect of the programme and is embedded in all modules both in summative and formative assessment. Critical thinking is also central to one of the core programme learning outcomes. Specifically, in meeting MIPLO4, graduates will be able to "*Evaluate theoretical and empirical work in order to formulate judgements and draw conclusions in various domains in psychology.*" This rests on the ability to critically reflect upon a wide range of theories and research in psychology.	Nearly all modules and their assessment require at least some critical thinking and this skill is developed over the course of the three stages of the programme. The requirement for critical thinking is reflected in the rubrics used across modules with higher grades contingent on the student's ability to display a level of critical reflection/thinking. For example, at stage one, in *Social Psychology,* students must think critically about how social psychology can be used to change or modify behaviour within society. Also, in *Lifespan Development*, students must be able to think critically about the different theoretical perspectives in understanding human development. At stage two, in *Personality and Intelligence*, students must investigate similarities and contrasts between different perspectives of the concept of personality while in *Psychology of Learning and Behaviour Analysis*, students must think critically about how the theories of learning can be applied to student learning during third level education. Furthermore, in the *Psychology Labs* module, students critically evaluate and explore methods to interrogate human behaviour relevant to several domains in psychology. The extent to which findings in the lab context may be extrapolated to everyday scenarios is a frequently occurring theme which students are invited to critically reflect on. Similarly, in *Biological Bases of Behaviour*, students must engage critically with the literature on stress in order to make sense of their own laboratory findings in a laboratory report. In the *Applied Research Methods* module, students are required to implement their critical

Skills developed	Description	Evidence of skill in the programme and MIPLOs	Example of assessments which require skills
			thinking skills by performing an ethics review on a mock research proposal, detailing potential ethical concerns that may arise from the proposed research.

At stage three critical thinking is fostered through a range of core and elective modules, for example, the elective *Educational Psychology* requires students to think critically about how theory and research informs policy and practice in addition to thinking critically about how contextual and psychological factors may impact on students learning across diverse educational contexts. Furthermore, students are supported in thinking critically about the effectiveness of educational and psychological assessment techniques and the efficacy of interventions in education in improving outcomes across diverse educational contexts. Similarly, in the *Applied Developmental Psychology* elective, students are supported in thinking critically about how theory and research in developmental psychology can inform applied interventions and policy, about the efficacy of interventions in areas applied areas and about the on-going research within the field. In the *Contemporary Neuroscience* elective, students must evaluate an unseen journal article in-class, and identify its strengths and weaknesses, based on their methodological and domain-specific knowledge.

Within terminal examinations, especially in stage three of the programme, students are typically asked to critically evaluate theories and research with the assumption that at this stage of the programme, students will have well-developed skills in critical thinking and reflection. |
| **Scientific Literacy and Statistical Analysis** | Ability to interpret and proficiently engage with scientific data, experimental design, and statistical analysis. | A core aim of the programme is that students develop a proficiency in statistical analysis and research skills, which in turn achieve should result in scientific literacy so that they may engage with and interpret a number of complex research findings. These set of skills are valuable and can have applications for a range of careers.

The development of this skill is reflected best in our MIPLO3 where graduates will be able to *"Demonstrate mastery in psychological research skills including systematic research design and statistical analysis"* | These skills are most clearly evident in the research methods and statistics modules, as well as in completion of the Final Year Project.

From stage one of the programme, students are required to become familiar with the scientific method and must learn to develop a research proposal in *Introduction to Research Methods* and compute a number of statistical tasks with an unseen dataset in *Introduction to Statistics.* Students develop a more advanced research proposal in stage two as part of the *Applied Research Methods* module.

Also in stage two, as part of the *Psychology Labs* module students gain vast experience in conducting experiments, analysing and disseminating results. In this module as in the *Biological Bases of Behaviour* module, students gain the opportunity to work with user generated data sets and develop their existing data analytic expertise to answer research questions in class.

At stage three, students are required to design their own theory-based intervention in the *Health Psychology* module, demonstrating their knowledge of experimental design. By the time they reach the final stage of the programme, |

Skills developed	Description	Evidence of skill in the programme and MIPLOs	Example of assessments which require skills
			students should have a strong working knowledge of research methods and statistics which will enable them to complete their own *Final Project*.
Flexibility/Creativity	Ability to be innovative and creative in thinking, willing to explore alternative approaches	Students are encouraged to think flexibility and creatively about a range of issues which includes thinking about the various applications of psychology in society. This openness in thinking has positive implications for a range of settings.

In emphasising the applications of psychology MIPLO8 specifies that graduates will be able to *"Articulate the role that psychology plays in a range of applied and interdisciplinary settings"*. | Flexible and creative thinking is evident in a number of modules. For example, in *Cognitive psychology* students must prepare a report which requires them to reflect upon the applications of the study of cognition in the real world. This assignment requires them to think creatively about the material.

At stage two, in *Coaching Psychology*, students must devise a character who requires coaching intervention to resolve a life problem. Students must then hypothetically take the character through the coaching steps necessary to help them, highlighting difficulties and successes along the way. In the *Applied Research Methods* module, students must propose their own research question, which requires innovation and creativity. In the *Health Psychology* module, students must develop their own theory-based intervention, which requires innovation within the confines of existing theory.

In the stage three core module, *Abnormal Psychology*, students are required to conceive of, and explore their own essay topic which requires creative and flexible thinking. Furthermore, in elective modules such as *Educational Psychology*, students are required to show flexibility in their applied experience in real world settings. Specifically, in this module, students are required to show creativity in the development of an Individualised Educational Plan based on an individual child's case study. Similarly, the development of a unique research proposal for hypothetical funding in *Cyberpsychology* requires innovative and creative approaches. Furthermore, In the elective module *Evolutionary and cross-cultural psychology* partaking in a debate necessitates flexible thinking and perspective taking, while the development of a poster presentation in *Psychology of Thinking* also fosters creativity. |
| ICT | Ability to use ICT skills to manipulate textual, numerical, and graphical information | The requirement to become proficient in ICT skills is evident for the completion of a range of assignments and tasks on the programme. Graduates will be proficient in a range of technical packages as well as developing more basic ICT skills.

While this is not articulated in one single MIPLO, this is a core skill that is developed over the course of the programme. This diversity of experience in a range of technical programmes ensures that graduates have strong ICT skills on exiting the programme. | All written assignments on the programme must be submitted via Moodle and Turnitin which requires students to develop a proficiency in basic word processing packages and IT systems. A number of more diverse assessments (such as oral or poster presentations) require the use of more visual media such as PowerPoint, MS publisher etc.

Beyond this, students are exposed to a wide range of experimental software packages through modules such as *Psychology Labs*. They gain proficiency in psychophysiological equipment in the *Biological Basis of Behaviour module*. Students also use specialist software such as the Sniffy Virtual Rat software. In addition, through a number of statistics based modules, students develop an advanced knowledge of SPSS which is then utilised as part of their *Final Project* |

Skills developed	Description	Evidence of skill in the programme and MIPLOs	Example of assessments which require skills
			and in other modules.
Problem solving	Ability to engage with complex problems and identify solutions.	Problem solving is required for students at all stages of the programme where students are faced with a number of problems to solve over, both in a formal setting (e.g. through particular specific assignments), and more informal/personal settings (e.g. through prioritising tasks and workloads, which feeds into the Self-Management skill discussed later).

Problem solving is reflected in MIPLO7 which states that graduates will be able to "*Exercise personal responsibility in adapting knowledge and skills acquired to address novel research questions and problems in varying contexts.*" | Problem solving skills are initially developed through the research methods and statistics modules where, for example, students must develop hypothetical research proposals in order to address particular research questions/problems.

In stage one of the programme, students in the *Applied Introduction and History of Psychology* module must work together to present a journal article to the class, without a prescribed format. In stage two of the programme, within *Coaching psychology* students must work together to solve a particular case study, while in the *Psychology of Learning and Behaviour Analysis* module, part of the assessment requires students to complete a number of weekly Problem Based Learning (PBL) activities which have many applications for real life. In the *Biological Bases of Behaviour* module, students engage in a laboratory experiment, collect data, and are given a user-generated dataset to explore and base a laboratory report upon. Students are not given the hypotheses for the experiment and must use their existing domain-specific knowledge, and observations of the experiment, in order to develop these and create a data analysis plan accordingly.

Problem solving skills are further harnessed through the range of elective offerings in stage three as well as core modules such as *Health Psychology* where students must develop a health intervention which rests on strategic thinking as well as problem solving. These skills are also further developed in completion of the *Final Project*, where students must collect data in order to address a research problem. |
| Project Management | Ability to develop, implement and manage empirical projects effectively and efficiently | In learning to become proficient psychological researchers, students must be able to manage a number of projects relating to work both within and outside of the discipline.

This skill is reflected in MIPLO5 where graduates will be able to "*Apply relevant professional and ethical standards in the planning, execution and dissemination of research.*" however project management skills go beyond those related primarily to research endeavours. | A number of modules require project management skills such as database searching, conducting literature reviews, synthesizing and interpreting large amounts of information, developing and conducting new research, as well as being able to conduct data analysis, and interpreting research results. In the *Psychology Labs* module each of these separate domains are integrated in the lab report assignments which are completed frequently throughout the semester.

In the elective *Educational Psychology*, students are required to manage a real world empirical project within the community effectively and efficiently as part of their applied experience.

The most obvious example of project management is in the completion of the *Final Project* where students must independently conceive of, develop and manage their own research project. |

Skills developed	Description	Evidence of skill in the programme and MIPLOs	Example of assessments which require skills
Self-Management	Ability to manage own learning and performance through goal setting, prioritisation, time management and stress management	The completion of assessments for all modules rests on necessary self-management skills whereby students must learn to balance a range of commitments. The previously mentioned MIPLO7 notably requires students to *"Exercise Personal Responsibility"* which clearly requires students' to take personal accountability for their own learning.	Students are presented with an assessment schedule at the start of each semester so they are aware of the timing and nature of their assessments. They must then independently manage and plan their workload in able to effectively reach a number of deadlines in addition to meeting balancing demands in their personal lives. Skills such as time management are vital in managing all aspects of the programme, whether this be class attendance, assignment completion, or managing time effectively in terminal examinations. The college offers a range of supports in helping students manage their own learning effectively. Counselling support is also available where necessary. These supports can assist students in self-management so that they can successfully navigate any challenges that may ensue.
Team Work and Leadership	Ability to work as part of a group with strong intrapersonal skills and leadership skills.	Students must be able to communicate in a range of settings given that group work and interaction with peers and lecturers is central to the programme. This skill is also reflected in MIPLO6 where graduates will be able to *"Demonstrate an ability to work effectively in a team environment and take accountability for decisions"*	A number of summative assessments rest on the completion of group work which requires students to take on different roles, while also leading on certain aspects of a project. This is best epitomised in the *Coaching Psychology* module whereby students must work together in a group to conceive or, solve, and present a case study. Group work also forms part of the workload in stage one, within the *Applied Introduction and History of Psychology* module, whereby students must work together to deliver two continuous assessments. Students collect data as a group in the *Biological Bases of Behaviour* module at stage two, and work together to develop a theory-based intervention in the *Health Psychology* module at stage three. Less formal assessments and tutorials also rely on group work and as such this skill is embedded in the programme. Students are regularly encouraged to work in groups to address certain problems thereby fostering their team work and leadership skills.

3.2.2 Volunteering opportunities for students

To complement the development of transferable skills, students are actively encouraged to engage in volunteering activities outside of the college learning environment. Though this is not a formal requirement of the programme, the value of gaining additional applied experience is strongly emphasised by the programme team. Where possible students are made aware of opportunities for volunteering with organisations such as Alzheimer's Café, Dublin Rape Crisis Centre, Spirasi, Aware, Childline, Samaritans, Pieta House, among others.

Members of the psychology team are actively involved with some of these organisations. For example, Dr Philip Hyland collaborates closely with the **Dublin Rape Crisis Centre** (victims of sexual assault), and **Spirasi** (refugee and asylum seekers in Ireland who have been subjected to torture and extreme interpersonal violence). Participation with such non-academic partner organisations further enhances the development and delivery of modules on the programme, as clinical staff from both organisations speak to the students as part of the Abnormal Psychology module. Utilizing these collaborations, students are encouraged to volunteer with both organisations throughout the course of their degree. Through volunteerism with the organisations, students have the opportunity to build relationships with the clinical staff, and the individuals who attend these organisations, which in turn can open opportunities for research work that can comprise their final year project.

Similarly, Dr Joanna Power collaborates with **Alzheimer Café** which is an informal support group for anyone affected by dementia. The "cafe" is so-called because guests are invited to attend a cafe setting once a month, with their loved ones, to have refreshments and listen to a guest speaker discuss an aspect of dementia, dementia care, or related topics. Joanna was a founding member of the cafe in Glasnevin in 2012 and has been running it with a multidisciplinary committee since (including 2 psychologists and a psychotherapist). Students are encouraged from 1st year to volunteer, especially if they are interested in pursuing a career in clinical psychology. The cafe represents one way in which students can gain valuable experience with families affected by dementia. All student volunteers are supervised by the committee, and are encouraged to engage to the extent that they feel comfortable. For some volunteers, this means pouring coffee, while others are more comfortable sitting and talking with the cafe visitors. In attending the cafe, volunteers get an understanding of the diverse community applications of psychology."

Other volunteering opportunities for students can be facilitated through **Niteline,** which is a listening, support and information service run by students for students. As indicated by Niteline themselves all volunteers develop valuable skills, offering a number of personal and professional opportunities. Skills developed from volunteering for this service include:

- Active listening
- Leadership skills
- Understanding others
- Understanding a diverse range of issues
- Event management
- Communication and public-speaking skills
- Teamwork, and,
- Emotional resilience

Such skills that are developed during volunteering complement the transferable skills achieved by learners on the BA (Hons) Psychology programme. Opportunities such as this are highlighted by the college, the careers service, and the programme team.

3.3 How the programme and its intended programme learning outcomes were conceived, researched and developed

The programme was initially developed in 2012 so the goal of the current programme review was to systematically appraise whether the programme was functioning well in its current form, and whether any changes needed to be implemented to enhance this. The development process was guided by input from a number of stakeholders and consideration of various issues and constraints. This process is outlined in more detail in the self-evaluation report however some of the key sources consulted in this review, as well as the feedback from key stakeholders, are also outlined below.

3.3.1 Learner feedback

The team consulted a range of different sources of learner feedback in conducting the review of the programme which are outlined in more detail below.

3.3.1.1 Class reps meetings

The college has a class reps policy whereby each student cohort elects two representatives whose roll it is to represent the class on academic issues. Regular meetings are held with class reps and programme directors, as well as college support staff (e.g. student support services, library and IT staff). In these meetings students have the opportunity to raise any issues of concern with the relevant staff members and actions are taken where appropriate.

In the five years since the psychology programme has been running, the class reps have been largely positive on the programme with no major issues uncovered. On the occasion when concerns have been raised (e.g. regarding access to IT services or the delivery of student feedback), these issues are dealt with by the relevant personnel. However, it is acknowledged that this is only one means of learner feedback, which is likely subject to a number of biases and flaws. Currently in NCI the class representative system is being reviewed to establish if this might be more effectively managed and delivered in the future.

3.3.1.2 Ongoing module feedback

As part of the quality assurance process, learners are regularly asked to reflect on every individual module that they are currently taking. Typically, this data is gathered in week 8 of each semester. Here students are asked to rate their agreement with a number of statements relating to various aspects of the modules studied on a 6-point scale, ranging from strongly disagree (1) to strongly agree (6).

As part of the review process, the data collected on all module feedback between the academic years of 2012/2013 – 2015/2016 has been collated (total N = 391). Figure 4 displays a summary of the seven global indices, while a more detailed analysis of each of the questions posed as they relate to each of these indices is displayed in Figure 5.
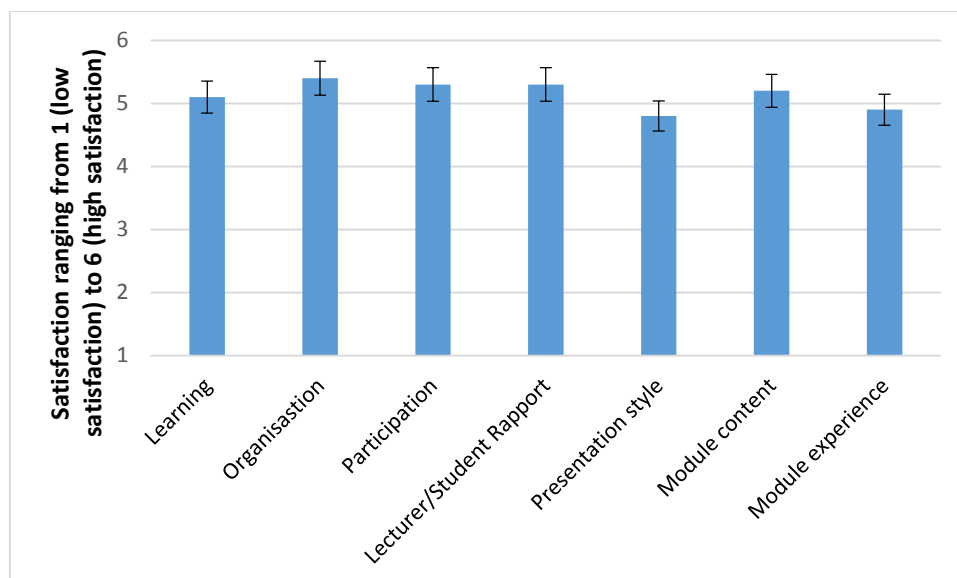
Figure 4: Amalgamation of all module feedback (N = 391) from the years 2012/2013 to 2015/2016

1. Learning

1.1) I found the module intellectually challenging and stimulating
Strongly Disagree — 0.8% 2.4% 7% 17.2% 33.2% 39.4% — Strongly Agree
n=373 av.=5 dev.=1.1

1.2) My knowledge of the subject has increased as a consequence of this module
Strongly Disagree — 1.1% 0.8% 2.7% 13.5% 34.3% 47.6% — Strongly Agree
n=370 av.=5.2 dev.=1

2. Organisation

2.1) I received a module descriptor, course outline or syllabus
Strongly Disagree — 1.6% 1.9% 4.8% 7.7% 23.5% 60.6% — Strongly Agree
n=378 av.=5.3 dev.=1.1

2.2) Module materials are well prepared and organised.
Strongly Disagree — 1.1% 1.6% 2.4% 8.4% 28.9% 57.6% — Strongly Agree
n=380 av.=5.4 dev.=1

2.3) Module objectives agreed with what was actually taught
Strongly Disagree — 0.5% 1.1% 1.9% 9% 29.7% 57.8% — Strongly Agree
n=377 av.=5.4 dev.=0.9

3. Participation

3.1) I feel there is adequate opportunity to participate in tutorial sessions
Strongly Disagree — 1.1% 0.5% 5.3% 12.5% 28.3% 52.3% — Strongly Agree
n=375 av.=5.2 dev.=1

3.2) Students are encouraged to ask questions and are given meaningful answers
Strongly Disagree — 0.5% 1.3% 3.5% 10.5% 25.2% 59% — Strongly Agree
n=373 av.=5.4 dev.=1

4. Lecturer/Student Rapport

4.1) Lecturer encourages students to seek help/ advice in or outside of the class

Strongly Disagree — 1.1% 4% 3.4% 10.3% 25.1% 56.2% — Strongly Agree
n=379 av.=5.2 dev.=1.1

4.2) Lecturer gave honest feedback & coaching

Strongly Disagree — 1.3% 1.6% 4% 9.9% 24.9% 58.3% — Strongly Agree
n=374 av.=5.3 dev.=1.1
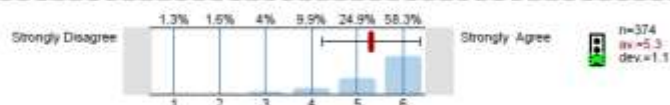
5. Presentation Style

5.1) Presentation style helped me give my attention in class.

Strongly Disagree — 1.9% 4.8% 8.5% 18.1% 28.7% 38% — Strongly Agree
n=378 av.=4.8 dev.=1.3
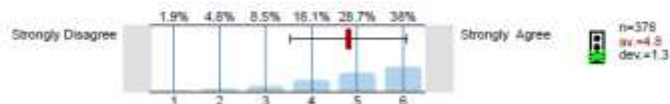
5.2) Different styles of presentation were used when appropriate

Strongly Disagree — 1.6% 2.6% 8.7% 21.6% 29.8% 35.6% — Strongly Agree
n=379 av.=4.8 dev.=1.2

6. Module Content

6.1) Module content was at an appropriate level of difficulty.

Strongly Disagree — 1.1% 0.5% 6.1% 15.1% 37.4% 39.8% — Strongly Agree
n=377 av.=5.1 dev.=1
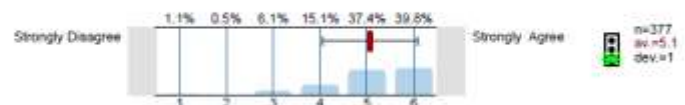
6.2) Module material was of high quality and up to date

Strongly Disagree — 0.5% 0.3% 3.5% 9.6% 33.1% 53.1% — Strongly Agree
n=375 av.=5.3 dev.=0.9
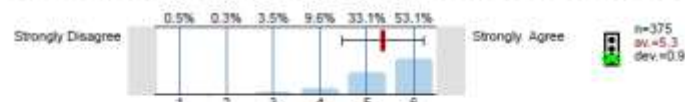
7. Module Experience

7.1) I am comfortable with the amount of material covered

Strongly Disagree — 1.1% 3.4% 6.1% 20.4% 31% 37.9% — Strongly Agree
n=377 av.=4.9 dev.=1.1
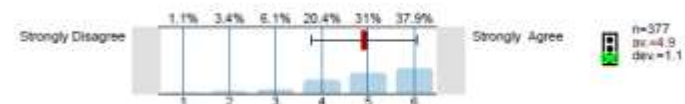
7.2) I put the required effort into this module

Strongly Disagree — 1.1% 2.1% 10.1% 24.5% 40.8% 21.3% — Strongly Agree
n=375 av.=4.7 dev.=1.1
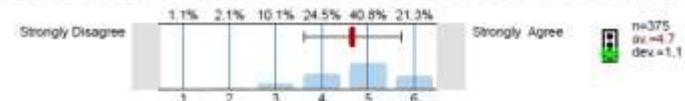
7.3) I have a clear idea of what is expected of me in this module

Strongly Disagree — 1.3% 2.7% 4% 16% 40.1% 35.8% — Strongly Agree
n=374 av.=5 dev.=1.1
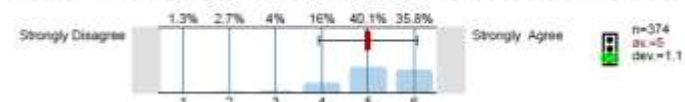
7.4) Module time was well used

Strongly Disagree — 1.3% 1.9% 4.6% 17% 36.1% 39.1% — Strongly Agree
n=371 av.=5 dev.=1.1

7.5) I feel that the assessment structure in this module was appropriate.

Strongly Disagree — 1.9% 2.7% 4.3% 15.6% 29.6% 46% — Strongly Agree
n=372 av.=5.1 dev.=1.2
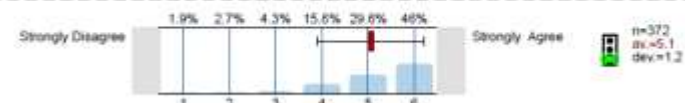
Figure 5: Amalgamation of individual responses to questions for each module

Though not presented here, learners are also given the opportunity to include qualitative comments on their module feedback. These comments are delivered to the relevant lecturer and are used to inform future deliveries of the modules.

The data presented in Figures 4 and 5 combines all cohorts and years however analysis of the individual groups revealed that these trends were consistent for each year of the programme examined. It can thus be concluded that learners on the programme have been very positive regarding their module experiences. A minor caveat to note however is that this survey is completed on a voluntary basis, so response rates may not be as high as would be desired by the team. Given this, the team decided to undertake a more representative survey of the programme by those who were currently enrolled.

3.3.1.3 Programme level survey

As part of the programme review process, the programme team, in consultation with the QA department, designed a survey in order to get feedback on students on the structure and content of the programme. Unlike the typical means of online administration which is used for collecting module feedback, this survey was administered to all student groups in class towards the end of semester 1 with a view of getting a more representative sample of those studying across all stages of the programme. In total, 109 number of responses were received which accounts for over 50% of registered students. This survey involved both quantitative and qualitative elements, the broad descriptive results of which are detailed below.

Student engagement

Students were asked to report on a number of measures of engagement over the course of the academic year including their attendance, participation, use of college resources, and average hours of study per week. As can be seen from the table below, most students reported being reasonably engaged with the part-time group more likely to report high levels of attendance and active participation in class. Encouragingly, all students surveyed reported making at least some use of student resources, however only a small number reported spending more than 12 additional hours studying per week.

Table 10: Self-reported student engagement (N = 109)

Measure	Overall	Full-time (n = 83)	Part-time (n = 26)
Attendance			
Less than 50%	3.1%	2.7%	4.0%
50-90%	50%	50%	26.1%

More than 90%	46.9%	34.5%	69.6%
Active participation			
Never	13.8%	18.3%	0%
Sometimes	55.3%	62.0%	34.8%
Regularly	30.9%	19.7%	65.2%
Use of NCI resources			
Never	0%	0%	0%
Sometimes	13.5%	13.5%	13.6%
Regularly	86.5%	86.5%	86.4%
Average weekly study			
Less than 4 hours	25.3%	28.8%	13.6%
4-12 hours	67.4%	64.4%	77.3%
More than 12 hours	7.4%	6.8%	9.1%

Overall student satisfaction

Students were also requested to reflect on their overall satisfaction with the programme as rated on a series of 6-point scale questions ranging from strongly disagree (1) to strongly agree (6). Thus higher scores indicate higher levels of satisfaction with various aspects of the programme Results for the whole cohort are displayed in Figure 6 while Table 11 shows a breakdown or responses per cohort.
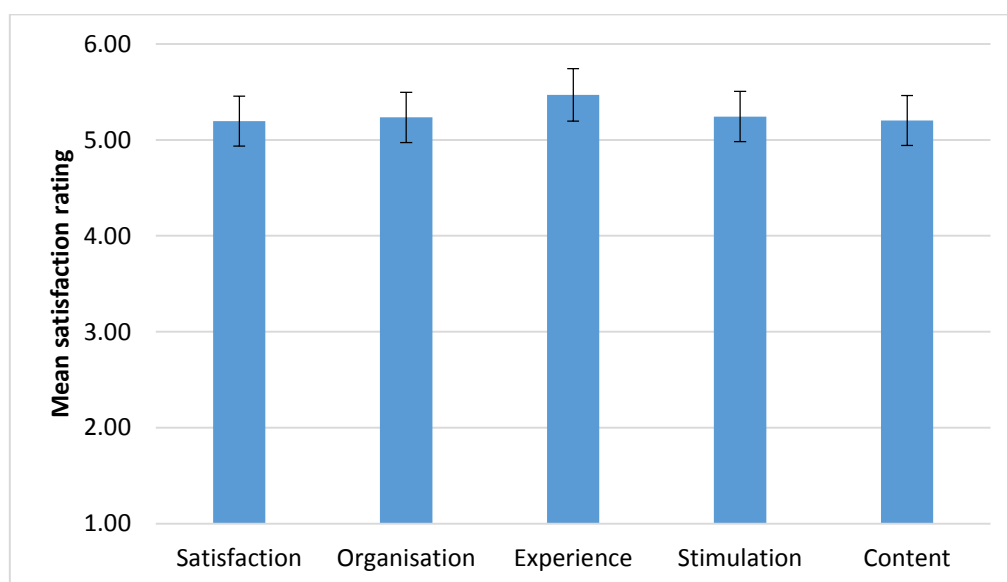
Figure 6: Overall satisfaction with programme. See below table for specific questions that relate to these five indices

Table 11: Student satisfaction across the five student groupings (range 1-6)

	1st year FT (n = 39)	2nd year FT (n = 21)	3rd year FT (n = 24)	1st year PT (n = 12)	2nd year PT (n = 14)
I am satisfied with my learning experience on this programme.	5.13	4.56	5.00	5.64	5.27
The course is well organized and is running smoothly.	5.16	4.74	4.75	5.40	5.38
My overall educational experience at NCI is	5.55	4.84	4.91	5.90	5.58

positive.					
I find this programme of study stimulating.	5.24	5.05	4.96	5.33	5.31
The content of this programme is appropriate.	5.18	5.00	5.00	5.33	5.25

Taken together, this illustrates that students on the programme were generally very satisfied with the experience. Examination of the different cohorts illustrated that the second year students displayed slightly lower scores than the other groups, although this could be attributable to many factors which are later discussed.

Learner and staff support

Students were also asked a number of questions regarding their experience with teaching and support staff, as well as whether they felt they were interacting well with students on the programme. As can be seen from the below figure, students generally reported positive experiences on all most of these aspects. Not all students reported that they knew where to get support for the programme however. This is something which should be reflected on in the context of programme review as the college has a number of means of support available to students (stated elsewhere in the document). It is possible that greater transparency regarding these supports and their availability could be communicated to students at an earlier stage of the programme.
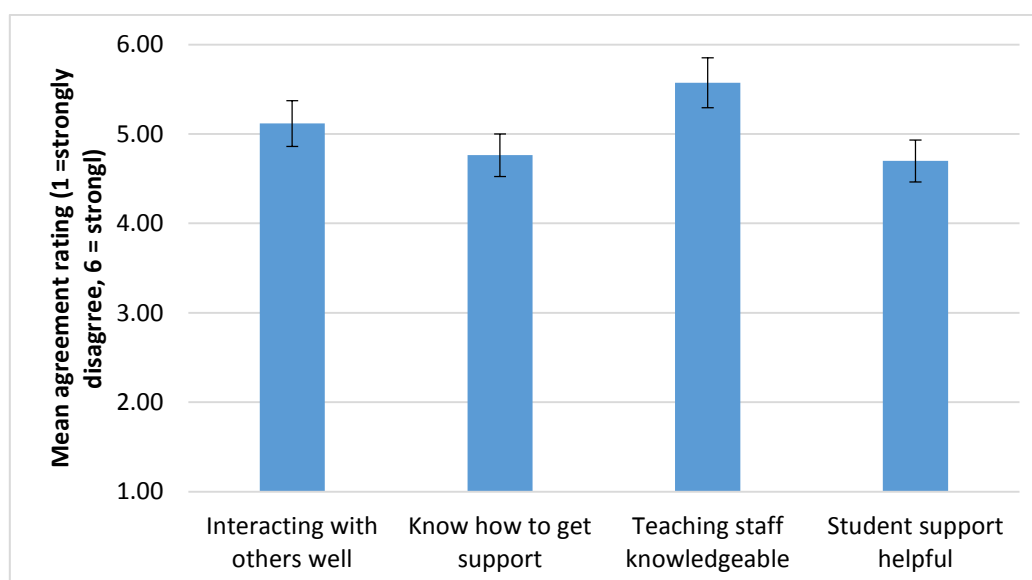
Figure 7: Interaction with others on the programme

Though not displayed here, the responses to this set of questions were similar for all groups although the second year full-time cohort had slightly lower scores than the other cohorts, which is keeping with the data presented in Table 11.

Assessment

An important aspect to consider as part of the programme review is the assessment strategies employed across modules as well as the effectiveness of feedback mechanisms for assessment. To this end we also asked students to reflect upon this element of the course in a number of questions. The results are displayed in Table 12, both for the overall group and for each specific cohort.

Table 12: Assessment and feedback across all student cohorts

	1st year FT (n = 39)	2nd year FT (n = 21)	3rd year FT (n = 24)	1st year PT (n = 12)	2nd year PT (n = 14)	
The criteria used in marking have been clear in advance.	**4.82**	**4.47**	**4.55**	**4.45**	**5.08**	**4.68**
Assessment arrangements and marking have been fair.	4.91	4.59	4.27	4.80	5.23	**4.76**
Feedback on my work has been prompt.	4.69	4.16	4.14	5.50	4.75	**4.65**
I have received detailed comments on my work.	4.53	4.38	4.27	5.00	4.23	**4.48**
Feedback on my work has helped me clarify things I did not understand.	4.36	4.18	4.33	5.10	4.15	**4.43**

As can be seen, in comparison to scores on earlier items pertaining to overall satisfaction with the course, satisfaction with assessment was slightly lower. Although the majority of students were reasonably satisfied with the assessment strategies and marking, these results may suggest that more attention could be paid to feedback mechanisms surrounding assessments. Interestingly, those in the part-time group reported higher levels of satisfaction regarding feedback and comments than the full-time group. This may be because this cohort of students is more likely to engage with feedback and seek further clarification on issues. However, the slightly lower satisfaction regarding assessment has influenced our proposed changes in assessment strategy, whereby we aim to reduce the burden of assessments for students. This is a particular concern for students at stage two of the programme which may account for their slightly lower satisfaction ratings for this in comparison to the other cohorts.

Further career and study

Students were also asked to reflect on whether they felt they were improving their career prospects by undertaking the programme given that an important goal is to ensure that students leave with a wide variety of transferable skills. The majority reported that they were, with slightly higher scores reported for those students in the part-time programme. This may reflect a greater motivation for part-time students to undertake the programme due to a desire to change or further their career.
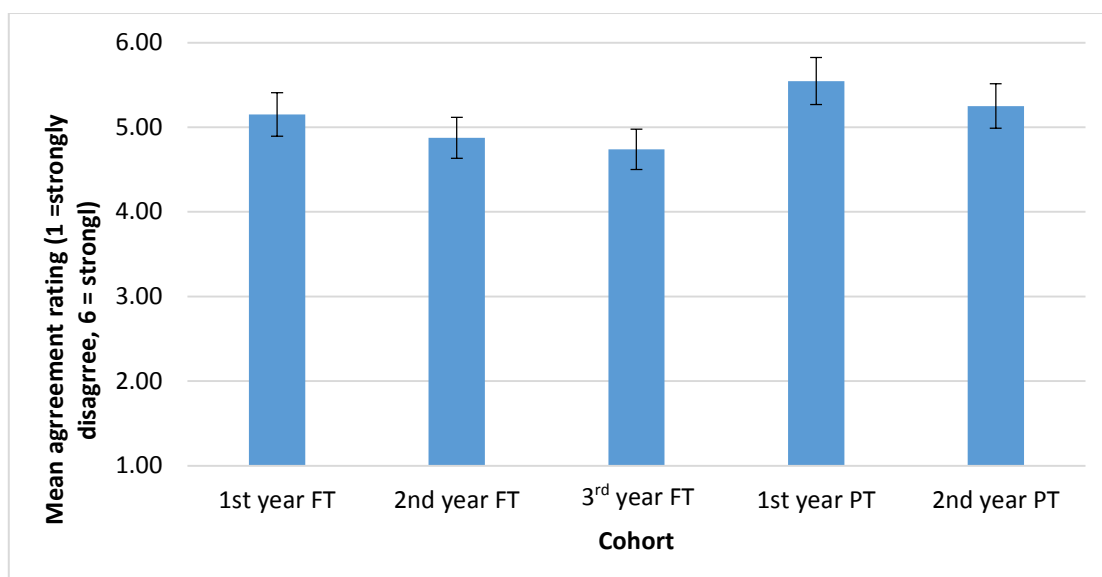
Figure 8: Mean response to the question "I am improving my career prospects by undertaking this programme"

Students were also asked to reflect on whether they would be interested in pursuing further postgraduate education in psychology, as rated on a 4-points scale (not at all interested to very interested). The figure below shows the proportion of students who responded to the various four options. As can be seen here, the majority of students expressed a strong interest in pursuing postgraduate education in psychology with very few indicating that they had no interest in all. The third year full-time group expressed the least interest, although this may be because this group has a clearer idea of what they are going to do following graduation. In addition, it would be expected that many graduates will enter employment following the programme, as is also evidenced from the earlier presented careers data.
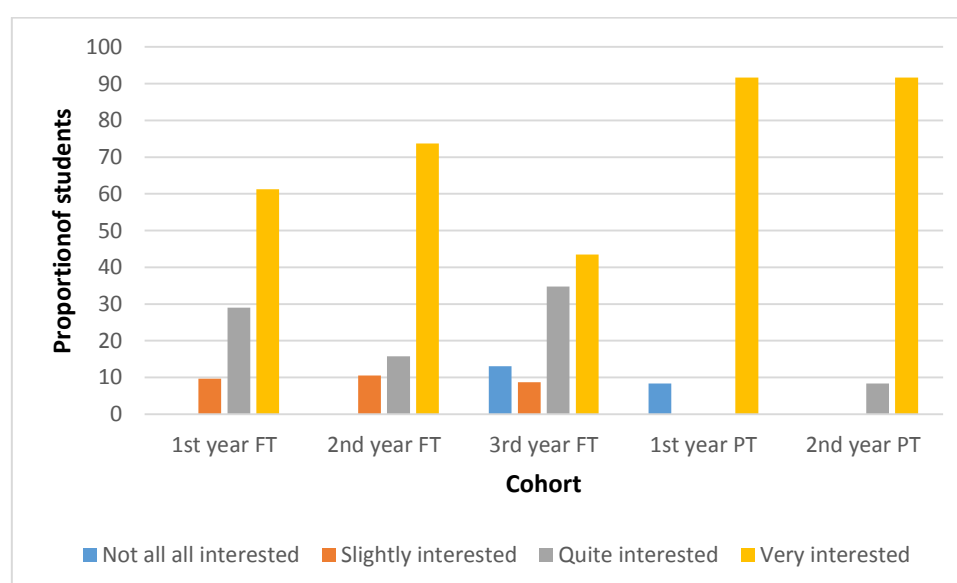
Figure 9: Proportion of students specifying different levels of interest in pursuing postgraduate education

3.3.1.4   Qualitative feedback

In addition, students were asked two open-ended questions which were designed to aid in the programme review process:

1. What are the aspects of the programme that you enjoy most? Why?
2. Which aspects of the programme might be improved? How?

Students response were thematically analysed with the core findings detailed in the tables below along with sample responses to support each theme.

3.3.1.5   Table 13: Perceived positives of programme

Themes	The students highlighted the following as aspects they enjoyed the most
Lecturers	• "Lecturers are very knowledgeable, diplomatic and kind" • "Lecturers are enthusiastic" • "Lecturers are open-minded and students can easily express their opinions" • "Good interaction with lecturers and students" • "Lecturers are very engaging and helpful" • "There has been good effort to make the topics interesting and accessible" • "The lecturers are very professional and always have a proper answer to your questions" • "Lecturers are approachable" • "The lecturers encourage critical thinking" • "The lecturers are friendly and approachable- they are willing to take the time to talk to you"
Modules and content	• "Relevance of content to everyday life and the applied/practical nature of the content" • "The content is interesting and accessible" • "There is a good mixture of teaching methods such as slides, video, discussions, group work" • "I prefer the scientific approach to psychology as opposed to other colleges psychoanalytic approach" • "The access to moodle is very practical and useful – good notes and reading material" • "The content is challenging, but not inaccessible" The modules that students favoured the most were social psychology, criminal psychology, biopsychology, developmental psychology and the history of psychology. However it should be noted that all of these modules took place in semester 1, therefore those in semester 2 were not considered here.
Class structure	• "The class size is comfortable and makes it easier to participate" • Interactive discussions, group work and lectures: "I enjoy the interaction we have in class. There are class discussions giving feedback on what we would have done. This is so helpful to me as an individual because I at least know what I have understood" • Guest lectures • Tutorials
Assessment	• "Clicker is a good test of learned knowledge" • "I enjoy when the modules are graded by more than one approach" • "I like to 100% CA modules as they are interactive and cover learning material well" • "I like the detailed marking and the fair assessment provided" • "I enjoy the time frame available before assignments are due. It provides more time to reflect and do the best possible for the given work"

3.3.1.6   Table 14: Areas of programme that could be improved

Themes	The students highlighted the following as aspects of the programme that could be improved

Timetabling	Timetabling of lectures was the most frequently cited complaint from students. Comments made included: • "Less long breaks through the timetable if possible – more classes on the one day" • "The timetable was probably a big contribution to absences this semester" • "Having three one-lecture days is deterring and pointless" • "If there is a problem with lecture timetable, it should be communicated quicker"
Feedback on assignments	Assignment feedback was the second most cited complaint from students. More thorough feedback was requested both on how the student did in the assignment and on what was expected from the student when the assignment was given. Comments made included: • "Without good feedback it's hard to improve" • "Feedback could be clearer and more specific" • "More help in relation to assignments…be more clear of what is being asked" • "I feel there is not a lot of emphasis put on how to improve marks, or pointing out mistakes made, so that we can be aware of them in the future"
Lectures	Certain aspects of lectures were highlighted as needing improvement, including: • Breaks: "Need a break in the two hour lectures" • Time management/ class structure: "The time management within some of the lectures could be better"; "Some class structure not as professionally put together as should be" • Repetition: "A lot of repetition – can make me feel like I've wasted my time coming in" • Presentation style: "Different forms of teaching instead of just powerpoints" • Advanced developmental psychology – too much focus on ELI and not enough on development: "The advanced developmental module should be less focused on the work of ELI and more focused on how a child develops" • Notes/ lecture slides should be posted earlier on moodle "Have lecture slides available in advance of class" • Lecture pace: "Go slower in class so there's more time to understand each topic properly"
Other skills requested	Some students requested extra workshops and further skill development in the following areas: • Practical work • Creative work • Group work • Academic writing • Understanding research papers • Report writing
Library	Some students requested a greater quantity of books and more online resources for accessing journals.

The programme team have carefully reflected on this feedback, and in particular the areas that students feel could be improved. The most common complaint regarding timetabling of the full-time programme is unfortunately outside the remit of the team at present, however

this has been fed back to the college's central timetabling office and should be taken into consideration for future deliveries.

Regarding assessment, the team have acknowledged that some students expressed concerns over feedback. However, it should be noted that, when interpreting the quantitative data, most were satisfied with the level of feedback received (indeed examination of the positive qualitative comments revealed that many were happy with the detail in feedback received). It should also be noted that this survey took place towards the end of semester 1 when students may have been waiting for feedback on assignments. It is general policy that feedback is delivered within two weeks so this is a deadline which the team endeavours to stick to.

The comments regarding teaching and learning were generally very positive with students enjoying the modules and the content covered. While some expressed concerns over presentation styles, others acknowledged that they enjoyed the range of teaching strategies employed. In terms of one particular module in Advanced Developmental Psychology, there are some proposed changes to this which also take into account the comments made.

Some students made suggestions for other skills and training that they would like to receive, however many of these are embedded within existing modules, and/or are available as extracurricular supports for students within the college (e.g. through the "Getting to Grips" academic sessions). The programme team acknowledge that perhaps the presence of these sessions could be made more visible. The availability of resources in the library may have been an issue for this year's first year students given that the numbers were larger than anticipated. In light of this, the library will make more copies of core texts available. The team are also moving more towards a greater use of online resources (e.g. through the provision of eBooks and online journals) which will reduce the demand for physical texts in the future.

3.3.2   Graduate feedback

As is evidenced from the data presented in Section 3.5, many of the graduates of the programme are successfully engaged in further postgraduate study or employment, which suggests that the programme prepares them well for the future career.

In addition, as part of the review, feedback on the programme was directly sought from graduates. Specifically, a number of former students were consulted with regards to their experience on the programme in terms of perceived strengths and weaknesses. They were also asked to reflect on whether undertaking the programme had been useful in their current career. All the graduates contacted were either currently enrolled in postgraduate programmes in other institutions or were in full-time employment.

3.3.2.1   *Relevance of programme to current career*

All those who responded noted that the knowledge and skills they had accrued over the course of the programme had been of great benefit in their current position. For example, one graduate engaged in postgraduate study noted:

> *"I personally feel that the psychology programme at NCI has been of significant help as it has allowed to me to reach my current position as a PhD student. I feel that the wide range of modules that are offered at NCI granted me the opportunity to discover the vast and extensive areas of psychology, which allowed me to effectively decide which of these areas I found to be the most intriguing and suitable to my skills and talents. I also felt that the variety of assignments (such as lab reports and poster presentations) significantly aided my career development as they allowed me to greatly enhance the necessary skills of a researcher that are required within the field*

of psychology. There was also a great deal of emphasis put on subjects such as statistics that will greatly help the future career of any psychologist."

Similarly, another graduate pursuing research stated:

"....the psychology programme at NCI offered me a greater insight into the process of conducting impactful psychological research. Before enrolling at NCI my knowledge of psychology was broad and misguided, however, upon graduating from the psychology programme my understanding of the different aspects of psychology and my ability to carry out research have helped me to obtain a place on a psychological research PhD programme."

In addition, one current PhD student who is also teaching in psychology noted that…

"I still refer to materials and work from then (sometimes when writing, but especially when searching for inspiration on preparing for tutoring and demonstrating sessions). Many of the assignments were in retrospect, quite practical exercises, easing the transition to future writing and analysis in further levels of study. Though most of all the staff had been very helpful and supportive both during the course and since graduating."

Graduates contacted who were in full-time employment also reported great value from the career. For example, one graduate who is currently employed in animal welfare following a masters in the area mentioned some of the valuable transferable skills gained on the programme. Specifically, she noted that…

"… The skills I learned in my psychology degree e.g. critical thinking, reviewing relevant literature etc., helped me a lot in my further education after leaving NCI. In terms of my current career, my degree gave me invaluable skills such as efficient team working, leadership skills, insights into group work and conflict resolution, problem solving and goal setting, a positive attitude and work ethic [sic] that I feel have helped me become a valuable asset to my current company."

Another graduate similarly stated the relevance of the programme to her current career in youth work and was able to explicitly mention some modules that were particularly relevant to this field.

"I definitely think that my degree has helped me tremendously in my current career. I work with juvenile delinquents and at risk kids with a prevention programme. I facilitate evidenced based CBT groups to help the youths with their decision making process.

I think that Personality and Individual differences, Coaching Psych and Lifespan development really helped me with these aspects in my career. "

Another graduate in employment expressed value in the relevance of her studies for her current career in retail management. She noted that she had benefitted from the programme as it taught her….

"….many important communication methods…..really allows me to take a well-rounded view when faced with a problem that others may attach some more bias toward. The modules themselves were quite broad and allowed us as student psychologists an insight into very different types of further psychology topics of interest. Overall I feel happy with how the course went and the structure was well-planned and organised with great supporting staff and lecturers when needed. Particularly in my line of work now as part of retail management social psychology and organisational behaviour as well as statistics and research methods have all helped me particularly in my day to day tasks. What I have tried to integrate in my

job would be coaching psychology to plan out long and short term goals etc. and to further enhance my staff be the best they feel they can be at their job.

In sum this feedback illustrates the range of skills that were developed by students over the course of the programme which showcases the range of directions graduates from the programme may follow.

3.3.2.2   Key strengths of programme

Aside from those points mentioned above, graduates reported a number of additional strengths in relation to the programme. In particular, graduates had high praise for the staff, teaching and learning strategies (in particular small group discussions), and the range of modules studied.

Examples of strengths perceived by one graduate included:

"Excellent staff in the psychology department. Attentive and engaging lecturers who take the time to help students with any issues they have. Also alongside the typical delivery of lectures, there was frequently an element of discussion amongst the class encouraged when time or subject matter allowed."

Similarly, another graduate noted that the aspect of the programme they enjoyed the most was that:

"the lecturers actively encouraged discussion and debates around various different topics within psychology. As the size of each class was generally small, I felt that this greatly aided me in attaining a clear, extensive and comprehensive understanding of the course content. I also felt that the lecturers provided excellent support and were very approachable for any issues concerning the course and what to do after the degree. "

Another former student stated that the modules offered were extremely interesting and also *"tremendously practical for helping to offer students an experience of the many career paths accessible"*

This student also noted that:

"the small size classrooms and subsequent accessibility of lecturers created a pleasurable environment in which to learn. I believe these surroundings ensured that I always felt that any questions or issues I experienced during my time at NCI were treated with the upmost professionalism."

Another graduate in employment noted that they loved "*the small classes, how personable, kind, caring and approachable the professors were. It makes a difference knowing they care.*"

Similarly, another student noted three key strengths:

"The fact that the classes were small and interactive – made it easier to have discussions.

The lecturers always had time to help.

The wide range of modules that we studied – made it more enjoyable."

Some former students signalled out particular modules and also valued the applied element of the assessments employed. For example…

"I enjoyed the statistics and research methods as it had been made easy due to the teaching skills of the lecturers giving the classes and tutorials. I was never strong in

mathematics and originally at the beginning of the course hadn't felt these topics would be for me but I end up really loving them. I liked how the programme was research based and had many theories or issues backed up by articles and text. The assignments were very applicable to real life scenarios and issues you can face which made it much easier to get through the work knowing its relevance and purpose. I liked the breakdown of most of the modules between exams and continuous assessment too."

Another student noted that they:

"…enjoyed the diverse ways of learning. For example, it wasn't just slides and note taking, there were different types of assessments such as going to a creche and observing how children learn for lifespan development, taking to the streets to study the topic of "eyewitness testimony" and interviewing people on their life story to learn about how experiences can shape a person. We also visited museums, workshops and had plenty of different guest lectures from different backgrounds and specialties.

Lastly, there were some lectures that were continuous assessment which helped me as I can get extremely stressed around exam time and I feel exams might not be a good way for me to show my true ability. I'm aware that it is not realistic to outdo with exams but the mix between exams and continuous assessment took alot of stress away from me and other students."

On this last point, it is interesting to note that some students in particularly value the continuous assessment components of the course however other students (such as in the previous comment) valued the split of examinations and CAs.

3.3.2.3   Areas for improvement

Although when asked how the programme might be improved one graduate reported that there is "nothing" they would change, most of those contacted had a few valuable suggestions.

One graduate from the first cohort of students on the programme, noted that at the time he undertook his studies:

"..there was a lack of a clear psychology lab (as it was often occupied by other modules), however the remote access to digital college facilities largely alleviated this. As my year was the initial cohort, most aspects improved over the duration of the course, and I would imagine it has continued to do so since."

It should be noted that in the academic year 2015/2016 we introduced the dedicated module *Psychology Labs* to ensure students had more opportunities to engage in practical experimental work. Unfortunately, the first cohort did not take this module at the time, however the introduction of this has significantly strengthened the programme.

Three students reported that some greater guidance could be placed on helping students with their future career path, for example one graduate noted that:

"The only aspect I feel could be improved for this programme is to help new students to focus on their career choice from as early as possible within their degree. Information regarding what criteria you need to accomplish throughout your degree in order to ensure you can transition to the next stage of your career would be very useful to get student more decisive about how they shape their degree."

Similarly, another graduate stated:

"There needed to be more of an emphasis on what people were planning on doing after the degree, such as work experience and workshops, on the different options people have and postgraduate courses."

Another graduate made explicit mention of the value of obtaining work experience:

"A greater emphasis could potentially be placed upon work experience in the field of psychology during the course of the degree, as this can often be considered to be an imperative aspect of a future career in numerous areas, such as obtaining voluntary experience within the clinical field"

Similarly, another student noted that

"I think maybe some work experience as an option linked to the college would be nice as many employers in the field of psychology already require work experience. Other than this I feel as though the programme did what it intended to and has given me the drive to progress in the field confidently knowing a base of all modules touched on in the course"

Based on this feedback, the programme team in conjunction with the careers office in NCI will consider strategies to provide learners on the programme with greater options and information on careers following their degree. For example, it is proposed that fro 2017/2018 the careers office will now engage with the students at an earlier stage of their degree than was previously the case (stage two as opposed to stage three of the programme). In addition, students will now be more actively encouraged to seek volunteering opportunities at an earlier stage of the programme. As part of our programme review strategy we are proposing a number of ways in which modules and assessment may become more applied, thereby further enhancing the range of transferable skills available to students.

Overall however, this feedback provides a strong endorsement on the quality of the programme and the teaching staff.

3.3.3 Employer feedback

3.3.3.1 Current employers of graduates

Our BA (Hons) Psychology aims to impart on students a wide range of transferable skills (see Section 6.3), thus enabling graduates to enter a range of different employment sectors. As part of our stakeholder feedback, two employers of former graduates were consulted to establish if their employees had developed the necessary transferable skills for their position. These employers were from two different sectors – retail management and youth care.

The employer of a graduate in retail management was very complementary, listing a number of positive attributes:

"Her positive attitude and her can do approach to tasks, no matter the level of pressure involved in a task she always rises above it to stay positive and calm.

Her wiliness and flexibility are second to none and a credit to her.

Here wiliness to come up with ideas to improve the atmosphere and maintain a calm and positive working atmosphere are second to none."

A separate employer of a graduate working in youth care provided a clear description of her role and the skills required of this. This employer was similarly impressed with the high level of skills evident in the former student.

> *"Gabby is currently employed as a community support specialist with the Glynn County, Juvenile Court in Brunswick, Georgia. Gabby works with at risk youth in our community by assisting them with resources and skills needed to avoid further involvement with the juvenile and adult court system. Gabby monitors their progress and behaviour at home, school and in the community. Gabby is also trained facilitator in our evidence based groups, which are designed to help the youth we serve make better choices and decisions and avoid detention. Gabby has excellent communication skills, which allows her develop a good working relationship with the youth and families she works with, her communications skills also allows her to effectively facilitate groups and have a good rapport with group participants."*

Both employers valued the graduates' communication skills, as well as their critical thinking skills, problem solving skills, leadership/teamwork skills, and their organisation and goal setting skills. Other highlighted skills included project management, creativity and presentation skills.

In addition to seeking feedback from current employers of graduates we also contacted a range of other potential employers to ascertain if they felt the skills developed by the programme would be of value in their particular context. This feedback is outlined in more detail in our section on external consultations in section 5.5.

3.3.3.2   Supervisors of graduates

As graduates who intend to pursue a career in psychology must generally undertake further postgraduate training, the psychology team wished to get feedback on how graduates currently engaged in postgraduate research were faring. Specifically, the team wished to establish if the training students received on the programme adequately prepared them for this path. To this end, two external supervisors of past students were consulted. Both these supervisors responded in writing and their letters are included in the Appendix 1b

To synopsise, both supervisors were extremely complementary of the students in question, and in particular their skills in psychological research methods. For example, Prof. Andrew Coogan, Head of Department in Psychology at Maynooth University noted that the NCI graduates he was currently co-supervising were "extremely capable".

He also wrote that these students...

> *"….have each demonstrated the capacity to independently conceptualise a project that is suitable for a PhD, and have undertaking all of the necessary steps required to carry out this work. It has been a very positive experience working with each of these student thus far, and I have been impressed by the level of understanding each candidate demonstrated regarding their chosen topic areas, and their level of knowledge regarding general methodological and statistical skills. It is a testament to the quality of the BA in Psychology degree at NCI that three graduates have been capable of achieving entry to the PhD programme in Maynooth University, and have adjusted to the demands of research, and teaching (in their roles as demonstrators), so comfortably.*

Similarly, Prof. Mark Shevlin, who is the PhD supervisor of another NCI graduate, was very complementary of the skills this student posed. He noted that he:

> *"…has been an exceptional student throughout that time demonstrating a capacity for individual work and self-directedness; critical qualities for a PhD student. I was*

extremely impressed by the level of knowledge, and statistical/methodological training that Steven possessed as he began his PhD research."

Furthermore, Prof. Shevlin acknowledged the great achievement that this student had in receiving a scholarship for his PhD "a*s a consequence of his impressive proposal and interview"*. He observed that

> "*It is unusual for a student to receive a scholarship immediately following the completing of his undergraduate degree, however I believe this speaks to the high quality of the education and training that he received during his time at NCI".*

3.3.4   Staff feedback

The psychology lecturing team hold regular meetings throughout the course of every academic year in order to reflect on all aspects of the programme delivery. In these meetings (typically around 5 each year), issues relating to student engagement, assessment and supervision, among others, are discussed.

As part of the programme review process a more systematic appraisal of the programme was taken during a series of meetings. All lecturing staff were asked to reflect upon the positives and challenges of the programme, as well as potential opportunities for development.

In order to ensure that QQI standards and PSI criteria for undergraduate accreditation were met, programme learning outcomes were initially evaluated by the programme team over a series of meetings and consultations. The structure of the programme was developed to ensure that all core areas as stated by PSI were covered in the initial stages, before exploration of advanced topics at the later stages. In addition, emphasis was placed on the development of skills, in particular analytical and research skills, in order to meet the relevant MIPLOs.

The decisions as to what advanced modules would be offered as core or electives was based on a thorough analysis of the other psychology offerings in the country (see also section 3.8), an appraisal of which fields are growing within the discipline (e.g. health psychology), learner feedback, and staff expertise.

While generally the team were positive in respect to the delivery of the programme, a few issues were discussed in relation to assessment strategy and learner workload, as well as potential new directions for the programme. Some of these issues are highlighted below:

3.3.4.1   *Engagement, performance, and progression*

A common concern for the psychology team lies with a small number of students who tend to disengage from the programme, as evidenced through lack of attendance or non-completion of assessments. Potential strategies for increasing engagement among this group are often discussed, including how best to encourage ongoing participation in class as part of assessment strategies and the provision of supports. Taken in conjunction with the findings of the student survey, it would appear that not all students are aware of the supports available to them, so a greater transparency of these services might be one means in which engagement could be further increased.

Perhaps not unique to the psychology programme is the fact that some enrolled students come into difficulty, either academically or personally, throughout the course of their studies. A few students on the programme suffer from mental health difficulties and it is these students who are often at risk of disengaging. Indeed, it is possible that psychology as a discipline area may attract a higher proportion of students who are at risk of such issues

than in other programmes; however, it is acknowledged that this observation is based on a relatively small sample. At programme team meetings, much time is spent discussing how best to support these students. While the college does have a counsellor that is available to all students, it is also acknowledged that the needs of this particular category can require a higher level of professional support than that which can be offered within the confines of the institution.

Notwithstanding concerns for such isolated cases, progression rates among the students are generally strong with only a small proportion of attrition each year. One observation that the team has made however is that failure rates are slightly elevated in second year when compared to failure rates in first or third year. This may be partly attributed to the combination of modules that students take in second year as well as the increased demand that comes with the stage. For example, students must take *Applied Statistics,* which rests on the previously foundational knowledge of *Introduction to Statistics.* By its nature, the second year statistics module is more complex in its scope and requirements and this may result in a higher failure rate. Furthermore, the module *Biological Basis of Behaviour* entails much technical content with which students may struggle. Additionally, within the second semester of second year there may be a further increase in assessment burden given that students must take two 100% CA modules (*Psychology Labs* and *Coaching Psychology*) in addition to two modules with an examination component. As part of the review process, the team spent much time reflecting on the sequencing of modules in second year; however, as can be seen below, we concluded that this combination holds the most logical structure and should remain in order to meet PSI requirements. In any event, there is still an average end of session pass rate of 79%, which implies the vast majority cope well with the particular subset of modules. However, as part of the review process, we have taken steps to minimise assessment burden, which should increase future progression rates.

3.3.4.2   Module scope and content

In considering whether any changes should be made to the structure of the programme and its module offerings, the team reflected firstly on the programme on a global level (e.g. regarding what modules should be retained and how they are integrated into the programme as a whole) before engaging in a more focused local reflection regarding any required changes to teaching, learning and assessment strategies of specific modules.

It was first acknowledged that, due to PSI requirements, most of the modules should remain, given that they are core pillars of the discipline. These include most of the modules in the first and second year of the programme (e.g. *Social Psychology, Lifespan Development, Cognitive Psychology, Biological Basis of Behaviour, Personality and Individual Differences*) as well as all the statistics and research based modules. While not specifically listed as PSI core modules, the team also decided that the subjects *Psychology of Learning and Behaviour Analysis* and *Coaching Psychology* be retained in second year. Behaviour Analysis is a key division with PSI and is a growing field, and *Coaching Psychology*, while also representing a growing field, is a unique module on the programme in the sense that it involves a highly practical and group-based component.

As part of the review process, the staff undertook a comprehensive analysis of the range of offerings of other psychology providers in the country (see section 3.8). One observation from this analysis was that all programmes involve some elective structure, thereby allowing students to sample a greater range of subjects from psychology. The team agreed that the programme review offered a good opportunity to integrate an elective structure into the programme. While some programmes allow students to select from a number of non-

psychology modules, it was decided to focus on modules within the discipline in line with the core objectives of the programme.

In considering which modules should be introduced as new electives, the team considered existing psychology programmes, as well as growing fields within the discipline (see 7.1.3). Through this process, the team identified *Health Psychology* in particular as an emerging dominant field of study within psychology. In order to introduce new modules such as this, a decision had to be made regarding which modules would move from core on the existing programme to electives on the proposed programme. To this end, the team spent some time examining the structure of stage 3 of the programme. It was decided to retain *Abnormal Psychology* as a core module along with the newly proposed *Health Psychology* and move the other modules into a 5-credit elective structure. This newly proposed structure involves the same amount of workload and contact hours as stage 3 of the current programme (i.e. students take one 10 credit and two 5 credit modules each semester alongside their final year project), the only difference now being that students have some opportunity to specialise in their chose modules. In addition to a range of advanced psychological modules, students may also choose to select electives outside the discipline, in the area of business and management. Further details of these changes is provided in section 7.

The team also considered assessment strategies as part of their analysis. Generally, it was agreed that students were exposed to a range of diverse assessments that adequately addressed the MLOs (see earlier Section 3.7) however the view was taken that students may be unnecessarily overburdened with assessments and examinations. This has influenced the decision to change certain aspects of the assessment for the revalidation. Details of these changes and their rationale are included in section 7 of the document.

3.3.5   External consultations

3.3.5.1   *External examiners*

As can be seen from the external examiner reports contained in the Appendix 1A, both examiners have been largely very positive on the delivery of the programme, the marks and standards applied, and the diversity of assessment techniques employed. Where suggestions have been made for improving the programme, the team have taken this information on board.

In addition, the current external examiner, Dr Conor Mc Guckin, was consulted regarding proposed changes to the programme. He was largely positive and in agreement with these however did have a number of suggestions. For example, it was initially proposed by the team to name the neuroscience elective *"Topics in Neuroscience"* however, following feedback from the examiner, it was decided that *"Contemporary Neuroscience"* would be a more appropriate title given the content involved in this. Dr Mc Guckin also had some queries in relation to the proposed elective structure (e.g. whether there were any pre or co-requisites for this) however this was clarified. Details of the elective structure and rules are provided in section 5.1.2.

3.3.5.2   *Potential employers of graduates*

In addition to seeking feedback from current employers and supervisors of graduates (Section 5.3), a number of potential employers were contacted to get their views on whether they would employ graduates of the psychology programme.

Specifically, employers in the following companies/sectors were consulted:

- Employer from a Large International Technology company

- Employer from an Education Start-Up
- Employer from *Phonewatch*, a security company
- Employer from the Civil Service
- Employer from the leisure industry, specifically Ireland's largest Golf Club
- Employer from *Investwise*, a financial services company in the IFSC

In order to garner this feedback, we presented the above employers with a brief description of the psychology programme as well as the identified list of transferable skills developed by students over the course of the programme.

Feedback from all the employers contacted was positive, with all indicating that they would employ graduates of the programme who exhibited the aforementioned skills. As expected, the skills that were most highly valued varied with the particular sector consulted. For example, the employer from the large tech company noted that the most highly valued skills would be Scientific Literacy and Statistical Analysis, followed by Self-Management, Problem Solving, and ICT skills. Similarly, the employer in *Investwise* valued Statistical Analysis, Problem Solving, and Self-Management. In contrast, an employer in the civil service highlighted Problem Solving as the most valuable skill, while an employed in an Education Start-up most valued the skills of Communication and Critical Thinking. The employer from Phonewatch also highlighted Communication as very important "…*specifically within teams and departments and the ability to communicate up as well as sideways and down".* This also ties in with the additional skills of Team Work and Leadership as also developed through assignments on the programme. Within the leisure industry, this employer also valued Communication skills alongside Project Management.

When asked whether any other skills would be valued in employees, the employer in the large tech company stated the following:

> "*Initiative to constantly innovate, particularly around technology – the ability to use a technical literacy of current technologies to most effectively leverage domain specific knowledge, in this case psychology. Technology is providing a huge number of ways to more effectively store, analyse and present data. Keeping up with the development of these technologies, and understanding how to most effectively leverage these is crucial*"

Given this particular sector, it is not surprising that innovation regarding technology is highly valued. It is notable that this employer also rated the skills of scientific literacy and statistical analysis as the most valuable on our programme, which is clear evidence of the potential for psychology graduates to pursue employment opportunities in fields such as this.

The employer in the education start-up also valued the skill of Logic, noting that

> "*…it was once a staple of all classical educations, but now only really seen in computer science/engineering or philosophy courses. Very valuable interdisciplinary skill as it greatly aids with objective analysis and deductive reasoning.*"

While logic is not explicitly listed within our matrix, we would argue that this is indirectly developed through related skills such as analysis, critical thinking and problem solving. However, this feedback is valuable in the context of the current programme review and suggests that further development of logical analysis could be fostered and highlighted within the programme.

The employer from Phonewatch also listed Adaptability as a key skill, noting that…

> "*I can't count the number of people I've heard say in varying ways "that's not my job". One of the things that I could identify as setting aside our top performers (not in results necessarily as we're in sales) but in terms of progression and leadership is the*

willingness to take on tasks that may be outside their skillset or comfort zone when necessary. "

The ability to be adaptable is also fostered through the transferable skill of flexibility and creativity which also requires graduates to be able to adapt their knowledge and abilities in a range of contexts.

Taken together this feedback illustrates that the diversity of skills developed by graduates over the course of the programme have much value in various employment contexts and further supports the programme rationale, structure and assessment methods.

3.3.5.3   *Psychological Society of Ireland*

As our professional body, the programme team maintain regular contact with the PSI in order ensure that the professional guidelines for accreditation are met. Because there are a number of specific requirements in terms of subject coverage from PSI, the programme structure will not change significantly through programme review. Should significant changes occur, PSI are consulted and updated.

As part of the programme review process, some members of the team and the president of NCI, Gina Quinn, met with the CEO of PSI Terri Morrissey to discuss the current scope of the psychology programme in addition to the future plans for this. Ms. Morrisey was very positive regarding this structure and the initiatives being piloted in NCI. She emphasised that students should all join the society as student members which is something the team will continue to encourage.

3.3.6   Summary from review process

Following the programme review, the currently validated programme was deemed to have a number of strengths including:

- A highly expert research active lecturing team
- A solid programme structure which covers all the core pillars of psychology
- Excellent training for students in research methods and statistical analysis
- A broad range of teaching, learning and assessment strategies
- Emphasis on practical experimental work and applications in psychology
- PSI accreditation secured until January 2019
- Good facilities and supports in place for students
- Positive feedback from students, graduates and external examiners

Potential weaknesses include:

- Some evidence of a small number of disengaged students
- A high assessment burden and over-emphasis on examinations in some stages of the programme
- A lack of attention paid to some important aspects of psychology such as Health Psychology
- No opportunity for students to specialise in their module choice.
- No progression opportunities for postgraduate education in psychology at NCI

While the last weakness is beyond the scope of the current revalidation, the team are planning to launch a postgraduate programme within the next few years which may open up progression routes for students interested in staying in NCI. In terms of the programme delivery of the BA (Hons) degree, one potential weakness of the current structure of the programme is that students are not exposed to the entire range of sub-disciplines within psychology. While the core pillars of psychology and some additional fields are covered at

present, the team has identified a number of potential gaps in knowledge that may be filled by the provision of electives in the programme. This is the most fundamental change that the team is proposing (see section 3.8). As such, these weaknesses can also be perceived as opportunities. In the context of programme review the team have the opportunity to introduce an elective structure, which is common practice in other psychology programmes in the county. Furthermore, a new module in *Health Psychology* can be easily integrated into the programme. Additional ways to strengthen the programme include further enhancing support for learners on the programme and piloting means for enhancing engagement. We also have undertaken a comprehensive review of our assessment strategy in order to reduce assessment burden for students. The team wish to take a flexible approach in terms of responding to changing demands in the educational sector as well as taking into account the needs of students.

There are of course a number of threats to the future delivery of the programme, the most obvious being that the programme will fail to achieve re-accreditation from PSI in January 2019. Having reviewed the guidelines, the programme team is confident that these will be met however it is important that PSI requirements are kept in mind as the programme continues to evolve.

3.4 Interpretation of the awards standards and research supporting the programme's aims, objectives and the MIPLOs

Our interpretation of the award standards is evidenced in Table 4 (section 2.6) and Table 6 (section 2.8) where the MIPLOs are aligned to the QQI award standards for Level 8. These MIPLOs are a consequence of the initial phase of programme development in 2012, the evolution of the programme since initial validation, and the current systematic appraisal of the programme. This review was also based on input from a range of stakeholders including staff, students, graduates, and external examiners, as well as consultation with the PSI. The programme has been well received to date from these stakeholders and we are confident that the MIPLOs meet the programme's aims and objectives.

3.5 Profile of learners that would be enrolled (target learners)

Currently learners enrolled in the BA (Hons) Psychology and are varied between those who are school leavers, some international students, and mature learners who are returning to education. The former two groups tend to be enrolled in the full-time mode of delivery while the latter group are enrolled in the part-time mode of delivery. For example, an analysis of the learners who have been enrolled in the programme over the past 5 years is shown below.

3.5.1 Table 15: Gender and age categorisation for full-time programme

Age	2012/2013 Female	2012/2013 Male	2013/2014 Female	2013/2014 Male	2014/2015 Female	2014/2015 Male	2015/2016 Female	2015/2016 Male	2016/2017 Female	2016/2017 Male	Total	%
17-22	4	0	22	12	38	18	79	26	109	38	346	70%
23-29	10	11	11	18	14	18	10	12	9	5	118	24%
30 and over	1	2	4	4	3	4	2	4	2	4	30	6%
Total N	15	13	37	34	55	40	91	42	120	47	494	100%
%	54%	46%	52%	48%	58%	42%	68%	32%	72%	28%		

3.5.2 Table 16: Gender and age categorisation for part-time programme

Age	2015/2016 Female	2015/2016 Male	2016/2017 Female	2016/2017 Male	Total	%
17-22	2	0	1	0	3	6%
23-29	7	3	11	3	24	49%
30 and over	5	2	10	5	22	45%
Total N	14	5	22	8	49	100%
%	74%	26%	73%	27%		

As can be seen from the tables above, the vast majority of students across all five full-time cohorts are under the age of 22, with only 6% of these students over the age of 30. This pattern is reversed for the part-time programme, where nearly all students are above the age of 23 with nearly half over the age of 30. In both cohorts, there are more female than male students, however the number of females studying the full-time degree has increased steadily from 54% in 2012/2013 to 72% in 2016/2017. This is reflective of international trends where psychology tends to be a more popular choice among female students (e.g. Willyard, 2011).

3.5.3 Table 17: International Participation Breakdown

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	Total
American		1				1
Brazil			1		3	4
Chinese			1		2	3
Kuwait				1		1
Botswana				1		1
South African				1		1
Nigerian					1	1
Mauritian				1		1
TOTAL	0	1	2	4	6	13

3.6 Alignment of the programme with the professional/occupational profile if the programme is a professional one

The development of the programme was heavily influenced by PSI in order to ensure that conditions for accreditation were met. The BA (Hons) Psychology was first accredited by the Psychological Society of Ireland (PSI) in February 2014. As this operates on a 5 year cycle, the programme is due for reaccreditation again in February 2019. The PSI has a number of strict guidelines governing the accreditation of psychology programmes so, prior to initial accreditation, the programme team acted to ensure that these were met. For example, the course structure ensures that core aspects of psychology (e.g. *social psychology, lifespan development, cognitive psychology* and *biological psychology*) are covered, as well as providing learners with a thorough training in research methods and statistics, and exposure to sufficient practical experimental work. PSI also requires that students on the programme have access to resources conducive to conducting practical work, and that they are instructed by highly qualified staff. It is vital that these requirements are met in the future planning of the programme so this was a very important consideration for the programme review.

3.7 Involvement of employers and practitioners in the design of vocationally oriented programme: process and outcomes

Not applicable.

3.8 Comparison with other programmes (of other providers)

There are a number of accredited psychology programmes in the country which are listed below.

3.8.1 Table 18: Providers of PSI accredited psychology programmes in Ireland

Institution	Award	Duration
University College Dublin (UCD)	BA (Hons) Psychology	3 years
Dublin City University (DCU)	BSc (Hons) Psychology	4 years
Dublin Business School (DBS)	BA (Hons) Psychology	3 years
Dun Laoghaire Institute of Design and Technology (IADT)	BSc (Hons) Applied Psychology	4 years
Trinity College Dublin (TCD)	BA (Hons) Psychology	4 years
Mary Immaculate College	BA (Hons) Psychology	4 years
Maynooth University	BA (Hons) Psychology	3 years
University College Cork (UCC)	BA (Hons) Applied Psychology	3 years
University of Limerick (UL)	BSc (Hons) Psychology	4 years
NUI Galway	BA (Hons) Psychology	3 years

As can been seen from this table, all programmes are delivered at NFQ Level 8 and result in either in either a BA (Hons) or a BSc (Hons) award. With the exception of TCD and Mary Immaculate College, all those awarding a BA (Hons) are 3 years in duration and comprise of a similar spectrum of psychology subjects. While not included in this table, some institutions (e.g. Maynooth and UCD) also offer a BSc (Hons) in Psychology, but this simply entails an additional year of science prior to entry onto the psychology programme. Given this analysis, it was deemed that the BA (Hons) was the most suitable award for our programme.

As previously mentioned, accredited programmes in psychology must dedicate a certain amount of instruction in the core fields of psychology – namely social psychology, cognitive psychology, developmental psychology, biological basis of behaviour (e.g. physiological psychology, neuropsychology) and personality and individual differences. As such, all these providers entail instruction in these areas, although some place emphasis on certain core areas more than others in terms of credit weighting and number of modules dedicated to them. PSI require that both introductory and advanced coverage be included within these areas. Furthermore, in order to ensure accreditation, all programmes must entail significant instruction in research methods and statistics which is a common thread within our programme.

Table 19 provides a comprehensive analysis of how the other psychology programmes compare to NCI in terms of their coverage of the core PSI areas and specialist areas with an

indication of credits and stage of delivery where available. The final row in this table gives detail on rules for selecting electives where available.

3.8.2 Table 19: Comparison of other psychology providers in terms of their coverage of core and specialised topics in psychology

Subject	National College of Ireland – Proposed modules	University College Dublin (UCD)	Dublin City University (DCU)	Dublin Business School (DBS)	Dun Laoghaire Institute of Design and Technology (IADT)	Trinity College Dublin (TCD)	Maynooth University	University College Cork (UCC)	University of Limerick (UL)	NUI Galway	Mary Immaculate College
Introductory/ history module	Applied introduction and history of psychology (10) – stage 1; core	Foundations of Psychology (5) – stage 2; core	Introduction to Psychology Theoretical Issues & Approaches in Psychology (5) - stage 4; core	Psychological Foundations – stage 1 (core)	Into to psychology – stage 1 (core)	Foundations of Psychological Thought Application (5) – stage 1; core Theoretical Issues in Psychology (5) – stage 4; core	Introduction to psychology 1: Research foundations of psychology, biological and developmental psychology (7.5 credits) – stage 1; core Introduction to psychology II: Social psychology, cognitive psychology and individual differences (7.5 credits) – stage 1; core	Introduction to Biological and Cognitive Perspectives on Psychology (5) – stage 1; core Introduction to Developmental and Social Psychology (5) – stage 1; core History and Philosophy of Psychology (5) – stage 2; core	Psychology Theory & Method I (5) – stage 1; core Psychology Theory & Method II (5) – stage 1; core	Introduction to psych I (5) – stage 1; core Introduction to psych II (5) – stage 1; core Historical and conceptual issues in psychology (5) – stage 3; core	Introduction to psychology – stage 1; core
Social psychology	Social psychology (10) – stage 1; core	Introduction to Social Psychology (5) – stage 1; core Advanced Social Psychology (5) – stage 3; core	Social Psychology (5) – stage 1; core Social Psychology & Contemporary Issues (5) - stage 4; core	Foundations in Social Psychology – stage 1 (core) Social Psychology – stage 2 (core)	Social psychology – stage 3 (core)	Social psychology (5) – stage 1; core	Social psychology; conceptual and applied issues (5) - stage 3; core	Social Psychology (5) – stage 2; core Varieties of Contemporary Belonging: An Approach to Identity and Participation (5) – stage 3;	Social Psychology (5) – stage 2; core Social Psychology II (5) – stage 2; core Approaches to Social Identity	Social psychology (5) – stage 2; core	Social psychology 1 – stage 1; core Social psychology 2 – stage 4; core

Subject	National College of Ireland – Proposed modules	University College Dublin (UCD)	Dublin City University (DCU)	Dublin Business School (DBS)	Dun Laoghaire Institute of Design and Technology (IADT)	Trinity College Dublin (TCD)	Maynooth University	University College Cork (UCC)	University of Limerick (UL)	NUI Galway	Mary Immaculate College
								elec.	(5) - stage 4; elec. Psychology and Gender (5) - stage 4; elec.		
Cognitive psychology	Cognitive psychology (10) – stage 1; core Psychology of thinking (5) – stage 3; elective	Introduction to the Psychology of Perception and Cognition (5) – stage 1; core Psychology of Language and Language Acquisition (5) – stage 2; core Visual and Social cognition* (5) – stage 2; core Advanced Cognitive Psychology (5) – stage 3; elec. Advanced Language Development and Bilingualism	Cognitive Psychology (5) – stage 1; core Perception (5) – stage 1; core Advanced Cognitive Psychology (5) – stage 3; core	Fundamentals of Cognitive Psychology – stage 1 (core) Modelling Cognitive Systems – stage 2 (core)	Cognitive psychology - - stage 2 (core) Perception - - stage 2 (core)	Thinking (5) – stage 1; core Rationality and Reasoning – stage 3/4; elec. Creativity and Imagination – stage 3/4; elec.	Perception and memory (10) – stage 2; core Thought, language and social cognition (10) – stage 2; core Spatial navigation and memory (3.3) – stage 3; elec. Language (3.3) – stage 3; elec.	Applied Cognitive Psychology (5) – stage 3; elec. Cognition and Real Life Applications (5) – stage 3; elec.	Cognition (5) – stage 2; core	Perception, attention & performance (5) – stage 2; core Memory and cognition (5) – stage 2; core Relational Frame Theory, Language & Cognition (5) – stage 3; elec	Cognitive psychology 1 – stage 2; core Cognitive psychology 2 – stage 4; core

Subject	National College of Ireland – Proposed modules	University College Dublin (UCD)	Dublin City University (DCU)	Dublin Business School (DBS)	Dun Laoghaire Institute of Design and Technology (IADT)	Trinity College Dublin (TCD)	Maynooth University	University College Cork (UCC)	University of Limerick (UL)	NUI Galway	Mary Immaculate College
		(5) – stage 3; elec.									
Developmental and lifespan psychology	Lifespan development (10) - stage 1; core Applied developmental psychology (5) – stage 3; elective Educational psychology (5) – stage 3; elective	Child & Adolescent Development (5) – stage 2; core Lifespan Developmental Psychology (5) – stage 3; core	Child Development (5) – stage 1; core Lifespan Development: Adulthood (5) – stage 3; core Psychology II: Psychology of Adolescence (5) – stage 4; elec. Educational Psychology (5) – stage 2; core	Developmental Psychology – stage 1 (core) Development across the lifespan: Adolescence & Adulthood – stage 2 (core)	Developmental and lifespan psychology - stage 2 (core) Educational Psychology (5) – stage 3; elective	Developmental Psychology - stage 2; core Child Development in Changing Family Contexts – stage 3/4; elec. Applied Issues in Developmental Psychology – stage 3/4; elec.	Learning, language & development (10)* - stage 2; core Developmental psychology: theoretical & applied perspectives (5) – stage 3; core Healthy ageing (3.3) – stage 3; elec.	Developmental Psychology (5) – stage 2; core The Psychology of Aging (5) – stage 2; core Applied Developmental Psychology (5) – stage 3; elec. Special Educational Needs: Aetiology, Assessment and Intervention (5) – stage 3; elec.	Human Development and life span (5) – stage 2; core Developmental Psychopathology (5) - stage 4; elec.	Developmental psychology (5) – stage 2; core Applied Development Psychology (5) – stage 3; elec.	Developmental psychology 1 – stage 2; core Developmental psychology 1 – stage 4; core Educational psychology - - stage 3/4; elec.
Biological basis of behaviour	Biological basis of behaviour (10) - stage 2; core Contemporary Neuroscience (5) – stage 3;	Brain and Behaviour (5) – stage 1; core Behavioural Neuroscience (5) – stage 3; core	Biological Psychology 1 (5) – stage 1; core Biological Psychology 2 (5) – stage 2;	Foundations of Biopsychology – stage 1 (core) Fundamentals of	Neuropsychology – stage 3 (core)	Fundamentals of Neuroscience and Behaviour (5) – stage 1; core The Neuropsychol	Biological basis of behaviour (10) - stage 2; core Classic studies in cognitive neuroscience (3.3) – stage 3;	Biological Bases of Behaviour (5) – stage 2; core Introduction to Neuroscience, Perception	Biological basis of behaviour (5) – stage 2; core	Biological psychology (5) – core; stage 2 Issues in Cognitive Neuroscience (5) – core;	Biological basis of behaviour – stage 3; core

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	elective	*module assigned to cognitive psychology also entails biological content	core Psychopharmacology (5) – stage 3/4; elec. Law & Neuroscience (5) –stage 3; elec. Neuropsychology (5) - stage 4; core	Biopsychology – stage 2 (core) Neuro-psychopharmacology – stage 3 (core)		ogy of Control – stage 3/4; elec. Social Neuroscience – stage 3/4; elec. Preclinical and Clinical Models of Neuropsychiatric and Neurological disorders – stage 3/4; elec. The Brain Through the Lifetime (5) – stage 3/4; elec.	elec. The mirror neuron system (3.3) – stage 3; elec. The normal and abnormal brain (3.3) – stage 3; elec. Sleep and circadian rhythms (3.3) – stage 3; elec.	and Attention (5) – stage 2; core Behavioural and Cognitive Neuroscience (5) – stage 3; elec. Medical Imaging and Biomedical Devices in the Neurosciences Applied Biological Psychology (5) – stage 3; elec.		stage 3 Behavioural Medicine (5) – stage 3; elec.	
Personality and individual differences	Personality and individual differences (10) - stage 2; core	Human Intelligence and Personality (5) – stage 3; core	Personality Psychology (5) – stage 2; core Psychological Measurement & Assessment (5) – stage 2; core	Personality & Psychoanalytic Subjectivity – stage 2 (core)	Personality and individual differences – stage one; core	Personality and Individual Differences (5) – stage 1; core Advanced Individual Differences – stage 3/4; elec.	Personality and intelligence (10) - stage 2; core	Individual Differences (5) – stage 2; core Psychological Measurement (5) – stage 3; elec.	Psychology of Personality (5) – stage 2; core	Theories of personality (5) – core; stage 2	Personality and individual differences – stage 2; core

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Research methods and statistics	Introduction to Research Methods (10) – stage 1; core Introduction to Statistics (10) – stage 1; core Applied Statistics (10) – stage 1; core Applied Research Methods (5) – stage 2; core Psychology labs (2) – stage 2; core	Research Methods & Stats I (5) – stage 1; core Laboratory Practicals in Psychology I (5) – stage 2; core Research Methods & Stats II (5) – stage 2; core Laboratory Practicals in Psychology II (5) – stage 2; core Research Methods & Stats III (5) – stage 3; core	Psychology Research Skills 1 (10) – stage 1; core Psychology Research Skills 2 (10) – stage 2; core Psychology Research Skills 3 (5) – stage 3; core Programming for Experimental Psychology (5) – stage 3; core	Data Analysis and Computing – stage 1 (core) Psychological Research Methods – stage 2 (core) Quantitative & Qualitative Analysis – stage 2 (core)	Research methods and statistics 1 – stage 1 (core) Research methods and statistics 2 – stage 2 (core) Research methods and statistics 3 – stage 3 (core) Advanced research in psychology – stage 4 (core)	Research Skills and Methodology (10) – stage 1; core Statistics and Methodology I (10) – stage 1; core Statistics and Methodology II -stage 2; core Research Skills and Methodology II -stage 2; core Research- stage 3; core Practicals, Methodology and Stats III - stage 3; core	Introduction to practical experimental psychology (7.5) – stage 1; core Intro to psychological research methods and analysis (7.5) – stage 1; core Statistical computing and methodological applications for psychology (10) – stage 2; core	Experimental Design and Statistical Application (5) – stage 1; core Research Methods in Psychology (10) – stage 1; core Psychology as Science (5) – stage 1; core Research Methods in Psychology II (15) – stage 2; core	Practical Psychology I (5) – stage 1; core Practical Psychology II (5) – stage 1; core Empirical Psychology I (5) – stage 2; core Empirical Psychology II (5) – stage 2; core Advanced Research Methods (5) – stage 4; core	Introduction to Research Methods (5) – stage 1; core Research Methods in Psychology (5) – stage 2; core Experimental psychology workshop I (5) – stage 2; core Qualitative research methods (5) – stage 2; core Experimental psychology workshop II (5) – stage 2; core Advanced research methods in psychology (5) – stage 3; core Psychological measurement: theory and practice (5) –	Research, design and methodology 1 – stage 2; core Research, design and methodology 2 – stage 3; core Ethical research design – stage 3; core

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										stage 3; core	
Others skills – based modules	Coaching psychology (10) – stage 2; core	Career development in psych (5) – stage 3; elec.	Critical Thinking (5) – stage 1; core Working in Psychology (5) –stage 3; core.	Communications for Personal Success – stage 1 (core) Learning to Learn – stage 1 (core) Employability Skills / Innovation – stage 2 (core)		Academic Skills Tutorials I (5) – stage 1; core Personal and Career Development (5)– stage 2; core Advanced Academic Skills (5) - stage 4; core		Personal and Career Development (5) – stage 3; elec.		Professional skills in psychology (5) – stage 2; core Service Learning in Psychology (5) – stage 3; elec.	
Project	Final Project (20) – stage 3; core	Psychology Research Project Skills (5) – stage 3; core Psychology Research Project (15) – stage 3; core	Psychology Research Project (20) – stage 4; core	Research Project – stage 3 (core)	IT group project – stage 3 (core) Major research project – stage 4 (core)	Group Projects – stage 3; core Project (20) – stage 4; core	Independent research project (20) -; stage 3; core	Practical Project Work (20) – stage 3; core	Final year project (20)	Research project (15) - stage 3; core	Undergraduate dissertation in psychology – stage 4 core

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Learning/ behaviour analysis	Psychology of learning and behaviour analysis (10) – stage 2; core		Experimental Behaviour Analysis (5) – stage 2; core ABA Across the Lifespan (5) – stage 4; elec.	Behaviour Science – stage 3 (core)			Introductory material in module learning, language and development as included above Applied Behaviour Analysis (3.3) – stage 3; elec.			Psychology of Learning (5) – stage 2; core Applied Behaviour Analysis (5) – stage 3; core Paediatric Clinical Behavioural Interventions (5) -stage 3; elec. Modelling Learning and Decision Making (5) – stage 3; elec.	Applied behavioural analysis - - stage 3/4; elec.
Health psychology	Health psychology (5; 10) – stage 3; core	Introduction to Disability Studies (5) – stage 2; elec. Introduction to Health Psychology (5) – stage 2; elec. Applied Health Psychology (5) – stage 3; elec.	Health Psychology (5) – stage 2; core Society, Health & Illness (5) – stage 2; elec. Psychology, Illness and Disability (5) – stage 3/4; elec.	Health Psychology stage 3 (elec.)	Sport and health psychology – stage 2 (elec).		Health psychology (3.3) – stage 3; elec.	Health Psychology: Models and Applications (5) – stage 3; elec.	Health Psychology (5) - stage 4; elec.	Health psychology (5) – stage 3; core	Health psychology - stage 3/4; elec.

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Abnormal psychology	Abnormal psychology (10) – stage 3; core	Clinical Psychology (5) – stage 2; elec. Counselling Psychology (5) – stage 2; elec.	Abnormal Psychology (5) - stage 4; core	Abnormal Psychology stage 3 (elec.)	Abnormal psychology (5) – stage 3; core	Psychological Disorder (5) – stage 1; core Clinical Psychology, Intellectual Disability and Pervasive Developmental Disorders – stage 3/4; elec. Preclinical and Clinical Models of Neuropsychiatric and Neurological disorders – stage 3/4; elec.	Abnormal psychology (5) – stage 3; core	Abnormal Psychology (5) – stage 3; core Psychological Therapies (5) – stage 3; elec.	Abnormal and Clinical Psychology (5) - stage 4; elec.		
Workplace psychology	Workplace psychology (5) – stage 3; elective	Introduction to Work and Organisational Psychology (5) – stage 2; elec. Practising organisational	Organisational Psychology (5) – stage 2; core Applied Psychology and Work (5)	Organisational Psychology stage 3 (elec.)	Organisational psychology – stage 2 (elec.).			Work Psychology (5) – stage 3; elec.			Organisational psychology - - stage 3/4; elec.

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		psychology: Diagnosing and solving workplace problems (5) – stage 3; elec.	– stage 4; elec.								
Evolutionary/ cross-cultural psychology	Evolutionary and cross-cultural psychology (5) – stage 3; elective	Cross-Cultural Psychology (5) – stage 3; elec.				Evolutionary Psychology (5) – stage 1; core	Comparative Psychology (3.3) – stage 3; elec.	Evolutionary Psychology (5) – stage 3; elec.			
Cyber-psychology	Cyber psychology (5) – stage 3; elective				Cyber-psychology – stage 1 (core) Psychology of new media and entertainment – stage 4 (elec.)			People and Technology (5) – stage 3; elec.	Sociology of Media (5) - stage 4; elec.		
Criminal psychology	Criminal psychology (5) – stage 3; elective	Psychology and Crime (5) – stage 3; elec.	Crime & Psychology (5) – stage 4; elec.		Forensic psychology – stage 3 (elec.).	The Psychology of Criminal Behaviour – stage 3/4; elec.		Forensic Psychology (5) – stage 3; elec.			Forensic psychology - stage 3/4; elec.

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Generic applied modules		Psychology for Everyday Life (5) – stage 2; elec.					Psychology in the 'Real' World (3.3) – stage 3; elec.	Psychology and Everyday Life (5) – stage 2; core. Applying Psychology in Community Settings (5) – stage 3; elec.	Psychology and Everyday Life (5) – stage 1; core Psychology and Social issues (5) – stage 1; core Applied Psychology (5) – stage 4; core		
Other (includes some non-psychology modules)	Financial management tools for enterprise (5) – stage 3, elec Organisational development (5) – stage 3, elec Project management (5) – stage 3, elec Entrepreneurship (5) – stage 3, elec International	Philosophy of Mind (5) – stage 2; elec. Sport and Exercise Psychology (5) – stage 3; elec.	Philosophy of Psychology (5) – stage 1; core Sport Psychology (5) – stage 2; core Intra (30) – stage 3; core Psychology of Self Control Psychoanalysis (5) – stage 4; elec. Introduction to Marketing (5) – stage 2;	Introduction to Psychoanalysis – stage 1 (core) Employability in Action / Lifelong Learning – stage 3 (core) Hysteria - stage 3 (elec.) Psychoanalysis & Language	Information design – stage 2 (elec.) Usability – stage 2 (elec.) Multimedia – stage 2 (elec.) Web applications and content management – stage 3 (elec)	Consumer Behaviour – stage 3/4; elec.	Conceptual, philosophical and professional issues in psychology (5) – stage 3; core	Positive Psychology (5) – stage 3; elec.	Cooperative placement – all stage 3 Economic Psychology (5) - stage 4; elec. Political Psychology (5) - stage 4; elec.	Introduction to Collaborative Enquiry and Applied Systems (5) – stage 3; elec.	Introduction to information technology – stage 2; core Off campus programme – stage 3; core Controversies in psychology -- stage 3/4; elec.

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	HRM (5) – stage 3, elec Contemporary issues in reward management (5) – stage 3, elec Ethics and social responsibility (5) – stage 3, elec Public relations and social media (5) – stage 3, elec		elec. Intro to Anthropology (5) – stage 1; elec. Intro to Human Resource Management (5) – stage 2; elec Industrial Relations (5) – stage 2; elec Sexuality & Society (5) – stage 2; elec Freedom and Health (5) – stage 2; elec.	stage 3 (elec.) Sexuality I stage 3 (elec.) Sexuality II stage 3 (elec.)							
Elective rules	Students chose two electives in semester 1 and 2 of stage 3.	Students chose electives in stage 2 and 3 and can also pick a limited number of modules from other schools in the college	Students chose one elective in stage one, two in stage 2, one in stage 3 and four in stage 4	Electives are part of programme, although rules for selection are not publically available	Students opt to enter either a psychology and practice path or a psychology and technology path which determines electives	Students choose six electives in third year and five in forth year	Students choose three electives each semester from two broad modules – totalling 10 credit each semester (i.e. each module approx. 3.3	Students have restrictions on the combinations of elective choices which are detailed on the NUIG website.	Electives are offered both semesters pending on resource requirements. Students choose two each semester.	Students chose electives in third year – there is a limited availability for electives offered.	Students chose 2 electives in third year and another 2 in fourth year. Those shown are only a sample list (obtained from MIC

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					chosen		credits)				website)

All of these providers offer both core and elective modules, which has partly guided our decision to propose elective modules in third year.

3.9 Evidence of support for the introduction of the programme

This programme has been successfully running for over 4 years and increasing numbers support the case for its continued provision (e.g. see section 3.10). Our previous comprehensive self-evaluation of the programme has led the programme team to conclude that the current teaching, learning, and assessment strategies are effective and have been well-received although we are proposing some alternations to this for the current re-validation. We have presented some of this information again in the below sections.

3.10 Evidence of learner demand for the programme

Applications for both the full-time and the part-time programme have increased significantly since the initial validation. For example, as can be seen in Table 20, compared to 2012/2013 when the programme was first launched CAO entry points and the number of applicants listing the programme as their first preference has increased. In 2012/2013, there were only 13 places accepted from the CAO system with the remaining 16 accepted places coming from applicants who met the course requirements outside of the CAO system. In our last intake of students (2016/2017), there were a total of 76 acceptances through the CAO. This is clear evidence of the growing popularity of the programme. The spike in CAO points between 2013 and 2014 was most likely due to the accreditation of the programme from PSI.

Table 20: CAO application analysis for the full-time BA (Hons) in Psychology

CAO Analysis							
Year		CAO Analysis			Offers through CAO		Acceptances through CAO
	Min	Max	Median	1st pref	Tot offers	1st pref	Total accept
2012/2013	170	435	330	11	29	8	13
2013/2014	225	479	310	29	94	15	46
2014/2015	245	485	345	25	84	14	43
2015/2016	260	450	360	29	94	31	62
2016/2017	270	470	380	46	114	38	76

In addition, the programme has been attracting interest from international and mature students as can be seen in the table below. More detailed analysis on the characteristics of learners is presented in section 3.2.

Table 21: Mature and international applications for the BA (Hons) Psychology programme

Mature and international analysis		
Year	Applications	Acceptances

2012/2013	11	5
2013/2014	20	5
2014/2015	20	6
2015/2016	16	2
2016/2017	25	9

Interest in the part-time programme has also been increasing however it must be noted that, while in both 2015/2016 and 2016/2017 there was a high number of initial applications, many of these did not translate into final acceptances. This was mainly due to withdrawals of applications, or the applicants not meeting the entry requirements. Many candidates were invited to interview to establish if they were deemed suitable for entry onto the programme and the majority of those who attended interview were accepted.

Table 22: Part-time applications

Part-time applications		
Year	Applications	Acceptances
2015/2016	67	22
2016/2017	76	21

3.11 Evidence of employment opportunities for graduates

As a matter of course, the careers office in NCI contact all graduates 6 months after graduation to ascertain their current employment or further study status. Of the total number of students to graduate from the programme to date (N = 49), 39 were successfully contacted. Of these students contacted, the majority were either in further study (N = 18) or in employment (N = 17). A smaller number (N = 4) reported that they were seeking employment. As can be seen from the figure below, the proportions were similar for each of the two graduating cohorts however none of the most recent graduates contacted reported that they were seeking employment.
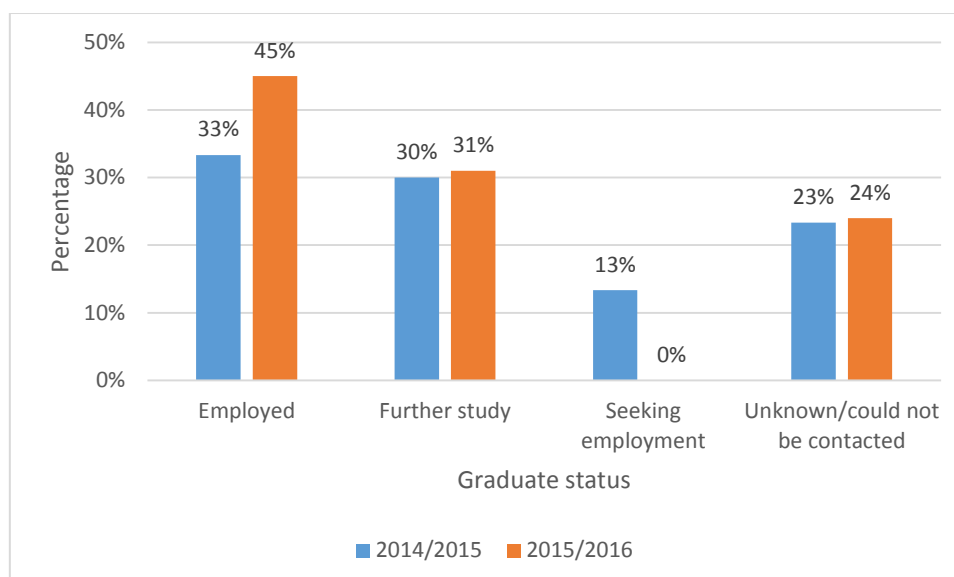
Figure 3: Percentage categorisation of 2014/2015 and 2015/2016 graduating cohorts

3.11.1 Destinations of 2014/2015 graduating cohort

Analysis from the career's office in NCI illustrated that the first cohort of students to graduate (in the year 2014/2015) were engaged in a variety of different further study options (n = 9) with others in employment (n = 4).

A more detailed analysis of the destinations of those graduates that responded to this survey is outlined in the table below. Please note that this does not include the students who could not be contacted at the time of this analysis (n = 6).

Table 23: Graduate destinations for 2014/2015 graduating cohort

Status	Details
Employed	Assisi House, Retirement Home - Activities coordinator and Receptionist
Employed	KidsNet Glynn, Youth Care Centre - Case Manager
Employed	Linders Renault - Sales Executive
Employed	USA - Graduate Visa - Field Sales Specialist at OMI Industries
Further study	City Colleges Dublin - Criminology & Criminal Psychology
Further study	DCU - MSc in Business Management
Further study	King's College London - MSc in Neuroscience
Further study	NCI – MAHRM
Further study	NCI – MAHRM
Further study	Queen's University - MSc in Animal Behaviour & Welfare
Further study	University of East London - MA in Counselling and Psychotherapy
Further study	University of Ulster - PhD in Psychology
Further study	University of Ulster - PhD in Sports Psychology

3.11.2 Destinations of 2015/2016 graduating cohort

Consistent with the trends of the previous cohort, analysis of the 2015/2015 cohort revealed that all those successfully contact (n = 22) were engaged in either employment (n = 13) or further study (n = 9). Again, this does not include those students who could not be contacted at the time (n = 7).

Table 24: Graduate destinations for 2015/2016 graduating cohort

Status	Details
Employed	AIB – Financial adviser
Employed	AIB - Bank Official
Employed	Cross Supervalu Newbridge – Deli Assistant
Employed	Debenhams - Retail Sales Assistant
Employed	Ebay - Sales Executive
Employed	Focus Ireland - Residential Youth Worker
Employed	Galvin's men's wear – Sales Assistant
Employed	IDG (International Data Group) – Lead Generation
Employed	Guinness Storehouse – Visitor Experience Assistant
Employed	Jonix Educational Services Preschool - Tutor
Employed	Little Angels Playschool – Manager Assistant
Employed	Parson's Shoes – Sales Assistant
Employed	Retail (no further details provided)
Further study	DBS- MA in Addiction Studies
Further study	Queen Margaret Univesrity – MSc in Speech and Language Therapy
Further study	MAHRM - NCI
Further study	Maynooth University - PhD
Further study	MAHRM - NCI
Further study	MAHRM - NCI
Further study	Maastricht University – MSc Neuroscience
Further study	Maastricht University – MSc Neuroscience

As can be seen from the above tables, not all graduates were working in fields directly related to psychology, and some indicated that they were seeking more relevant employment. However, our programme ensures that graduates are equipped with a range of transferable skills that enable them to pursue a number of different career directions (see Section 5.4.3 for an overview of these skills).

In addition, the fact that so many of our graduates have chosen to pursue further postgraduate study is testimony to the quality of our programme. Many of these Level 9 programmes are quite competitive and attractive to psychology graduates so it is testament to the quality of our programme that our graduates have been deemed suitable for entry

onto such courses. It is noteworthy that a number of students from both graduated cohorts have progressed onto the MA in Human Resource Management (HRM) in NCI. This may be due to the lack of a current postgraduate programme in psychology in the college, but similarly this illustrates that our graduates are well-placed to enter into other fields of study beyond psychology. The programme hence can be seen to act as a potential platform for a range of postgraduate options.

It should of course also be acknowledged however that we only have had two cohorts to graduate from the programme to date and, given that numbers are small, it is too soon to infer any general patterns or trends from this data.

3.12 Planned intake

The data presented in the earlier section 3.10 illustrates how registration numbers have been steadily increasing on the full-time programme since 2012. It is expected that intakes for subsequent years of the full-time programme will remain similar to that of the current intake (i.e. that of September 2016), however numbers are expected to increase on the part-time programme given that this is still being established.

3.12.1 Table 25: Proposed intake onto the full-time programme 2017-2021

Proposed Enrolment	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Minimum	50	50	50	50	50
Maximum	90	90	90	90	90

3.12.2 Table 26: Proposed intake onto part-time programme 2017-2021

Proposed Enrolment	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Minimum	20	25	25	25	25
Maximum	35	35	40	40	45

3.13 Five-year plan for the proposed programme

The programme team will engage in a continued process of reflection as to how the programme is functioning and meeting the needs of learners, graduates and other stakeholders. Ongoing communication with PSI will take place over the next five years in order to ensure that criteria for accreditation are met. The programme will undergo a full assessment from PSI in 2019 in order to secure its continued accreditation

Should numbers increase over the next five years, new members of staff will be recruited as required. It is also intended that the full complement of staff will offer a diverse range of skill sets and subject-specific knowledge in a variety of domains within the discipline.

The psychology team intend to introduce the proposed changes to the programme in two phases:

- **2017/2018** – All stage 1 and 2 students will enter the newly proposed programme. As the changes proposed to first and second year modules are relatively minor, this should not have a significant impact on any student who may fail to complete stage

1 or 2 in the current academic year (2016/2017). Any students entering stage 3 in September 2017 will remain on the old programme, given that proposed changes to this stage (such as the introduction of an elective structure) will take more time to implement.

- **2018/2019** – All cohorts of students will be enrolled on the new programme.

As it grows, the programme will also likely require additional investment in terms of greater access to physical resources and experimental equipment. Specific needs will vary depending on individual teaching and learning strategies, however investment decisions will also be guided by perceived needs and opportunities for research within the school, as well as trends within the discipline of psychology as a whole. For example, the college has recently purchased new eye-tracking and observation equipment which will strengthen both research and teaching opportunities available to staff and students. The team are always open to new possibilities in terms of teaching and learning strategies, and it is expected that developments in technology will have an impact on future delivery of the programme.

Separate to the current programme, the psychology team aim to offer an MSc in Psychology over the coming years to meet learner demand for a postgraduate programme in NCI. In addition, it is envisaged that a PhD programme will be developed in the coming years which will offer a further path for graduates. Such initiatives will further enhance NCI's reputation as a psychology provider which will have positive implications for the BA programme.

3.14 Mechanisms to keep the programme updated and how it will be updated in consultation with stakeholders

The College's existing Quality Assurance procedures, as well as established practice within the School, include a number of mechanisms that continuously inform programme content and delivery. These include:

- Stakeholder membership of the programme committee
- Feedback from learners
- Feedback from external examiners
- Annual programme review

The programme team comprises a range of different experts across various fields of psychology who meet regularly to engage in an ongoing evaluation of the programme, including consideration of current trends in research across the discipline. Within specific modules, lecturers regularly update reading material and resources to keep up-to-date with research developments in the various fields of study.

Engagement with PSI is another key mechanism through which programme relevance is maintained. Given that accreditation lasts for five years, it is vital that the team are aware of any changes in these requirements to ensure the programme reflects professional requirements.

3.15 Compliance with special validation criteria or requirements attached to the applicable awards standards

Not applicable.

3.16 Other matters

Not applicable.

4 Access, transfer and progression procedures, criteria and arrangements for the programme

4.1 Information to be made available to learners about the programme

Information is typically made available to learners using a number of mechanisms, including:

Prior to commencement/application stage

- NCI Courses information – see https://www.ncirl.ie/Courses
- NCI Registration and Orientation details – see https://www.ncirl.ie/NewStudents

Upon registration

- Programme Handbook – see the Programme Handbook for 2016/2017 in the Appendix 4a.
- Virtual Learning Environment for programme and module resources – see https://moodle.ncirl.ie

Information can be made available in large print and braille. Information published on the College's website also conforms to W3C standards. Other requirements can be facilitated by the Disability Support service of NCI.

In addition to providing the above information, the college hosts a number of open days and evenings during the year where prospective students can attend sample lectures and are given the opportunity to speak to staff members about the course.

4.1.1 Justification of the programme title

The programme has been entitled a BA (Hons) in Psychology as this complies with QQI Generic Awards for a Level 8 honours degree, and offers a broad foundation in the discipline of psychology covering similar content to other psychology providers in the country.

4.2 Entry procedures and criteria for the programme including procedures recognition of prior learning

The College's admissions procedures are outlined at https://www.ncirl.ie/Courses/How-to-Apply.

4.2.1 Entry procedures

Full-time applicants can apply through the CAO system. Minimum entry requirements are a grade H5 or above in two subjects, together with a minimum 06/H7 in four subjects. A minimum of grade O6/H7 must be obtained in English. A grade 06/H7 in Mathematics is also required. Applicants may also apply through the DARE or HEAR schemes.

International and mature applicants can also apply and are assessed on a basis of qualifications and experience. These are generally expected to have at least a level 5 or equivalent qualification, demonstrating results similar to that of full-time students. International applicants are also required to have an IELTS of at least 6.0. The college operates an RPL (Recognition of Prior Learning) system for those students who may not meet basic academic requirements. Further details of this are detailed in section 4.2.9.

Following application, international and mature students are typically invited to attend an interview with the Programme Director and/or another staff member on the psychology

team to assess their suitability for the course. This is often done over the phone in the case of international students who cannot attend in person.

4.2.2 Minimum requirements for general learning

It is expected that applicants have achieved appropriate qualifications as specified above and, where appropriate, can be deemed a suitable candidate based on interview performance.

4.2.3 Minimum requirements for discipline-specific learning

Not applicable.

4.2.4 Minimum experiential requirements (if applicable)

Not applicable.

4.2.5 Minimum language proficiency requirements

Learners are expected to be proficient in English, with an IELTS score of 6.0 for non-native speakers.

4.2.6 Minimum mathematical proficiency requirements

Learners should be able to demonstrate some proficiency in maths and are normally expected to have taken this subject at Leaving Certificate or equivalent level. A grade 06/H7 in Mathematics is required.

4.2.7 Minimum criteria for passing the access interview (if applicable)

In the case of part-time learners, an interview may be required to assess their eligibility for the course. Central to this is that they have to demonstrate the potential and/or desire to develop skills in research methods and analysis which are fundamental to the programme. This may be done through evidence of previous education and/or employment.

4.2.8 Detail any other criteria for selecting learners

Not applicable

4.2.9 Programme-specific RPL criteria, and arrangements for entry, exemptions from modules, advanced entry and direct access to the award

It is our experience that students usually apply for the programme having met the normal entry requirements. Applications via RPL are rare. However, candidates can apply via the college RPL procedure. This requires a portfolio of evidence which indicates they have met the learning outcomes of a Level 5 qualification and/or interview as deemed appropriate by the Programme Director.

For RPL applications, candidates not meeting the entry requirements by are considered based on relevant work experience. These applicants may have intensive work/life experiences, which allied to their own natural learning ability and commitment would indicate that they have achieved learning outcomes equivalent to the formal entry requirements (in this case level 5). A copy of the RPL entry form is included in the Appendix 5.

Applications for RPL consideration are made directly to the college. All applicants seeking RPL entry are interviewed. Applicants are requested to produce a portfolio describing the prior experience in the context of potentially creditable learning outcomes.

Should students may wish to apply for advanced entry onto another stage of the programme, or to apply for exemptions from particular modules (e.g. when transferring from another programme). Such students are assessed on a case-by-case basis to ensure that they have met the required learning outcomes for the stage/module in question. These instances are rare, however an important consideration here revolves around the appropriate coverage of core PSI areas as well as the NFQ framework. One example of this was in 2015 when three students transferred from stage 3 of a psychology programme in All-Hallows to stage 2 of the NCI psychology programme. An analysis and examination of the subject coverage on the All Hallows programme at the time was deemed equivalent to stage 1 of the psychology programme in NCI. Two of these students are now in their final year of the programme and are due to successfully graduate with the 2017 cohort.

4.3   Programme-specific transfer (outward) procedures and criteria

Not applicable

4.4   Identified transfer and progression destinations

As evidenced in Section 3.11, a number of graduates from the programme are involved in further postgraduate study or are in employment. The BA (Hons) Psychology programme offers a solid platform for which students can pursue a range of postgraduate programmes in psychology and across other disciplines. Some examples of postgraduate opportunities are listed in the table below:

4.4.1   Table 27: Potential Progression Destinations for graduates

Programme name, Provider	Details
PhD Psychology, various third level institutions	Graduates of the programme are already enrolled in PhD or PhD-track programmes, for example in the University of Ulster and Maynooth University.
MA/MSc Psychology by research, various third level institutions	As above, students who wish to pursue a postgraduate research qualification can apply for various Level 9 programmes both nationally and internationally
MSc Applied Psychology, TCD	Psychology graduates are eligible to apply
Professional Doctorate in Counselling Psychology, TCD	Psychology graduates are eligible to apply
MSc Psychological Science, UCD	Psychology graduates are eligible to apply
MSc Applied Behaviour Analysis, TCD	Psychology graduates are eligible to apply
MSc Child Art Psychotherapy, UCD	Psychology graduates are eligible to apply
MSc Work and organisational psychology, DCU	Psychology graduates are eligible to apply
MSc Psychotherapy, DCU	Psychology graduates are eligible to

	apply
MSc Psychanalytic psychotherapy, UCD	Psychology graduates are eligible to apply
MA Sexuality Studies, DCU	Psychology graduates are eligible to apply
MSc/PhD Cognitive Science, UCD	Psychology graduates are eligible to apply
MSc Work and Organisational Psychology, UL	Psychology graduates are eligible to apply
MSc Sports, Exercise and Performance, UL	Psychology graduates are eligible to apply
MSc Psychological Science, UL	Psychology graduates are eligible to apply
MSc Health Psychology, NUIG	Psychology graduates are eligible to apply
MSc Applied Behaviour Analysis, NUIG	Psychology graduates are eligible to apply
MSc Psychological Science, UL	Psychology graduates are eligible to apply
D. Psych Sc. Clinical Psychology, NUIG	Psychology graduates are eligible to apply
D. Clin. Psychology, UL	Psychology graduates are eligible to apply
MA Educational Psychology, Mary Immaculate College	Psychology graduates are eligible to apply
D. Clin Psychology, TCD	Psychology graduates are eligible to apply
D. Psych. Sc. Clinical Psychology, UCD	Psychology graduates are eligible to apply
MA Educational Psychology, UCD	Psychology graduates are eligible to apply
Postgrad Dip, Applied Behaviour Analysis, TCD	Psychology graduates are eligible to apply
D. Clin Psychology, UCC	Psychology graduates are eligible to apply
MSc Neuropsychology, Maastricht University	Two graduates are enrolled in this programme

The range of transferable skills developed over the course of the programme (see section 3.2) means that students are well equipped to pursue a range of employment options. As evidenced previously, a number of graduates are employed in a range of sectors with employer feedback positive on the nature of the programme.

4.5   Professional accreditation of the programme

The programme is currently accredited by the PSI (2014-2019). As such we will be seeking reaccreditation in 2019. This has been, and continues to be, a central focus of the programme.

4.6   Detail the credit system used for the programme

NCI uses ECTS. Credits are calculated using a ratio of 25 notional effort hours to each credit. For example, module credits are calculated as follows:

- A 5 credit module requires a minimum of 125 effort hours
- A 10 credit module requires a minimum of 250 effort hours

Depending on the level of the programme, module and/or the subject matter, the ratio of contact hours to non-contact hours is adjudged by the programme team. For example, numerate modules or those with a high practical component at Level 6 may have 60 contact hours per semester (i.e. typically involving 12 weeks of teaching), whereas those at Level 8 which require significant reading may have 24 contact hours. While these are generalised guidelines, each module owner decides the appropriate contact time. In addition, allowances may also be made for the nature of the audience, part-time more mature students tend to require less contact time than full-time students who have just left school (although it is also acknowledged that not all full-time students are school-leavers). Full details of credits and effort hours are included in sections 5 and 6.

4.7   Other matters

Not applicable.

5   Written curriculum

5.1   Outline of the curriculum

The programme is designed to first introduce students to the general field of psychology including a dedicated module *"Applied Introduction and History of Psychology"* in semester 1 of first year. Also in the first stage and at the beginning of stage two, students take dedicated modules in the five core disciplines of psychology (*Social Psychology, Cognitive Psychology, Lifespan development, Biological basis of behaviour, Personality and Intelligence*) as well as being introduced to the skills required to conduct research methods and statistics in a variety of dedicated modules. The latter half of the programme allows for a more in-depth exploration of advanced modules in psychology, and also more specialist fields such as *Health Psychology.* Students will also be able to choose from a range of electives in stage 3 to allow for individual specialisation.

As such, the programme as a whole can be conceptualised as having three broad themes. The first theme entails coverage of the core modules within psychology as determined by PSI (see also the earlier Section 2.9 for an analysis of how modules map onto the PSI core areas). The second theme revolves around skills, in particular research methods and statistical skills, but also team work and group-based skills within the *Coaching Psychology* module. These two themes occur simultaneously within the programme at stage 1 and 2. The third theme then builds upon this subject knowledge to enable a more in-depth exploration of particular sub-specialisms in a range of advanced and applied psychological topics. The culmination of the programme is the *Final Project* which aims to bring together the range of knowledge and skills that students will have accrued over the course of the programme. See Figure 10 for an outline of the programme and how the individual modules correspond to these particular strands (here, those in green correspond to electives while those in blue are core).

Core psychology modules → Applied Intro and history of psychology (1) → Social psychology (1) → Cognitive psychology (1) → Lifespan development (1) → Biological basis of behaviour (2) → Personality and intelligence(2)

Research methods and skills modules → Introduction to research methods (1) → Introduction to statistics (1) → Applied statistics (2) → Applied research methods (2) → Coaching psychology (2) → Psychology laboratories (2)

Advanced modules → Psychology of learning and behaviour analysis (2) → Health psychology (3) → Abnormal psychology (3)

Applied developmental psychology (3) | Financial management tools for enterprise (3)

Psychology of thinking (3) | Organisational development (3)

Criminal psychology (3) | Project management (3)

Evolutionary & cross-cultural psychology (3) | Entrepreneur-ship 3)

Cyber-psychology (3) | International HRM (3)

Workplace psychology (3) | Contemporary issues in reward management (3)

Contemporary Neuroscience (3) | Ethics and social responsibility (3)

Educational psychology (3) | Public relations and social media (3)

Final project

All students take core modules (indicated in blue) at each stage of programme

Students choose two psychology or business electives (indicated in green) each semester in stage 3. Electives may run over either semester but are subject to minimum numbers are other resource

Figure 10: Overview of programme modules and themes

5.1.1 Stage level outline

Stage label	Stage synopsis
Stage 1	Introduces students to the discipline of psychology and the study of research methods and statistics; entails comprehensive coverage of three PSI core areas (*Social Psychology, Cognitive Psychology, Lifespan Development*).
Stage 2	Involves comprehensive coverage of the further two PSI core areas (*Biological Basis of Behaviour, Personality and Intelligence*); entails more advanced coverage of research methods and statistics; focuses on development of other core skills through the modules *Coaching Psychology* and *Psychology Labs*; introduces one more specialist field (*Psychology of Learning and Behaviour Analysis*)
Stage 3	Entails more advanced study of core and specialised topics in psychology (e.g. *Abnormal Psychology, Health Psychology*); gives students options through use of psychology electives (e.g. *Criminal psychology, Cyberpsychology, Workplace Psychology*) and/or business electives (e.g. *Organisational Development, Public Relations and Social Media)*; allows students to develop and conduct their own independent research project in psychology using skills accrued (*Final Project*).

5.1.2 Rules for electives and their rationale

Students will take two electives each semester in addition to their Final Year Project and a core 10 credit module (*Health Psychology* in semester 1 and *Abnormal Psychology* in semester 2). Students will be invited to select their electives in order of preference towards the end of stage 2. Electives will only run subject to a minimum number of 15 students. Where numbers are smaller (for example in the case of the part-time cohort), electives will be chosen based on the preferences of the majority.

In any case where an elective is heavily oversubscribed (e.g. in excess of 60 students), the team will consider running this over two separate semesters. There are no particular stage 3 prerequisites for electives meaning that there is nothing to preclude a student taking an elective provisionally scheduled for semester one in semester two for example. There are no restrictions on the particular choice available but students will be encouraged to select subjects which interest them or which they might like to pursue at postgraduate level. Elective options will also be subject to staff availability and other constraints.

5.1.3 Module-level outline

Stage label	Module title	Module synopsis
1	Applied introduction and history of psychology	The aims of this module are to introduce students to the applied nature of psychology as a discipline and facilitate the development of an understanding and appreciation of relevant psychological concepts, theories, and methods. Students will be encouraged to develop and recognise the skills necessary to evaluate and think critically about information concerning psychological phenomena obtained from research, the general public, and the media.
1	Introduction to Research	The aims of this module are to introduce students to

	Methods	scientific methods and their role in research, to provide students with an overview of research designs and data collection methods applicable to psychology, and to enable them to reflect on the strengths and weaknesses of available research methods.
1	Social Psychology	The aim of this module is to provide learners with an overview of the key theoretical and empirical work in Social Psychology. To this end, students will a) consider key concepts, assumptions, theories and research studies in Social Psychology, b) be encouraged to analyse the link between behaviours in society and psychology, and c) consider why people behave in certain roles in society.
1	Lifespan Development	The aims of this module are to, a) provide students with an understanding of the developing person at different stages in the life span, b) enable students to identify developmental milestones across physical, social, emotional and cognitive domains, c) present a perspective on the changes that take place during an individual's life from birth to death, and d) demonstrate how different theoretical perspectives affect or determine research and the applications that emerge from these approaches.
1	Introduction to statistics	This aim of this module is to provide learners with an introduction to the use of statistics in psychological research. Learners will be presented with material that will enable them to begin their work as quantitative researchers, and learn the skills necessary to begin to interpret and critique peer-reviewed publications. Students will learn about the core concepts of statistical analysis in psychological research; learn to conceptualize and conduct descriptive statistics in SPSS; learn how to screen for assumptions associated with the use of inferential statistics; learn about issues of statistical power; learn about the null hypothesis significance testing paradigm and its limitations; and encounter the use of basic inferential statistical tests. Learners will be exposed to this material in an applied laboratory setting where they will be trained to carry out, and interpret this material using SPSS software.
1	Cognitive Psychology	The aim of this module is to provide learners with an overview of key theoretical and empirical work in Cognitive Psychology - one of the core pillars of psychology which deals with the mind and mental processes. Learners will study a number of cognitive processes involved in the acquisition, storage and processing of information, and will be exposed to the most influential theories and research in the area.
2	Personality and Intelligence	The aims and objectives of this module are to provide students with a comprehensive understanding of the dominant theories in personality and intelligence, how these theories can be investigated scientifically, and how they can be used to describe, explain and predict

2	Biological Basis of Behaviour	The module aims to provide a general introduction to the study of Biological Psychology from a number of perspectives – physiological, ontogenetic, evolutionary, and functional approaches. Examine key neural structures involved in perception, memory, language, emotion and consciousness. Students will critically evaluate the role of the central, autonomic nervous system and endocrine systems in mediating the relationship between stress and illness.
		human behaviour.
2	Applied Statistics	This aim of this module is to provide learners with advanced statistical skills necessary to be in position to (1) critically evaluate a results section of a peer-reviewed published journal article, and (2) conduct an independent piece of research through the application of quantitative statistical analysis. Learners will be trained to understanding the nature of many commonly used parametric-based, inferential statistical tests, and how to conduct these statistical tests in SPSS. Moreover, students will be capable of presenting the results of these statistical tests in-line with APA requirements.
2	Psychology of learning and behaviour analysis	This module is structured around key theories and related research in learning, with a focus on behaviour analytic techniques. The aims of this module are to present students with an analysis of theories and research into learning and behaviour, encourage students to reflect and communicate their own beliefs of learning based on research and an understanding of classical and current theories, and to highlight how theories and research in learning and behaviour can be applied in a range of contexts.
2	Coaching psychology	The aim of this module is to develop learners' awareness of the concept, benefits and value of coaching from both individual and workplace perspectives. This module is also designed to create an awareness of the types of tools used in coaching and to explore related topics such as emotional intelligence, motivation, goal setting and critical questions.
2	Applied research methods	This module will enable students to apply their understandings of research methods to published research. Students will also develop their own research ideas.
2	Psychology labs	This module aims to foster students applied skills of conducting research and collecting experimental data. Students are introduced to standard psychological tests used in experimental psychology. Focus is placed on the use of inferential statistics working with real data sets generated in class. Students will also gain experience articulating conceptual/theoretical positions surrounding each experiment and

		disseminating their findings by submitting lab reports
3	Health psychology	The module aims to give students a broad introduction to the growing field of health psychology, focusing on the mind-body debate as it is relevant to psychosomatic disease processes, and on learning about key theories in the area. Students will also critically evaluate these theories in relation to the available evidence. Students will also learn about state of the art research in health psychology concerning the impact of health behaviours on wellness, and on interventions that promote these behaviours.
3	Abnormal psychology	The aim of this module is to provide learners with a critical overview of contemporary theories of abnormal behaviour and psychopathology. Learners will study a number of common psychiatric disorders and consider explanations of psychopathology, and its treatment, from multiple perspectives such as biological, psychological, and social explanations. Learners will be encouraged to obtain a critical perspective on current taxonomic approaches to understanding mental illness.
3	Final project	The project is the capstone of the psychology degree. It aims to integrate and extend upon previous modules and research studied. By carrying out an independent project, students will demonstrate their ability to conceive of, plan and carry out a sustained piece of empirical research. The module gives students the opportunity to develop and demonstrate skills in identifying, carrying out and writing up a discrete piece of research using academic concepts, theoretical insights, and practical abilities acquired throughout the course.
3	Applied developmental psychology (elective)	This module aims to familiarise learners with a number of applied research projects in Developmental Psychology through the exploration of a selection of topics such as Education, Parenting and Bullying, among others. Building on the Developmental and Lifespan Psychology module introduced in first year, this module aims to demonstrate how traditional theories and research in the area can used to inform evidence-based practice. Focus will be paid to contemporary and on-going research projects in Ireland, including those being piloted by the Early Learning Initiative at NCI.
3	Psychology of thinking (elective)	The aim of this module is to provide learners with a more in-depth insight into aspects of thinking and cognition within the multidisciplinary framework of cognitive science. Research in cognition is increasing exponentially, with cognitive psychology a core pillar of any psychology degree. Course content builds on the stage 1 introductory module Cognitive Psychology in first year and gives students an opportunity to consider relevant debates in understanding advanced issues related to cognition. In addition, course content

		will consider applications of findings in cognition, for example in the field of behavioural economics. Given its multidisciplinary focus, this module draws on insights from other fields concerned with thinking, including neuroscience, artificial intelligence, and philosophy.
3	Criminal psychology (elective)	This aim of this module is to provide learners with a critical overview of contemporary theories of criminal behaviour. Learners will study about different theoretical approaches to understanding the development of criminal behaviour as well as recidivistic criminal behaviour. Students will learn about different forms of criminal behaviour (e.g., sexual violence, murder) as well as different explanatory factors of criminal activity (e.g., the role of cognition, family life, developmental factors, psychopathy). Students will also be encouraged to consider how current knowledge in the field of criminal psychology can be applied to society to reduce the likelihood of criminal activity.
3	Evolutionary and cross-cultural psychology (elective)	The aim of this module is to introduce learners to the field of evolutionary psychology and specifically to give learners an insight into how evolution can be used as an explanatory framework for a broad range of topics in psychology. Rather than emphasising genetic determinism, evolutionary psychology views behaviour using an interactionist approach, whereby the social and cultural environment is key in shaping adaptive behaviour. As such this module will also entail discussion of cross-species and cross-cultural differences in aspects of behaviour with a view to shedding light on the role that both evolutionary and cross-cultural factors play in a number of psychological, social and cognitive processes.
3	Workplace psychology(elective)	The aims and objectives of this module are to provide students with an insight into the study of human behaviour in organisations. The focus is on the both the personal characteristics of the employee and on the reciprocal influence of the individual on the organisation and the organisation and the individual. In addition, an examination of factors relating to the structure and functioning of organisations will be undertaken.
3	Cyberpsychology (elective)	The aims of this module are to study human interaction with technology, including emerging technologies such as game consoles, mobile phones, and digital media. Learners will investigate these technologies and their impact on human cognition and emotion, human behaviour, and social change.
3	Contemporary Neuroscience (elective)	This advanced module builds on students' existing knowledge from the Biological Bases of Behaviour (H7BBB) and introduces them to key topics in current neuroscientific research. Having had the grounding

		necessary, students will focus on key research areas within the rapidly developing field of neuroscience. This module will give students an understanding of research techniques in neuroscience as well as covering the most recent developments in neuroscientific research.
3	Educational Psychology (elective)	This module aims to introduce learners to the field of Educational Psychology through providing a descriptive and critical overview of the field of education focusing on the many factors, both psychological and contextual, which impact on students learning. Students will be supported in gaining an insight into the practice of educational and psychological assessment while developing the skills to design Individualised Educational Plans for learners. Focus will be paid to exploring the range of evidence based educational interventions being implemented both nationally and internationally aimed at improving student's outcomes
3	Financial Management Tools for the Enterprise (elective)	The aim of this module is to ensure graduates are successful in the application of financial management techniques within a business environment. Financial management is the acquisition of financial resources and the assurance of their effective and efficient use. Proper financial management of any enterprise is critical as financial resources are necessary to enhance competitiveness, growth and value creation of any enterprise.
3	Organisational Development (elective)	The aim of this module is to provide an insight into organisational change and to describe Organisation Development (OD) as an approach to managing that change. The module adopts a practical approach to OD beginning with a definition, the process of organisational develop and the various interventions and models which may be applied in a work based setting.
3	Public Relations and Social Media (elective)	The module aims to provide learners with an overview of the role of social media within the digital marketing mix and its capabilities to deliver business objectives. The module will enable learners to develop and execute an online PR strategy and social media strategy such as to support a business start-up or existing enterprise.
3	International HRM (elective)	This module aims to review international trends towards globalisation and international business so as to distinguish a range of global organisational structures used by MNEs. In doing so the module will evaluate the key HR functions within multinational enterprises and how EU directives impact on IHRM To assess the challenges facing HRM in the MNE.
3	Contemporary Issues in Reward Management (elective)	The aim of this module is give students the knowledge and skills to be able to review and understand reward management and how it can be utilised to effectively

		reward, motivate, drive change and behaviours and contribute to the overall HR structure supporting the organisational goals and strategies.
3	Project Management (elective)	The module is designed to give participants an understanding of project management within a business context. To enable them to understand how to best manage and complete management projects within a given time-frame. To enable the Learner to administer the resources and skills necessary for the effective running of business projects.
3	Ethics and Social Responsibility (elective)	The aim of this module is to facilitate an understanding of the concepts of ethics and to develop the skill of ethical analysis of the practices of business organisations.
3	Entrepreneurship (elective)	The aim of this module is to provide learners with an opportunity to explore and understand the pivotal theories, concepts and processes associated with the study of entrepreneurship. To introduce learners to the dynamic world of entrepreneurship and help them to understand key issues faced by entrepreneurs and entrepreneurial businesses. To achieve an overview of the traits and characteristics of entrepreneurs and the organisations that they create and manage.

5.2 Rationale for the curriculum structure

As previously stated, the curriculum was designed so that learners are first introduced to the core areas within psychology, in addition to research methods and statistical skills, before exploring more advanced topics and modules. This meets the criteria for PSI accreditation and also provides a logical and incremental approach for students to engage with the material in an increasingly in-depth and evaluative fashion.

5.3 Rationale for the programme's duration, credit allocation

Given that this is a BA (Hons) degree, it was deemed appropriate that the programme be of 3 years duration, totalling 180 credits. This is consistent with QQI policy on award standards, and also matches many comparable programmes of the same named award across the country.

5.4 Indicative timetable and its rationale

The indicative timetable for the full and part time cohorts differs slightly so is described separately below.

Full time students cover one stage each year with modules split into semesters (the only exception to this is the Final Project module which occurs over two semesters at stage 3). All stage 1 modules are 10 credits so that students take three each semester (totalling 30 credits). Each of these modules comprises of 60 hours of contact (generally with 4 hours of lectures and 1 tutorial hour per week where students are split into smaller groups, with the exception of the statistics and research methods modules were it was deemed more appropriate to have a two hour practical session along with 3 hours of lectures per week). Most of the modules in stage 2 are also 10 credits (with the exception of *Psychology Labs* and *Applied Research Methods* which are 5 credits each). Modules entail 48 or 24 hours of contact depending on credits with teaching and learning strategies varying depending on the

module contact. Stage 3 involves a mixture of 10 and 5 credit modules (including electives), along with the 20 credit Final Project module. Contact hours and teaching approach varies with each module – more of which can be found in the module descriptors. All classes take place during weekdays between 9-5pm. Table 28 below an indicative timetable in more detail.

5.4.1 Table 28: Indicative timetable for full time students

Stage	Semester 1		Semester 2	
	Module (credits)	**Teaching and learning units**	**Module (credits)**	**Teaching and learning units**
1 Core	Applied introduction and history of psychology (10)	Lecture 1 (2 hrs) Lecture 2 (2 hrs) Tutorial (1 hr)	Cognitive psychology (10)	Lecture 1 (2 hrs) Lecture 2 (2 hrs) Tutorial (1 hr)
	Introduction to Research Methods (10)	Lecture 1 (2 hrs) Lecture 2 (1 hr) Practical (2 hrs)	Lifespan development (10)	Lecture 1 (2 hrs) Lecture 2 (2 hrs) Tutorial (1 hr)
	Social psychology (10)	Lecture 1 (2 hrs) Lecture 2 (2 hrs) Tutorial (1 hr)	Introduction to statistics (10)	Lecture 1 (2 hrs) Practical (2 hrs) Tutorial (1 hr)
2 Core	Personality and intelligence (10)	Lecture 1 (2 hrs) Lecture 2 (1 hr) Tutorial (1 hr)	Psychology of learning and behaviour analysis (10)	Lecture 1 (2 hrs) Lecture 2 (1 hr) Tutorial (1 hr)
	Biological basis of behaviour (10)	Lecture 1 (2 hrs) Lecture 2 (1 hr) Tutorial (1 hr)	Coaching psychology (10)	Lecture (2 hrs) Practical (2 hrs)
	Applied statistics (10)	Lecture (2 hrs) Practical (2 hrs)	Applied research methods (5)	Practical (2 hrs)
			Psychology labs (5)	Practical (2 hrs)
3 Core	Final project (20) – run across both semesters in weekly seminars			
	Health psychology (10)	Lecture (2 hrs) Practical (2 hrs)	Abnormal psychology (10)	Lecture (2 hrs) Practical (2 hrs)
3 Electives (chose 2 each semester)*	Applied developmental psychology (5)	Lecture (2 hrs)	Cyber psychology (5)	Lecture (2 hrs)
	Psychology of thinking (5)	Lecture (2 hrs)	Workplace psychology (5)	Lecture (2 hrs)
	Criminal psychology (5)	Lecture (2 hrs)	Contemporary Neuroscience (5)	Lecture (2 hrs)
	Evolutionary and cross-cultural psychology (5)	Lecture (2 hrs)	Educational psychology (5)	Lecture (2 hrs)
	Financial Management Tools for the Enterprise (5)	Lecture (2 hrs) Tutorial (1 hr)	International Human Resource Management (5)	Lecture (2 hrs) Tutorial (1 hr)
	Organisational	Lecture (2 hrs)	Contemporary	Lecture (2 hrs)

	Development (5)	Tutorial (1 hr)	Issues in Reward Management (5)	Tutorial (1 hr)
	Project Management (5)	Lecture (2 hrs) Tutorial (1 hr)	Ethics and Social Responsibility (5)	Lecture (2 hrs) Tutorial (1 hr)
	Entrepreneurship (5)	Lecture (2 hrs) Tutorial (1 hr)	Public Relations and Social Media (5)	Lecture (2 hrs) Tutorial (1 hr)

* As outlined in section 5.1.2 elective choice is subject to a number of constraints. Electives may be run over either semester.

There are slightly higher contact hours for modules in stage one of the full-time programme given that students at this stage may need more support upon entering third level. This decision was taken in order to minimise dropout rates and withdrawal from the system and to ease students' transition into higher education.

In contrast to the full-time programme, in which classes can be spread over four or five days per week (possibly ranging from 9am-6pm), the part-time programme is currently scheduled for two evenings a week from 6-10pm. Students take the first two stages over three years with stage 3 taken over their fourth year. At this final stage, students will also attend Saturday lectures on a monthly basis in addition to two evenings per week. These classes will centre on preparation and support for the students' final year dissertation.

In line with the full-time programme, each 10 credit module typically entails four hours of contact time per week with 5 credit modules having two hours of contact time per week (or six sessions of four hours contact each semester). Teaching and learning strategies within this time entail a mixture of lecture, tutorial and practical-based activities. Students are also set a number of directed learning tasks to ensure that they cover the same amount of material as the full-time students. A more detailed overview of this schedule is shown in Table 29

5.4.2 Table 29 Indicative schedule for part-time students

Stage	Year	Semester 1	Semester 2
		Module (credits)	**Module (credits)**
1 **Core**	1	Applied introduction and history of psychology (10) – 4 hrs	Social psychology (10) – 4 hrs
		Introduction to Research Methods (10) – 4 hrs	Lifespan development (10) – 4 hrs
	2	Cognitive psychology (10) – 4 hrs	Biological basis of behaviour (10)
2 **Core**		Introduction to statistics (10) – 4 hrs	Personality and intelligence (10) – 4 hrs
	3	Psychology of learning and behaviour analysis (10) – 4 hrs	Coaching psychology (10) – 4 hrs
		Applied statistics (10) – 4 hrs	Applied research methods (5) – 2 hrs
		-	Psychology labs (5) – 2 hrs
3	4	Final Project (20) – 3 day long Saturday workshops each semester	

Core		Health psychology (10) – 4 hrs	Abnormal psychology (10) – 4 hrs
3 Electives (chose 2 each semester)		Applied developmental psychology (5) – 2 hrs	Cyber psychology (5) – 2 hrs
		Psychology of thinking (5) – 2 hrs	Workplace psychology (5) – 2 hrs
		Criminal psychology (5) – 2 hrs	Contemporary Neuroscience (5) – 2 hrs
		Evolutionary and cross-cultural psychology (5) – 2 hrs	Educational psychology (5) – 2 hrs
		Financial Management Tools for the Enterprise (5) – 3 hrs	International Human Resource Management (5) – 3 hrs
		Organisational Development (5) – 3 hrs	Contemporary Issues in Reward Management (5) – 3 hrs
		Project Management (5) – 3 hrs	Ethics and Social Responsibility (5) – 3 hrs
		Entrepreneurship (5) – 3 hrs	Public Relations and Social Media (5) – 3 hrs

5.5 Integrated learning opportunities and assessment in light of the MIPLOs

As was previously outlined in Section 5.1, the curriculum was designed so that all the modules are structured in a logical fashion. For example, introductory coverage of the core psychological pillars is covered in the earlier stages before allowing for more in-depth analysis of advanced and specialised topics in stage 3. As such students are regularly encouraged to reflect on the links between the various sub-disciplines in psychology. The earlier presented Figure 1 (Section 2.9) more clearly illustrates the links between the various pillars in programme. The most obvious example of integrated learning is in the completion of the *Final Project* in stage 3. Here students must draw upon the knowledge, skills and competencies accrued over the course of the programme. The content covered in the research methods and statistics modules also integrates with a range of other assessments within various modules, especially in those which require students to conduct practical experimental work.

5.6 Programme teaching and learning strategy

As with all programmes in NCI, the psychology programme is consistent with the College Teaching, Learning and Assessment Strategy (2014) and has employed these guiding principles in the development of the programme (see the appendix for a copy of NCI's LTA strategy). This includes placing a focus on the learner, striving towards excellence in teaching, and employing quality assessments. For example, learners are viewed as active participants, rather than passive recipients, in the learning process, and attempts are made to encourage active participation at every opportunity across all modules.

Collaborative learning is another core component of the programme, with group work, as well as independent and critical analysis, integrated into class activities whenever possible. As psychology is a research based discipline, every effort is made to engage students in the research process throughout their modules, with practical and experimental components a common thread across the programme. Furthermore, students are encouraged to source and appraise contemporary research findings within the subjects covered.

The programme team meets regularly to discuss teaching, learning and assessment strategies within the programme so as to ensure students are engaging with material in diverse and innovative ways. Learners are also given detailed and critical feedback on all assessment types in order to inform their learning and future approaches to material within the course.

Assessment strategies have been designed so that learners experience a wide range of assessment types (including oral presentations, posters, lab reports, essays, practical participation and in-class tests, among others) as well as being exposed to varying modes of teaching and learning within class itself. The appendix contains a range of sample assessments and examination papers. As part of the programme review process, the programme team are proposing a number of changes to the assessment strategy. This is detailed further below in section 5.11

5.7   Integration, organisation and oversight of work-based learning

Not applicable

5.8   Programme learning environment

An overview of the facilities and services in NCI is provided in the Appendix 2.

5.8.1   Physical, social, cultural and intellectual environment

Learning in the programme takes place in a range of settings. The physical environment varies depending on the particular learning activity at hand – for example, while lectures typically take place in a classroom or lecture theatre, practical sessions take part in computer laboratories, usually in the dedicated Psychology Computer Lab in NCI. In addition, elements of small group instruction are embedded in every module which take place in smaller rooms, while certain modules (for example *Biological Basis of Behaviour*) make use of specifically designed psychological testing rooms which enable students to take part in demonstrations using experimental equipment. These various teaching and learning approaches give rise to a diverse landscape of learning opportunities. Students are encouraged to be active participants in the learning process at all times and the range of tutorials and practical sessions afford multiple opportunities for them to interact and discuss topics with their peers and lecturers. Occasionally, guest speakers may be invited in to speak to the students about their specialist subjects. This environment is intended to foster an independent and interdependent learning ethos.

Beyond the physical delivery of the programme, students are encouraged to engage with online resources, including Moodle and library databases. As such the environment comprises both face-to-face and virtual elements. Intellectually the structure, content and delivery of the programme encourages learners to be critical thinkers, developing a range of subject-specific and transferrable skills with a particular emphasis on the development of research and statistical skills which are a vital aspect of training in psychology.

For all learners there are a number of dedicated support services on offer within the college. In particular, the Academic Learning Support Service is centred around some core areas such as academic writing, reading, researching, studying, note-taking, exam revision and, in general, a focus on aiding a student in all manners of academic advancement. Some of their services offered include workshops, one-to-one sessions, online Tutorials and a writing/learning club. Our experience on the BA (Hons) Psychology programme is that students find this service particularly useful in stage 1, but these academic supports may also be particularly important for part time learners who may have been out of college for some time.

The college has a dedicated Learning and Teaching team who manage many facets of the College's academic and social support structures. These services include:

- Medical Centre and Student Counselling Service
- Academic Delivery of Programmes
- Academic Supports
- Disability Support Service
- Pastoral & Welfare Support
- Attendance and Engagement Monitoring
- English Language Services
- Student Progression & Engagement
- Student Assistance Fund & Financial Support

In addition to academic writing and study skills supports are the Mathematics Support Service, the Learning and Disability Support Service and Careers Support Services which are outlined in more detail below.

5.8.1.1 Mathematics Support Service

All NCI students are welcome and encouraged to avail of the services offered by the Mathematical Support Office. This is particularly important for students on the BA (Hons) Psychology programme who undertake a number of statistics modules.

The Mathematics Support Service runs dedicated programme workshops when required. These workshops are a great opportunity for all who attend to reaffirm the concepts previously covered on modules. Students can also request one to one sessions with the support tutor if required.

5.8.1.2 Learning and Disability Support

The aim at NCI is to promote equality of access for learners with disabilities, specific learning difficulties, mental health conditions and on-going medical conditions.

A wide range of supports are provided for students who are registered with the service to ensure they have equity of access to their studies including Learning Support, Assistive Technology, Library Supports and Exam Supports.

NCI encourages students to be open about their disability and to discuss their individual needs with the Disability Officer as early in the academic year as possible to ensure that necessary supports are provided.

Students should be aware that to receive exam supports they must have registered with the Learning & Disability Support Service by Reading Week of each semester.

There is a dedicated Learning Support Tutor for students registered with the service who can provide one to one support on a variety of topics including goal setting, motivation, academic writing and referencing, assignment structure, time management and exam strategies. A proof reading service can also be provided.

5.8.1.3 Careers Service

The NCI Careers and Opportunities Service provides a confidential student-centred career counselling, guidance and information service of the highest quality to all full-time, part-time, off-campus and postgraduate students of the college. The service is focused on supporting all students in developing and implementing successful career plans and facilitating the recruitment process for students and employers. This is particularly important for graduates of this programme.

5.8.2   The learner experience

The learners on this programme are both full and part time and as such require specific supports, both academic and non-academic which can assist them in their learning journey. As such all the learning support departments outlined above are available outside of traditional 9-5pm times.

The college is aware that returning to college and/or balancing work, home and college can be a challenge and as such the Teaching and Learning team has as their core mission to coordinate, enhance and introduce support services to ensure that students have a rewarding and fulfilling experience, both personally and academically, while at college. The Learning and Teaching team manage many facets of the College's academic and social support structures. These include:

- Medical Centre and Student Counselling Service
- Academic Delivery of Programmes
- Academic Supports
- Disability Support Service
- Pastoral & Welfare Support
- Attendance and Engagement Monitoring
- English Language Services
- Student Progression & Engagement
- Student Assistance Fund & Financial Support

Section 3.3.1 presented a comprehensive overview of students' experience in NCI. The results of both our programme level survey and an analysis of amalgamated module feedback from 2012-present revealed that students reported their experience to be overwhelmingly positive.

5.8.3   The work-based learning environments

There is no work-based learning environment embedded in the programme however students are encouraged to seek volunteering opportunities to supplement their studies. In the elective module *Educational Psychology* students have the opportunity to conduct a project in conjunction with NCI's Early Learning Initiative which can be viewed as a form of work-based learning. In addition, students are actively encouraged to engage in volunteering opportunities to supplement their learning and skill development (see earlier section 3.2.2)

5.9   Programme-specific arrangements for monitoring progress and guiding, informing and caring for learners

The programme takes a unique approach in supporting learner progress and well-being. In addition to the standardised college support system, one member of staff acts as a dedicated point of contact for each cohort within the full-time programme, as well as a dedicated director of the part-time programme. This enables the members of staff in question to get to know one group of students well as they progress throughout their degree since the specific programme director will remain as the point of contact for students in that particular group as they progress throughout their studies. Furthermore, a dedicated programme coordinator acts as a point of contact for administrative and other issues in the programme.

The progress of learners within are discussed at regular psychology team meetings where students considered at risk of disengagement are discussed and, where appropriate, strategies to encourage participation are considered. The programme regularly reviews its

assessment strategy (see below section 5.10) to coordinate and balance the workload expected of students as they progress through the various stages of the programme. Student progress will be signalled by regular, constructive feedback given in a supportive and encouraging way. This process aims to enhance motivation, as well as encouraging reflection. In addition, class reps are appointed for each cohort, acting as a further point of contact for students and staff alike.

5.10 Programme assessment strategy

The programme assessment strategy has been carefully considered to ensure that students experience a diverse range of assessments in order to align with the MIPLOs and develop a range of transferable skills as was outlined previously in section 3.2. Given the various skills required by psychology graduates it is necessary that they are exposed to a variety of assessment approaches including essays, statistical analysis, lab reports, practical participation, oral presentations and poster presentations in addition to traditional examinations. As such, an effort has been made to distribute such assessment strategies throughout the various stages in the programme, and to ensure that they are both reliable and valid measures of the MIMLOs.

As part of the programme review process, a number of changes have been proposed to the assessment strategy (previously outlined in detail in the self-evaluation report with an overview given in Section 3.1.3 of the current document). These changes were made with a view to reducing assessment burden for students at all stages of the programme, with more emphasis placed on continuous assessment. For example, the newly proposed assessment strategy ensures that students only have a maximum of two terminal examinations to complete each semester. The weighting for these exams has also been reduced from 60% to 50% with students expected to typically complete two from five questions in a variety of formats.

A brief quantification of how the proposed strategy differs to the previous strategy by stage is outlined in the table below. More detail on the expected student effort involved in the preparation of each assessment is given later in Table 32.

Table 30: Current and proposed assessment strategy for programme per stage

	Assessment measure	Current strategy	Proposed strategy
Stage 1 of programme	Number of terminal examinations	5	4
	Length of terminal examinations	2 – 2.5 hours	2 hours
	Total number of exam questions to be completed	15	8
	Weighing of exams for entire stage	50%	33.33%
	Total expected word count for written CAs	Approx. 11,000	Approx 5,400
	Weighing of assessment for entire stage	50%	66.66%
Stage 2 of programme	Number of terminal examinations	5	4
	Length of terminal examinations	2.5 hours	2 hours
	Total number of exam questions to be completed	15	8

	Weighing of exams for entire stage	45%	29%
	Total expected word count for written CAs	Approx. 16,000 words	Approx. 12,000 words
	Weighing of assessment for entire stage	55%	71%
Stage 3 of programme	Number of terminal examinations	5	2-6
	Length of terminal examinations	2.5 hours	2 hours
	Total number of exam questions to be completed	15	4-16
	Weighing of exams for entire stage	30%	17-37%
	Total expected word count for written CAs	Approx. 25,000 words	Varies depending on elective choice but significantly lower
	Weighing of assessment for entire stage	70%	63-83%

5.10.1 Description of assessments

Table 31 below gives an overview of the assessment strategy for each semester across all three stages of the programme. Specifically, this table contains detail of the type of indicative assessment involved for each module as well as the weighting of the assessments as they relate to overall module grade. An approximate timing of these assessments is also given although it should be noted that these are subject to change based on discussions prior to the start of each semester. For any given cohort the assessment strategy is discussed in advance of the semester to ensure that the timings of the assessments are spread out where possible. This is to ensure that students do not become overburdened with assessments, for example, during a particular week or weeks during the semester.

Also, though not included here, students are also given the opportunity to partake in a number of formative assessments. Details and example of these are included in the relevant module descriptors.

Table 31: Proposed assessment strategy for programme

Stage 1 Semester 1

Module (credits)	Assessment	Details (e.g. word count)	Due (approx.)	% Marks

Module (credits)	Assessment	Details (e.g. word count)	Due	Marks
Applied introduction and history of psychology (10)	Continuous assessment	This will typically involve five parts, each worth 20%: • Short essay outline on the history of psychology • 1,000-1,200 word essay on a topic in biopsychology • Short MCQ based on material covered to date • Group report based on fieldwork conducted in cognitive psychology • Group presentation based on groupwork within health psychology	Week 4, 6, 8, 10 & 12	100
Introduction to research methods (10)	Continuous assessment	This will typically involve two parts: • Short MCQ based on material covered to date (20%) • Mini research proposal for a specified topic (approx. 1,000 words) (30%)	Week 5 and 9	50
	Terminal examination	Short answers (part A) and essay-style question, 1 from 4 (Part B); 2 hours duration	End of semester	50
Social psychology (10)	Continuous assessment	This will typically involve two parts: • Short MCQ based on material covered to date (20%) • 1,200 word essay requiring critical thinking about how social psychology can be used to change or modify behaviour within society (30%)	Week 6 and 11	50
	Terminal examination	2 questions from 5; 2 hours duration	End of semester	50

Stage 1 Semester 2

Module (credits)	Assessment	Details (e.g. word count)	Due	Marks
Lifespan development (10)	Continuous assessment	This will typically involve two parts: • MCQ based on material covered to date (20%) • A 1200 word practical report based on child observation (30%)	Week 7 and 11	50
	Terminal examination	2 questions from 5; 2 hours duration	End of semester	50
Introduction to statistics (10)	Continuous assessment	MCQ based on material covered to date. The exam will includes 50 questions that is completed in two hours.	week 8	50

Module (credits)	Assessment	Details (e.g. word count)	Due	Marks
	Practical exam	Students are presented with an unseen SPSS data set and required to work through a set of tasks that examine their understanding of statistical concepts, their ability to use SPSS, and their ability to present these findings. Students have two hours to complete the CA.	week 12	50
Cognitive psychology (10)	Continuous assessment	This will typically involve two parts: • Ongoing participation based on questions relating to course content using clicker technology (25%). • Short reflective report outlining how the study of cognitive psychology has applications in everyday life (500-800 words) (25%)	Ongoing, Week 10 (report)	25 25
	Terminal Examination	Short answers (part A) and essay-style question, 1 from 4 (Part B); 2 hours duration	End of semester	50

Stage 2 Semester 1

Module (credits)	Assessment	Details (e.g. word count)	Due	Marks
Biological basis of behaviour (10)	Continuous assessment	This will involve two parts: • Short MCQ based on material covered to date (10%) • Group lab report describing research they conducted using physiological measurements (2,000-2,500 words) (40%)	Week 5 and 11	50
	Terminal examination	2 questions from 5; 2 hours duration	End of semester	50
Applied statistics (10)	Journal Article Review	Students presented in class with an unseen research paper that uses a statistical test (e.g., standard multiple regression analysis). They are required to read the paper and answer 13 short questions regarding the analysis and findings presented. These questions evaluate knowledge of the relevant statistical test.	week 7	50
	Analysis and interpretation	Students are required to determine the appropriate statistical tests to	week 12	50

		use to address research questions posed from a mock journal article. Students then complete the Results and Discussion sections of article.		
Personality and intelligence (10)	Continuous assessment	This will typically involve two parts: • 1,500 word essay on psychodynamic theories of personality (30%) • 1,000 word report on intelligence testing (20%)	Week 6 Week 12	35 25
	Terminal examination	2 questions from 5; 2 hours duration	End of semester	50

Stage 2 Semester 2

Module (credits)	Assessment	Details (e.g. word count)	Due	Marks
Coaching psychology (10)	Group case study, report, and presentation	This will typically involve three parts, each worth 20% • Students design and submit a case-study which highlights a performance issue for an individual. This issue can be based in a sports, educational, personal or organisational context (700 words) • Students submit a group report on the performance plan generated by the team which is based on case and solution. This plan also needs to explain evaluation of approach to generating a plan, devising a solution and how you would evaluate actual performance. (2,000 words) • Students present in groups on the case and solution generated; linking into relevant theories and research. All members need to participate and evidence of the presentation needs to be generated (10-15 minutes). This is graded individually	Week 4, 11 & 12	60
	Reflective blog	This will record weekly reflections on learning in class. This blog is not a description of class content, it should chart or record changes in students' learning, understanding and thinking of psychology (no word limit although word count of 2000 is provided as guideline).	ongoing	40

Psychology of Learning and Behaviour Analysis (10)	Continuous assessment	This will typically involve two parts, each worth 25%: • Practical lab report on the Sniffy the Rat Experiments completed in class (1,500 words • PBL activities: Each week students will be given a vignette (case study) in which a problem behaviour is described. Students will have to brain storm practical solutions to the problem. The solutions will be drawn from the likes of behaviour analysis, Cognitive behaviour therapy, acceptance commitment therapy etc. Students will self-grade at the end of the tutorial, and the lecturer will decide whether that grade is appropriate	Week 7, ongoing	50
	Terminal examination	2 questions from 5; 2 hours duration	End of semester	50
Applied research methods (5)	Research proposal & presentation	Students develop a short research proposal and present this idea in three minutes ("Thesis in Three")	Week 12	50
	Terminal examination	Create an abstract from an unseen journal article and review an ethics proposal; 2 hours duration	End of semester	50
Psychology labs (5)	Project	This will typically involve four components: • Lab report outline which sketches relevant information to be included in each report section (20%) • Two minor lab reports based on research questions addressed in class that week (1,000-1,500 words) – each worth 20% • Major lab report based on research question addressed in class (c. 3,000 words), worth 40%	Week 3, 6, 8 & 12	100

Stage 3 Core modules (semester 1 and 2)

Module (credits)	Assessment	Details (e.g. word count)	Due	Marks
Final project (20) – Semester 1 & 2	Proposal	Students must develop a research proposal, which includes a short literature review, proposed methodology and analysis.	Week 5, semester 1	10
	Dissertation	6,000-8,000 word dissertation which	Week 10,	80

Module (credits)	Assessment	Details (e.g. word count)	Due	Marks
		details the study conducted	semester 2	
	Presentation	Students present the findings of their project to peers. This may take the form of a poster or an oral presentation.	Week 11, semester 2	20
Health psychology (10) - Semester 1	Continuous assessment	This will typically involve two components • Group presentation of health intervention: Students will develop a health intervention based on one of the theories discussed in class and present this intervention to the class (10-15 minute) (30%) • Reflective journal Students submit a reflective journal about the process and their own learning, including ratings of their peers (1,000 words) (20%)	Week 11	50
	Terminal examination	2 questions from 5; 2 hours duration	End of semester	50
Abnormal psychology (10) – Semester 2	Continuous assessment	Students will write a critical essay on a chosen topic from the field of abnormal psychology. They will be required to approach their chosen topic from multiple theoretical approaches and evaluate contemporary evidence in this area (2,000 words)	Week 6	50
	Terminal examination	2 questions from 5; 2 hours duration	End of semester	50

Stage 3 – psychology elective modules (may run either semester)

Module (credits)	Assessment	Details (e.g. word count)	Due	Marks
Applied developmental psychology (5)	Continuous assessment	Students will be required to write an essay in a topic of Applied Developmental Psychology, demonstrating the link between theory, research and practice in the area	Week 12	40
	Project	Students will be required to complete a project on contemporary research and application in an area of developmental psychology. Students will be required to present their findings in the area during an in-class presentation (30%). Students will be required to submit a learning report each week reflecting on the topic of discussion (15%). On the week of their own presentation students will be	Ongoing	60

		required to submit a summary report of their findings (15%).		
Criminal psychology (5)	Continuous assessment	Students will write a critical essay on the role of developmental factors in the prediction/protection of criminal behaviour (2,000 words)	Week 10	50
	Terminal examination	2 questions from 5; 2 hours duration	End of semester	50
Psychology of thinking (5)	Continuous assessment	This will typically involve three components: • Class participation: students will be posed questions on an ongoing basis relating to course content using clicker technology (20%) • Poster presentation: students are required to design and present a poster examining a specialist aspect of cognition (40%) • In-class essay: students prepare an answer for a choice of known essay titles and complete this in class (40%)	Week 9 & 12, Participation ongoing	100
Evolutionary and cross-cultural psychology (5)	Continuous assessment	Students will be assigned to a group that either emphasises the evolutionary roots or cultural influences on behaviour. They will be required to present their argument in class. This will require a peer-rated element.	Week 11	50
	Terminal examination	2 questions from 5; 2 hours duration	End of semester	50
Cyberpsychology (5)	Continuous assessment	Students will submit an original research proposal in cyberpsychology with an accompanying literature review (1,800 words)	Week 12	50
	Terminal examination	2 questions from 5; 2 hours duration	End of semester	50

Module (credits)	Assessment	Details (e.g. word count)	Due	Marks
Workplace psychology (5)	Continuous assessment	This will typically involve three components: • Students are required to complete a group case study proposal (500-700 words) – 20% • Students are required to write a detailed report on an organisational psychology case study evaluating current practice and proposing changes to practice based on content discussed in class (2000-2500 words) – 40% • In a group, students are required to complete a 15 min in class presentation based on their case study – 40%	Week 7, 11 & 12	100
Educational psychology (5)	Continuous assessment	This will typically involve three components: • Students will be required to participate in a practical examination in preparation for field work with the Early Learning Initiative (10%) • Students will be required to write a detailed report on work done with the Early Learning Initiative evaluating learning in the early years (2,000 words). (50%) • Students will be required to design an Individualised Education Plan which should show evidence of consideration to both individual and environmental factors impacting the students learning and development (40%)	Week 6, 10 & 12	100
Contemporary neuroscience (5)	Continuous assessment	Students will evaluate in-class an unseen article published in a top journal of neuroscience.	week 11	50
	Terminal examination	2 questions from 5; 2 hours duration	End of semester	50

Stage 3 – business elective modules (may run either semester)

Module (credits)	Assessment	Details (e.g. word count)	Due	Marks
Financial management tools for	Report	Students are required to apply the tools and techniques of Financial Management to an enterprise. The enterprise may be a Start-up or Born global company. The	Company profile decision will be	50

enterprise (5)		overall objective is to create a case study of the financial management issues relating to the enterprise and illustrate how they have managed these issues effectively and efficiently	finalised in week 2	
		The assignment can be operated as either an individual piece of work or through group work.		
	Terminal examination	Typically, this is a two hour examination with a choice of 3 questions from a possible 5. The examination covers LOs1-5.	End of semester	50
Organisational development (5)	Project	This involves setting a major task where students must apply an OD approach to an organisational problem, scenario or situation. Depending on the nature of the task the student will be obliged to work independently and/or as part of a group. Students will be required to draw upon the relevant theory or models that may be applicable. The task may involve the students identifying problems or issues and outlining possible solutions and recommendations. Students may also be required to offer a presentation to an audience based on their work.	10	40
	Terminal examination	3 questions from 5; 2 hours duration	End of semester	60
Project management (5)	Project plan	The continuous Assessment may be a combination of, but not limited to, group-work, in-class assessment, case-study exercises, role-play and individual and group projects. Learners, in groups or individually, will be required to develop a project plan to a business related activity incorporating all sections of the module from the Project Management Framework assessing issues such as planning, organising, timeframes, cost projections, scope of project, HR issues, risk assessment and quality control and the final execution of the project	Ongoing	50
	Terminal examination	3 questions from 5; 2 hours duration	End of semester	50

Entrepreneurship (5)	Project and presentation	Students must provide a background to an entrepreneurial business of choice and evaluate the entrepreneurial perspective of the founding entrepreneur of that business. Individual or group (4 people) including a presentation.	6	25
	Case study assessment	Students must analyse a particular business case study in terms of the issues and challenges faced by a business and from this give recommendations for the future	8	25
	Business plan	The business plan will be graded according to clarity, structure and the ability to analyse and evaluate the entrepreneurial perspective. Learners will demonstrate an ability to communicate innovative business ideas. Learners will analyse a business idea via the business plan. The assignment will draw where appropriate from experience and contemporary examples to illustrate key points. Learners will in their assignment make appropriate reference to materials covered, theories learned and seminal and contemporary research in the field of entrepreneurship.	12	50
International HRM (5)	Project	Students conduct a project in relation to human resource management in an international setting, Case studies are often utilised to allow students to apply their learning however increasingly the use of 'live' case studies will be adopted whereby students will be presented with real life issues or problems facing a business and asked to research and formulate solutions.		40
	Terminal examination	3 questions from 5; 2 hours duration	End of semester	60
Contemporary issues in reward management (5)	Essay	Students will be given an essay based project that requires them to analyse an organisation's reward structure and the environment they work in with a view to making recommendations on the appropriate reward structure for a Special Group within the organisation. Students will be given a case study to base their analysis on. The essay required length will be 1,500 words. The project will be graded	9	40

		according to clarity, structure, with reference to materials covered, theories and research in the field		
	Terminal examination	3 questions from 5; 2 hours duration	End of semester	60
Ethics and social responsibility (5)	Case study analysis	The assessment for this module is based on case study analysis, which are used to develop the learner's diagnostic skills. Learners will be assessed on their ability to analyse ethical situations based on their knowledge of theory in the area and present arguments while accounting for contrary arguments.	10	100
Public relations and social media (5)	Practical	Learners are required to assess, evaluate and critique their own social media personal brand.	7	25
	Essay	Learners will be provided with a business scenario for a small business or start-up company. They will be asked to develop an online public relations strategy for the company and will be required to set up a website and social media profiles they deem appropriate. Learners will be tasked with initiating the conversation with a view to starting a community. As they move through the assessment they will be given various challenges, for example in the form of a PR crisis type situation and some negative comments via social media. They will be expected to deal with these PR issues and outline a communications approach.	12	75

5.10.2 Student effort

An important consideration when revising the programme assessment strategy was to ensure that students were not overburdened in the completion and preparation of the above assignments. To this end, the table below indicates how the total amount of student effort hours per module is divided into contact time, assignment preparation (both in and out of class), and independent learning. These figures are indicative and may naturally be subject to slight variation. However, based on this analysis, it can be concluded that students are not significantly over-burdened by assessment at any stage. As can be seen, in many cases class time is efficiently utilised to ensure that students are given the opportunities to work on preparing their assignments while also seeking feedback on their progress.

Table 32: Student effort across all modules and stages on the Full time programme

Stage 1 semester 1 Full-time

Module	Applied introduction and history of psychology	Introduction to research methods	Social Psychology
Class contact time	60 hours	60 hours	60 hours
Assignment preparation in class (no additional hours counted)	5 hours (1 hour for fieldwork preparation; 1 hour for essay outline preparation; 1 hour for essay writing preparation; 1 hour for presentation preparation; 1 hour for groupwork preparation)	4 hours for development of research proposal	2 hours
In-class formal assessment (no additional hours)	1 hour for MCQ; 0.5 hour for presentation	1 hour for MCQ	1 hour for MCQ
Independent assignment preparation	140 hours (20 hours on CA1 (essay outline) and 30 hours on CA2 (essay); 30 hours preparation for MCQ; 30 hours preparation for Fieldwork group work and write-up; 30 hours preparation for presentation)	60 hours (20 for MCQ, 40 for proposal)	60 hours (20 hours for MCQ, 40 hours for essay)
Examination preparation in class (no additional hours)	NA	4 hours	1 hour
Independent examination preparation	NA	70 hours	70 hours
Terminal examination	NA	2 hours	2 hours
Other independent learning activities	50 hours	58 hours	58 hours
Total effort hours	250 hours	250 hours	250 hours

Stage 1 semester 2 Full-time

Module	Lifespan development	Introduction to statistics	Cognitive psychology
Class contact time	60 hours	60 hours	60 hours
Assignment preparation in class (no additional hours counted)	2 hours	2 hours	2 hours for report preparation
In-class formal assessment (no additional hours)	1 hour for MCQ	2 hours for MCQ 2 hours for SPSS exam	3 hours approx. for ongoing clicker participation
Independent assignment preparation	60 hours (20 hours for MCQ, 40 for report)	40 hours for MCQ 60 hours for SPSS exam	50 hours
Examination preparation in class (no additional hours)	4 hours	NA	4 hours
Independent examination preparation	70 hours	NA	70 hours
Terminal examination	2 hours	NA	2 hours
Other independent learning activities	58 hours	90 hours	68 hours
Total effort hours	250 hours	250 hours	250 hours

Stage 2 semester 1 Full-time

Module	Personality and intelligence	Biological basis of behaviour	Applied statistics
Class contact time	48 hours	48 hours	48 hours
Assignment preparation in class (no additional hours counted)	4 hours	2 hours for Stroop report preparation 2 hours for Stroop data collection	2 hours for journal review 2 hours for data analysis
In-class formal assessment (no additional hours)	NA	1 hour for MCQ	2 hours for journal article review
Independent assignment preparation	35 hours for essay 35 hours for report	20 hours for MCQ 50 for lab report	60 hours for journal review 60 hours for data analysis task
Examination preparation in class (no additional hours)	1 hour	3 hours	NA
Independent examination	70 hours	60 hours	NA

preparation			
Terminal examination	2 hours	2 hours	NA
Other independent learning activities	60 hours	70 hours	83 hours
Total effort hours	250 hours	250 hours	250 hours

Stage 2 semester 2 Full-Time

Module	Psychology of Learning and behaviour analysis	Coaching psychology	Applied research methods	Psychology Labs
Class contact time	48 hours	48 hours	24 hours	24 hours
Assignment preparation in class (no additional hours counted)	4 hours for lab report	20 hours	1 hour for presentation preparation	4 hours
In-class formal assessment (no additional hours)	12 hours for PBL tutorials	0.1 for presentation	0.1 hour for "Thesis in Three"	NA
Independent assignment preparation	64 (40 hours for lab report, 24 hours for tutorial preparation)	130(40 for case study development, 50 for case study report, 40 for presentation)	40 for research proposal and presentation	70 hours (5 hours for lab report outline, 15 hours each for two minor reports, 35 hours for major report)
Examination preparation in class (no additional hours)	1 hour	NA	1 hour	NA
Independent examination preparation	70 hours	NA	30 hours	NA
Terminal examination	2 hours	NA	2 hours	NA
Other independent learning activities	66 hours	72	29 hours	31 hours
Total effort hours	250 hours	250 hours	125 hours	125 hours

Stage 3 semester 1 Full-Time

Module	Final Project Part 1	Health psychology	Elective 1	Elective 2
Class contact time	24 hours	48 hours	24 hours	24 hours
Assignment preparation in class (no additional hours counted)	12 hours centred on feedback and support for proposal and project development	1 hour for reflective journal preparation 1 hour for presentation preparation	Time dedicated to elective preparation varies depending on how module is assessed. For psychology elective modules, this may involve 100% CA or 50% CA and 50% examination. In this cases expected workload will be similar to other 5 credit modules with similar assessment strategies	
In-class formal assessment (no additional hours)	NA	0.5 hours for intervention presentation		
Independent assignment preparation	130 hours (80 for development of proposal; 50 for development of literature review)	75 hours for intervention development; 30 hours for reflective journal development		
Examination preparation in class (no additional hours)	NA	2 hours		
Independent examination preparation	NA	75 hours		
Terminal examination	NA	2 hours		
Other independent learning activities	96 hours	20 hours		
Total effort hours	250 hours	250 hours	125 hours	125 hours

Stage 3 semester 2 Full-Time

Module	Final Project Part 2	Abnormal psychology	Elective 1	Elective 2
Class contact time	24 hours	48 hours	24 hours	24 hours
Assignment preparation in class (no additional hours counted)	12 hours centred around statistical support and project development	2 hours	As above, time dedicated to elective preparation varies depending on how module is assessed. For psychology	
In-class formal assessment (no	Presentation	NA		

additional hours)	0.1 hours		elective modules, this may involve 100% CA or 50% CA and 50% examination. In this cases expected workload will be similar to other 5 credit modules with similar assessment strategies	
Independent assignment preparation	150 hours (130 for project development, 20 hours for presentation preparation	70 hours		
Examination preparation in class (no additional hours)	NA	4 hours		
Independent examination preparation	NA	68 hours		
Terminal examination	NA	2 hours		
Other independent learning activities	76 hours	58 hours		
Total effort hours	250 hours	250 hours	125 hours	125 hours

Table 33 Student effort across all modules and stages on the Part Time programme

Year 1 semester 1 part -time

Module	Applied introduction and history of psychology	Introduction to research methods
Class contact time	48 hours	48 hours
Assignment preparation in class (no additional hours counted)	5 hours (1 hour for fieldwork preparation; 1 hour for essay outline preparation; 1 hour for essay writing preparation; 1 hour for presentation preparation; 1 hour for groupwork preparation)	4 hours for development of research proposal
In-class formal assessment (no additional hours)	1 hour for MCQ; 0.5 hour for presentation	1 hour for MCQ
Independent assignment preparation	140 hours (20 hours on CA1 (essay outline) and 30 hours on CA2	60 hours (20 for MCQ, 40 for proposal)

	(essay); 30 hours preparation for MCQ; 30 hours preparation for Fieldwork group work and write-up; 30 hours preparation for presentation)	
Examination preparation in class (no additional hours)	NA	4 hours
Independent examination preparation	NA	68 hours
Terminal examination	NA	2 hours
Other independent learning activities	62 hours	72 hours
Total effort hours	250 hours	250 hours

Year 1 semester 2 part -time

Year ... **2**

Module	Social psychology	Lifespan development
Class contact time	48 hours	48 hours
Assignment preparation in class (no additional hours counted)	2 hours	2 hours
In-class formal assessment (no additional hours)	1 hour for MCQ	1 hour for MCQ
Independent assignment preparation	60 hours (20 hours for MCQ, 40 hours for essay)	60 hours (20 hours for MCQ, 40 for report)
Examination preparation in class (no additional hours)	1 hour	4 hours
Independent examination preparation	70 hours	70 hours
Terminal examination	2 hours	2 hours
Other independent learning activities	70 hours	58 hours
Total effort hours	250 hours	250 hours

semester 1 part-time

Module	Cognitive psychology	Introduction to statistics
Class contact time	48 hours	48 hours

Assignment preparation in class (no additional hours counted)	2 hours for report preparation	2 hours
In-class formal assessment (no additional hours)	3 hours approx. for ongoing clicker participation	2 hours for MCQ 2 hours for SPSS exam
Independent assignment preparation	50 hours	40 hours for MCQ 60 hours for SPSS exam
Examination preparation in class (no additional hours)	4 hours	NA
Independent examination preparation	70 hours	NA
Terminal examination	2 hours	NA
Other independent learning activities	80 hours	102 hours
Total effort hours	250 hours	250 hours

Year 2 semester 2 part-time

Module	**Personality and intelligence**	**Biological basis of behaviour**
Class contact time	48 hours	48 hours
Assignment preparation in class (no additional hours counted)	4 hours	2 hours for Stroop report preparation 2 hours for Stroop data collection
In-class formal assessment (no additional hours)	NA	1 hour for MCQ
Independent assignment preparation	35 hours for essay 35 hours for report	50 for lab report
Examination preparation in class (no additional hours)	1 hour	3 hours
Independent examination preparation	70 hours	80 hours
Terminal examination	2 hours	2 hours
Other independent learning activities	60 hours	70 hours

Total effort hours	250 hours	250 hours

Year 3 semester 1 part-time

Module	Psychology of learning and behaviour analysis	Applied statistics
Class contact time	48 hours	48 hours
Assignment preparation in class (no additional hours counted)	4 hours for lab report	2 hours for journal review 2 hours for data analysis
In-class formal assessment (no additional hours)	12 hours for PBL tutorials	2 hours for journal article review
Independent assignment preparation	64 (40 hours for lab report, 24 hours for tutorial preparation)	60 hours for journal review 60 hours for data analysis task
Examination preparation in class (no additional hours)	1 hour	NA
Independent examination preparation	70 hours	NA
Terminal examination	2 hours	NA
Other independent learning activities	66 hours	82 hours
Total effort hours	250 hours	250 hours

Year ... **3**

semester 2 part-time

Module	Coaching psychology	Applied research methods	Psychology labs
Class contact time	48 hours	24 hours	48 hours
Assignment preparation in class (no additional hours counted)	20 hours	1 hour for presentation preparation	
In-class formal assessment (no additional hours)	0.1 for presentation	0.1 hour for "Thesis in Three"	
Independent assignment	130(40 for case	40 for research	

preparation	study development, 50 for case study report, 40 for presentation)	proposal and presentation	
Examination preparation in class (no additional hours)	NA	1 hour	NA
Independent examination preparation	NA	30 hours	NA
Terminal examination	NA	2 hours	NA
Other independent learning activities	72	29 hours	
Total effort hours	250 hours	125 hours	125 hours

Year 4 semester 1 Part-Time

Module	Final Project Part 1	Health psychology	Elective 1	Elective 2
Class contact time	24 hours	48 hours	24 hours	24 hours
Assignment preparation in class (no additional hours counted)	12 hours centred on feedback and support for proposal and project development	1 hour for reflective journal preparation 1 hour for presentation preparation	Time dedicated to elective preparation varies depending on how module is assessed. For psychology elective modules, this may involve 100% CA or 50% CA and 50% examination. In this cases expected workload will be similar to other 5 credit modules with similar assessment strategies	
In-class formal assessment (no additional hours)	NA	0.5 hours for intervention presentation		
Independent assignment preparation	130 hours (80 for development of proposal; 50 for development of literature review)	75 hours for intervention development; 30 hours for reflective journal development		
Examination preparation in class (no additional hours)	NA	2 hours		
Independent examination preparation	NA	75 hours		
Terminal examination	NA	2 hours		
Other independent	96 hours	20 hours		

learning activities				
Total effort hours	250 hours	250 hours	125 hours	125 hours

Year 4 semester 2 Part-Time

Module	Final Project Part 2	Abnormal psychology	Elective 1	Elective 2
Class contact time	24 hours	48 hours	24 hours	24 hours
Assignment preparation in class (no additional hours counted)	12 hours centred around statistical support and project development	2 hours	As above, time dedicated to elective preparation varies depending on how module is assessed. For psychology elective modules, this may involve 100% CA or 50% CA and 50% examination. In this cases expected workload will be similar to other 5 credit modules with similar assessment strategies	
In-class formal assessment (no additional hours)	Presentation 0.1 hours	NA		
Independent assignment preparation	150 hours (130 for project development, 20 hours for presentation preparation	70 hours		
Examination preparation in class (no additional hours)	NA	4 hours		
Independent examination preparation	NA	68 hours		
Terminal examination	NA	2 hours		
Other independent learning activities	76 hours	58 hours		
Total effort hours	250 hours	250 hours	125 hours	125 hours

5.10.3 Strengths of assessment strategy

As evidenced from the previous tables, students get the opportunity to take part in a wide variety of assessments. For example, in the module *Applied Introduction and History of Psychology* which is based on 100% assessment, students will typically complete a range of assessments throughout the semester, including an essay outline, a full essay, a practical report based on experimental fieldwork, and a group presentation. Also in the first semester of first year, students develop research skills by creating a mini research proposal for a hypothetical study in the module *Introduction to Research Methods*. These rudimentary research skills are further developed as students progress through the programme. Short MCQs are incorporated into the assessment strategy of a number of stage 1 modules

including *Social Psychology, Lifespan Development, Introduction to Research Methods* and *Introduction to Statistics* to ensure that students secure grounding in a number of core concepts. Another innovative assessment strategy employed at this stage is through the use of clicker technology in *Cognitive Psychology*, whereby students regularly answer questions and give their opinions a number of diverse issues related to content throughout lectures. This facilitates regular participation and engagement with the material on an ongoing basis.

Another key strength of the programme's assessment strategy is the emphasis placed on practical experimentation and report writing throughout a number of modules. For example, practical assessments are incorporated into *Lifespan development* (students write a report based on an observation of children on video), *Biological Basis of Behaviour* (students write a report on psychophysiological data collected in a group experiment), and *Personality and Intelligence* (students write a report on intelligence testing). There is also a dedicated *Psychology Labs* module where students take part in a number of practical experiments and write four reports on these. Throughout the statistics modules, students learn to critically appraise and analyse data. For example, within *Applied Statistics* students are required to use an unseen introduction and method section to conduct appropriate analysis and write a discussion relating the findings back to previous literature.

The programme also emphasises group work in assessment which is another core skill that is developed in the programme. In particular, the assessment strategy of the module *Coaching Psychology* is based almost entirely on group work, where students must work together to create a case study and then find and present a solution to using theories, tools and methods acquired.

By the time students reach stage 3 of the programme, they will already have been exposed to a wide range of assessments such as those detailed above. In particular, the knowledge accrued relating to statistics and practical experiment should facilitate students in the development of their individual research project. The assessments for stage 3 core and elective modules tend to focus on the applications of research in the particular fields of study and include, for example, poster presentations, development of interventions, unseen journal articles, and practical participation.

5.10.4 Marking of assessment

All summative assessment is subject to NCI's quality assurance policies on assessment. Further detail on the marking schemes for assessment, as well as rubrics where appropriate, are provided with the individual module descriptors and in appendix 9. In addition, below are examples of two newly proposed general rubrics that will be used within the programme.

5.10.4.1 Essay rubric

National College of Ireland Bachelor of Arts (Hons) Psychology Essay Rubric

This rubric is designed to be used by both students and lecturers. It is designed to define the characteristics of a quality essay and establishes a range of performance categories which the essay may be judged on. For lecturers, it allows for consistency across grading and is a system upon which to base feedback. For students, it should help them understand expectations and allow them a way to evaluate their own performance.

	Content, Development & Research	Structure and Focus	Quality of writing and expression	Overall
1st (70+)	Excellent exploration, insight and research on the issue shown. Informed and secure understanding of the issue shown. Essay acknowledges the complexity of the topic and reveals a high standard of comprehension. Wide range of reading.	Essay is fully focused and relates to the task set. Essay is very well structured. Shows a good appreciation of the wider context.	Excellent standard of writing with a high level of accuracy. Evidence of original thinking Evidence of critical reflection.	The essay represents an excellent response to the task.
2:1 Hons (60-69%)	Good understanding of topic shown.	Essay is focused however at times it may lack a sustained focus.	Good standard of writing which displays the authors understanding.	The essay represents a very good response to the task.

	Content, Development & Research	Structure and Focus	Quality of writing and expression	Overall
	Knowledge is very good. Evidence of some good reading.	Structure is good but may wane from the question. Essay is well structured. Shows an appreciation of the wider context.	Evidence of original thinking.	
2:2 Hons (50-59%)	Good understanding of topic shown but limited in terms of depth of analysis and findings. Good knowledge. Evidence of some reading beyond class notes.	While essay shows an understanding it may lacks a sustained focus. Essay gets side tracked and doesn't focus fully on the task. Essay fails to show an appreciation for the wider context.	Writing is clear. Some evidence of original thinking.	The essay represents a satisfactory response to the task.
Pass (40-49%)	Basic knowledge allowing author to frame a basic essay. Basic understanding of topic shown.	Essay lacks focus. The writing is indiscriminately around the subject without showing a real understanding of the question.	Argument incomplete and poor. Little originality and limited in depth and analysis.	The essay represents an adequate, but weak response to the task.

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	Content, Development & Research	Structure and Focus	Quality of writing and expression	Overall
	Misses some key information and does not answer the task directly.	Structure underdeveloped.		
Marginal Fail (30-39%)	The essay is below the expected level of understanding and exploration of major ideas. Response shows inadequate coverage of the topic. Contains some material of merit but shows very limited insight and/or research. In the information presented there may be substantial inaccuracies, misunderstandings or errors.	Essay is not focused on the task set and diverges from the specification of the task. Essay has many errors, goes off in tangents and the material has little relevance. The work is disorganised and unclear and the structure is very weak.	There is an unsatisfactory standard of written communication; there may be flaws in spelling, grammar and composition which undermine the clarity of meaning. Essay needs more work on how to write in academic style and develop answers.	Unsatisfactory response to the task. May display some strengths but these are outweighed by several week features.

	Content, Development & Research	Structure and Focus	Quality of writing and expression	Overall
Fail (0-29%)	The essay is well below the expected level of understanding and exploration of major ideas.

Response shows very inadequate coverage of the topic.

Much of the information is mostly irrelevant and/or incorrect. There are significant inaccuracies, misunderstandings or errors. | Essay is very unfocused on the task set and significantly diverges from the specification of the task.

Essay has many errors, goes off in tangents and the material has little relevance.

The work is very disorganised and unclear and there is little structure. | There is a very unsatisfactory standard of written communication; there may be significant flaws in spelling, grammar and composition which undermine the clarity of meaning.

Essay needs much work on how to write in academic style and develop answers. | Very unsatisfactory response to the task. Any of the strengths are heavily outweighed by weaknesses. |
| *0%* | Answer is blank or completely irrelevant. | | | |

5.10.4.2 Lab report rubric

Section *Criteria*	1st Hons (70%+)	2.1 Hons (60-69.9%)	2.2 Hons (50-59.9%)	Pass (40-49.9%)	FAIL (0-39%)
Abstract					
The abstract should state briefly the purpose of the research, the principal results and major conclusions. Should make reference to the number and type of participants. Clear indication of the study conclusions as well as implications/limitations of findings should be provided. Clearly and succinctly within the word limit.	Abstract includes research question and ample background, variables, number and type of participants, brief mention of major results (p-values where appropriate), and study implications/limitations	Abstract includes all essential information (participants, results etc.) but is misleading due to a lack of concise sentence structure, or there may be some information missing (from one report section)	Abstract includes important information and a broad understanding of results, implications, limitations is conveyed but detail is missing and some features omitted (from two report sections)	Abstract is missing essential information from a number of report sections. Content is descriptive but not evaluative. The context and the implications of the research question not evidently conveyed	Abstract has some incorrect information or does not accurately portray the experiment. Important elements pertaining to methods/results and the nature of the hypotheses are missing
Introduction					
The introduction should begin with a broad assessment or review of background literature before stating the objectives	Report (i.e., first paragraph or two) begins in a broad manner and clearly explains the problem to be investigated. Appropriate topic in level and	Section begins somewhat broadly, and provides good theoretical or real-world	More clarity in the opening may be needed or the report may begin	Paper focuses immediately on the method, or no context for the topic is provided. The background to the topic has not been reviewed	The topic is not appropriate or is overly simplistic for the class level. Key features

of the work. The rationale for undertaking the experiment should be clear and if it addresses any current gap in literature this should be emphasised	in content and literature review should reflect such. Critical evaluation of sources evident. Operational terms should be defined.	context for the main concept in the study. An explanation of the key concept or question is provided, but it could be clearer. Commentary could be greater in its evaluative nature.	with a definition of the topic but provide very little context for the idea. Literature review wanders from the specific domain of research (e.g. developmental psychology studies discussed in a cognitive psychology experiment). Content may be descriptive but not evaluative in nature. Hypotheses described but not seamlessly embedded within text.	adequately. Content is inherently descriptive and does is necessarily evaluate in nature. Hypotheses/aim may not be clearly communicated.	such as the rationale or the hypotheses of study have been omitted.
Methods					

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The methods section should provide sufficient detail to allow the work to be reproduced. Description of materials and methods should be organised under the sub-headings: Participants, Materials, Design, Procedure, and Data Analysis.	Methods are appropriately and clearly described. Participant information includes number and demographic characteristics – also any relevant exclusion criteria are included. Materials and procedure are described with enough detail allowing for replication and the study and tools referenced appropriately. Data analysis section described tests performed and which variables are IVs and DVs.	Participants are described in a clear and adequate fashion. Materials are appropriate but not complete or not checked for reliability. Measures are cited appropriately. Study is described efficiently but some procedural aspects might be missing. Data analysis section describes tests and levels.	Participants are described but a relevant characteristic of the sample may be missing from description. Materials are described but may not be of sufficient detail or some are described more fully than others. Procedure is appropriate. The description is primarily complete but some details might be missing or redundancy present. Data analysis section is correct however some details might be omitted.	Important demographic details of sample are omitted. Materials are incomplete and not checked for reliability, or they lack validity given the hypothesis. They may also be adequate but simplistic given the study goals. The description is lacking in details but the measures are appended or cited, as needed. A number of major details from procedure are absent.	Participants are poorly described. Materials are incomplete and description is not adequate. No citations provided for materials. Description of procedure is unclear or incorrect.

Results					
The results section should clearly and concisely report the descriptive and inferential statistics of the assignment. Tables and in text call out should be in APA format	Content organised into descriptive and inferential sections. Descriptive results are appropriate and computed accurately (means, SD, frequency etc.). Inferential stats should be correctly reported and appropriate for addressing each hypothesis and it should be clear in how they do so. Consideration given to multiple comparisons and post-hoc tests which might be necessary	Statistics are appropriate and computed accurately. There may be some minor omissions from tables/figures. Results section includes correctly used inferential statistics but minor errors/omissions may be present. Results are accurate but the direct relevance to hypothesis needs to be highlighted	Statistics are appropriate and computed accurately. The figures or tables may have minor errors or confusing aspects. Minor elements germane to research question might be missing. Results section includes correctly used inferential statistics, but they may be incomplete (e.g., lacking appropriate post hoc tests) or the findings are unclear. Link between hypothesis and result	Statistics are appropriate but may be missing some relevant information (e.g., means but no SD). Minor errors/misinterpretation of statistics present. Figures or tables are omitted when necessary or only tables appear with no supporting text. Results section includes inferential statistics, but they may be incorrect or incomplete. Results do not seem (explicitly) linked with the hypothesis of the study.	Statistics are inappropriate (e.g., means computed on categorical data) or computed inaccurately. Figures or tables are omitted when necessary. Overall the inferential statistics do not address the hypotheses of the study. Results are reported incorrectly, the wrong test is used, or some critical information is missing.

			could be made clearer.		
Discussion					
This discussion should explore the significance of the results of the work, not simply repeat them. The main conclusions of the study should be highlighted and discussed within the framework of the existing corpus of knowledge from the literature. Implications for future work should be considered as well as limitations of work acknowledged. Conclusions/take-home message apparent after reading	Discussion includes a brief restatement of the findings where the explanation/interpretation is well connected to research hypothesis. Any discrepancies between the expected results and the actual data are explained and the take-home message clearly communicated. Author has considered to what extent the results are conclusive and can be generalized. Potential confounds or methodological limits are discussed as appropriate, and future research is suggested.	Discussion includes a summary of the findings, but interpretation could be better understood in the context of hypothesis. There may be lack of consideration for the broader psychological problem. Only some results are explained (esp. only positive), or the links to previous literature simply restate the introduction. Potential confounds or methodol	Discussion includes a restatement of the findings, but the analysis of their meaning may be weak or not well connected to the hypothesis. There may be lack of consideration for the broader psychological problem. Not all results are adequately discussed. Potential confounds or methodological limits are discussed	Discussion section is largely a recapitulation of study findings. The broader implications of the study have not been fully addressed and there is limited supporting or critical reference to findings from existing literature. The extent to which the findings are generalizable/conclusive has not been considered in detail or the author may inappropriately generalize beyond the data.	Discussion incorrectly states the results or is a rehash of the introduction without clearly presenting the current study. The take-home message of the study is not clear.

	ogical limits are discussed as appropriate, and future research is suggested.	as appropriate, and future research is suggested but limited in its scope of evaluation.			
References					
Adequate scholarly citations should be used to support arguments and points articulated throughout text. References should be from peer reviewed sources and presented in APA format. References should be ordered alphabetically and with a hanging indent	Reference page includes all and only cited articles. The articles are appropriately scholarly and appropriate to the topic. Sufficient recent sources make the review current, and classic studies are included if applicable and available.	Reference list may leave out some cited article or include one that was not cited. The articles are appropriately scholarly but may be somewhat tangential and were likely read by the student.	Some references may not be appropriate for the assignment. Key references are clearly cited from other sources and not likely read by the student.	Some references may be missing or limited to a number of review papers and narrow in scope. Key references are mostly present however some are missing and a number of points made throughout assignment have not been adequately cited.	References may not be scholarly sources or otherwise not appropriate for the assignment (e.g., too many secondary sources – citing course text book). Worryingly low count of sources indicating a lack of wider reading around the topic.

5.10.5 Contribution of assessment to final award

The award classification for the BA (Hons) in Psychology is based on students' performance at stage three of the programme. Specifically, the 60 credits of the final stage are based on the 20 credit *Final Project* module, which runs across two semesters, in addition to two 10 credit modules (*Health Psychology* and *Abnormal Psychology*) and four 5 credit electives. The final mark for the award is calculated on the weighted average of the marks for the individual modules. See Table 34 below for details on this breakdown.

Table 34: Contribution of modules to final award

Module	Credits	Proportion contribution to award
Final Project	20	33.33%
Health psychology	10	16.67%
Abnormal psychology	10	16.67%
Four electives*	5 x 4	8.33% x 4
Total	60	100%

*Electives are detailed earlier in the document.

5.10.6 Assessment Regulations

General

This programme is subject to QQI's assessment and standards guidelines and sectoral conventions on assessment.

Compensation

As this programme also has professional body accreditation, an additional regulation affecting eligibility for compensation at stage 2 has been introduced. The following is an extract from the PSI report which evaluated the programme in 2014.

*'The BA (Hons) Psychology course has had two intakes of students, with its first graduates planned for 2015. The curriculum meets the PSI guidelines for breadth of coverage at introductory and post-introductory levels. Adequate teaching in research methods, including practicals, is included leading to a final-year project. We obviously could not inspect examples of final-year projects, as these are first scheduled for 2014-15. **We wish to ensure that all core elements of the curriculum are passed, and therefore seek a reassurance that students will not be awarded an Honours degree if they have failed a core second-year module (and been allowed to proceed with compensation to final-year).***

Whilst this professional body requirement could be separated from the QQI award, for the sake of clarity and transparency to learners, it has been implemented as a programme regulation. For the current revalidation, the team have taken the decision to permit pass-by-compensation for stage 1 modules and will highlight this issue with PSI on our next accreditation in the academic year 2018/2019 with a view to enabling pass-by-compensation for stage two and three modules from this point forward.

Award Classification

A students' final award classification is based on the following grade scheme.

Final grade	Award

70+	H1
60-69	H21
50-59	H22
40-49	Pass
<40	Fail

5.11 Samples of award-stage synoptic assessment tasks

In all the module descriptors outlined in Section 6, sample assessments are included. Award stage modules are detailed from subsections 6.14 – 6.24. In addition, a number of sample assessments are included in the appendix 9.

6 Module Documentation

The below pages include detailed module descriptors.

6.1 Applied Introduction and History of Psychology

6.1.1 Headline information about the module

Module title	Applied Introduction & History of Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	6
Module number/reference	H6AIHP
Parent programme	BA (Hons) Psychology
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	NA
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:90 for lectures; 1:30 for tutorials
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	Classrooms (dependent on learning activity), computer laboratory for CA work

Analysis of required learning effort									
Effort while in contact with staff									
Classroom and demonstrations		**Mentoring and small-group tutoring**		**Other -**		**Directed e-learning (hours)**	**Independent learning (hours)**	**Other hours (specify)**	**Work-based learning hours of learning effort**	**Total effort (hours)**
Hours	**Minimum ratio teacher/learner**	**Hours**	**Minimum ratio teacher/learner**	**Hours**	**Minimum ratio teacher/learner**					
48	1:30	12	1:20				190			250

Allocation of marks (within the module)					
	Continuous assessment	**Supervised project**	**Proctored practical examination**	**Proctored written examination**	**Total**
Percentage contribution	100				**100%**

6.1.2   Module aims and objectives

This module aims to introduce students to the applied nature and history of psychology as a discipline and facilitate the development of an understanding and appreciation of relevant psychological concepts, theories, and methods. Students will be encouraged to develop and recognise the skills necessary to evaluate and think critically about information concerning psychological phenomena obtained from research, the general public, and the media. Students will also receive a grounding in the history of psychology, being introduced to the primary theorists and theories across a variety of psychological fields.

6.1.3   Minimum intended module learning outcomes

On successful completion of this module learners will be able to:

1) Articulate the nature, history and content of psychology
2) Describe and explain the basic principles and issues in the study of different aspects of human behaviour
3) Show evidence of an ability to identify and explain contemporary and historical theories, research and/or principles related to the content
4) Explain the role that psychology plays in a range of applied and interdisciplinary settings

6.1.4   Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Applied Introduction and History of Psychology provides students who are new to this field of study with an insight into what psychology, as a subject, entails, and a grounding in the background to contemporary research; that is, an understanding of the history and progression of psychological theory. This provides clarity and understanding of the contemporary theories and research to which students will be introduced in all other modules.

A number of IPLOs are addressed in the module. Particularly relevant are MIPLOs 1 and 2, as this module specifically deals with an introduction and understanding of theory and resarch across psychological domains (LOs 1, 2 and 3). Also relevant is MIPLO8 given the emphasis placed on appreciation of the role that psychology plays in a range of applied and interdisciplinary settings, as stated in LO4.

6.1.5   Module organisation and structure

The module will begin with an introduction to the history of psychology, and go on to introduce students to the key domains within psychology, including biopsychology, sensation and perception, behaviourism, cognitive psychology, personality, and health psychology.

6.1.6   Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.1.7   Module content

Below is a list of indicative topics.

Week 1: Introduction to the class and the subject, discovering psychology

Week 2: The historical roots of psychology;
- Psychology as a science

- Areas of psychology
- introduction to research methods in psychology,
- key debates in psychology

Weeks 3 -4: Biological psychology
- the nervous system
- sensation and perception
- the sensory systems

Week 5: Social Psychology
- Social cognition
- Attribution theory
- Heuristics, stereotypes and schemas

Week 6: Behaviourism
- Learning
- Classical and operant conditioning

Week 7-8: Cognitivism
- Cognitive psychology
- Memory, attention, remembering and forgetting
- Language, intelligence: what does it mean?
- The history of intelligence and attainment

Week 9: Developmental psychology
- How children's thinking develops
- Piaget
- Vygotsky

Week 10: Personality
- Types and traits, trait theories,
- Psychodynamic approach,
- Humanistic approach,
- Assessment of personality

Week 11: Health Psychology:
- stress and health,
- models of health promotion,
- health behaviours

Week 12: Psychological disorders:
- What is abnormal?
- Perspectives on causes of disorders
- mood disorders, schizophrenia
- Treatment models

6.1.8   Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with lectures, tutorials, and group debates. Students will

also engage in practical work. Learners will be encouraged to engage with material outside of class time using a variety of on-line resources.

6.1.9 Timetabling, learner effort and credit

The module is designed so as that students have a total of 4 hours of lecture material per week as well as an hour's tutorial per week.

6.1.10 E-learning

Students access course notes and lecture slides on Moodle. They also submit their assignments via Moodle. They must also use Moodle to download materials required for conducting these assignments, such as journal articles for Assessment 5. Students must use Powerpoint and Excel to create and submit CA4 and CA5.

6.1.11 Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), as well as smaller rooms to allow for group work and tutorial discussions.

6.1.12 Module staff requirements

A lecturer typically with a PhD in psychology. Tutorials may be delivered by those qualified to postgraduate level in psychology.

6.1.13 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	This will typically involve five parts, each worth 20%: • Short essay outline on the history of psychology • 1,000-1,200 word essay on a topic in biopsychology • Short MCQ based on material covered to date • Group report based on fieldwork conducted in cognitive psychology • Group presentation based on groupwork within health psychology	1-4	100	Week 4, 6, 8, 10, & 12

6.1.14 Sample assessment materials

Sample CAs:

1. What is the difference between sensation and perception? Write a short essay (1,000-1,200 words) describing the differences.

2. Where do you think the mind is and what makes you think this? Is your idea supported by theories/ theorists? If so, how? (1,000-1,200 words)

3. Is our ability to learn due to nature or nurture? Outline your argument with support from the literature and relevant research. (1,000-1,200 words)

4. Outline the similarities and differences between Piaget and Vygotsky's theories of cognitive development. (1,000-1,200 words)

5. Write an account of the history of Psychology, describing its roots in Philosophy, Science, and Medicine. (1,000-1,200 words)

6. Describe the nervous system, including the mechanisms through which neurons communicate. (1,000 - 1,200 words, at least 3 references)

7. Group work - a lab report based on eyewitness testimony fieldwork.

8. Group work - students are assigned a journal article from the field of health psychology and must write and deliver a presentation summarising the journal article, with critical engagement.

6.1.15 Formative Assessment

A number of formative assessment strategies are employed in lectures and tutorials, for example:

- Week 2: after learning about theory and the scientific method, students are given a scenario for which they must create a hypothesis, and name variables, and explain the way in which they will measure these variables. They are given feedback on their work in class.
- Week 4: After learning about subliminal perception, students must think of applications for this in groups, and present to the class. They are given feedback in class on their ideas, particularly on their understanding of the nature of application of psychological concepts to the real world.
- Week 6: students are required to write, in class, a discussion of the benefits and problems associated with working in groups. Students are given feedback on these discussions, and strategies for successful groupwork are also discussed.
- Week 9: students are given some findings that they must find alternative explanations for (following a class on critical thinking). They are given feedback on their alternative explanations offered during class.

6.1.16 Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components.

6.1.17 Reading List & Other Resources

Required Reading

On some weeks students will be directed to readings, however students are expected to keep up with background reading on topics from Introduction to Psychology texts. Introduction to Psychology texts that have been published recently and have the relevant chapters contained within can be selected by the student, and the library has many options on the shelves.

Kalat, J.W. (2010). *Introduction to Psychology, International Edition* (9th Edition). San Diego, CA: Wadsworth Cengage.

Plotnik, R. & Kouyoumdjian, H. (2011). *Introduction to Psychology*, (9th Edition). Belmont, CA: Wadsworth Cengage.

For History of Psychology.

Kardas, E.P. (2014). *History of Psychology: The Making of a Science*. Belmont, CA: Wadsworth Cengage.

- The Psychology Association of Ireland http://www.psihq.ie

- About.com http://psychology.about.com
- Wiley online library www.interscience.wiley.com/jpages
- Science Direct www.sciencedirect.com

Recommended reading for History of Psychology:

Brysbaert, M. & Rastle, K. (2013). *Historical and Conceptual Issues in Psychology* (2nd Edition). Harlow, UK: Pearson.

Assignment 1: Write an account of the history of Psychology, describing its roots in Philosophy, Science, and Medicine.

▶ **1,000 – 1,200 words**

▶ **To be submitted via Moodle/Turnitin**

▶ **Tutorial Week 2: How to construct an essay at third level**

▶ **Due Week 4: 10th October at 9.30am**

Rubric (given to students in class)

	FIRST	2.1	2.2	Pass	Fail
Word limit adhered to?	YES			NO	
Structure	Well structured, clear what the point is	Essay makes a clear point but structure needs work	Structure needs work, no clear point	After multiple readings, a point may be present – but poor structure	Incoherent, no point made, only descriptions of previous work
Language	Excellent, few errors, good academic style	Very good, minor grammatical or spelling errors	Good, some grammatical or spelling errors	Fair – with considerable errors in grammar and spelling	Poor – with many errors of grammar and spelling
Reading	Evidence of going well beyond recommended reading	Some evidence of recommended reading and beyond	Recommended reading has been read	Lecture notes have been read	No evidence of reading
Critical Analysis	Reading has been clearly understood and integrated	The reading has been understood, some attempt to integrate it	Reading has been understood but misunderstandings at times	Little evidence that the reading has been understood	No evidence that the reading has been done or understood

Assignment 2: Describe the nervous system, including the mechanism through which neurons communicate.

▶ 1000-1200 words

▶ Submit via Turnitin by Week 6: 9.30am on 24th October.

▶ You will need to use referencing for this assignment.

Rubric

Criteria	Scales						
	First Class 100%	First Class 70%	2.1 60%	2.2 50%	Pass 40%	Fail 10%	True Zero 0%
Word limit 10%	Word count (1000 – 1200 words) met						Word count not met
Structure 30%		Excellent, 1 idea per paragraph. Introductory and concluding paragraph included. Clear transitions between paragraphs.	Very good structure. 1 idea per paragraph as required. Introductory and concluding paragraph as required. Transitions between paragraphs may require work.	Work needed on structure – only 1 idea per paragraph, and make sure there are transitions between paragraphs.	Fair structure, no transitioning between paragraphs. Introductory and concluding paragraphs need work.	Poor structure/no introductory or concluding paragraph	
Language 20%		Excellent use of language and style is accurate and follows APA guidelines/ presentation also excellent	Language is very good but some work required on style. Presentation very good.	Language skills are good but could be improved upon by reading more textbooks and journal articles, and practicing writing skills. Presentation good.	Writing skills need work – on style, grammar. Practice writing skills by summarising lectures and textbooks in your own words, and by reading textbooks and journal articles.		
Reading 30%		Evidence of reading beyond teh textbook and of excellent ability to	Evidence of reading textbooks and of good ability to paraphrase what has been read. Some evidence	Evidence of reading textbook, but insufficient amount of further reading has been done.	Very little evidence of further reading. Significant issues with paraphrasi		

	paraphrase what has been read. Good evidence of understanding what has been read.	of clear understanding what has been read, with possibly a few minor misunderstandings.	Issues with paraphrasing what has been read. Some misunderstanding of what has been read may be evident.	ng may also be present.	
Referencing 10%	APA referencing style is used properly		APA referencing style used but some minor errors		APA referencing style was not used appropriately.

Assignment 3: Multiple Choice Questionnaire on content to date

▶ 25 questions will be asked with 4 response options for each question.

▶ MCQ will be delivered in-class.

Assignment 4: Write up, in groups, your results based on the fieldwork.

▶ **Fieldwork: Each group of 3 should interview four seperate people**

   ▶ Script: "Excuse me do you mind if I ask you some questions? You were just asked the time/directions to O'Connell Street by someone. That person and myself are both undergraduate students of Psychology and we are doing a study on the reliability of memory. Is it ok if I ask you if you can remember some details about the person who just asked you for the time/directions?"

   ▶ IF they say no: thank them, walk away, find someone else (you will still need 4!)

   ▶ IF they say yes: ask them the following:

      ▶ What gender was the person?

      ▶ What colour was the person's hair?

      ▶ Were they wearing glasses?

      ▶ What colour was their jacket/top?

Write-up

▶ Introduction (300 words) – 25% of marks

   ▶ Introduction: What do we already know about this topic? Start broad, move more specific. Funnel like. Should clearly outline the purpose of the study in light of previous research.

   ▶ Needs to include a STUDY RATIONALE and a brief overview of the study.

   ▶ HYPOTHESES at the end here.

▶ Methods (200 words) – 20% of marks

- Method: How did you do what you did? Normally broken up into subsections: participants (who are they? How many were they? Age? Gender? Sampling method?)
- Materials – what did you need to conduct the study that you conducted?
- What was the DESIGN of the study? Experimental or observational? Between or within participants? What were the independent and the dependent variables? What was the procedure?
  - Participants
  - Procedure
- Results (200 words) – 25% of marks
  - Results: present basic descriptive statistics (means) on graphs, charts, tables.
  - Relate the findings back to the hypothesis.
  - Both short and long version
  - Data are number of correct responses per participant
- Discussion (200 words) – 25% of marks
  - What do your results mean?
  - Did you support or fail to support your hypothesis?
  - What future research could follow from this research?

5% given for presentation

Assignment 5: You are required to create a 5-minute presentation on a paper within Health Psychology
- These presentations will be given in Week 13 of term.
- All papers must be chosen from the options uploaded to Moodle.
- All presentations must also be submitted via Turnitin by each group member by 9am on 12th December.

Guidelines given on content of the slides, and a tutorial on presentation skills delivered also.

Marking Scheme:

Criteria	Weight	Very poor/ absent	Poor	Pass	Good	Very good	Excellent
Introduction	**10%**	0	4 Very little introduction of team and paper choice	8 Some introduction of team and paper choice	12 Acceptable introduction given to team and some reason given	16 Very good intrduction made to team and background given	20 Excellent background given including introduction to team, choice of paper, in relation

					for paper choice	for paper choice – personal interest or clear priority in research area	to personal choice or to priority of this paper in relation to the rest of the research area; some introduction to the research area
Main body of text: Intro	**20%**	0	2 Insufficient background given to the paper	4 Some background given to paper but not enough to contextualise the paper for audience	6 Satisfactory attempt to contextualise the paper through providing a background to the research	8 Moves beyond providing the background given in the paper itself; inclusion of other material	10 Excellent contextualsiing of the research, through use of the background in the paper itself and excellent use of other sources to further contextualise the work.
Main body of text: Methods	**20%**	0	4 Poor coverage, some subsections are missing, misunderstanding of methods used is	8 Fair coverage of methods used, possibly some subsections are missing, and incompl	12 Good coverage of methods used, including all relevant subsections,	16 Very good coverage of methods used, including all relevant subsections	20 Excellent coverage of methods including all relevant subsections and a clear understanding of

			evident.	ete understanding of methods used is evident	some slight misunderstanding of methods or incomplete understanding possible		the methods used
Main body of text: Results	**20%**	0	2 Poor understanding of study results – some results omitted or misunderstood completely, unclear presentation of results	4 Fair understanding of results including some minor misunderstanding or omissions	6 Good understanding of results, possibly some results omitted	8 Very good understanding of results, clear presentation of the study results	10 Excellent understanding and presentation of results of the study including use of graphs to illustrate results
Main body of text: Discussion	**20%**	0	4 Poor understadning or misinterpretation of study results. No implications described.	8 Fair understanding of results but no clear relation to previous study findings; implications missing	12 Good understanding of results, in light of some limited previous findings; implications may be mentio	16 Very good understanding of the results, also in relation to previous research, some implications mentioned	20 Excellent understanding evident of meaning of results in relation to previous research; implications for practice and future research are also

					ned	discussed
Conclusion	**10%**	0	4 Poor conclusion given. No relating to study hypotheses, no mention of implications.	8 Fair conclusion provided, no relation of findings to hypotheses, implications may be absent	12 Good conclusion provided, implications may be absent	16 Very good conclusion of study aims, findings, implications.	20 Excellent conclusion of study hypotheses, findings, implications.
Presentation skills and delivery	**10%**	0	4 Poor or no use of visual aids, poor presentation style; clear lack of preparation, timing is poor (ie either came in over time, or significantly under time.	8 Fair use of visual aids in presentation and fair presentation style although could have been better prepared. Timing may be just over or under time.	12 Good use of visual aids; good presentation style, requires more preparation. Timing is as required.	16 Very good use of visual aids; presentation style is clear, good, and well-rehearsed; timing is as required.	20 Excellent use of visual aids in powerpoint presentation; excellent presentation style; timing is as required.
Total mark							

6.2 Introduction to Research Methods

6.2.1 Headline information about the module

Module title	Introduction to Research Methods
Module NFQ level (only if an NFQ level can be demonstrated)	6
Module number/reference	H6CPS
Parent programme	BA (Hons) Psychology
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	NA
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:90 for lectures; 1:30 for practical sessions
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	Classrooms (dependent on learning activity), computer laboratory for CA work

Analysis of required learning effort										
Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify) Practical session		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	**Minimum ratio teacher/learner**	**Hours**	**Minimum ratio teacher/learner**	**Hours**	**Minimum ratio teacher/learner**					
48	1:30	12	1:20	12	1:20		190			250

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Terminal examination	Total
Percentage contribution	50			50	**100%**

6.2.2 Module aims and objectives

The aims of this module are to:
- Introduce students to scientific methods and their role in research
- Provide students with an overview of research designs and data collection methods applicable to psychology
- Enable students to reflect on the strengths and weaknesses of available research methods

6.2.3 Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

LO 1. Explain the role of psychological research methods in the research process

LO 2 Formulate a psychological research question based on a literature search

LO 3 Design a simple research study by selecting data collection methods, research designs, and measurement appropriate for a given research question

LO 4 Compare and contrast various research methods

LO 5 Discuss ethical issues arising from empirical research

6.2.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Research methods and statistics are central to the study of psychology and are, as such, crucial to the programme. Not only is it important for students to know how to approach research themselves, it is important that they are able to distinguish properly conducted, rigorous research studies from those that are poorly conducted or rest on "pseudoscientific" principles. Rigorous training in research methods and statistics is required in any PSI accredited degree, and consequently this module forms part of one of the three pillars on the programme. Specifically, this module gives learners a foundational knowledge in psychological research methods, which is then built and expanded upon in later modules.

A number of IPLOs are addressed in the module. Particularly relevant is MIPLO3 as this module specifically deals with the development of mastery in psychological research skills and research design. Also relevant is MIPLO5 given the emphasis placed on applying ethical and professional standards in the planning of research (this is evident in the proposal element of their assignment; see LO3). More broadly, MIPLO1 is addressed in the module given the requirement for students to understand the methods which underpin the discipline of psychology (e.g. LO1). MIPLO7 is also fostered in this module given the assessment for the module which requires students to exercise independent thinking in addressing novel research questions.

6.2.5 Module organisation and structure

Over the course of the module, learners are introduced to the research process and the various stages that are involved in this. The initial focus of the module is to outline the key issues in psychological research and clarify how research evidence differs from other forms of gathering knowledge. The emphasis here is on introducing learners to the scientific method and how it applies to psychology.

The next topic centres on an important consideration when conducting any psychological research study –ethics. Learners explore some key historical studies and learn about the ethical codes of conduct associated with psychological bodies such as the Psychological Society of Ireland (PSI).

The next segment of the course involves an introduction to some of the core steps in the research process: namely, identifying participants (sampling), defining variables, ensuring that measures are valid and reliable, and choosing an appropriate research design (e.g. contrasting experimental designs with other types). An important objective of the course is that learners come to terms with these issues and the relevant terminology and concepts.

The final few topics centre on specific research techniques in more detail. Learners are made aware of the differences between qualitative and quantitative techniques and when they might be appropriate to employ. Time is also spent discussing the advantages and disadvantages of some of the most common research approaches in psychology such as interviews, questionnaires, experiments and observational studies.

As well as weekly lectures, the module also involves practical components which aim to illustrate how the knowledge can be applied. Emphasis is placed on the development of research skills, ranging from how to appropriate source literature to specific data collection techniques. This module also prepares students for the *Introduction to Statistics* module which follows in the next semester.

6.2.6   Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.2.7   Module content

Below is a list of indicative topics covered in the module.

Topic 1: Research in Psychology

- Introduction to course
- Methods of acquiring knowledge
- The scientific method
- Influences on research

Practical: Comparing scientific vs. pseudoscientific findings

Topic 2: Ethics

- Definition and importance of ethics
- Case studies of ethics in psychology
- Ethical considerations when using human participants and animals in research
- Ethical codes of conduct

Practical: Evaluating and discussing ethical dimension of sample research proposals

Topic 3: Conducting a Literature Search

- The research process
- Research questions and hypotheses
- Sources of literature
- Reading and understanding a research article
- Writing a literature review
- APA referencing style

Practical: Searching online psychological databases and referencing in psychology

Topic 4: Sampling

- Populations and samples
- Representative samples
- Probability sampling methods: types and evaluation
- Nonprobability sampling methods: types and evaluation
- Sample size

Practical: Defining and critiquing sampling strategies for given research questions

Topic 5: Defining and Measuring Variables

- Levels of measurement
- Theoretical constructs and operational definitions
- Validity of measurement
- Reliability of measurement
- Modalities of measurement
- Qualitative and quantitative methods

Practical: Operationalisation of given constructs; understanding reliability and validity

Topic 6: Research Designs

- Experimental Research Designs
    - Independent and dependent variables
    - Between-participants and within-participants designs
- Quasi-Experimental Research Designs
    - Extraneous variables
- Correlational Research Designs
- Cross-sectional vs. longitudinal designs

Practical: Identifying variables; designing studies for given research questions using different research designs

Topic 7: Data Collection Methods: Interviews and Focus Groups

- Interview types
- Types of questions
- Conducting interviews
- Interviewer effects
- Analysis and interpretation

Practical: Planning and conducting an interview

Topic 8: Data Collection Methods: Observations

- Types of observation
- Naturalistic observation and participant observation
- Observer bias
- Recording observations

Practical: Planning and conducting an observational study

Topic 9: Data Collection Methods: Questionnaires and Surveys

- Comparing and contrasting questionnaires and interviews
- Planning questionnaires
- Question types (e.g. Likert scale vs. independent alternatives)
- Formulating items

- Testing reliability and validity in questionnaires

Practical: Sourcing appropriate existing questionnaires; designing a questionnaire

Topic 10: Data Collection Methods: Experiments

- Experiment Types (e.g. field experiments and naturalistic experiments)
- Conducting online experiments
- Considerations when designing and experiment
- Threats to internal validity

Practical: Completing online experiments in psychology

6.2.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (section 5.6). Teaching will take place using a variety of mechanisms with contact hours comprising of lectures, tutorials, group discussions and debates, and practical experimental-based activities. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.2.9 Timetabling, learner effort and credit

The module is designed so as that students have a total of 3 hours of lecture material per week (typically covered in 2+1 hour block of lectures) and a two hour practical/tutorial session which enables students to discuss key issues and engage in group and individual activities to foster consolidation of the core issues involved. Given that the module is 10 ECT credits, learners are expected to dedicate an additional 190 hours of independent study to this module over the course of the semester.

6.2.10 E-learning

The delivery of this module is supplemented by a range of digital resources. For example, material is presented using Moodle, the college's virtual learning environment. All lecturing materials are made available before each lecture. Supplementary documents and links to relevant webpages are also facilitated by this system. Students also submit their course work and assignments via Moodle using the Turnitin platform.

6.2.11 Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), as well smaller rooms and computer laboratories to allow for group work and practical sessions as appropriate.

6.2.12 Module staff requirements

A lecturer with a PhD in psychology and ideally experience in the area of psychological research methods is required. Tutorials/practical sessions may be delivered by the module leader or other qualified personnel where appropriate.

6.2.13 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	This will typically involve two parts: • Short MCQ based on	1, 2, 3	50	Week 5 and 9

	material covered to date (20%) • Mini research proposal for a specified topic (approx. 1,000 words) (30%)				
Written examination	Students will answer a written examination which will comprise a mixture of both short (part A) and long (part B) questions in two hours.	1, 4, 5	50	End of semester	

6.2.14 Formative assessment

A range of formative assessments are embedded in the module in order for students to gain a greater insight into their progress. For example, students are presented with a number of group and individual activities in their tutorial and practical sessions. These activities relate to the study of research methods and also include APA referencing exercises, discussion points, and recap questions. In addition, as part of their formal assessment students are required to develop a research proposal that is based on a literature search. The development of this will be facilitated by formative feedback in practical sessions where students are encouraged to develop and seek feedback on their ideas across the semester.

6.2.15 Sample assessment materials

Sample research proposal

Please develop a research question or hypothesis to investigate in relation to the psychological effects of computer games. You should then propose a research study which is suitable to answer your research question or test your hypothesis. You should explain in detail what your proposed methodology will be, including the research design, who your participants will be, what materials you will employ, and what consideration will be given to ethical issues.

The assignment should be approximately 1,000 words and have the following structure.

- Rationale for proposed study (25%)
- Research question and/or hypothesis (10%)
- Research proposal (50%) which should include an overview of:
   - o Participants
   - o Materials/measures
   - o Design
   - o Ethical considerations
- Reference section (5%)

- The final 10% of marks will be awarded for general structure and presentation.

Note:
You should use APA referencing style throughout (consult NCI library APA referencing guide in addition to information provided on Moodle).

Assignments will be graded according to the following rubric

Criteria	Weighting	Fail	Pass	2.2	2.1	1st
Rationale	25%	No articulation of why the research topic is worthy of study. No references provided and little/no links to existing research	Limited reference to existing theory and the value of the research being proposed. Poor links with existing research.	Solid positioning of the research in the context of the study at hand with some reference to the existing research but lacking detail.	Well-articulated rationale for the study proposed, firmly positioned in existing literature with good referencing.	Excellent positioning of the research, with clear evidence of insight and value of research. Clearly articulated rationale in relation to study contribution.
Research aims / hypotheses	10%	Aims are inadequately specified. Hypotheses are not clearly articulated or are too broad to be researched adequately.	Aims may be specified but inadequately explained. Hypotheses stand apart from the literature and the link between the two is not evident.	Aims have been specified and explained but may not all be appropriate. Hypotheses have links back to the literature.	Aims have been clearly specified and explained and are appropriate. There is clear logical flow between the articulation of research hypotheses and previous literature.	Aims have been clearly specified and are creative and appropriate. There is an excellent connection between the articulation of research hypotheses and previous literature. The research aims and hypotheses are novel and innovative.
Method	50%	Very poor description of proposed method. There are significant omissions in relation to the sample, measures, and/or research design. This is poorly	Weak description of proposed method. There is some relevant information included on aspects of the sample, measures, and research design but a number of	Fair description of proposed method including description of the sample, an outline of measures to be used in study and description of research	Good description of proposed method including clear description of the sample, sample size and sampling technique; an outline of all measures to be used in	Excellent description of proposed method including a comprehensive and detailed description of the sample, sample size and sampling techniques; a detailed outline of all

		presented and would make replication of the study impossible.	details are missing which would make it difficult to replicate study.	design. Some details may be missing for certain elements which may make replication of study difficult.	study is provided with appropriate references and psychometric properties when appropriate. Clear description of research design.	measures to be used in study is provided with appropriate references and psychometric properties discussed when appropriate. Very clear and appropriate description of research design.
Referencing	**5%**	Incorrect or missing referencing that does not apply APA standards. Many errors with in-text citations and formatting of reference section.	Some references are presented in APA format correctly but there are some inconsistencies and errors with in-text citations and/or formatting of reference section.	Most references are presented in APA format correctly but there are one or two errors with in-text citations and/or formatting of reference section.	Almost all references are presented in APA format correctly but there may be some very minor errors with in-text citations and/or formatting of reference section.	Excellent presentation or references. Correct use of APA standards are applied both in-text and throughout reference section.
Presentation	**10%**	Poor presentation. Evidence of spelling errors and/or lack of English competence. Badly structured.	Reasonable presentation but lacks a logical flow and can be difficult to follow at times.	Satisfactory presentation with clear structure and logical flow of material.	Good presentation and structure with logical flow which is critical in the main rather than descriptive.	Critical and reflective writing style which is considered and accomplished

Sample exam questions

Students must answer Part A and Part B.

Part A (Short Questions)

Using examples, define what is meant by <u>four</u> of the following (all worth 10%):
  a. Independent variables
  b. Levels of measurement
  c. Operational definitions

    d.   Semi-structured interviews
    e.   Inter-rater reliability
    f.   External validity
    g.   Snowball sampling

Fill in the blanks (10%)

Clustered sampling is an example of a <u>non-probability</u> sampling technique. The researcher divides the <u>population</u> into clusters (neighbourhoods, schools, etc.). The researcher then <u>randomly</u> selects a number of these clusters and attempts to recruit <u>all</u> eligible participants in those clusters. This technique is more cost-effective than <u>simple </u>random sampling but it can introduce bias since not all participants are <u>independent</u> from one another.

Part B

Answer <u>one</u> of the following (50%)

1. When deciding whether a research proposal can be approved for ethics, an ethics committee must make a cost-benefit analysis. Discuss what is meant by this, drawing on ethical codes of conduct and research evidence to support your answer.

2. Is it possible for researchers to obtain a truly representative sample? In answering this question, you should make reference to both probability and non-probability sampling techniques.

3. Using examples, compare and contrast experimental and quasi-experimental designs.

6.2.16 Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.2.17 Reading List & Other Resources

Core textbooks

Gravetter, F. J. J. G., & Forzano, L.-A. B. (2012). *Research Methods for the Behavioral Sciences* (4th ed.). Belmont, CA: Wadsworth Publishing.
Howitt, D. & Cramer, D. (2014). *Introduction to research method in psychology* (4th ed.). Pearson.
Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2011). *Research Methods In Psychology* (9th ed.). New York: McGraw-Hill.

Supplementary reading

Blaxter, L., Hughes, C., & Tight, M. (2010). *How to Research* (4th ed.). Maidenhead: Open University Press.
Birnbaum, M. H. (2000). *Psychological Experiments on the Internet*. San Diego, CA: Academic Press.
Breakwell, P. G., Hammond, D. S. M., Fife-Schaw, D. C., & Smith, P. J. A. (2006). *Research Methods in Psychology* (3rd ed.). London: Sage Publications.

Elmes, D. G., Kantowitz, B. H., & Roediger, I. H. L. (2011). *Research Methods in Psychology* (9th ed.). Belmont, CA: Wadsworth Publishing.

Goodwin, C. J. (2009). *Research In Psychology: Methods and Design* (6th ed.). New York: Wiley.

Rosnow, R.L. & Rosenthal, R. (2013). *Beginning behavioural research: A conceptual primer* (7th ed). Pearson.

Salkind, N.J. (2014). *Exploring research*: Pearson new international edition (8th ed.). Pearson.

Smith, R.A. & Davis, S.F. (2013). *The Psychologist as Detective: An introduction to conducting research in psychology.* Pearson.

Pelham, B. W., & Blanton, H. (2006). *Conducting Research in Psychology: Measuring the Weight of Smoke* (3rd ed.). Belmont, CA: Wadsworth.

Additional resources

Students are encouraged to make use of the library databases relevant to psychology to access relevant journal articles. A demonstration on how to access such information is provided in class.

6.3   Social Psychology

6.3.1   Headline information about the module

Module title	Social Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	6
Module number/reference	H6SPS
Parent programme	BA (Hons) Psychology
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	1 (FT); 2(PT)
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	N/A
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	N/A
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:90 for lectures; 1:30 for tutorials
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	Classrooms

Analysis of required learning effort								
Effort while in contact with staff								
Classroom and demonstrations		**Mentoring and small-group tutoring**		**Other (specify) Practical session**		**Directed e-learning (hours)**	**Independent learning (hours)**	**Other hours (specify)**	**Work-based learning hours of learning effort**		**Total effort (hours)**
Hours	**Minimum ratio teacher/learner**	**Hours**	**Minimum ratio teacher/learner**					**Hours**	**Minimum ratio teacher/learner**	**Hours**
48	1:30	12	1:20				190			250

Allocation of marks (within the module)					
	Continuous assessment	**Supervised project**	**Proctored practical examination**	**Terminal examination**	**Total**
Percentage contribution	50			50	100

6.3.2 Module aims and objectives

The aim of this module is to provide learners with an overview of the key theoretical and empirical work in Social Psychology. To this end, students will a) consider key concepts, assumptions, theories and research studies in Social Psychology, b) be encouraged to analyse the link between behaviours in society and psychology and c) consider why people behave in certain roles in society.

6.3.3 Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

LO 1.   Demonstrate knowledge of the core concepts of Social Psychology and be able to evaluate key concepts, assumptions and theories in Social Psychology.

LO 2.   Examine the relationship between attitudes and behaviour and be able to explain reasons for prejudice and discrimination.

LO3.   Identify and recall key theories and studies in conformity, compliance and obedience.

LO4.   Evaluate the impact of psychology on various aspects of society.

LO 5.   Recognise and consider factors that may predispose, influence or impact the rise of certain types of behaviours.

6.3.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Social psychology is a core field within the discipline of psychology and is, as such, fundamental to the programme. Many of the IPLOs are addressed within this module, which can be seen when we compare the MIPLOs to the module LOs. For example, LO1 and LO3 address MIPLO1 and MIPLO4 in that the student will gain an understanding of the core concepts, theories and methods which underpin social psychology, and will learn to evaluate these so as to draw conclusions. LO2 addresses both MIPLO2 and MIPLO4, in that knowledge of diverse theories will be demonstrated alongside the ability to evaluate those theories providing reasons for social behaviour. LO 4 and LO 5 map onto MIPLO8 in that the student will be able to apply the learning from this module to understanding societal behaviour and the factors that influence this.

6.3.5 Module organisation and structure

The module will begin with an introduction to the field of Social Psychology, after which learners will be introduced to various key aspects of social psychology such as social thinking, attitudes, prosocial behaviour, aggression and attraction. Each introduced topic will cover core theories and research and will be taught using a combination of structured lectures and tutorials, which will combine group discussion, practical exercises and application of learned theory.

6.3.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.3.7 Module content

Below is a list of indicative topics.

Introduction to Social Psychology

- Defining the subject area and key research and theorists/ schools of thought in social psychology
- Key studies in ethics in the area of social psychology

Social thinking

- Impression forming
- Upward and downward comparisons
- Self-monitoring
- Social schemas
- Social cognition
- Cognitive dissonance

Attitudes

- Function and structure of attitudes
- Levels of decision making
- Beliefs, intentions, actions
- Persuasion and attitude change
- Prejudice and discrimination

Prosocial behaviour

- Prosocial theories: evolution, social exchange, empathy-altruism hypothesis
- Bystander intervention
- Other influences of prosocial behaviour, including personal characteristics, mood, gender, location.

Aggression

- Biosocial and learning theories
- Aggression and personality
- Collective aggression
- Crowd theory

Attraction

- Antecedents of attraction (propinquity, similarity, physical attractiveness, arousal misattribution)
- Forming and maintaining close relationships
- Ending close relationships

6.3.8   Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with contact hours comprising of lectures, tutorials, group discussions and debates, and practical experimental-based activities. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.3.9   Timetabling, learner effort and credit

The module is designed so as that students have a total of 4 hours of lecture material per week (typically covered in 2X2 hour blocks of lectures) and a one hour tutorial session which enables students to discuss key issues and engage in group and individual activities to foster consolidation of the core issues involved.

6.3.10 E-learning

The delivery of this module is supplemented by a range of digital resources. For example, material is presented using Moodle, the college's virtual learning environment. All lecturing materials are made before each lecture. Supplementary documents and links to relevant webpages are also facilitated by this system. Students also submit their course work and assignments via Moodle using the Turnitin platform.

Lectures are interspersed with digital content in the form of Youtube videos, online interviews and online exercises and learning opportunities.

Tutorials are flipped on occasion, with content and instructions being presented via uploaded video. Students follow the learning instructions which are then discussed and debated in the scheduled tutorial session.

6.3.11 Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), as well as smaller rooms to allow for group work and tutorial discussions.

6.3.12 Module staff requirements

A lecturer with a PhD in psychology and ideally research experience in the area of cognitive psychology. Tutorials may be delivered by the module leader or other qualified personnel where appropriate.

6.3.13 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	This will typically involve two parts: • Short MCQ based on material covered to date (20%) • 1,200 word essay requiring critical thinking about how social psychology can be used to change or modify behaviour within society (30%)	1, 2, 3, 4, 5	50	Week 6 & 11
Written examination	Students will answer 2 out of 5 questions which may be based on any aspect of course content. Two hours in duration.	1, 2, 3, 4, 5	50	End of semester

6.3.14 Formative assessment

The following formative assessments are routinely used during the course of the module:

- Questions posed during the learning process to determine what specific concepts or skills students may be struggling with.
- One-minute papers, whereby at the end of a lecture students are given one minute to summarise in writing what they have learned. This enables students to reflect on the salient points of the lecture and to identify areas they need to revise. Often students are asked to compare their one-minute paper with the student sitting next to them.
- Regular class room discussions. This enables peer learning whilst simultaneously informing the lecturer of student comprehension of basic concepts.
- Think-Pair-Share: is a summarization strategy used before, during, or after a lesson. The activity involves three basic steps. During the "think" stage, the lecturer tells students to

ponder a question or problem. Next, individuals are paired up and discuss their answer or solution to the problem. During this step, students may wish to revise or alter their original ideas. Finally, students are called upon to share with the rest of the class. The lecturer can assess overall student comprehension and target individual difficulties as s/he walks around the room joining in various conversations.

- Tutorial debates: during tutorial, students are split into two groups and asked to debate for or against a module relevant topic. Students are permitted to use notes and the internet to help to formulate their arguments. The debate then ensues, with the lecturer declaring a winning group. This focuses minds and informs both students and lecturer of knowledge gaps.

6.3.15 Sample assessment materials

Sample Essay style continuous assessment

You are required to critically think about social psychology. Read the following Journal Article and complete the 2 tasks below:

Raposa, E.B., Laws, H.B. & Ansell, E.B. (2016). Prosocial Behavior Mitigates the Negative Effects of Stress in Everyday Life. *Clin Psychol Sci Jul;4*(4):691-698.

1. State the major findings of the article
2. Outline your personal reaction to the article, formed after reference to theories and research in the literature. Explain why you agree or disagree with the interpretation of the Authors.

Sample MCQ questions

1. Social psychology is all of the following *except*

   a. a science addressing a diverse array of topics.
   b. the study of how people think, feel, and behave.
   c. a compilation of anecdotal observations and case studies.
   d. an approach applying the scientific method of systematic observation, description, and measurement.

2. . Sociologists tend to study behavior at the _____ level, whereas social psychologists study behavior at the _____ level.
   a. group; individual
   b. interpersonal; cultural
   c. specific; general
   d. social; cognitive

3. Social cognition can be *best* described as the study of
   a. how we perceive, remember, and interpret information about the self and others.
   b. how cultural differences are manifested in social behavior.
   c. the extent to which social behavior is rooted in the chemistry of the brain.
   d. the interaction of people and new "thinking" computers.

4. According to Festinger, social comparison is *less* likely to occur
   a. under conditions of uncertainty.
   b. when a person's self-esteem is threatened.

c. when objective criteria are available.
d. with similar others.

5. As social perceivers, people's impressions of others are
a. formed only after knowing the person for a considerable period of time.
b. uninfluenced by superficial attributes of a person.
c. formed at first encounter and completely unchangeable.
d. influenced by the physical appearance of a person.

6. Estimates of the probability that an event will happen based on the ease with which one can recall previous instances of this event reflect the
a. base-rate fallacy.
b. fundamental attribution error.
c. two-step attribution process.
d. availability heuristic.

Sample exam questions (students choose 2 of 5)
1.   Stereotypes incorporate the use of heuristic processes. Discuss stereotypes in relation to the following four heuristics:
a)   The representativeness heuristic
b)   The availability heuristic
c)   The anchoring and adjustment heuristic
d)   The status quo heuristic

2.   What strategies can people employ in order to resist persuasion attempts?

3.   "Beauty is not in the eye of the beholder – it is innate to all newborn infants" Slater, 2004

Discuss the above quote in relation to importance of face symmetry in our perception of attractiveness. In your answer refer to relevant theory and research.

4.   What is the social exchange theory of attraction? Discuss with reference to relevant theories and research.

5.   "Roles are a powerful influence on peoples' behavior" Zimbardo et al, 1973

Discuss the above quote in relation to how people function in a group setting.

6.3.16 Repeat Assessment Strategy
Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.3.17 Reading List & Other Resources
Recommended Book Reading

Aronson, E., Wilson, T.D., Akert, R.M. & Fehr, B. (2010). *Fundamentals of Social psychology*. Pearson Prentice Hall

Hogg, M.A. & Vaughan, G.M. (2009). *Social Psychology*. Pearson Education Ltd

Myers, D. G. (2010). *Social Psychology*, 10th Ed. McGraw Hill

Supplementary Reading

Baron, R.A. & Branscombe, N.R. (2012). *Social Psychology plus* NEW MyPsychLab with eText. Pearson

Buss, D. M. (1989). Conflict between the sexes: Strategic interference and the evocation of anger and upset. *Journal of Personality and Social Psychology, 56*, 735-747.

Myers, D. (2015). *Exploring Social Psychology*, 7th Ed. McGraw-Hill

Raposa E.B., Laws H.B. & Ansell E.B. (2016). Prosocial Behavior Mitigates the Negative Effects of Stress in Everyday Life. *Clin Psychol Sci Jul;4(4)*:691-698.

Rosenberg, S., Nelson, C., & Vivekananthan, P. S. (1968). A multidimensional approach to the structure of personality impressions. Journal of Personality and Social Psychology vol 9 *(pp. 283–294).*

Other Resources

http://www.socialpsychology.org/

http://www.easp.eu/

http://psihq.ie/

http://highered.mheducation.com/sites/0078035295/student_view0/practice_final_exam.html

6.4 Lifespan Development

6.4.1 Headline information about the module

Module title	Lifespan Development
Module NFQ level (only if an NFQ level can be demonstrated)	Level 6
Module number/reference	H6LDE
Parent programme	BA (Hons) Psychology
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	NA
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:90 for lectures; 1:30 for tutorials
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	Classrooms (dependent on learning activity), computer laboratory for CA work

Analysis of required learning effort									
Effort while in contact with staff									
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
48	1:30	12	1:20				190			250

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50			50	**100%**

6.4.2   Module aims and objectives

The aims of this module are to: Provide students with an understanding of the developing person at different stages in the life span. Enable students to identify developmental milestones across physical, social, emotional and cognitive domains. Present a perspective on the changes that take place during an individual's life from birth to death. Demonstrate how different theoretical perspectives affect or determine research and the applications that emerge from these approaches.

6.4.3   Minimum intended module learning outcomes

On successful completion of this module the learner will be able to:

LO1. Describe the developing person at different stages across the life span.

LO2. Identify the key developmental theories impacting development from childhood to adolescence.

LO3. Apply theoretical approaches to understand the physical, cognitive, social, emotional issues in human development.

LO4. Develop an understanding of how the different theoretical perspectives on development impact on research and applications.

6.4.4   Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Developmental psychology is a core field within the discipline of psychology and is, as such, fundamental to the programme. Many of the IPLOs are addressed within this module, which can be seen more clearly when we compare the MIPLOs to the modules LOs. For example LO1, 2 and 3 address MIPLO1, MIPLO2, MIPLO3 and MIPLO4 in that the students will gain an understanding of the core theories, concepts and methods which underpin Developmental Psychology and will learn to evaluate these. LO4 maps onto MIPLO2 and MIPLO5 as students will develop comprehensive knowledge of how theories in developmental psychology link with research.

6.4.5   Module organisation and structure

The module will begin with an introduction to the field of Lifespan Development, after which learners will be guided through the key stages of human development while being exposed to the main theoretical perspectives explaining each of these stages. Each introduced topic will cover core theories and research and will be taught using a combination of structured lectures and tutorials, which will combine group discussion, practical exercises and application of learned theory.

6.4.6   Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.4.7   Module content

Below is a list of indicative content:

Introduction to Lifespan Development

Basic Concepts and Methods, Theories of Development, Research methods in Lifespan Development

Beginnings (0-1 Year of Age)

Genetics, Conception and Prenatal Development, Birth and Competencies of the New born and Infant, Infant Personality and Social- Emotional Development

Early Childhood: Toddlers and Preschool Children (1-6 Years of Age)

Physical, Cognitive and Gender Role Development, Language Development, Personality and Social-Emotional Development

Middle childhood (6-12 Years)

Physical, Cognitive and Moral Development, Intelligence and Creativity, Personality and Social-Emotional Development

Adolescence (12-18 Years)

Physical and Cognitive Development, Social and Personality Development

Early Adulthood (18-40 Years)

Physical, Cognitive, Social and Personality Development

Middle Adulthood (40-65 Years)

Physical, Cognitive, Social and Personality Development

Late Adulthood (65+ Years)

Physical, Cognitive, Social and Personality Development

Death, Dying and Bereavement

Summary and Overview of Course

6.4.8   Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with contact hours comprising of lectures, tutorials, group discussions and debates, and practical experimental-based activities. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.4.9   Timetabling, learner effort and credit

The module is designed so as that students have a total of 4 hours of lecture material per week (typically covered in 2X2 hour blocks of lectures) and a one hour tutorial session which enables students to discuss key issues and engage in group and individual activities to foster consolidation of the core issues involved.

6.4.10 E-learning

The delivery of this module is supplemented by a range of digital resources. For example, material is presented using Moodle, the college's virtual learning environment. All lecturing materials are made available before each lecture. Additionally, Moodle is used to share the outcome of group work completed as part of the tutorial sessions. Supplementary documents and links to relevant webpages are also facilitated by this system. Students also submit their course work and assignments via Moodle using the Turnitin platform.

Through E-learning peer-to-peer learning is facilitated. A class discussion forum is set up on Moodle and students are encouraged to use this forum as a way of supporting each other's learning throughout the semester. Students are encouraged to use the forum to post interesting articles, videos, links etc. and to ask and respond to each other's questions or topics of discussion. Additionally, through Moodle databases are established for different

topics of discussion and students are encouraged through their wider reading to post information on interesting studies they have reviewed under the topic. Module physical resource requirements

6.4.11 Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), as well as smaller rooms to allow for group work and tutorial discussions. In addition, as part of the assessment strategy, students are required to complete some practical on-line experiments in cognition which requires access to a computer laboratory and appropriate experimental software such as eprime in week 6 of semester.

6.4.12 Module staff requirements

A lecturer with a PhD in psychology and ideally research experience in the area of cognitive psychology. Tutorials may be delivered by the module leader or other qualified personnel where appropriate.

6.4.13 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	This will typically involve two parts: • MCQ based on material covered to date (20%) • A 1200 word practical report based on child observation (30%)	1, 2, 3, 4	50	Week 7 and 11
Written examination	2 questions from 5; 2 hours duration	1, 2, 3, 4	50	End of semester

6.4.14 Formative assessment

Formative assessment is used throughout the module to support students learning and progression of knowledge and skills. It allows the lecturer to monitor the learning and development of the student. This is done throughout both lectures and tutorials.

Throughout lectures technology is used as a means of conducting ongoing formative assessment of students' knowledge and understanding. To date, the app Socratives has been used to allow the lecturer to present students with questions on the topic being covered. Socratives also allows students to feedback examples, case study, opinions etc. to the lecturer.

During tutorials, MCQ questions are completed as a form of formative assessment based on the lecture content delivered that week. This allows the student to become competent in responding to MCQ assessments. As a feedback mechanism peer-to-peer learning is used where students are supported to work together and identify the correct answer.

In the completion of tutorials, many additional forms of formative assessments are used such as oral presentations, poster presentations, debates, research reports, research proposals, quiz master game etc.

Towards the end of the semester in the preparation of exams formative assessment is used as a means of giving students experience of planning, structuring and responding to exam questions. The grading rubric is used as a mean for students and their peers to evaluate their performance.

6.4.15 Sample assessment materials

Sample Multiple Choice Questions:

1. In Piaget's cognitive theory, a _____ is a mental model that represents, organizes, or interprets experience for the child.

a. concrete operation

b. centration

c. scaffold

d. schema

2. Carolyn Rovee-Collier's "baby and the crib mobile" experiment was intended to show the
a. duration of infants' memory.
b. development of emergent literacy.
c. outcome of negative reinforcement.
d. response to a looming visual object.

Sample Practical Report:

Students are required to watch a video of a child interacting with their environment and write a 1200 word child observation report based on Piaget's theory of Cognitive Development.

Sample Exam Questions:

Answer 2 from 5 questions

Q1. Name and describe five key principles of developmental psychology.

Q2. Define attachment and describe attachment theory. List three ways in which attachment in infancy is important for child development.

Q3. Define assimilation, accommodation and mental equilibrium as proposed by Piaget's cognitive theory of child development. Explain briefly how these three processes shape learning according to Piaget.

Q4. Vygotsky proposed that scaffolding is key to child learning. Define scaffolding and explain how this process is thought to impact learning throughout childhood and adolescence.

Q5. Name the four main styles of parenting according to Baumrind? Describe briefly how each of these styles are related to children's socio-emotional outcomes.

6.4.16 Repeat Assessment Strategy
Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.4.17 Reading List & Other Resources
Recommended Book Reading

Boyd, D.A., & Bee, H.L. (2011). *Lifespan Development* (6th ed.). Boston: Pearson Education.

O'Brien, E. (2013*). Human Growth and Development (*2nd ed*).* Dublin: Gill & Macmillan.

Santrock, J. W. (2011). *Lifespan Development* (13th ed.). New York: McGraw-Hill.

Supplementary Book Reading

There are a variety of additional texts available to students. They are not expected to consult all of these but these may be used to supplement their reading in the core texts.

Berger, K.S. (2011). *The Developing Person Through the Life Span*. New York: Worth   Publishers.

Boyd, D.G., & Bee, H.L. (2014). *The developing child* (13th ed.). Harlow: Pearson.

Crain. W. (2011). *Theories of development* (6th ed.). London: Pearson.

Miller, P.H. (2011). *Theories of Developmental Psychology* (5th ed.). New York: Worth   Publishers.

Rutter, M., & Rutter, M. (1993). Developing minds: Continuity and Change across the   Lifespan. London: Penguin.

Salkind, N.J. (2004). *An introduction to theories of human development*. London: Sage   Publications.

Santrock, J.W. (2012*). A Topical Approach to Life-Span Development* (6th ed.). New York: McGraw Hill.

Schaffer, H. R. (2003). *Introducing Child Psychology*. Oxford: Blackwell.

Schaffer, H.R. (2006). *Key concepts in developmental psychology*. London: Sage Publications.

Schaffer, D., & Kipp, K. (2013). *Developmental Psychology: child and adolescence* (9th ed.). Belmont, CA: Cengage Learning.

Smith, P.K., Cowie, H., & Blades, M. (2011). *Understanding Children's Development* (5th ed.). Chichester: Wiley.

Other Resources

Learners are also encouraged to source key relevant journal articles using NCI's library databases such as Child Development, Child development research, Developmental Psychology, British Journal of Developmental Psychology, Infant and Child Development, Journal of Adolescent Research, Psychology and Aging.

Where appropriate, links to specific papers and/or other resources will be included on moodle by the lecturer.

Recommended Article/Paper Resources:

Baltes, P. B. (1987). *Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline*. Developmental Psychology, 23, 611-626.

Bronfenbrenner, U. & Ceci, S. J. (1994). *Nature-nurture reconceptualized in developmental perspective: A bioecological model*. Psychological Review, 101, 568-586.

6.5 Introduction to Statistics

6.5.1 Headline information about the module

Module title	Introduction to Statistics
Module NFQ level (only if an NFQ level can be demonstrated)	6
Module number/reference	H6INS
Parent programme	BA (Hons) Psychology
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	NA
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:90 for lectures; 1:30 for tutorials
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	Classrooms, computer laboratory for SPSS work

Analysis of required learning effort

Effort while in contact with staff

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify) Practical session		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:40	12	1:30	24	1:20		190			250

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100				**100%**

6.5.2 Module aims and objectives

This aim of this module is to provide learners with an introduction to the use of statistics in psychological research. Learners will be presented with material that will enable them to begin their work as quantitative researchers, and learn the skills necessary to begin to interpret and critique peer-reviewed publications. Students will learn about the core concepts of statistical analysis in psychological research; learn to conceptualize and conduct descriptive statistics in SPSS; learn how to screen for assumptions associated with the use of inferential statistics; learn about issues of statistical power; learn about the null hypothesis significance testing paradigm and its limitations; and encounter the use of basic inferential statistical tests. Learners will be exposed to this material in an applied laboratory setting where they will be trained to carry out, and interpret this material using SPSS software.

6.5.3 Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

LO 1 Explain the fundamental nature of descriptive statistics and their use in psychology.

LO 2 Demonstrate an understanding of the distinction between descriptive and inferential statistics in psychology.

LO 3 Explain the nature of the null hypothesis significance testing paradigm used in psychology and its limitations.

LO 4 Apply basic statistical concepts to real life examples.

LO 5 Demonstrate a capacity to conduct and interpret basic statistical analysis.

6.5.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Statistical analysis is a core area within the discipline of psychology and is, as such, fundamental to the programme. Students receive substantial training in statistical training and research methodologies in their degree in order to be capable of critically evaluating published research, and to be capable of producing research work themselves culminating in the production of their final year thesis. This module begins the learning process of students in quantitative analysis. Students are required to learn the fundamentals of statistical analysis and develop a capacity to implement these techniques using statistical software prior to advancing to stage two. Many of the MIPLOs are addressed within this module which can be seen more clearly by examining the MLOs themselves. For example, LO1 and LO2 address MIPLO1 and MIPLO2 in that learners are required to demonstrate an understanding of core methods that underpin the discipline of psychology. Additionally, LO3 addresses MIPLO4 and MIPLO8 in that learners are required to evaluate the foundations of empirical peer-reviewed research from a range of psychological domains. Finally, LO4 and LO5 address MIPLO1, MIPLO3, MIPLO5, MIPLO7 and MIPLO8.

6.5.5 Module organisation and structure

After an introduction to the core aims, methods and philosophy of the discipline, the module is structured so that in lecturers, learners are first introduced to the use of statistics in psychological research and basic terminology along with an introduction to the use of SPSS. Students then learn about the concepts involved in descriptive statistics and how to apply this knowledge using SPSS. Students learn about the role of probability in statistical analysis, and the nature of the null hypothesis significant testing model used in inferential statistics as well as it's associated limitations. Students additionally learn about concepts such as statistical power, sample size, and effect size. Students are introduced to the notion of inferential statistics and the distinction between parametric and non-parametric statistics. Finally, students learn how to begin to conduct, interpret, report, and evaluate basic inferential statistics using SPSS.

6.5.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.5.7 Module content

Below is a list of indicative topics.

Introduction to Statistics

- The role of statistics in psychology.
- An introduction to the SPSS interface.
- Defining variables and entering data on SPSS.

Measures of Central Tendency

- The nature of descriptive statistics and the importance of central tendency.
- Different measures of central tendency.
- Normal distribution in statistics.
- Recoding and computing data in SPSS.

Measures of Variability

- The nature of variability in statistics.
- Different measures of variability.
- Violations of normality in statistics.
- Conducting descriptive statistics in SPSS.

z-Scores and Probability

- Standardized scores in statistics.
- The normal distribution revisited with standard deviation.
- The role of probability in psychological research.
- An introduction to P-values.
- The addition rule and the multiplication rule.

Statistical Testing I and II

- An introduction to the NHST model.
- Null versus alternative hypotheses.
- Errors in statistical testing – Type 1 and Type 2 errors.
- Standard Errors and Confidence Intervals.

Power, Effect Size, and Sample Size

- The concept of power in statistics.
- How to calculate a power analysis?
- Why does sample size matter?
- What is an effect size and why is it so important?
- The relationship between power, sample size, and effect size.

Correlation Analysis

- An introduction to correlation analysis.
- Examples of correlation analysis.
- How to conduct a Pearson Correlation in SPSS?

The Independent Samples t-test

- An introduction to t-tests.
- The independent and paired-samples t-test.
- How to conduct an independent samples t-test and a paired samples t-test in SPSS?

Non-Parametric Statistical Testing/Categorical analysis

- The distinction between parametric and non-parametric statistical tests.
- When to use non-parametric tests.
- What non-parametric tests exist in SPSS.
- How to conduct basic non-parametric tests in SPSS.

Reliability and Validity Revisited

- Revision of reliability and its different forms.
- Revision of validity and its different forms.
- How to assess reliability and validity using basic inferential statistics?

6.5.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with contact hours comprising of lectures, practical lab demonstrations, and small group lab-based tutorials. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.5.9 Timetabling, learner effort and credit

The module is designed so as that students have a total of 5 hours of lecturer contact per week. A two-hour lecture introduces students to the core material and students then have a two-hour practical class in a computer laboratory to practice what they have learnt during the lectures using SPSS. Additionally, students will also have a one-hour small group tutorial in a laboratory to consolidate learning. Over the course of the 12 weeks, students will have 60 hours of lecturer contact. Given that the module is 10 ECTS credits, learners are expected to dedicate an additional 190 hours of independent work.

6.5.10 E-learning

The module makes use of on-line technology in a number of ways. All module content is delivered to students using the Moodle platform. Every week learners are provided with a different SPSS data set and encouraged to engage with this data and apply their learnings. Learners are provided with links to on-line (YouTube) tutorials of how to conduct various procedures in SPSS that they have learnt in class. Learners are provided with links to on-line statistical software for calculating power analyses and effect sizes that are not readily produced using SPSS. Various reading materials that are only available on-line are presented to learners via Moodle. Students conduct one of their CA's on-line; their first CA is an MCQ test that is conducted, graded, and offered feedback via Moodle.

6.5.11 Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), and a computer laboratory.

6.5.12 Module staff requirements

A lecturer with a PhD in psychology and ideally quantitative research experience using SPSS. Tutorials may be delivered by the module leader or other qualified personnel where appropriate.

6.5.13 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment 1	Students complete a multiple choice question (MCQ) examination testing the material they have	LO1, LO2, LO3	50	Week 8

	covered during the first 7 weeks of the class. The exam will includes 50 questions that is completed in two hours.			
Continuous Assessment 2	Students are presented with an unseen SPSS data set and required to work through a set of tasks that examine their understanding of statistical concepts, their ability to use SPSS, and their ability to present these findings. Students have two hours to complete the CA.	LO4, LO5	50	Week 12

6.5.14 Formative assessment

A range of formative assessments are embedded within the module in order for students to gain a greater insight into their progress. These formative assessments occur on a weekly basis as student's complete tasks in their 2-hour laboratory class, and their 1-hour tutorial class, respectively.

6.5.15 Sample assessment materials

Sample CA:

You are required to complete the following tasks in SPSS in 2 hours. You may use your notes and textbook to help you in this process.

Open the SPSS Data Set 'CA_2 Assignment' and complete these tasks:

1. Recode the relevant items within the 'Stress' scale and the 'Depression' scale – see the label column on SPSS for which items need to be recoded. You may use the 'Recode into the Same Variable' option, or the 'Recode into Different Variable' option. (5%)

2. Calculate the internal reliability of the Stress and Depression scales, respectively (5%).

3. Provide a short summary of these findings and indicate whether each scale possesses satisfactory internal reliability – answer on Word file (5%)

4. Compute a total score for Stress and Depression, respectively (5%)

5. Produce descriptive statistics for Gender and Neighbourhood (5%)

6. Produce (i) descriptive statistics (mean, median, standard deviation, range, standard error of the mean, and 95% confidence intervals for the mean), (ii) assessments of normality (histogram/stem-and-leaf plot, Q-Q plot, and tests of normality), and (iii) presence of outliers for Stress and Depression (15%)

7. Report findings from Points 5 and 6 in-text along with a short written summary of what these findings reveal about the sample – answer on Word file. (20%)

8. Perform an appropriate statistical test to investigate the following hypothesis: "Males and females differ in terms of levels of Depression". (20%)

9. Write up the results of this analysis according to APA guidelines – answer on Word file. You may access the internet to determine the effect size for this test (Cohen's D) - http://www.uccs.edu/~lbecker/ (20%)

6.5.16 Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.5.17 Reading List & Other Resources

Recommended Reading

Forshaw, M. (2007). *Easy statistics in psychology: A BPS Guide*. London: Wiley-Blackwell.

Howitt, D. & Cramer, D. (2010). *Introduction to statistics in psychology with SPSS* (6th ed.). Harlow: Pearson.

Supplementary Book Reading

Pallant, J. (2016). *SPSS survival manual* (6th ed*.).* London: Open University Press.

Norman, G. R. & Streiner, D. L. (2003). *PDQ statistics* (3rd ed.). New York: PMPH.

Other Resources

Learners are encouraged to read journal articles from educational sources, such as:

- Journal of Statistics Education
- Statistics Education Research Journal
- Educational and Psychological Measurement
- Journal of Psychoeducational Assessment

Learners are also encouraged to use YouTube tutorial videos for SPSS, such as:

- https://www.youtube.com/user/how2stats
- https://www.youtube.com/user/ProfAndyField
- https://www.youtube.com/watch?v=ZQ94bSpOAAs

6.6 Cognitive Psychology

6.6.1 Headline information about the module

Module title	Cognitive Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	6
Module number/reference	H6CPS
Parent programme	BA (Hons) Psychology
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	NA
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:90 for lectures; 1:30 for tutorials
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	Classrooms (dependent on learning activity), computer laboratory for CA work

Analysis of required learning effort										
Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
48	1:40	12	1:20				190			250

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50			50	100%

6.6.2 Module aims and objectives

The aim of this module is to provide learners with an overview of key theoretical and empirical work in Cognitive Psychology - one of the core pillars of psychology which deals with the mind and mental processes. Learners will study a number of cognitive processes involved in the acquisition, storage and processing of information, and will be exposed to the most influential theories and research in the area.

6.6.3 Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

LO 1. Explain and evaluate key theoretical issues in cognitive psychology

LO 2 Demonstrate an understanding of the cognitive processes involved in areas such as perception, memory, reasoning, problem solving, concept formation and language.

LO 3 Articulate the applications of research within cognitive psychology

LO 4. Assess the key research methods used in cognitive psychology

LO 5. Interpret and critique research using competing theoretical frameworks

6.6.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Cognitive psychology is a core field within the discipline of psychology and is, as such, fundamental to the programme. Many of the IPLOs are addressed within this module which can be seen more clearly by examining the MLOs themselves. For example, LO1 and LO4 address IPLO1 given that the attention paid to theories, concepts and methods in cognitive psychology which underpin the discipline. LO2 maps onto MIPLO2 in that a comprehensive knowledge of diverse aspects of cognition is required. In considering applications of research in psychology, LO3 is consistent with MILOPO8, while LO5 fits with MIPLO4 in that students are encouraged to form judgements and evaluate theories and research within the discipline.

6.6.5 Module organisation and structure

After an introduction to the core aims, methods and philosophy of the discipline, the module is structured so that in lecturers, learners are introduced to a fundamental cognitive process (e.g. attention, memory, language) and then exposed to core theories and research that attempt to explain that process. Tutorials enable for smaller group discussions on the issues discussed each week as well as practical demonstrations.

6.6.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.6.7 Module content

Below is a list of indicative topics.

Introduction to Cognitive Psychology

- Historical development of the discipline
- Computational metaphor of cognitive processing and the information processing approach
- Research methods used by cognitive psychologists

Perception

- Sensation vs. perception

- Visual perception: theories of object recognition
- Top-down vs. bottom-up processing in perception

Attention

- Characteristics and types of attention, e.g. active vs. passive attention; selective and divided attention
- Theories of attention (e.g. Filter, capacity and perceptual load theories)
- Failures of attention: action slips and change blindness

Memory

- Multi-store model of memory – overview and evaluation
- Working memory
- Alternative approaches to memory (e.g., levels of processing theory)
- Autobiographical and everyday memory
- Biases in memory, e.g. eye-witness testimony, flashbulb memories
- Retrospective vs. prospective memory

Concept Formation

- Definition and functions of concepts
- Feature theory and semantic network model
- Prototype and exemplar theories of concept formation

Language

- Properties and components of language (e.g. contrasting with animal communication)
- Nature, nurture and epigenetic theories of language acquisition
- Cases of language deprivation and the notion of a 'critical period' for acquisition
- Language and thought: evaluating the Sapir-Whorf hypothesis

Mental Imagery

- Functional Equivalence theory of mental imagery
- Empirical and neuroscientific research in imagery
- Alternative accounts: Propositional and dual coding theories of imagery

Problem Solving

- Types of problems: ill-defined and well-defined
- Expert vs. novice problem solving
- Theories of problem solving, e.g. Problem Space Theory, Representational Change Theory
- Expertise

Reasoning, Judgement and Decision Making

- Deductive and inductive reasoning
- Errors and biases in reasoning
- Judgement and decision making, including overview of key theories (e.g. Prospect theory)
- Heuristics (e.g. representative heuristic, conjunction fallacy, availability heuristic)

6.6.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with contact hours comprising of lectures, tutorials, group discussions and debates, and practical experimental-based activities. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.6.9 Timetabling, learner effort and credit

The module is designed so as that students have a total of 4 hours of lecture material per week (typically covered in 2X2 hour blocks of lectures) and a one hour tutorial session which enables students to discuss key issues and engage in group and individual activities to foster consolidation of the core issues involved.

6.6.10 E-learning

The delivery of this module is supplemented by a range of digital resources. For example, material is presented using Moodle, the college's virtual learning environment. Typically, Moodle contains lecture material and links to relevant online resources and activities for the modules. Students also submit their course work and assignments via Moodle using the Turnitin platform. In class, this module employs a unique teaching, learning and assessment strategy by means of clicker technology. Here, each learner is given a hand-held device which enables them to respond to a range of opinion-based and MCQ questions, as well as taking part in experimental simulations.

6.6.11 Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), as well as smaller rooms to allow for group work and tutorial discussions. Students also complete some practical on-line experiments in cognition which requires access to a computer laboratory and appropriate experimental software such as eprime during the semester.

6.6.12 Module staff requirements

A lecturer with a PhD in psychology and ideally research experience in the area of cognitive psychology. Tutorials may be delivered by the module leader or other qualified personnel where appropriate.

6.6.13 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	This will typically involve two parts: • Ongoing participation based on questions relating to course content using clicker technology (25%). • Short reflective report outlining how the study of cognitive psychology has applications in everyday life (500-800 words) (25%)	1, 2, 3, 4, 5	25	Participation ongoing, report due week 10
Written examination	Students will complete a two-part exam comprising of short answer questions (part A) and one essay-style question, 1 from 3 (Part B); This exam will be 2 hours duration.	1, 2, 3, 4, 5	50	End of semester

6.6.14 Formative assessment

A range of formative assessments are embedded in the module in order for students to gain a greater insight into their progress. For example, students are presented with a number of group and individual activities in their tutorial sessions, such as crossword-puzzles, discussion points and recap questions. Clicker technology also acts as both formative and summative assessment, given that immediate feedback enables student to reflect on their learning.

6.6.15 Sample assessment materials

Sample report

What applications does the study of cognition have for everyday life? You should write a short report which outlines *your* understanding of how research and theories in cognitive psychology can have meaningful applications for individuals and/or society. (500-800 words).

Marking scheme

This assignment enables students to think creatively about the content of the module. Students will be encouraged to source and discuss any material which they think is relevant to addressing the question. While this report will be marked holistically, students will be expected to include some reference to relevant research evidence and clearly articulate the link between theory/research and real-world applications.

The making scheme is as follows:

- Structure – a coherent argument should be developed which clearly demonstrates the link between theory/research and real life applications (40%)
- Content – this should entail the discussion of relevant research evidence and theory as it can apply to individuals and/or society (50%)
- Referencing and presentation– APA referencing style should be employed (10%)

Sample exam questions (students must attempt Part A and Part B)

Part A

Define four of the following concepts using research evidence:

1. Implicit memory
2. Semantic Network model of concept formation
3. Top-down processing
4. Feature-integration theory
5. Change blindness
6. Controlled vs. automatic processing
7. Functional equivalence theory of imagery

Part B

Answer **one** of the following four questions

1. How do we perceive objects? In your answer you should refer to at least two theories of object recognition in addition to research evidence.

2. Traditional views of memory often fall short of offering a comprehensive account of this complex process. Consider this statement referring to research on everyday memory.

3. Miller and McNeill (1969) propose that there are different strengths of the Whorf hypothesis of language and thought. Describe what is meant by this before considering whether research evidence is consistent with these different views.

4. When we imagine visual information, do we 'see' pictures in our minds? Evaluate this claim in relation to research that has been carried out on mental imagery.

6.6.16 Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.6.17 Reading List & Other Resources

Recommended Book Reading

Goldstein, B. (2015). *Cognitive Psychology (4th Ed).* Belmont, CA: Wadsworth.

Eysenck, M.W. & Keane, M.T. (2010) *Cognitive Psychology: A Student's Handbook (6th Ed.).* Hove: Psychology Press.

Supplementary Book Reading

There are a variety of additional texts available to students. They are not expected to consult all of these but these may be used to supplement their reading in the core texts.

Anderson, J.R. (2010). *Cognitive Psychology and its Implications (7th Ed).* USA: Worth Publishers.

Ashcraft, M.H. & Radvansky, G.A. (2014). *Cognition (6th Ed).* Upper Saddle River: Pearson

Braisby, N. & Gellatly, A. (2012*). Cognitive Psychology*. Oxford University Press.

Eysenck, M.W. (2012). *Fundamentals of Cognition.* Hove: Psychology Press.

Friedenberg, J. & Silverman, G. (2012). *Cognitive Science: An Introduction to the Study of the Mind, 2nd Edition.* Thousand Oaks, CA: Sage.

Goldstein, E.B. (2010). *Sensation and Perception (8th Ed).* Belmont, CA: Wadsworth.

Kellogg, R.T. (2012). *Fundamentals of Cognitive Psychology.* London: Sage.

Matlin, M. (2009). *Cognitive Psychology (7th Ed.).* Oxford: Wiley.

Revlin, R. (2013). *Cognition: Theory and Practice.* New York: Worth.

Reed, S. K. (2013). *Cognition: Theories and Applications* (9th edition). Cengage

Robinson-Riegler,B. & Robinson-Riegler, G.L (2012). *Cognitive Psychology: Applying The Science of the Mind: International Edition (3rd edition).* Pearson

Parkin, A.J. (2013). *Essential Cognitive Psychology.* Sussex: Routledge.

Smith, E.A. & Kosslyn, S.M. (2007). *Cognitive Psychology: Mind & Brain.* Upper Saddle River: Pearson.

Solso, R.L., MacLin, M.K., & MacLin, O.H. (2014). *Cognitive Psychology* (8th Ed). Boston: Pearson Education, Inc.

Sternberg, R. (2012). *Cognitive Psychology (6th Ed.).* Belmont, CA: Wadsworth.

Other Resources

Learners are also encouraged to source relevant journal articles using NCI's library databases. Where appropriate, links to specific papers and/or other resources will be included on Moodle by the lecturer.

6.7   Personality and Intelligence

Module title	Personality & Intelligence
Module NFQ level (only if an NFQ level can be demonstrated)	Level 7
Module number/reference	
Parent programme	BAHPSYCH
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	Full Time & Part Time
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	NA
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Postgraduate qualification in psychology
Staff/learner ratio per centre (or module instance)	1:90 for lectures, 1:30 for tutorials
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	
Analysis of required learning effort	
Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
36	1:30	12	1:20				202			250

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50%			50%	**100%**

6.7.1 Module aims and objectives

The aims and objectives of this module are to provide students with a comprehensive understanding of:

- the dominant theories in personality and intelligence,
- how these theories can be investigated scientifically and,
- how they can be used to describe, explain and predict human behaviour.

6.7.2 Minimum intended module learning outcomes

On successful completion of this module, Learners will be able to:

LO 1. Exhibit an in-depth knowledge and understanding of historical and current theories of personality and intelligence.

LO 2. Compare and evaluate different perspectives on the study of personality, including alternative approaches to the study of individual differences.

LO 3. Explain the nature and measurement of intelligence.

LO 4. Provide judgements and reflections about personality and individual differences based on theory and research evidence.

LO 5. Appraise how the different theoretical perspectives impact in the workplace.

6.7.3 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

The study of Personality and Intelligence is a core field within the discipline of psychology and is fundamental to the programme. The aim of the module is to provide an account of personality and intelligence theories. The account of personality provided by the major schools of psychology including psychoanalytic, learning, cognitive, humanistic and trait theorists is presented. The theories are set in a historical context and issues and debates are highlighted. In addition, the theory, research, measurement and application of intelligence is covered in this module. The definition, debates and application of intelligence are examined within an historical context. The theories covered in this module compliment and support many other modules included in the programme.

Many of the IPLOs are addressed within this module which can be seen more clearly by examining the MLOs themselves. For example, MLO1, MLO2 and MLO3 address MIPLOs1, MIPLO2 and MIPLO4. On completion of the module the learner will have an in-depth understanding of the core theories, concepts and methods which underpin the study of personality and intelligence. This knowledge will add to their knowledge breath in psychology. In addition, MLO4 and MLO5 map onto MIPLO5, MILO7 and MILO8 by facilitating the consideration of professional and ethical standards in undertaking psychological research, accepting personal responsibility to adapt knowledge and skills to problem solve; and to appreciate the role of personality and intelligence in every aspect of daily life.

6.7.4 Module organisation and structure

Students are provided with and introduction into the area of Personality and Intelligence. Their existing knowledge and assumptions about personality are examined. Then the formal definitions are presented and the approaches introduced.

The psychoanalytic approach is examined by an investigation into the theories of Freud, Jung, Adler and Horney. The debates and controversies surrounding these theories are given consideration, as well as an appreciation of the significance of the contributions of these theorist to the discipline of psychology.

The students are required to write a 1,500 word essay on a theories of their choice with the psychoanalytic approach.

The Behavioural/Learning, Cognitive, Humanistic and Trait approaches are then in turn examined. The nature and contribution of each approach is investigated and a number of theorist from each school are evaluated. The benefits and limitations of the application of personality testing is examined.

The nature of intelligence is investigated through an examination of classical and modern theories. The measurement and application is given due consideration.

The students are required to write a 1,000 word report on an intelligence test.

The final exam is two and a half hours in duration. The students are asked to complete three essays out of a choice of 5.

6.7.5 Information provided to learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

Learners have access to Moodle which consists of information relevant to the lecture material.

6.7.6 Module content

Introduction to Personality and Individual Differences

- Personality defined
- The aims of studying personality
- Summary of the different perspectives and approaches to personality
- Overview of course and assessment

The Basis of the Psychoanalytic Approach to Personality

- Freud's theory of personality
- Defence mechanisms
- Evaluation of Freudian Theory

Approaches developed by the Post Freudians

- Alfred Adler
- Carl Jung
- Karen Horney

Behavioural/Learning Theory Approaches to Personality

- Introduction to learning theory
- Behaviourism
- Social learning theory
- Application of learning theory approaches to personality

Cognitive Personality Theories

- George A. Kelly's Theory of Personal Constructs
- Albert Ellis' Rational-Emotive Behaviour Therapy

Humanistic Approaches to Personality

- Abraham Maslow's Theory of Self-Actualisation
- Carl Rogers' Person Centred Therapy

Trait Approach to Personality

- Development of the Trait Theories of Personality
- Gordon Allport
- Raymond Cattell
- Hans Eysenck
- Big Five Factor Model

Theories and Measurement of Intelligence

- Nature of intelligence
- General intelligence
- Multifactor theorists
- Intelligence and factor analysis

Intelligence Tests

- Types of intelligence tests
- Features, uses and limitations of personality tests

Intelligence in Applied Settings

- Application in education, workplace
- What can it predict?
- Emotional Intelligence

6.7.7   Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with contact hours comprising of lectures, tutorials, group discussions and debates, and practical experimental-based activities. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.7.8   Timetabling, learner effort and credit

The semester is 13 weeks in duration, which consists of 12 teaching weeks and a reading week. For each of the 12 teaching weeks the student is presented with 3 hours of lectures and a 1 hour tutorial. The total hours for the module are 250, there are 48 hours of class contact and 202 hours of independent effort. This module has 10 ECTS.

6.7.9   E-learning

The delivery of this module is supplemented by a range of digital resources. For example, material is presented using Moodle, the college's virtual learning environment. Typically, Moodle contains lecture material and links to relevant online resources and activities for the modules. Students also submit their course work and assignments via Moodle using the Turnitin platform.

6.7.10 Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), as well smaller rooms to allow for group work and practical sessions as appropriate.

6.7.11 Module staff requirements

Lecturer with a postgraduate qualification in psychology.

6.7.12 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	This will typically involve two parts each worth 25%. These may be completed individually or in a group • 1,500 word essay on psychanalytic theories of personality. This essay will require the learner to demonstrate a knowledge and understanding of the psychanalytic approach to personality by for example examining its contemporary application, writing an obituary or by analysing a piece of literature or a film from the psychoanalytic perspective. • 1,000 word report on personality or intelligence testing	1-5	50%	Week 6, 12
Exam	Five essay questions to do two in two hours.	1-4	50%	End of Semester

6.7.13 Formative assessment

Formative assessment is undertaken throughout the module. This type of assessment engages the learners and provides valuable opportunities for feedback. It enables the learns to identify their strengths and weaknesses and to develop a range of skills. In general, it enhances the both the teaching and learning experience. Examples of the type of formative assessment used are:

- Evaluation of general understanding of what is personality at the start of the semester.
- Questionnaire use to identify their style of personality and its impact on communication.
- In class debate such as "Is Freud Alive of Dead?".
- Group discussion about application of Jung's Archetypes in music, art, literature, TV and film.
- Students asked to work in groups to write a Tweet about a theorist.
- Questionnaires on Locus of Control and its application.
- Repertory Grid exercise using a contemporary example.
- Complete questionnaire in level of introversion-extroversion.
- Workshop on MBTI.
- Discuss questions used on intelligence tests.
- Essay plans.

6.7.14 Sample assessment materials

Assignment 1: 1,500 word Essay

Please complete **one** of the following:

1. You are required to write an obituary for Sigmund Freud. In this account of his life you may like to examine the distinctions made by Freud between the id, the ego, and the superego and their relationship to the conscious and the unconscious mind and the relevance of his theories today.

2. You are required to write an obituary for Alfred Adler. In your review you may like to describe Adler's theory of individual psychology and his emphasis on the effect of birth order and its impact on individual's style of life.

3. You are required to write an obituary for Carl Jung. In this account of his life you may like to provide an examination of the structures of the psyche.

4. You are required to write an obituary for Karen Horney. In your examination you may like to consider Horney's assertion that the perfect normal person is rare in our civilization and describe the concept of the neurotic personality.

Assignment 2: Intelligence
1,000 word report:
Please complete **one** of the following:

1. Describe the nature, purpose and method of intelligence testing used in the Wechsler Intelligence Scale for Children (WISC). Examples of test items should be included in your report as well as the benefits and limitations of the test.

2. Describe the nature, purpose and method of intelligence testing used in the Wechsler Adult Intelligence Scale (WAIS). Examples of test items should be included in your report as well as the benefits and limitations of the test.

End of Semester Exam:

Students are required to answer **two out of five** questions. All questions carry equal marks.

1. Examine the contribution made by Rotter and Bandura to our understanding of the learning theory approach to personality. (100 Marks)

2. Investigate Ellis' Rational-Emotive Bahaviour Therapy which proposes that people are both uniquely rational and irrational in their thinking and the way in which they attempt to reach goals in life. (100 Marks)

3. Evaluate Rogers' theory and practice of Person-Centred Therapy. (100 Marks)

4. Evaluate the Big Five model of personality with reference to the approaches that have resulted in the identification of the Big Five personality traits. (100 Marks)

5. Examine the nature of intelligence and evaluate Gardner's theory of multiple intelligence. (100 Marks)

6.7.15 Repeat Assessment Strategy

Students are required to complete **all elements** of assessment and the final exam.

6.7.16 Reading List & Other Resources

Recommended Book Reading

Maltby, J., Day, L., & Macaskill, A. (2013) *Personality, Individual Differences and Intelligence*. 3r^d ed. Prentice Hall.

Haslam, N. (2007) *Introduction to Personality and Intelligence.* Sage Publications: London.

Supplementary Book Reading

Ackerman, P.L., Kyllonen, P.C., & Roberts, R.D. (Eds.). (1999). *Learning Individual Differences: Process, Trait, and Content Determinants.* Washington, DC: American Psychological Association.

Atkinson, R. & Hilgard, E. (2014) *Introduction to Psychology.* 16th ed. Cengage Learning.

Cervone, D., & Shoda, Y., (Eds.) (1999). *The Coherence of Personality: Social-Cognitive Bases of Consistency, Variability, and Organization.* New York: Guilford Publications.

Chamorro-Premuzic, T., & Furnham, A. (2005). *Personality and Intellectual Competence.* Mahwah, NJ: Lawrence Erlbaum Associates.

Collis, J & Messick, S. (2001) *Intelligence and Personality: Bridging the Gap in Theory and Measurement.* New Jersey: Lawrence Erlbaum Associates.

Deary, I.J. (2001) *Intelligence: A very short introduction.* Oxford.

Funder, D.C. (2007). *The personality puzzle.* 4th ed. W. W. Norton & Company, Inc: New York.

Goleman, D. (2013) *Focus: The Hidden Driver of Excellence.* Bloomsbury.

Goleman, D. (1996) *Emotional Intelligence: Why it can matter more than IQ.* Bloomsbury.

Grosz, S. (2013) *The Examined Life: How We Lose and Find Ourselves.* Vintage.

HBR's 10 Must Reads (2015) *On Emotional Intelligence.* Harvard Business Press.

Johnson, S. (1999) *Who Moved My Cheese.* Vermillion.

Kehoe, M. (2013) *Make that grade Organisational Behaviour.* 2nd ed. Gill&Macmillam.

Lucey, J. (2014) *In My Room.* Gill&Macmillan.

Nettle, D. (2007) *Personality: What makes you the way you are*. Oxford University Press.

Rath, T. & Clifton, D. O. (2004) *How Full Is Your Bucket? Positive Strategies for Work and Life.* Gallup Press New York.

Risner, N. (2005) *"It's a zoo around here": The new rulews for better communication.* Limitless Publications.

Rubenfeld, J. (2007) *The Interpretation of Murder.* Headline Review.

Other Resources

Students are encouraged to make use of the library databases relevant to psychology to access relevant journal articles. A demonstration on how to access such information is provided in class.

6.8 Biological Bases of Behaviour

Module title	Biological Bases of Behaviour
Module NFQ level (only if an NFQ level can be demonstrated)	7
Module number/reference	H7BBB
Parent programme	BA (Hons) Psychology
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	H6AIHP
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:90 for lectures; 1:30 for tutorials; 1:10 for practical
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	Classrooms (dependent on learning activity), computer laboratory for CA work; physiological equipment for lab work

Analysis of required learning effort

Effort while in contact with staff

Classroom and demonstrations		Mentoring and small-group tutoring		Other - practical		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
32	1:40	12	1:20	4	1:10		202			250

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50			50	**100%**

223

6.8.1 Module aims and objectives

The module aims to provide a general introduction to the study of Biological Psychology from a number of perspectives – physiological, ontogenetic, evolutionary, and functional approaches. Examine key neural structures involved in perception, memory, language, emotion and consciousness. Students will critically evaluate the role of the central, autonomic nervous system and endocrine systems in mediating the relationship between stress and illness.

6.8.2 Minimum intended module learning outcomes

On successful completion of this module Learners will:

1) Demonstrate a critical understanding of the main structures, functions, and processes in the nervous system and the brain

2) Describe how the central, autonomic nervous and endocrine systems are involved in stress and emotion; the immune response, and motivation.

3) Identify key structures within the brain and central nervous system and relate their function to psychological processes such as sleep and consciousness, learning and memory, perception, and language.

4) Evaluate the key influencing biological factors on human cognition and behaviour.

5) Communicate effectively through writing findings on own research conducted in the area of biological psychology.

6) Assess the strengths and limitations of using biological systems to explain human behaviour.

6.8.3 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

The Biological Basis of Behaviour is a core pillar of psychology and is therefore a required component for any accredited psychology degree. The module contributes to Knowledge – Breadth in that it provide students with an introduction to specialised knowledge related to biopsychology, neuropsychology, and will further students' understanding of the relationship between biology and behaviour. The module contributes to Knowledge – Kind in that it will provide students with an understanding of the limitations of the current knowledge within the field of biological bases of behaviour, and it will inform them about current findings in the area. It will also introduce them to concepts such as dualism and psychosomasis across a variety of different areas within the biological bases of behaviour. The module will contribute to Know-how and skill – range by introducing students to the use of psychophysiological equipment in collecting research data, and in writing up research reports based on their own research conducted within the field of biological psychology. It also contributes to Competence – Learning to Learn, since students will need to work in groups to collect data and interact effectively within these learning groups.

6.8.4 Module organisation and structure

The module will begin with an introduction to the history of biopsychology, and go on to introduce students to the nervous system. Building on this, students will learn about sensation, perception and movement, and their biological bases. They will go on to learn about the biological bases of stress, motivation, and emotion, before

exploring higher-order psychological processes such as language, memory and learning, and sleep, in relation to their biological bases.

6.8.5   Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.8.6   Module content

Below is a list of indicative topics.

- **Topic 1**: The relationships between the mind and brain, heredity, genetics and the environment, how the brain is studied for psychology.

- **Topic 2**: The structure of the brain and nervous system: Anatomy of the brain, brain development and brain plasticity, brain damage and recovery, anatomy of the nervous system, nerves and nerve impulses.
- **Topic 3**: Sensation and Perception: Vision – development and visual perception, Audition – development and auditory perception, Movement – control and link to the brain; Somatosensation and Multisensory Integration.
- **Topic 4**: Motivation and Emotion: What is emotion? What is stress? Appetitive behaviours (eating, internal regulation), functions of emotion, mood disorders, effect of stress on the body.
- **Topic 5**: Learning and Memory: Biological basis for memory, memory localisation, memory disorders
- **Topic 6**: Sleep: The mechanisms of the biological clock, the sleep-wake cycle, stages of sleep, why we sleep, sleep disorders
- **Topic 7:** Language and Lateralisation: The right and left hemispheres, the role of the corpus callosum, lateralisation and handedness, the evolution of language, brain damage and language

6.8.7   Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with lectures, tutorials, and group debates. Students will also engage in practicals, collecting data using physiological marker measurements and behavioural measurements. Learners will be encouraged to engage with material outside of class time using a variety of on-line resources.

6.8.8   Timetabling, learner effort and credit

The module is designed so as that students have a total of 3 hours of lecture material per week as well as an hour's tutorial per week. In addition, students complete a small practical in the psychophysiological laboratory in smaller groups.

6.8.9   E-learning

Students will download course notes and lecture slides using Moodle, and will download data for their CA2 Laboratory Practical Report from Moodle also. Students will use LabTutor software to collect data for this report. Students will complete their MCQ (CA1) using Moodle software. Students will also submit their CA2 Laboratory Practical Report using Turnitin via Moodle.

6.8.10   Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), as well as smaller rooms to allow for group work and tutorial discussions. The module also requires lab space to conduct the physiological research.

6.8.11 Module staff requirements

A lecturer with a PhD in psychology or neuroscience, and ideally research experience in the area of neuroscience.

6.8.12 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	This will typically involve two parts: • Short MCQ based on material covered to date (10%) • Group lab report describing research they conducted using physiological measurements (2,000-2,500 words) (40%)	1,3, 4, 5	50	week 5 and 11
Terminal examination	Students will answer 2 out of 5 questions which may be based on any aspect of course content (50%)	1,3,4,6	50	End of semester

6.8.13 Formative assessment

In preparation for the MCQ in week 3, students are given questions to help them prepare in a tutorial, and given feedback on their success with these questions. In addition, in other tutorials, students are shown videos (e.g. about the contribution of Brenda Milner to clinical neuropsychology, and about the single cell recordings made by Hubel and Wiesel in the 1960s) and given a list of questions to answer about the videos (after which they are given feedback).

6.8.14 Sample assessment materials

CA: Lab Report: Current Assessment Guidelines.

▶ Biopsychological Stroop Task

▶ Data collected in groups

▶ Data collated across class

▶ Individual APA Style Report Submitted

▶ 2,000 – 2, 250 words (Excluding References and Appendices)

▶ All students should append SPSS output file to the hard copy version of your submission

▶ Include in hard and electronic copy, an appendix detailing why you chose the data analysis plan that you chose.

Marking Scheme:

Abstract 10%

Layout (includes appendices, referencing, formatting, word count) 5%

Inclusion of at least 8 good-quality references 10%

Introduction 20%

Methods 15%

Results 20%

Discussion 20%

Sample exam questions (students chose 2 of 5)

1. Parallel processing, hierarchical processing, and functional distribution are all properties of the brain's sensory systems. Define each property, and describe how it operates in the visual system, making special reference to the dorsal and ventral processing streams.

2. Describe how psychological stress can cause disease and delay recovery from illness.

3. What is the role of the hippocampus in learning and memory?

4. Describe the Wernicke-Geschwind model, and evaluate evidence for its accuracy as a model of language in the brain.

5. What is the function of sleep, and REM sleep? Discuss in relation to the recuperation and adaptation theories, and with reference to studies of sleep deprivation.

6.8.15 Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.8.16 Reading List & Other Resources

Required Reading
Kalat, J.W. (2008). *Biological Psychology* (10th Edition). Belmont CA: Wadsworth Cengage.

Recommended Reading
Alexio, P. & Baillon, M. (2008). *Biological Psychology: An illustrative Survival Guide*. Sussex, UK: Wiley.
Pinel, J.P.J. (2007). *Biopsychology (*7th Edition). Boston, MA: Allyn & Bacon.
Carlson, N.R. (2012). *Physiology of Behavior (*11th Edition). Boston, MA: Pearson.
Kolb, B. & Whishaw, I. (2011). *An Introduction to Brain and Behavior (*Third Edition*)*. New York, NY: Worth Publishers.

6.9 Applied Statistics

6.9.1 Headline information about the module

Module title	Applied Statistics
Module NFQ level (only if an NFQ level can be demonstrated)	7
Module number/reference	H8ABNPSY
Parent programme	BA (Hons) Psychology
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	Introduction to Statistics
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:90 for lectures; 1:30 for tutorials/practical classes
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	Classrooms

Analysis of required learning effort									
Effort while in contact with staff									
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:40			24	1:20		202			250

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100				100%

6.9.2   Module aims and objectives

This aim of this module is to provide learners with advanced statistical skills necessary to be in position to (1) critically evaluate a results section of a peer-reviewed published journal article, and (2) conduct an independent piece of research through the application of quantitative statistical analysis. Learners will be trained to understanding the nature of many commonly used parametric-based, inferential statistical tests, and how to conduct these statistical tests in SPSS. Moreover, students will be capable of presenting the results of these statistical tests in-line with APA requirements.

6.9.3   Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

LO 1.   Compare and contrast distinct statistical tests and make decisions as to when such tests should be used.

LO 2   Apply statistical skills to carry out advanced techniques using SPSS.

LO 3   Report statistical analyses in accordance with APA rules.

LO4   Demonstrate a critical understanding of what findings from a statistical test mean.

6.9.4   Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Statistics and quantitative research is a core area within the discipline of psychology, and as such applied training in the use of statistical is a fundamental component of the programme. Building on knowledge and skills gained during the module Introduction to Statistics, learners will acquire advanced training so as to fully understand the nature of many different forms of inferential statistics. The knowledge and skills acquired in this module will allow students to critically appraise published research, and carry out independent research using advanced quantitative statistical skills. Many of the IPLOs are addressed within this module which can be seen more clearly by examining the MLOs themselves. For example, LO1, LO2, LO3 address MIPLO1 and MIPLO2 in that learners are required to demonstrate an understanding of a core method that underpins the discipline of psychology. Additionally, LO2 satisfies MIPLO3 in that learners will demonstrate mastery of statistical skills. LO3 addresses MIPLO5 in that learners will be required to carry out research using statistical techniques and discuss the meaning of these results. LO1, LO2, and LO3 also address MIPLO7 and MIPLO8 as learners will be capable of knowing how to choose between different statistical tests in order to address research problems in different areas of psychology.

6.9.5   Module organisation and structure

After an introduction to the module, learners receive a recap of key statistical information covered during the module Introduction to Statistics and are familiarised with the use of SPSS. Student then learn about statistical tests that examine relationships between variables; beginning with basic bivariate correlations, to partial correlations, to standard multiple regression analysis, to hierarchical multiple regression analysis, and finally logistic regression analysis. Over the course of these weeks, students learn the basic concepts of these statistical tests, apply knowledge gained by conducting statistical analysis using SPSS, and applying knowledge by critically reviewing published research using these techniques. Learners then progress to studying statistical tests that examine within-group, and between-group, differences. Learners begin with independent and dependent samples t-tests, and move to between-group and within-group analysis of variance tests, and finally begin to study interaction effects in group difference testing within a multi-factorial between-groups ANOVA. Again, over the course of these weeks' students learn to apply these techniques using SPSS, and critically evaluate research that has applied these techniques. Finally, students are introduced to the concept of latent variable modelling and are taught how to conduct exploratory factor analysis using SPSS.

6.9.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.9.7 Module content

Below is a list of indicative topics.

Introduction to Inferential Statistics

- A recap of everything you should know to this point.
- The role of inferential statistics in psychological research.
- A recap of descriptive statistics in SPSS.

Correlation Analysis

- Bivariate correlation analysis and its limitations.
- An introduction to partial correlation analysis – controlling for covariates.
- Conducting a Pearson Correlation and a Partial Correlation in SPSS.
- Reporting these results in APA format.

Multiple Regression Analysis 1

- From correlation to regression – multivariate modelling.
- Standard multiple regression analysis.
- Applications of regression in psychological research.
- Conducting a Standard Multiple Regression Analysis in SPSS.
- Reporting these results in APA format.

Multiple Regression Analysis 2

- Why hierarchical modelling?
- The difference between hierarchical and standard multiple regression analysis.
- Theoretical basis for hierarchical multiple regression.
- Conducting a hierarchical multiple regression analysis in SPSS.
- Reporting these results in APA format.

Logistic Regression Analysis

- Categorical outcomes vs. continuous outcomes.
- Binary versus multinomial logistic regression.
- The advantages of logistic regression – assumptions.
- Pseudo r values and odds ratios.
- Model building for logistic regression.
- Conducting a binary logistic regression analysis in SPSS.
- Reporting these results in APA format.

t-Test Analysis

- A recap of t-tests.
- Independent, dependent, and one-sample t-tests.
- Homogeneity of variance assumption.
- Conducting an independent and dependent samples t-tests analysis in SPSS.
- Reporting these results in APA format.

Analysis of Variance Testing 1

- From t-tests to ANOVAs.
- Between-groups and within-groups ANOVA – what's the difference?
- Assumptions associated with each test.
- Conducting a one-way between-groups ANOVA and a one-way within-groups ANOVA in SPSS.
- Reporting these results in APA format.

Analysis of Variance Testing 2

- Multiple independent variables in ANOVA.
- The logic of interaction effects.
- Multifactorial between-groups ANOVA.
- The many applications of ANOVA testing.
- Conducting a two-way between-groups ANOVA and a one-way ANCOVA in SPSS.
- Reporting these results in APA format.

Exploratory Factor Analysis 1 and 2

- What is latent variable modelling?
- Why latent variable modelling is essential in psychology.
- Observed versus latent variables.
- The problem of measurement error.
- Exploratory versus confirmatory factor analysis.
- Conducting an exploratory factor analysis in SPSS.
- Reporting these results in APA format.

6.9.8   Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with contact hours comprising of lectures, and practical lab demonstrations. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.9.9   Timetabling, learner effort and credit

The module is designed so as that students have a total of 4 hours of lecturer contact. A two-hour lecture introduces students to the core material and students then have a two-hour practical class in a computer laboratory to practice what they have learnt during the lectures using SPSS. Additionally, students will also have a one-hour small group tutorial in a laboratory to consolidate learning.

6.9.10 E-learning

The module makes use of on-line technology in a number of ways. All module content is delivered to students using the Moodle platform. Every week learners are provided with a different SPSS data set and encouraged to engage with this data and apply their learnings. Learners are provided with links to on-line (YouTube) tutorials of how to conduct various procedures in SPSS that they have learnt in class. Learners are provided with links to on-line statistical software for calculating power analyses and effect sizes that are not readily produced using SPSS. Various reading materials that are only available on-line are presented to learners via Moodle. Students submit their second CA on-line and this assessment is graded, and feedback is provided via Moodle.

6.9.11 Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), as computer laboratories.

6.9.12 Module staff requirements

A lecturer with a PhD in psychology and ideally quantitative research experience using SPSS.

6.9.13 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment 1	Students are presented, in class, with an unseen research paper that uses a statistical test that they have learnt about previously (e.g., standard multiple regression analysis). The students are required to read the research paper and answer 13 short questions regarding the analysis and findings presented in the paper. These questions evaluate knowledge of the relevant statistical test.	LO1, LO4	50%	Week 7
Continuous assessment 2	Student are presented with an introduction and methods section of a mock journal article. Additionally, students are presented with an associated data set. Students are required to determine the appropriate statistical test(s) to use to address the research question(s) posed and conduct this analysis using SPSS. Students are also required to complete the Results and Discussion section of the mock paper to demonstrate their ability to report findings in APA format and make sense of the findings.	LO2, LO3, LO4	50%	Week 12

6.9.14 Formative assessment

A range of formative assessments are embedded within the module in order for students to gain a greater insight into their progress. These formative assessments occur on a weekly basis as student's complete tasks in their 2-hour laboratory class.

6.9.15 Sample assessment materials

Continuous Assessment 1 (50%):

Applied Statistics Continuous Assessment 1

Student number: _____

Instructions: Based on the research article that has been presented to you, answer the following questions in the sections provided to you (keep your hand-writing as legible as possible). You have 1.50 mins to read the article and complete the following questions.

Question 1: Summarise the research question(s) that is(are) to be addressed in this study using regression-based analyses:

Question 2: What is the criterion variable in this study?

Question 3: What are the predictor variables in this study? Name the variable(s) that were included in each step/block of the hierarchical multiple regression model.

Question 4: What is the empirical rationale for analysing males and females separately?

Question 5: Based on the final model tested in this study (Table 3), did the authors have a sufficient sample size for their analyses? Consider the analyses performed for the total sample, the female subsample, and the male subsample. Support your answer with reference to two different formulas for calculating sample size requirements for regression-based analyses.

Question 6: Provide an explanation of how a univariate regression analysis is distinct from a multiple regression analysis?

Question 7: What is the <u>weakest</u> predictor of the criterion variable for males?

Question 8: What is the <u>strongest</u> predictor of the criterion variable for females?

Question 9: Do the authors provide a theoretical rationale for the development of their hierarchical multiple regression model? Explain your answer with reference to the text.

Question 10: Explain what information the authors could have provided to more strongly support their assertion that there was no violation of the assumption of multicollinearity.

Question 11: For the female subsample, what was the percentage of variance uniquely explained by step/block 3 of the model, after controlling for step 1 and step 2?

Question 12: For the full sample, what variable made the strongest unique contribution to the explanation of the criterion variable in step/block 3 of the model?

Question 13: What does the symbol β stand for? Explain what this means.

Continuous Assessment 2 (50%):

You are required to complete the document attached to Moodle titled 'The Association between Four Factors of Psychopathy and Reactive Aggression'. The introduction and method section of this paper has already been completed. At the end of the introduction the study objective/hypothesis has been presented. Your task is to determine the correct statistical procedure to conduct and subsequently complete the Abstract, Results, and Discussion sections of the paper.

The SPSS data file is attached to Moodle and labelled 'SPSS Data Set for CA'. You should use this data set to conduct your analysis.

In the document 'The Association between Four Factors of Psychopathy and Reactive Aggression' that you are to complete, I have added suggestions for what to add to the abstract, results, and discussion. These are highlighted in RED TEXT. You don't have to follow these suggestions, but they indicate where specific information usually goes in each section. Look at the marking scheme to get an idea of what aspects of the report you should focus on in order to get the best possible mark.

Date Due: Turnitin (insert date) @ 09:00.

Marking Scheme:

1. Abstract	10%
2. Results – presentation and summary of descriptive statistics	15%
3. Results – presentation and summary of inferential statistics	35%
4. Interpretation of results in Discussion	20%
5. Critical appraisal of the research	15%
6. Overall organisation and presentation	5%

6.9.16 Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.9.17 Reading List & Other Resources

Recommended Book Reading

Pallant, J. (2016). *SPSS survival manual* (6th ed*.).* London: Open University Press.

Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). London: Sage.

Supplementary Book Reading

Howitt, D. & Cramer, D. (2010). *Introduction to statistics in psychology with SPSS* (6th ed.). Harlow: Pearson.

Other Resources

In addition to recommended book reading, learners are encouraged to read articles from relevant peer-reviewed journal articles. Journals of particular interest include:

- Tutorials in Quantitative Methods for Psychology
- Journal of Statistics Education
- Statistics Education Research Journal
- Educational and Psychological Measurement
- Journal of Psychoeducational Assessment
- Psychological Methods
- Psychological Assessment
- Assessment

Learners are also encouraged to use YouTube tutorial videos for SPSS, such as:

- https://www.youtube.com/user/how2stats
- https://www.youtube.com/user/ProfAndyField
- https://www.youtube.com/watch?v=ZQ94bSpOAAs

6.10 Psychology of Learning and Behaviour Analysis

6.10.1 Headline information about the module

Module title	Psychology of learning and behaviour analysis
Module NFQ level (only if an NFQ level can be demonstrated)	7
Module number/reference	H7PLBA
Parent programme	BA (Hons) Psychology
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	NA
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:90 for lectures; 1:30 for tutorials
Maximum number of learners per centre (or module instance)	80
Physical resources and support required per centre (or module instance)	Classrooms (dependent on learning activity), computer laboratory for CA work

Analysis of required learning effort										
Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
36	1:30	12	1:20				190			250

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50			50	**100%**

6.10.2 Module aims and objectives

This module is structured around key theories and related research in learning, with a focus on behaviour analytic techniques. The aims of this module are to:

- Present students with an analysis of theories and research into learning and behaviour
- Encourage students to reflect and communicate their own beliefs of learning based on research and an understanding of classical and current theories
- Highlight how theories and research in learning and behaviour can be applied in a range of contexts

6.10.3 Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

LO 1. Exhibit an in-depth knowledge of the basic assumptions, concepts, and principles of the key psychological theories of learning

LO 2. Reflect on the applications of theories of learning in understanding human behaviour in different contexts

LO 3. Compare and contrast theoretical approaches in their ability to explain various aspects of learning and behaviour

LO 4. Describe and evaluate how the principles of both classical and operant conditioning can be used to explain and modify behaviour in a range of social and clinical settings

LO 5. Critically appraise the interaction between research, theory and practice within fields such as behaviour analysis and education

6.10.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

While the psychology of learning and behaviour analysis is not currently recognised as one of PSI's core fields of the discipline, an understanding of the principles of learning and behaviour is a fundamental requirement of any psychology degree. Reflecting this, most psychology degrees entail some study of learning and behaviour analytic techniques. In addition, this module builds on the contact of many previously studied subjects such as cognitive psychology, biological basis of behaviour, personality and intelligence and lifespan development. Many of the IPLOs are addressed within this module which can be seen more clearly by examining the MLOs themselves. For example, LO1 addresses MIPLO2 given the focus on developing a comprehensive knowledge of theories and research within this specialist field. LO2 maps to both MIPLO7 and MIPLO8 in considering a number of possible applications of research in learning and how this may be applied in different contexts. LO3 and LO4 require students to evaluate theories in relation to others so thereby fits with MIPLO4. LO4 and LO5 also addresses MIPLO8 given the further focus on applications of understanding.

6.10.5 Module organisation and structure

After an introduction to the course, the first few weeks of lectures focus on the field of behaviour analysis whereby students are given a comprehensive overview of the various techniques, concepts and applications associated with both classical and operant conditioning. Tutorials enable for smaller group discussions on the issues discussed each week as well as practical demonstrations. As part of one of their assessments, students will apply the principles of classical conditioning in a lab-based setting.

6.10.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.10.7 Module content

Below is a list of indicative topics.

Introduction (Week 1-2)

- Defining learning: critical considerations
- What makes a good theory of learning?
- Historical approaches to learning
- Current views of learning and behaviour

Behaviourism (Weeks 2-5)

- Classical conditioning
- Operant conditioning
    - Shaping
    - Extinguishing behaviour
    - Schedules of reinforcement
- Applying principles of behaviour analysis
    - Conditioning phobias
    - Applied Behavioural Analysis (ABA)
    - Addiction

Biological and evolutionary influences on learning (Week 6)

- Biological influences on conditioning
- Evolutionary and sociobiological theories of learning
- Neurobiology of learning

Cognitive theories (Weeks 7-8)

- Transition from behaviourism to cognitivism
    - Tolman's purposive behaviourism
    - Gestalt theories of learning
- Cognitive information approach: Models of memory and applications for learning

Constructivism and social constructivism (Weeks 9-10)

- Cognitive developmental theories: Piaget and Bruner
- Situated cognition: Vygotsky's sociocultural theory
- Anthropological perspectives on learning

Motivation and self-regulation (Week 11)

- Theories of motivation
- Social cognitive theory
- Self-regulation
- Applications for learning

Review and revision (Week 12)

Tutorials (Weeks 1-12)

Tutorials will take the form of PBLs (Problem Based Learning) and focus primarily on the psychology of behaviour. Students will be given a case study to discuss and brain storm, which requires the application of behaviour based therapies such as Cognitive Behaviour Therapy, Applied Behaviour Analysis and Acceptance Commitment Therapy.

6.10.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy. Teaching will take place using a variety of mechanisms with contact hours comprising of lectures, Problem Based Learning tutorials, group discussions and debates, and practical activities. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.10.9 Timetabling, learner effort and credit

The module is designed so as that students have a total of 3 hours of lecture material per week (typically covered in 2X1 hour blocks of lectures) and a one hour tutorial session which enables students to discuss key issues and engage in group and individual activities to foster consolidation of the core issues involved.

6.10.10   E-learning

The delivery of this module is supplemented by a range of digital resources. For example, material is presented using Moodle, the college's virtual learning environment. All lecturing materials are made before each lecture. Supplementary documents and links to relevant webpages are also facilitated by this system. Students also submit their course work and assignments via Moodle using the Turnitin platform. In addition, part of the assessment strategy involves working with a virtual programme Sniffy the Rat, which enables students to gain familiarity with behavioural conditioning.

6.10.11   Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), as well as smaller rooms to allow for group work and tutorial discussions. In addition, as part of the assessment strategy, students are required to complete some practical lab work which requires access to a computer laboratory and appropriate behaviour analysis software (Sniffy the rat).

6.10.12   Module staff requirements

A lecturer with a PhD in psychology and ideally research experience in the area of cognitive psychology. Tutorials may be delivered by the module leader or other qualified personnel where appropriate.

6.10.13   Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment 1	This will typically involve two parts, each worth 25%: • Practical lab report on the Sniffy the Rat Experiments completed in class (1,500 words) • PBL activities: Each week students will be given a vignette (case study) in which a problem behaviour is	1, 2, 3, 4, 5	50	Week 7 (report), PBL (ongoing)

	described. Students will have to brain storm practical solutions to the problem. The solutions will be drawn from the likes of behaviour analysis, Cognitive behaviour therapy, acceptance commitment therapy etc. Students will self-grade at the end of the tutorial, and the lecturer will decide whether that grade is appropriate			
Written examination	Students will answer 2 out of 5 questions which may be based on any aspect of course content. This will be two hours in duration	1, 2, 3, 4, 5	50	End of semester

6.10.14   Formative assessment

- Questions posed during the learning process to determine what specific concepts or skills students may be struggling with.
- One-minute papers, whereby at the end of a lecture students are given one minute to summarise in writing what they have learned. This enables students to reflect on the salient points of the lecture and to identify areas they need to revise. Often students are asked to compare their one-minute paper with the student sitting next to them.
- Regular class room discussions. This enables peer learning whilst simultaneously informing the lecturer of student comprehension of basic concepts.
- Think-Pair-Share: is a summarization strategy used before, during, or after a lesson. The activity involves three basic steps. During the "think" stage, the lecturer tells students to ponder a question or problem. Next, individuals are paired up and discuss their answer or solution to the problem. During this step, students may wish to revise or alter their original ideas. Finally, students are called upon to share with the rest of the class. The lecturer can assess overall student comprehension and target individual difficulties as s/he walks around the room joining in various conversations.

6.10.15   Sample assessment materials

Sample lab report:

You are required to write up a lab report on the Sniffy the Rat Experiments completed in class. You should submit this along with your Sniffy experiment files and the cumulative records from the experiment.

The lab report should have the following structure:

- Abstract (5%)

- Introduction (25%), including:
  - Literature review of related research
  - Research hypotheses
- Method (20%)
  - Apparatus (note there are no participants or materials)
  - Design
  - Procedure (note you should detail both the CRF and extinction phase of the experiment)
- Results (20%), which should include:
  - Observation data (using your observation sheets)
  - Cumulative records (print off cumulative records from experiment and attach to hard copy)
    - You should also be able to explain this output using the correct terminology
- Discussion (20%), which can deal with issues such as:
  - Was Sniffy's behaviours consistent with what would be expected?
  - How would behaviour differ with different schedules of reinforcement?
  - What applications does this research have for our understanding of learning?
- Reference section (5%)
- 5% of marks will also go towards overall presentation.

Sample PBL activities

For each of 10 week students will be given a vignette (case study) in which a problem behaviour is described. Students will have to brain storm practical solutions to the problem. The solutions will be drawn from the likes of Behaviour Analysis, Cognitive Behaviour Therapy, Acceptance Commitment Therapy etc. Students will self-grade at the end of the tutorial, and the lecturer will decide whether that grade is appropriate.

For the remaining two weeks, students will be asked to design a Learning Leaflet during tutorial time, where they apply the theories of learning to advising on the study and learning habits (behaviour) of students at third level.

Tutorial 3

3-year old Liam was referred to his GP by his crèche, who expressed concerns about his aggressive behaviour. He often throws toys and hits other children and recently he threw a chair at a little girl who was playing by herself. He has also been known to hit staff when they try to intervene. Liam has been at the crèche for 6 months, during which time he has had quite consistent behavioural problems.

Liam lives with his mother Eileen, who is 22 and works part time. They rent a flat in a socio-economically deprived area. His parents split up amicably six months after he was born, but his father, who is unemployed, visits frequently.

Although his development has been normal, Liam's speech is quite indistinct and he is often only understood by those who know him well. When asked by the GP about her concerns for him, Eileen said that she is most worried about his sleeping pattern, stating that "he's never slept since he was born". She also said that Liam is not aggressive at home.

Further assessment of Liam's sleeping pattern revealed that he is usually not yet settled at 10pm, at which point he often falls asleep on his mother's lap in front of the TV. She then puts him to bed but he usually wakes and asks to sleep in her bed, which she allows.

Liam is also given his dinner in the living room, and regularly has 3 hour naps during the day. This feeding and sleeping routine persists most nights.

Questions

1. What could be giving rise to Liam's problematic behaviour in crèche?

2. What type of psychological theories could be used to explain Liam's behaviour, and how could they be applied to improve it?

Learning Goals

1. Learning theory- particularly operant conditioning.

2. Behavioural change especially through contingency management.

3. Link between physical health and psychological well being-importance of this for young children in particular.

Outcomes

(To be discussed after the research phase the following week)

A sleep diary and eventually a sleep intervention was instigated. Eileen was referred for a parenting program. The diary found that Eileen and Liam were sleeping on average 4 hours per night.

The sleep intervention focused on establishing a routine and setting limits on Liam's behaviour (E.g. Supper at table in kitchen, followed by bedtime story and no out of bed activity entertained, such as watching TV or attempting to get into mum's bed at night).

Two weeks following this intervention, Eileen reported a dramatic improvement in Liam's sleep pattern, and the crèche reported a significant decrease in the number of aggressive episodes.

Tutorial 4

Johnny is 5 years old and started junior infants 4 months ago. His mother Linda has brought him to the doctor because she is worried about his behaviour in the school. He appears unwilling to play with the other children and screams and shouts when upset, which is happening more frequently. Linda first heard about the problem shortly after returning home from the hospital after having her second child, though according to the playschool workers the problem has been evident since just after she went into hospital.

Due to complications with the pregnancy Linda was in hospital for a month prior to the birth. During this time Johnny was looked after by his grandparents, who up until this point had a fairly limited role in his upbringing. His father works in the UK a lot so was unable to mind him during this time, though he did come to visit a few times.

Before Linda went into hospital Johnny experienced no problems in the playschool, and his teachers reported that he was a joy to have in the class. Since the birth of the baby she admits that she has been very busy, and hasn't been able to spend as much time with Johnny as she would like. She is now very worried about his behaviour and is unsure what she should do.

Questions

1. What are the factors that could be contributing to Johnny's behaviour?

2. What could be done to help alleviate these problems?

3. Is there a psychological theory that is underpinning this area?

Learning Goals

1. Attachment theory and the main types of attachment patterns.

2. How these patterns arise and how they can be disrupted- early childhood challenges.

3. Ways to improve Johnny's behaviour.

Sample exam questions (students chose 2 of 5)

4. What is meant by applied behaviour analysis? In your answer briefly describe the key principles of this technique before evaluating research and interventions in the area.

5. Different schedules of reinforcement can result in different types of learning. Drawing on research evidence, describe what is meant by this.

6. How did Tolman demonstrate that behaviour is "purposive"? What applications does this have for our understanding of learning?

7. What is meant by constructivist, as opposed to social constructivist, approaches to learning? In your answer describe the applications these approaches have for educational practices.

8. What implications do theories and research in motivation have for understanding how we learn?

6.10.16   Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.10.17   Reading List & Other Resources

Recommended Book Reading

Lefrancois, G.R. (2012). *Theories of Human Learning: What the Professor Said (6th Ed)*. Belmont: Wadsworth.

Peirce, D.W. & Cheney, C.D. (2013). *Behavior Analysis and Learning (5th Ed).* Psychology press**.**

Supplementary Book Reading

Brookfield, S. (2009). On being taught. In P. Jarvis (Ed.), *The Routledge international handbook of lifelong learning*. Oxford: Routledge.

Chance, P. (2014). *Learning and Behaviour (7th Ed)*. Cengage.

Domjan, M. (2013). *The Principles of Learning and Behaviour (7th Ed).* Cengage.

Driscoll, M. (2005). *Psychology of Learning for Instruction (3rd Ed)*. New York: Allyn & Bacon.

Dweck, C.S. (2000). *Self-theories: their role in motivation, personality, and development.* Psychology Press.

Gould, J. (2010). *Learning theory and classroom practice in the lifelong learning sector* (available as ebook).

Illeris, K. (2007). *How we learn: Learning and non-learning in school and beyond.* Routledge**.**

Illeris, K (Ed) (2009). *Contemporary Theories of Learning, learning theorists in their own words*. Oxon: Routledge.

Leslie (1996). *Principles of Behaviour Analysis*. Netherlands: Harwood Academic Publishers.

Leslie, J. C. (2002). *Essential Behaviour Analysis.* Hodder Education.

Leslie, J. C. & Blackman, D.E. (2010). *Experiemental and Applied Analysis of Human Behaviour.* Context Press.
ISBN: 1878978373

Mazur, J.E. (2014). *Learning and Behaviour (7th Ed).* Pearson.

Olson, M.H. & Hergenhahn, B.R.H. (2013). *An Introduction to Theories of Learning, (9th Ed).* Pearson.

Powell, R.A. Honey, P.L. & Symbaluk, D.G. (2013). *Introduction to Learning and Behavior (4th Ed).* Wadsworth.

Other Resources

Learners are also encouraged to source relevant journal articles using NCI's library databases. Where appropriate, links to specific papers and/or other resources will be included on moodle by the lecturer.

6.11 Coaching Psychology

6.11.1 Headline information about the module

Module title	Coaching Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	7
Module number/reference	H8COPSY
Parent programme	BA (Hons) Psychology
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	NA
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:90 for lectures; 1:30 for Practicals
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	Classrooms (dependent on learning activity), computer laboratory for CA work

Analysis of required learning effort										
Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:30	24	1:20				202			250

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100				100%

6.11.2 Module aims and objectives

The aim of this module is to develop learners' awareness of the concept, benefits and value of coaching from both individual and workplace perspectives. This module is also designed to create an awareness of the types of tools used in coaching and to explore related topics such as emotional intelligence, motivation, goal setting and critical questions.

6.11.3 Minimum intended module learning outcomes

On successful completion of this module, learners will:

LO 1.   Articulate what coaching psychology is as it relates to individual and group performance.

LO 2   Explain the potential impact of coaching on an individual in different contexts, e.g., life, work, career

LO 3   Demonstrate a critical awareness of goal-setting and motivation and the impact that coaching can have on emotional intelligence.

LO 4.   Demonstrate skills in reflection, feedback and feed-forward through experiential peer group work.

LO 5.   Explore and critique different coaching psychology models in terms of their effectiveness on performance enhancement in a variety of settings.

6.11.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Coaching psychology is a core field within the discipline of psychology as it connects many of the theories and concepts connected with other psychology modules and it forms the basis of an immersive skills based module. Many of the IPLOs are addressed within this module which can be seen more clearly by examining the MLOs themselves. For example, LO1, LO3 and LO5 address IPLO1 given that the attention paid to theories, concepts and methods in coaching psychology which underpin the discipline. LO2 maps onto MIPLO2 and MIPLO5 in that a comprehensive knowledge of diverse aspects of the implications of coaching is required. In considering applications of skills linked to coaching psychology, LO3, LO4 and LO5 is consistent with MIPLO7 and MIPLO8, while LO5 fits with MIPLO4 in that students are encouraged to form judgements and evaluate theories and models within the discipline.

6.11.5 Module organisation and structure

This module will use a combination of lectures (to support the development of knowledge) and team-based workshops (to support the development of skills and dispositions). The module will begin by introducing learners to the concept of coaching psychology and the various contexts that the learners will be thinking about coaching from (e.g., life and work). From here, fundamental concepts will be introduced and connected to each other as the week's progress. These concepts include motivation, goal-setting and emotional intelligence. Tools and techniques of coaching will be evaluated and skills of coaching will be practiced in workshops each week.

6.11.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.11.7 Module content

Below is a list of indicative topics.

Introduction to coaching psychology in the work place

- How coaching psychology is defined
- The differences between coaching psychology and other forms of interventions
- How individuals use coaching psychology

- How coaching operates within an organisation

Goal-setting

- The definitions and techniques of goal-setting
- The challenges and barriers of goal setting
- The process of goal-setting
- Theories of anxiety and arousal
- The link between goal-setting and motivation

Emotional intelligence

- The definition and characteristics of emotional intelligence
- The role of emotional intelligence in personal and professional success
- The impact of coaching on emotional intelligence

The coaching process

- Definition of the coaching process
- Why choose coaching for personal and organisational effectiveness
- The value of coaching for an organisation
- Why and when the coaching process does not work

Coaching tools

- A range of models will be introduced and examined such as GROW, POSITIVE, and ACHIEVE
- The importance of creativity, questioning, ethics and boundaries will be examined

The uses of coaching in the workplace

- What it means to have a coaching culture
- Coaching and Performance management
- Planning and goal-setting
- Leadership development
- Effective feedback
- Stress and wellbeing Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with contact hours comprising of lectures, workshops, group discussions and debates. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.11.8 Timetabling, learner effort and credit

The module is designed so as that students have a total of 2 hours of lecture material per week and 2 hours of skills based workshops. As they will be working on group assignments they will also be expected to engage with the content for the preparation of assignments and class work.

6.11.9 E-learning

The delivery of this module is supplemented by a range of digital resources. For example, material is presented using Moodle, the college's virtual learning environment. All lecturing materials are made available before each lecture. Supplementary documents and links to relevant webpages are also facilitated by this system. Students also submit their course work and assignments via Moodle using the Turnitin platform.

6.11.10 Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), as well as smaller rooms to allow for group work and tutorial discussions. In addition, as part of the assessment strategy, students are encouraged to complete group assignments and an on-line forum such as Moodle groups is necessary.

6.11.11 Module staff requirements

A lecturer with a PhD in psychology and ideally with practical experience of coaching psychology in different contexts and research experience in the area of coaching psychology. Workshops may be delivered by the module leader or other qualified personnel where appropriate.

6.11.12 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment 1	This will typically involve three parts, each worth 20% • Students design and submit a case-study which highlights a performance issue for an individual. This issue can be based in a sports, educational, personal or organisational context (700 words) • Students submit a group report on the performance plan generated by the team which is based on case and solution. This plan also needs to explain evaluation of approach to generating a plan, devising a solution and how you would evaluate actual performance. (2,000 words) • Students present in groups on the case and solution generated; linking into relevant theories and research. All members need to participate and evidence of the presentation needs to be generated (10-15	1, 2, 3, 4, 5	60	week 4, 11 & 12

	minutes). This is graded individually			
Continuous assessment 2	Students will record weekly reflections on learning in class. This blog is not a description of class content, it should chart or record changes in students' learning, understanding and thinking of psychology (no word limit although word count of 2000 is provided as guideline).	3, 4, 5	40	ongoing

6.11.13 Formative assessment

The reflective diary submitted weekly is formative assessment as it monitors continuously throughout the term student learning through reflection on the week's lecture and tutorial. Similarly, the case study proposal is also a form of formative assessment although more heavily weighted in terms of marking.

6.11.14 Sample assessment materials

Crafting a case-study:

You are required to craft a case-study based developed around a challenged faced by your main character. It is important that you have an understanding of the challenge and how it is likely to affect your character. Be mindful that the challenge should fall within the parameters of coaching psychology and should complex or clinical challenges are best avoided. The case-study should give a clear indication of relevant background of the individual, the nature of the challenge and the significance of the challenge to the individual. No reference should be made to potential coaching approaches, models, tools or techniques at this point. (800 words)

Your case-study can take the format of a report or an essay and should include the following points:

- Background of individual
- Specifics of the challenge
- Typical responses of the individual
- The significance of the challenge
- The motivation to change

The case-study will be graded as follows

- Evidence of preparation 5%
- Understanding of individual 25%
- Understanding of the challenge 20%
- Level of content/detail 10%
- Complexity of case-study 5%
- Structure and clarity 10%
- Level of thinking and originality 20%
- Evidence of self-assessment 5%

The Reflective Diary will be graded as follows

- Overall structure and layout (20%)
- Learning, e.g. explanation of what 'new' was learned (40%)
- Critical Thinking (10%)
- Conclusions (30%)

6.11.15   Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.11.16   Reading List & Other Resources

Recommended Book Reading

Law, H. (2013). Coaching Psychology: A Practitioner's guide. West Sussex: Wiley & Sons

Moore, M. (2015). *Coaching Psychology Manual.* China: Lippincott Williams & Wilkin

Palmer, S. (2014). *Handbook of Coaching Psychology: A guide for practitioners.* London: Routledge

Supplementary Book Reading

Craik, F.I.M. & Salthouse, T.A. (2008) *The Handbook of Aging and Cognition (3rd Ed)*. New York, NY: Psychology Press.

Fournies, F. F. (2000*). Coaching for Improved Work Performance*. McGraw-Hill

Palmer, S. & Whybrow, A. (2007). *Handbook of Coaching Psychology*, London ; Routledge.

Passmore, J., Peterson, D., & Freire, T. (2012). *Handbook of the Psychology of Coaching and Mentoring*. West Sussex : WileyBlackwell

Skiffington, S. & Zeus., P. (2009). *Behavioural Coaching*. McGraw Hill Professional.

Other Resources

Learners are also encouraged to source relevant journal articles using NCI's library databases. Where appropriate, links to specific papers and/or other resources will be included on moodle by the lecturer.

6.12 *A*pplied Research Methods

Module title	Applied Research Methods
Module NFQ level (only if an NFQ level can be demonstrated)	7
Module number/reference	H7ARMTH
Parent programme	BA (Hons) Psychology
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	Introduction to Research Methods
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:90
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	Classrooms (dependent on learning activity), computer laboratory for CA work

Analysis of required learning effort

Effort while in contact with staff

Classroom and demonstrations		Mentoring and small-group tutoring		Other - practical		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:40						101			125

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50			50	**100%**

6.12.1 Module aims and objectives

This module will enable students to apply their understandings of research methods to published research work. Students will also develop their own research ideas.

6.12.2 Minimum intended module learning outcomes

On successful completion of this module Learners will be able to:

1) Design a research study taking into account practical, ethical and methodological considerations
2) Critically analyse published research work with respect to the methodology and statistical analysis
3) Evaluate and demonstrate understanding of when different research methods are suitable for specific research questions

6.12.3 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

This module builds upon the content of the *Introduction to Research Methods* at stage 1 with a greater focus on the applications of research methods within psychology. Research Methods is a core component of any psychology degree so there is a strong rationale for its inclusion. The module contributes to Knowledge – Breadth in that it provide students with an introduction to specialised knowledge related to applied psychological research methods. The module contributes to Knowledge – Kind at in that it will provide students with an understanding of the limitations of the current knowledge within psychological research, and it will inform them about current developments. The module will contribute to Know-how and skill – range by introducing students to a wide range of research methodologies, both qualitative and quantitative, and will give them an opportunity to use this information to design their own research studies. The module will also contribute to Know-how and skill – selectivity, by requiring students to design a practical research project in which they must choose the appropriate methodology to interrogate their research question.

6.12.4 Module organisation and structure

Students will be brought through key topics in research methods including the necessity of research in psychology, sampling and generalisability, aims and hypotheses. They wil be brought through the practical skills of writing research reports and developing research ideas. They will also be introduced to research methodologies, both qualitative and quantitative.

6.12.5 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.12.6 Module content

Below is a list of indicative topics.

Introduction to the Course
Psychology as a Research Discipline
Introduce the necessity of research practice in modern psychology

Sampling and Generalizability
Sampling procedures - Inferential procedures - Generalization to the population.

Aims and Hypothesis in Psychological Research
Evaluate different research designs and explain distinctions between aims and hypotheses in psychology.

Writing Research Reports
How to write research reports in APA style.

Developing Research Ideas
How to formulate research studies in psychology.

Qualitative Data Collection
Assess various methods of collecting qualitative data (qualitative interviewing, focus groups, ethnography)

Qualitative Data Analysis
How to conduct qualitative data analysis - Thematic analysis, discourse analysis, narrative analysis, IPA, and grounded theory development.

Cross-Sectional Research Designs
Evaluation of the strengths and weaknesses of cross-sectional research in psychology.

Longitudinal Research Designs
Evaluation of the strengths and weaknesses of longitudinal research in psychology.

Experimental Research Designs
Evaluation of the strengths and weaknesses of experimental research in psychology

6.12.7 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using lectures. Learners will be encouraged to engage with material outside of class time using a variety of on-line resources.

6.12.8 Timetabling, learner effort and credit

The module is designed so as that students have a total of 2 hours of lecture material per week.

6.12.9 E-learning

Students will access course notes and lecture slides from Moodle, and they will use Moodle to download key papers for the module. They will also submit their research proposal using Turnitin via Moodle.

6.12.10 Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre).

6.12.11 Module staff requirements

A lecturer with a PhD in psychology, and ideally research experience.

6.12.12 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	Students will be required to develop a research proposal that is suitable to	1, 3	50	Due week 12

	a final year thesis project. They will complete a project proposal form and present their research in a "Thesis in 3" style presentation.			
Written examination	Students will be presented with a mock research proposal, and required to write an ethics review of the proposal. Students will also be presented with a journal article, sight-unseen, and will be required to write an abstract for this article, within the exam setting. They will be given 90 minutes to complete these two tasks.	2, 3	50	End of semester

6.12.13   Formative Assessment

Students are given opportunities to discuss their research proposal ideas in class on a regular basis, and are given feedback throughout the module.

6.12.14   Sample assessment materials

National College of Ireland

Research and Ethical Review Application Form (modified for Applied Research Methods module)

All parts of the below form must be completed. However, in certain cases where sections are not relevant to the proposed study, clearly mark NA in the box provided.

Part A: Title of Project and Contact Information

Name

Student Number

Email

Title of Research Project

Have you read the NCI Ethical Guidelines for Research with Human Participants?

Yes □

No □

Part B: Research Proposal

Briefly outline the following information:

Literature Review (500 words)

The scientific rationale for the project (150 words)

The research aims and objectives (100-200 words)

The research design (100 words)

The methods of data collection (200-300 words)

The research sample and sample size (100 words)

The nature of any proposed pilot study, if applicable (100-150 words)

The methods of data analysis (100-150 words)

Proposed duration of the project (100 words)

Part C: Ethical Risk

Please identify any ethical issues which will arise and how you will address them. (100-150 words)

```
                                                                        [blank box]
```

Please indicate any risk of harm or distress to participants. (100-150 words)

```
                                                                        [blank box]
```

Please indicate how you will address this risk (e.g. debriefing procedures, etc.). (100-150 words)

```
                                                                        [blank box]
```

Do the participants belong to any of the following vulnerable groups?
(Please tick all those involved).

- □　　　Children;
- □　　　The very elderly;
- □　　　People with an intellectual or learning disability
- □　　　Individuals or groups receiving help through the voluntary sector
- □　　　Those in a subordinate position to the researchers such as employees
- □　　　Other groups who might not understand the research and consent process
- □　　　Other vulnerable groups

How will the research participants in this study be selected, approached and recruited? (100-150 words)

```
                                                                        [blank box]
```

What inclusion or exclusion criteria will be used? (100-150 words)

```
                                                                        [blank box]
```

How will participants be informed of the nature of the study and participation? (100-150 words)

```
                                                                        [blank box]
```

What procedures will be used to document the participants' consent to participate? (100-150 words)

```
                                                                        [blank box]
```

If vulnerable groups are participating, what special arrangements will be made to deal with issues of informed consent/assent? (100-150 words)

```
                                                                        [blank box]
```

Please include copies of any information letters and consent forms with the application.

Part D: Confidentiality and Data Protection

Please indicate the form in which the data will be collected.

□ Identified　　　　□ Potentially Identifiable　　　　□ De-Identified

What arrangements are in place to ensure that the identity of participants is protected? (100-150 words)

```
                                                                        [blank box]
```

Please indicate any recording devices being used to collect data (e.g. audio/video). (100-150 words)

Please describe the procedures for securing specific permission for the use of these recording devices in advance. (100-150 words)

Please indicate the form in which the data will be stored.

☐ Identified   ☐ Potentially Identifiable   ☐ De-Identified

Who will have responsibility for the data generated by the research? (100-150 words)

Please describe the procedures of the storage and destruction of data. (100-150 words)

Dissemination and Reporting

Please describe how the participants will be informed of dissemination and reporting (e.g. submission for examination, reporting, publications, presentations)?

If any dissemination entails the use of audio, video and/or photographic records (including direct quotes), please describe how participants will be informed of this in advance. (100-150 words)

Part E: Signed Declaration

I confirm that I have read the NCI Ethical Guidelines for Research with Human Participants, and agree to abide by them in conducting this research. I also confirm that the information provided on this form is correct.

Name of Applicant: _____

Date: _____

6.12.15   Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.12.16   Reading List & Other Resources

Required Reading

Either of the following two:
Nestor, P. G., & Schutt, R. K. 2015, *Research Methods in Psychology: Investigating Human Behavior* (2nd edition). Boston, MA: Sage.
Breakwell, G. M., Smith, J. A., & Wright, D. B. 2012, *Research Methods in Psychology* (4th edition), London, UK: Sage.

And...
Howitt, D. (2010). *Introduction to Qualitative Methods in Psychology* (2nd Edition). Boston, MA: Pearson.

Supplementary Resources

Howitt, D., & Cramer, D. (2014). *Introduction to Research Methods in Psychology*, (4th Edition), Boston, MA: Pearson.
Gravetter, F. J. J. G., & Forzano, L.-A. B (2011). *Research Methods for the Behavioral Sciences* (4th Edition). New York, NY: Wadsworth Publishing
American Psychological Association (2013). *Publication Manual of the American Psychological Association* (6th Edition). Washington, DC: American Psychological Association.
Psychological Association (APA).
Bazeley, P. (2007). *Qualitative Data Analysis with NVivo* (2nd Edition). London, UK: Sage.

6.13 Psychology Labs

6.13.1 Headline information about the module

Module title	Psychology Labs
Module NFQ level (only if an NFQ level can be demonstrated)	7
Module number/reference	H7PLAB
Parent programme	BA (Hons) Psychology
Stage of parent programme	Year 2
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	NA
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	NA
Staff qualifications and experience required	Qualified with MSc/PhD in Psychology
Staff/learner ratio per centre (or module instance)	1:30
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	Computer lab for collection of data in class and CA work

Analysis of required learning effort									
Effort while in contact with staff									
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify) Practical session		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
				24	1:15		101			125

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100				**100%**

6.13.2 Module aims and objectives

The purpose of this module is to facilitate learners' understanding of how to conduct empirical psychological research in a lab setting. It is also designed to facilitate skills in data analysis, interpretation, academic reading and report writing.

6.13.3 Minimum intended module learning outcome

On successful completion of this module, learners will be able to:

LO 1. Understand how the scientific method is applied to research in psychology through conducting quantitative and qualitative experiments

LO 2. Analyse and interpret quantitative and qualitative data collected in the lab setting

LO 3. Select, evaluate and use literature appropriately to create clear and effective lab reports

LO 4. Demonstrate the knowledge and skills necessary to write effective psychology lab reports

LO 5. Have knowledge of programs used in experimental psychology and expand knowledge on statistical procedures used in experimental psychology

6.13.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

The ability to design and perform experimental research, choose appropriate means of statistical analysis, and to critically evaluate research findings are all core skills required in the field of psychology. The objective of the Psychology Labs module is to facilitate students' development of such skills through the practical application of experimental procedures and theoretical discussion of concepts underpinning research design and analysis. As such several of the IPLOs of the psychology programme overlap with the concepts and skills thought in the Psychology Labs module. Specifically, LO1, LO2, and LO5 address MIPLO1 and MIPLO3 of the programme structure given that the analytical and conceptual skills fostered in this module contribute to a student's understanding of core theories and topics in psychology and also their expertise in the domains of psychological research skills and applied statistical analysis. LO3 and LO4 address MIPLO4 and MIPLO5 in that both learning outcomes improve students' ability to formulate judgements and draw conclusions from data while also providing students with the skills necessary to disseminate research findings within the field of psychology.

6.13.5 Module organisation and structure

This module may be separated into two themed classes with specific content and learning outcomes addressed in each. The first class consists of a Practical Lecture in which learners are introduced to a standard psychological task (*e.g.* n-back, IAT, BART) which is performed and discussed in class with special reference to the conceptual theories surrounding its application. At this stage data is collected from learners which will form the basis of a written report that they are evaluated on. The second class (occurring every other week) consists of a Support Seminar in which students discuss topics pertaining to the design of the study and limitations that emerge in the given sample/test circumstance. In this class students are guided through statistical procedures used to test assumptions of the data and those that address the hypotheses generated.

6.13.6 Information provided learners about the module

Learners can access module content each week that is uploaded to the online learning platform Moodle. A series of peer-reviewed theoretical, review, and research reports generated by laboratories addressing the applied topics that arise in class are posted to the platform where learners may incorporate their findings into their literature reviews.

6.13.7 Module content

Listed below are some of the indicative themes contained in this module (not necessarily organised by lecture topic).

Core Skills:

Self-report and objective measures
•   Methods of comparing and contrasting subjective and objective reports
•   Determining construct and test validity of a measure
•   Applying parametric and non-parametric correlational coefficients

Descriptive data in psychology
•   Presenting descriptive data
•   Determining models of the frequency distribution (*e.g.* Gaussian, positive/negative skew)
•   Graphically illustrating descriptive data and assessing outliers

Survey data
•   Dealing with missing data
•   Segregating negatively scored items
•   Determining the internal consistency and reliability of a scale

Between group testing
•   Dependent and independent t-tests
•   Non-parametric measures for non-normally distributed data
•   Factorial designs and mixed-factorial designs such as ANOVA and rmANOVA
•   Separating groups and defining variables for between-group analysis

Research themes:

False memories
•   Luring false reporting of memories using the DRM paradigm
•   Undermining eye-witness testimony by experimental means
•   Examining suggestibility

Implicit Attitudes
•   Exploring conscious and unconscious associations
•   Implicit Association Test
•   Working with reaction time data

Working memory
- Using repeated measures design to explore performance decrements
- Proactive and retroactive interference
- n-Back test of working memory

Impulsivity and risk taking
- Tests which measure risk taking
- Combining within and between groups analysis of variance
- Decomposing complex interactions

Perception and visual attention

- With the recent procurement of both an SMI Eye Tracking Glasses 2 Wireless (ETG 2w) system and a portable Eye-Tribe device it is expected that future practical lab reports will be designed around using these technologies to examine indicators of cognitive performance and perception. Example topics include: gaze monitoring and point of regard analysis in a visual frame, response time fixating upon positive and negative or gender specific nouns/adjectives, CNS activation in response to lighting intensity and spectra assessed by pupilometry.

6.13.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy. Teaching will take place using a variety of mechanisms. Although contact hours comprise only of a 2 hour weekly lecture, this will also encapsulate group discussions, debates and other activities. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.13.9 Timetabling, learner effort and credit

The module is designed so as that students have one 2 hour lecture per week totalling 24 hours over the course of the semester. Given that the module is 5 ECT credits, learners are expected to dedicate an additional 101 hours to this module. Two hour lectures take the following format: 0.75 hours of lecturing time introducing learners to core concepts in the class. 1.25 hours dedicated to lecturer lead discussion of concepts and demonstration of experimental/statistical procedures.

6.13.10   E-learning

The delivery of this module is supplemented by a range of digital resources. For example, material is presented using Moodle, the college's virtual learning environment. Typically, Moodle contains lecture material and links to relevant online resources and activities for the modules. Students also submit their course work and assignments via Moodle using the Turnitin platform

6.13.11   Module physical resource requirements

The module requires adequate space for lecture delivery, group work and discussions. In addition, as part of the weekly in-class activities students require access to a computer lab (Room 3.08) in order to conduct relevant neuropsychological tasks and statistical procedures in SPSS. The room currently facilitates the up to 34 individual users resulting in a student-resource ratio of 1:34.

6.13.12   Module staff requirements

A lecturer with an MSc/PhD in psychology and with sufficient experience in the domain of experimental psychology research design.

6.13.13   Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date (Semester 2)
Continous assessment	This will typically involve four components: • Lab report outline which sketches relevant information to be included in each report section (20%) • Two minor lab reports based on research questions addressed in class that week (1,000-1,500 words) – each worth 20% Major lab report based on research question addressed in class (c. 3,000 words), worth 40%	1-5	100	Week 3, 6, 8 & 12

6.13.14   Formative assessment

In support classes students are invited to submit their results write up for informal review where constructive feedback is provided by lecturer regarding the clarity and readability of results produced.

In class discussions are encouraged where students are divided into groups and asked to focus on addressing a specific component of the research question. Groups are informally evaluated on the quality of their arguments and how they have reflected on the research question.

6.13.15   Sample assessment materials

See below overleaf grading rubric for Major Lab Report

Section *Criteria*	1st Hons (70%+)	2.1 Hons (60-69.9%)	2.2 Hons (50-59.9%)	Pass (40-49.9%)	FAIL (0-39%)
Abstract					
The abstract should state briefly the purpose of the research, the principal results and major conclusions. Should make reference to the number and type of participants. Clear indication of the study conclusions as well as implications/limitations of findings should be provided. Clearly and succinctly within the word limit.	Abstract includes research question and ample background, variables, number and type of participants, brief mention of major results (p-values where appropriate), and study implications/limitations	Abstract includes all essential information (participants, results etc.) but is misleading due to a lack of concise sentence structure, or there may be some information missing (from one report section)	Abstract includes important information and a broad understanding of results, implications, limitations is conveyed but detail is missing and some features omitted (from two report sections)	Abstract is missing essential information from a number of report sections. Content is descriptive but not evaluative. The context and the implications of the research question not evidently conveyed	Abstract has some incorrect information or does not accurately portray the experiment. Important elements pertaining to methods/results and the nature of the hypotheses are missing
Introduction					
The introduction should begin with a broad assessment or review of background literature before stating the objectives of the work. The rationale for undertaking the experiment should be clear and if it addresses	Report (i.e., first paragraph or two) begins in a broad manner and clearly explains the problem to be investigated. Appropriate topic in level and in content and literature review should reflect such. Critical evaluation of sources evident. Operational terms	Section begins somewhat broadly, and provides good theoretical or real-world context for the main concept in the study. An explanation of the key concept or question is	More clarity in the opening may be needed or the report may begin with a definition of the topic but provide very little context for the idea. Literature review wanders	Paper focuses immediately on the method, or no context for the topic is provided. The background to the topic has not been reviewed adequately. Content is inherently descriptive and does is necessarily evaluate in nature. Hypotheses/aim	The topic is not appropriate or is overly simplistic for the class level. Key features such as the rationale or the hypotheses of study have been omitted.

Section _Criteria_	1st Hons (70%+)	2.1 Hons (60-69.9%)	2.2 Hons (50-59.9%)	Pass (40-49.9%)	FAIL (0-39%)
any current gap in literature this should be emphasised	should be defined.	provided, but it could be clearer. Commentary could be greater in its evaluative nature.	from the specific domain of research (e.g. developmental psychology studies discussed in a cognitive psychology experiment). Content may be descriptive but not evaluative in nature. Hypotheses described but not seamlessly embedded within text.	may not be clearly communicated.	
Methods					
The methods section should provide sufficient detail to allow the work to be reproduced. Description of materials and methods should be organised under the sub-headings: Participants, Materials, Design, Procedure, and Data	Methods are appropriately and clearly described. Participant information includes number and demographic characteristics – also any relevant exclusion criteria are included. Materials and procedure are described with enough detail allowing for	Participants are described in a clear and adequate fashion. Materials are appropriate but not complete or not checked for reliability. Measures are cited appropriately. Study	Participants are described but a relevant characteristic of the sample may be missing from description. Materials are described but may not be of sufficient	Important demographic details of sample are omitted. Materials are incomplete and not checked for reliability, or they lack validity given the hypothesis. They may also be adequate but simplistic given the study goals. The description is lacking in	Participants are poorly described. Materials are incomplete and description is not adequate. No citations provided for materials. Description of procedure is unclear

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Section *Criteria*	1st Hons (70%+)	2.1 Hons (60-69.9%)	2.2 Hons (50-59.9%)	Pass (40-49.9%)	FAIL (0-39%)
Analysis.	replication and the study and tools referenced appropriately. Data analysis section described tests performed and which variables are IVs and DVs.	is described efficiently but some procedural aspects might be missing. Data analysis section describes tests and levels.	detail or some are described more fully than others. Procedure is appropriate. The description is primarily complete but some details might be missing or redundancy present. Data analysis section is correct however some details might be omitted.	details but the measures are appended or cited, as needed. A number of major details from procedure are absent.	or incorrect.
Results					
The results section should clearly and concisely report the descriptive and inferential statistics of the assignment. Tables and in text call out should be in APA format	Content organised into descriptive and inferential sections. Descriptive results are appropriate and computed accurately (means, SD, frequency etc.). Inferential stats should be correctly reported and appropriate for addressing each hypothesis and it should be clear in how they do so. Consideration given to multiple comparisons and	Statistics are appropriate and computed accurately. There may be some minor omissions from tables/figures. Results section includes correctly used inferential statistics but minor errors/omissions may be present.	Statistics are appropriate and computed accurately. The figures or tables may have minor errors or confusing aspects. Minor elements germane to research question might be missing. Results section includes	Statistics are appropriate but may be missing some relevant information (e.g., means but no SD). Minor errors/misinterpretation of statistics present. Figures or tables are omitted when necessary or only tables appear with no supporting text. Results section includes inferential statistics, but they may be incorrect or incomplete.	Statistics are inappropriate (e.g., means computed on categorical data) or computed inaccurately. Figures or tables are omitted when necessary. Overall the inferential statistics do not address the hypotheses of the

Section *Criteria*	1st Hons (70%+)	2.1 Hons (60-69.9%)	2.2 Hons (50-59.9%)	Pass (40-49.9%)	FAIL (0-39%)
	post-hoc tests which might be necessary	Results are accurate but the direct relevance to hypothesis needs to be highlighted	correctly used inferential statistics, but they may be incomplete (e.g., lacking appropriate post hoc tests) or the findings are unclear. Link between hypothesis and result could be made clearer.	Results do not seem (explicitly) linked with the hypothesis of the study.	study. Results are reported incorrectly, the wrong test is used, or some critical information is missing.
Discussion					
This discussion should explore the significance of the results of the work, not simply repeat them. The main conclusions of the study should be highlighted and discussed within the framework of the existing corpus of knowledge from the literature. Implications for future work should be considered as well as limitations of work	Discussion includes a brief restatement of the findings where the explanation/interpretation is well connected to research hypothesis. Any discrepancies between the expected results and the actual data are explained and the take-home message clearly communicated. Author has considered to what extent the results are conclusive and can be	Discussion includes a summary of the findings, but interpretation could be better understood in the context of hypothesis. There may be lack of consideration for the broader psychological problem. Only some results are explained	Discussion includes a restatement of the findings, but the analysis of their meaning may be weak or not well connected to the hypothesis. There may be lack of consideration for the broader psychological problem. Not all results are	Discussion section is largely a recapitulation of study findings. The broader implications of the study have not been fully addressed and there is limited supporting or critical reference to findings from existing literature. The extent to which the findings are generalizable/conclusive has not been considered in detail or the author may	Discussion incorrectly states the results or is a rehash of the introduction without clearly presenting the current study. The take-home message of the study is not clear.

Section *Criteria*	1st Hons (70%+)	2.1 Hons (60-69.9%)	2.2 Hons (50-59.9%)	Pass (40-49.9%)	FAIL (0-39%)
acknowledged. Conclusions/take-home message apparent after reading	generalized. Potential confounds or methodological limits are discussed as appropriate, and future research is suggested.	(esp. only positive), or the links to previous literature simply restate the introduction. Potential confounds or methodological limits are discussed as appropriate, and future research is suggested.	adequately discussed. Potential confounds or methodological limits are discussed as appropriate, and future research is suggested but limited in its scope of evaluation.	inappropriately generalize beyond the data.	
References					
Adequate scholarly citations should be used to support arguments and points articulated throughout text. References should be from peer reviewed sources and presented in APA format. References should be ordered alphabetically and with a hanging indent	Reference page includes all and only cited articles. The articles are appropriately scholarly and appropriate to the topic. Sufficient recent sources make the review current, and classic studies are included if applicable and available.	Reference list may leave out some cited article or include one that was not cited. The articles are appropriately scholarly but may be somewhat tangential and were likely read by the student.	Some references may not be appropriate for the assignment. Key references are clearly cited from other sources and not likely read by the student.	Some references may be missing or limited to a number of review papers and narrow in scope. Key references are mostly present however some are missing and a number of points made throughout assignment have not been adequately cited.	References may not be scholarly sources or otherwise not appropriate for the assignment (e.g., too many secondary sources – citing course text book). Worryingly low count of sources indicating a lack of wider reading around the topic.

6.13.16 Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed continuous assessment components.

6.13.17 Reading List & Other Resources

Recommended Book Reading

Kantowitz, B.H., Roediger, H.L., & Elmes, D.G. (2014). *Experimental Psychology (10th Ed.).* Stanford: Wadsworth Publishing. [ISBN: 9781111357993]

Findlay, B. (2015). *How to write psychology research reports and essays (7th Ed.).* Melbourne: Pearson.[ISBN: 9781486010257]

Tabachnick, B.G., & Fidell, L.S. (2013). *Using Multivariate Statistics, (6th Ed.).* Melbourne: Pearson. [ISBN: 9780205849574]

Hollander, M., Wolfe, D., & Chicken, E. (1999). *Nonparametric Statistical Methods. (3rd Ed.).* New York: Wiley. [ISBN: 9780470387375]

Stauss, E., Sherman, E.M.S., & Spreen, O. (2013). *A Compendium of Neuropsychological Tests: Administration, Norms, and Commentary (3rd Ed.).* Oxford: Oxford University Press.

Martin, D.W. (2008). *Doing Psychology Experiments (7th Ed.).* CA: Thomson Wadsworth. [ISBN: 978049511577]

Journals and Online resources

Taylor & Francis Various, *Journal of Cognitive Psychology* [ISSN: 2044-592X]

Elsevier Various, *Cognitive Psychology* [ISSN: 0010-0285]

Elsevier Various, *Biological Psychology* [ISSN: 0301-0511]

Taylor & Francis Online Various, *The Journal of Psychology* [ISSN: 1940-1183]

Elsevier Various, *Personality and Individual Differences* [ISSN: 0191-8869]

American Psychological Association, *Journal of Experimental Psychology: General* [eISSN: 1939-2222]

Psychology Experiment Building Language (version 0.14 for Windows): http://pebl.sourceforge.net/

6.14 Health Psychology

6.14.1 Headline information about the module

Module title	Health Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	H7HP
Parent programme	BA (Hons) Psychology
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	H6AIHP
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:90 for lectures; 1:30 for tutorials
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	Classrooms (dependent on learning activity), computer laboratory for CA work

Analysis of required learning effort								
Effort while in contact with staff								

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	**Minimum ratio teacher/learner**	**Hours**	**Minimum ratio teacher/learner**	**Hours**	**Minimum ratio teacher/learner**					
36	1:40	12	1:20				190			250

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50			50	**100%**

6.14.2 Module aims and objectives

The module aims to give students a broad introduction to the growing field of health psychology, focusing on the mind-body debate as it is relevant to psychosomatic disease processes, and on learning about key theories in the area. Students will also critically evaluate these theories in relation to the available evidence. Students will also learn about state of the art research in health psychology concerning the impact of health behaviours on wellness, and on interventions that promote these behaviours.

6.14.3 Minimum intended module learning outcomes

On successful completion of this module Learners will:

1) Demonstrate a critical understanding of the relationship between "psychological" level experiences and physical disease and disorder
2) Describe the physiological stress response in detail and how this can impact immune functioning
3) `Critically evaluate key theories in the field of health psychology, including social cognitive theory, the theory of planned behaviour, and the theory of reasoned action.
4) Critically evaluate current research findings on the nature of the relationship between health behaviours and physical & psychological wellbeing
5) Appraise intervention research within health psychology and design their own health psychological intervention

6.14.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

This module integrates with a number of MIPLOs. For example, LO1, 2 and 3 map onto MIPLO2 as students will be introduced to a range of specialist topics from with the field of Health Psychology. They will also be required to engage in a critical evaluation and reflection of this information (LO3, LO4) which fits with MIPLO4. A particular emphasis is also placed on the application of research in this domain (LO5) which meets MIPLO5.

Health psychology is defined by the BPS as the application of psychological knowledge, research, and interventions to promote and improve health and the healthcare system, and to inform health policy. In any demographic, the delivery of scalable health interventions to optimise health and wellbeing is a priority, and psychology graduates with training in health psychology can contribute meaningfully to many different areas of research, policy, and practice. Health Psychology as a discipline was established in the 1970's and the American Psychological Association Division of Health Psychology was established in 1978. The importance of Health Psychology as a discipline lies in its origins as a response to the shortcomings of the biomedical model of health (Engel, 1977); Health psychology involves applying the biopsychosocial role to health and illness and represents the interface between psychology, health and medicine.

Postgraduate training in Health Psychology is offered at NUI Galway, and can lead graduates towards working in research, in hospitals, private practice, local authorities, communities, and schools and other organisations, in an attempt to help individuals lead healthy lives. In 2004, professional roles for health psychologists were established in agreement between the PSI and the Department of Health and Children, although rates of employment have to date been low (Hevey & Hickey, 2014). In order to establish Health Psychology as a clinical profession in Ireland, as the DHP aim to do, a graduate population with some training in the discipline is necessary.

The Republic of Ireland is still developing expertise and growth within the field of health psychology and to date has achieved growth by basing its development on that seen in the UK's Division of Health Psychology. In an Irish context, the field of health psychology is growing considerably and 2016 saw the 13th annual conference of the Division of Health Psychology (established in 2003) nationally, having grown to include over 100 delegates and attracting high-quality international guests and keynotes.

It is the stated aim of the DHP of Ireland to further develop professional training and recognition of health psychology in Ireland. Providing NCI students with a grounding in Health Psychology, as is offered in six other institutions nationally, as a core module in two of these institutions (DCU and NUI Galway, which has offered Health Psychology since 1990). In the institutions in which Health Psychology is offered as a core module, this is reflective of the research expertise of the academics present, and postgraduate opportunities offered by the institutions. Ireland is becoming internationally regarded for its strength in Health Psychology research, and the European Health Psychology Society has had its annual conference in Ireland twice in the past 20 years. The opportunities nationally for Psychology graduates include the MSc in Health Psychology at NUI Galway, a four-year structured doctorate at NUI Galway, a distance learning Health Psychology PgDip/Msc from the University of Ulster, and the Health Research Board Structured PhD Programme in Population Health and Health Services Research (SPHeRE). Health Psychology is also regularly taught to undergraduates in other disciplines such as Medicine, Pharmacy, Physiotherapy, and Nursing.

The future contributions of Health Psychology in a national context are likely to be made in diverse areas such as the management of chronic conditions, ageing and disability, within the context of a number of key health policies (Healthy Ireland framework, 2013; National Cardiovascular Health policy, 2010; National Positive Ageing Strategy, 2013) which have mentioned the role of psychological factors in health. In providing undergraduate training in the area of Health Psychology, it is our hope to contribute to the stated aim of the DHP of Ireland to translate these policies into practice (Hevey & Hickey, 2014).

6.14.5 Module organisation and structure

Students will be introduced to the key debates within Health Psychology, including those which led to its establishment as a discipline. These debates include the mind-body debate and the concept of psychosomatic illness. Stress will be used as an example of a concept that is both psychological and physiological. Students will then be introduced to the key theories in Health Psychology and be led to understand the importance of theory in this domain. Students will be led through the process of comparing and criticising theories that account for similar experiences, e.g. both social cognitive theory and the theory of planned behaviour attempt to account for how individuals uptake and adhere to exercise plans. Finally students will engage in their own intervention design with a focus on maintaining theoretical perspectives, and learn about the process of implementing interventions in Health Psychology. Each week will involve lectures that introduce students to the key concept of the week, and tutorials that involve the development of skills necessary to complete the module – skills such as understanding theory, comparing theory, and developing theory-based interventions.

6.14.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.14.7 Module content

Below are a list of indicative topics.

Introduction to Health Psychology

- Historical development of the discipline
- The relevance of the mind-body debate
- Psychosomasis
- The role of Health Psychology

The Stress Process

- Defining and characterising psychological and physical stress
- Stress and Health
- Stress and Immune Processes
- Trauma and Health

- Treatment of Stress

Responses to Illness

- Adjustments to chronic illness
- Illness appraisals and coping
- Stigma and self-perception
- Lay representations of illness

Pain

- Defining and evaluating pain
- Biological and psychological components of pain
- Psychological and functional consequences of pain
- Pain management and treatment

Health Behaviours

- Lifestyle factors
- Unhealthy behaviours
- Screening and immunisation
- Behavioural Change

Theories of Behavioural Change

- Health Belief Model
- Protection Motivation Theory
- Social Cognitive Theory & Self-Efficacy Model
- Theory of Reasoned Action
- Theory of Planned Behaviour
- Transtheoretical Model

Intervention

- Behavioural therapies: Applied Behavior Analysis and Behaviour modification approaches
- Cognitive therapies
- Mindfulness
- Theory-based intervention

6.14.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with contact hours comprising of lectures, tutorials, group discussions and debates. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.14.9 Timetabling, learner effort and credit

The module is designed so as that students have a total of 4 hours of lecture material per week (typically covered in 3 hours of lectures) and a one hour tutorial session which enables students to discuss key issues and engage in group and individual activities to foster consolidation of the core issues involved.

6.14.10 E-learning

Students will access course notes and lecture slides from Moodle, and will use library resources to access key articles required for the module.

6.14.11   Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), as well as smaller rooms to allow for group work and tutorial discussions.

6.14.12   Module staff requirements

A lecturer with a PhD in psychology and ideally research experience in the area of health psychology. Tutorials may be delivered by the module leader or other qualified personnel where appropriate.

6.14.13   Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	This will typically involve two components • Group presentation of health intervention: Students will develop a health intervention based on one of the theories discussed in class and present this intervention to the class (10-15 minute) (30%) • Reflective journal Students submit a reflective journal about the process and their own learning, including ratings of their peers (1,000 words) (20%)	1,3,5	50%	Reflective journal ongoing, presentation week 11
Written examination	Students will answer 2 out of 5 questions which may be based on any aspect of course content (50%)	1, 2, 3, 4, 5	50%	End of semester

6.14.14   Formative Assessment

Students will discuss in class the key theories in the field of Health Psychology, and will be given feedback on their ability to critique and evaluate these theories. Students will work in groups to plan their own intervention design, and each week students will discuss their ideas in groups and with the lecturer, and be given feedback on their ideas. Since this module is heavily theoretical, students will be given many opportunities to focus on theory behind human behaviours related to health, and every effort will be made to ensure that the key tenets of each theory is understood, through discussion and feedback.

6.14.15   Sample assessment materials

Sample exam questions (students chose 2 of 5)

1. Why do people engage in a) exercise or b) screening behaviours? Respond with reference to theoretical explanations and evidence from the literature.

2. Compare and contrast the Theory of Planned Behaviour and Social Cognitive Theory. In your answer you need to demonstrate which of the above is most consistent with evidence.

3. How do perceptions of illness impact patient outcomes? Discuss in relation to evidence from the literature.

4. Why do individuals engage in unhealthy behaviours? Discuss in relation to theories of health behaviour.

5. What is pain, and how is it best treated? Discuss in relation to evidence from the literature.

6.14.16   Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.14.17   Reading List & Other Resources

Recommended Book Reading

Anisman, H. (2016). *Health Psychology (1st Ed).* London, UK: Sage.

Marks, D., Murray, M., Evans, B. & Estacio, E.V. (2015) *Health Psychology: Theory, Research, and Practice (4th Ed).* London, UK: Sage Edge.

Supplementary Book Reading

The module will also involve the use of journal articles from Health Psychology, Journal of Health Psychology, and the British Journal of Health Psychology, as well as Brain, Behaviour and Immunity.

Other Resources

Learners are also encouraged to source relevant journal articles using NCI's library databases. Where appropriate, links to specific papers and/or other resources will be included on moodle by the lecturer.

Formative Assessment

Students will present and discuss aspects of their intervention design throughout the module, and receive feedback in class

6.15 Abnormal Psychology

6.15.1 Headline information about the module

Module title	Abnormal Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	H8ABNPSY
Parent programme	BA (Hons) Psychology
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	Social psychology, Lifespan Development, Biological Basis of Behaviour
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:90 for lectures; 1:30 for tutorials
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	Classrooms
Analysis of required learning effort	

Effort while in contact with staff

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:40	24	1:20				202			250

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50			50	**100%**

6.15.2 Module aims and objectives

This aim of this module is to provide learners with a critical overview of contemporary theories of abnormal behaviour and psychopathology. Learners will study a number of common psychiatric disorders and consider explanations of psychopathology, and its treatment, from multiple perspectives such as biological, psychological, and social explanations. Learners will be encouraged to obtain a critical perspective on current taxonomic approaches to understanding mental illness.

6.15.3 Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

LO 1. Critique current descriptions of the nature of different psychiatric disorders.

LO 2 Evaluate prominent theories of psychopathology and contemporary taxonomies of disorder classification.

LO 3 Critically evaluate the efficacy of existing treatment options for psychopathology.

6.15.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Abnormal psychology is a major area within the discipline of psychology and is, as such, fundamental to the programme. Many students upon graduating from an undergraduate degree in psychology seek postgraduate study in clinical/counselling psychology and the study of abnormal psychology provides studies with an introduction to this area of psychology. Many of the IPLOs are addressed within this module which can be seen more clearly by examining the MLOs themselves. For example, LO2 and LO3 address IPLO1 and MIPLO2 given that learners require extensive knowledge of theories, concepts and methods in abnormal psychology which underpin the discipline. In considering applications of research in psychology, LO3 is consistent with MILOPO8, while LO2 also fits with MIPLO4 in that students are encouraged to form judgements and evaluate theories and research within the discipline.

6.15.5 Module organisation and structure

After an introduction to the core aims, methods and philosophy of the discipline, the module is structured so that in lecturers, learners are first introduced to the historical development of abnormal psychology and contemporary approaches to understanding mental illness. Learners are then introduced to distinct models of psychopathology (biological, and psychosocial approaches). Students then learn about major psychiatric disorder types (anxiety-based disorders, trauma-based disorders, mood disorders, and psychotic disorders) and their available treatments. Finally, learners are encouraged to critically evaluate the current taxonomic approach to understanding psychiatric disorders in-line with emerging evidence.

6.15.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.15.7 Module content

Below is a list of indicative topics.

History of Abnormal Psychology

- Historical development of the discipline.
- Historical development of taxonomic approaches to the classification of mental illness.
- Contemporary models of mental illness.

Biological Models of Psychopathology

- Biological approach to studying mental illness.

- Evidence to support the application of a biological approach.
- Critical evaluation of the serotonergic model of depression as an example of the limitations of a biological approach.
- The efficacy of biological treatments of psychopathology.

Psychosocial Models of Psychopathology

- Psychosocial approach to studying mental illness.
- Cognitive-behavioural models of psychopathology.
- Cognitive Therapy and Rational-Emotive Behaviour Therapy as models of psychopathology.
- Mindfulness-based interventions for mental illness.

Anxiety Disorders

- Overview of primary anxiety based disorders.
- The epidemiology of anxiety disorders.
- Biological models of anxiety disorders.
- Psychological models of anxiety disorders.
- Treatment approaches and efficacy for anxiety disorders.

Trauma-based Disorders

- Overview of trauma-based disorders focusing on PTSD and Complex-PTSD.
- The nature of psychotraumatology in ICD-11 and DSM-5.
- The global prevalence of traumatic exposure and traumatic disorders.
- Risk-factors for PTSD/Complex PTSD.
- Treatment approaches and efficacy for trauma-based disorders.

Psychotic Disorders

- Overview of primary psychotic-based disorders.
- The epidemiology of psychotic disorders.
- Biological models of psychotic disorders.
- Psychological models of psychotic disorders.
- Treatment approaches and efficacy for psychotic disorders.

Mood Disorders

- Overview of primary mood-based disorders.
- The epidemiology of mood disorders.
- Biological models of mood disorders.
- Psychological models of mood disorders.
- Treatment approaches and efficacy for mood disorders.

Evolutionary Models of Psychopathology

- Evolution by natural selection
- What an evolutionary perspective can offer to understanding psychopathology.
- Prominent evolutionary theories of psychopathology.
- Limitations of evolutionary clinical psychology.

Critical Evaluation of Current Taxonomic Approach to Mental Illness

- Critique of the categorical approach to conceptualizing mental illness.
- Evaluation of continuous models of psychopathology.

- Evaluation of the plausibility of a single general psychopathology factor.
- Introduction to The Hierarchical Taxonomy of Psychopathology (HiTOP)

6.15.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with contact hours comprising of lectures, and tutorials. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.15.9 Timetabling, learner effort and credit

The module is designed so as that students have a total of 4 hours of lecturer contact. A two hour lecture introduces students to the core material and a two hour tutorial allows students to discuss key issues and engage in group and individual activities to foster consolidation of the core issues involved.

6.15.10 E-learning

The module makes use of on-line technology in a number of ways. All module content (lectures, journal articles) is delivered to students using the Moodle platform. During a number of practical based classes, on-line videos will be shown to provoke class discussion and debate. On-line lecture material from specialists in various fields will be uploaded to Moodle for students to watch between classes.

6.15.11 Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), as well as smaller rooms to allow for group work and tutorial discussions.

6.15.12 Module staff requirements

A lecturer with a PhD in psychology and ideally research experience in the area of abnormal psychology. Tutorials may be delivered by the module leader or other qualified personnel where appropriate.

6.15.13 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	Students are required to write a critical essay on a topic of their choosing from the field of abnormal psychology. They will be required to approach their chosen topic from multiple theoretical approaches and evaluate contemporary evidence in this area. The essay is 2,000 words in length.	LO1, LO2, LO3	50	week 6.
Written examination	Students will answer 2 out of 5 questions which may be based on any aspect of course content (2 hours duration).	LO1, LO2, LO3	50	End of semester

6.15.14   Sample assessment materials

Sample CA (50%):

You are required to produce a 2000-word academic essay, written in the style of a literature review, on any topic of your choosing in the field of abnormal psychology. You may choose a particular disorder (e.g., PTSD, major depressive disorder, schizophrenia), a particular treatment intervention (e.g., CBT, mindfulness-based cognitive therapy, pharmacological interventions), or a particular theoretical model (e.g., biological, psychosocial). You must critically appraise your chosen topic in relation to contemporary research evidence in the field of abnormal psychology and formulate an argument as to the validity/invalidity and usefulness or otherwise of this topic.

Date Due: Turnitin (insert date) @ 09:00.

Marking Scheme:

1. Summary and introduction to the area of study (5%)
2. Clear outline of the objective of the essay (5%)
3. Comprehensive overview of the existing literature on chosen topic (40%)
4. Ability to identify and discuss up-to-date peer-reviewed research work (15%)
5. Ability to critically appraise the existing literature in terms of strengths/weaknesses and formulate a coherent argument (30%)
6. Overall organisation and expression (5%)

Sample exam questions (students chose 2 of 5). Two hour exam.

1. Evaluate the current evidence base for the serotonergic model of depression, and, with reference to the existing literature, evaluate the usefulness of biological treatments for adult depression.
2. With reference to the existing literature, evaluate the statement that cognitive-behavioral therapy represents the "gold-standard" psychological model of understanding and treating mental illness.
3. Compare and contrast the DSM-5 and ICD-11 models of Posttraumatic Stress Disorder, and provide a critical evaluation of these models based on the existing empirical findings.
4. Critically evaluate the role of biological and psychosocial factors in understanding the development of psychosis.
5. Critically evaluate the evidence suggesting a dimensional, rather than a categorical, model of psychiatric disorders.

6.15.15   Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.15.16   Reading List & Other Resources

Recommended Book Reading

Barlow, D. H. (2014). *Clinical handbook of psychological disorders* (5th ed.). London: Guilford Press.

Comer, R. J. (2013). *Abnormal Psychology International Edition* (8th ed.). New York: Palgrave Macmillan.

Supplementary Book Reading

Whitaker, R. (2011). *Anatomy of an epidemic: Magic bullets, psychiatric drugs, and the astonishing rise of mental illness in America*. London: Broadway Books.

Bentall, R. (2004). *Madness explained: Psychosis and human nature.* London: Allen Lane.

Other Resources

Learners are also encouraged to focus the majority of their reading from relevant peer-reviewed journal articles.

Journals of particular interest include:

- British Journal of Psychiatry
- Acta Psychiatrica Scandinavica
- Clinical Psychology Review
- Depression & Anxiety
- Journal of Traumatic Stress
- European Journal of Psychotraumatology
- Schizophrenia Bulletin
- Journal of Anxiety Disorders
- Journal of Affective Disorders
- Clinical Psychological Science

6.16 Final Project

6.16.1 Headline information about the module

Module title	Final Project
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	H8CS
Parent programme	BA (Hons) Psychology
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	20
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	NA
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	Yes
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	1:90
Maximum number of learners per centre (or module instance)	90
Physical resources and support required per centre (or module instance)	Computer laboratories, experimental testing rooms where appropriate
Analysis of required learning effort	

Effort while in contact with staff

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
12	1:30	36	1:30				440			500

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	20	80			**100%**

6.16.2 Module aims and objectives

The project is the capstone of the psychology degree. It aims to integrate and extend upon previous modules and research studied. By carrying out an independent project, students will demonstrate their ability to conceive of, plan, and carry out a sustained piece of empirical research. The module gives students the opportunity to develop and demonstrate skills in identifying, carrying out and writing up a discrete piece of research using academic concepts, theoretical insights and practical abilities acquired throughout the course.

6.16.3 Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

LO 1. Develop an independent research proposal based on a literature review that complies with ethical and professional standards in psychology

LO 2. Carry out an empirical study by integrating and extending concepts learnt in other modules and through independent learning and reflection

LO 3. Undertake sustained, independent research work through the collection, analysis, and critical interpretation of data

LO 4. Document research findings in an appropriate dissertation format that complies with APA standards

LO 5. Critically and concisely communicate research by means of a presentation

6.16.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Conducting an empirical research project is a fundamental aspect of any psychology degree and is a required component for PSI accreditation. The project can be viewed as the capstone of the degree in which students develop their own research idea based on their previous experience and exposure to topics within psychology. The completion of the project touches on nearly all of the IPLOs as, in conducting research, students need to have a solid understanding of the theories, concepts and methods related to their specific topic of investigation (MIPLO1, MIPLO2). They also have to exhibit mastery in psychological research skills (MIPLO3) and be able to evaluate both their own work and the work of others, in other to draw conclusions from their research (MIPLO4). As projects are subject to ethical review, students must demonstrate the ability to apply professional and ethical standards in the dissemination of their research (MILP05), as well as exercising personal responsibility in their approaches to research (MIPLO7). In carrying out their projects it is also expected that students develop an in-depth understanding of a specific subfield and the applications of such work in applied and/or interdisciplinary contexts (MIPLO8).

6.16.5 Module organisation and structure

The majority of this module is student-led whereby students are expected to put in a significant amount of independent effort in the development and execution of their project. However, students also receive support in two different ways: Firstly, by attending weekly classes that guide students in the development of their proposal, and later on more practical aspects of data collection and analysis. Secondly, once their proposal has been submitted each student is assigned a supervisor who is available for individual support as required.

6.16.6 Information provided learners about the module

Learners are provided with an extensive Final Project Handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module. This also provides information on the resources available to psychology students for conducting their project (please see Appendix 4b for a copy of the handbook for 2016-2017)

6.16.7 Module content

Weekly semi-structured project workshops will be provided to support students in the research process. These will involve a mixture of seminars and practical sessions to assist students in their research design (semester 1) and data analysis (semester 2). Many of these concepts would have been introduced to students in the Research Methods and Statistics modules, so, rather than provide explicit instruction in this material again, these workshops would serve to assist students in applying the principles of research methods and design to successfully manage their own project.

Semester 1 workshops

These workshops will include instruction and discussion on:

- Developing research ideas
- Research-related resources available at NCI
- Sourcing appropriate measures
- Writing the research proposal
- The ethics committee at NCI and the project approval process
- The student-supervisor relationship
- Managing the research project
- Completing a literature review

Semester 2 workshops

These workshops will be based in computer laboratories and will primarily involve SPSS support, including:

- Entering data appropriately
- Review of key descriptive and inferential statistics
- Choosing appropriate tests for various research hypotheses
- Structuring the results section of the dissertation
- Presenting research

6.16.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy. Teaching takes place through weekly classes through both semesters with a view to support students in their proposal development and later the execution of the project itself.

Also following the submission of research proposals the Programme Committee will review these and assign a Faculty member as a supervisor before any work commences. In addition to this, any projects that are deemed to present ethical risk will be reviewed by the Ethics Committee. Should the Ethics Committee not approve any given proposal, students will be required to resubmit this prior to commencement of the project. Please see the Project Handbook in the Appendix 4b for more detailed information on this process.

It is recommended that students consult with their supervisor on an on-going basis, both face-to-face as well as via email and other electronic communication media. Approximately 5 supervision sessions will be provided to each student, in line with NCI practice. Where the learning needs of the student or different stages of development of the work require more frequent meetings, this flexibility may be provided.

6.16.9 Timetabling, learner effort and credit

The module is designed so as that students have one 2 hour lecture per week totalling 24 hours over the course of each semester. Students are expected to put in a significant amount of independent effort given the nature of this module.

6.16.10 E-learning

The delivery of this module is supplemented by a range of digital resources. For example, material is presented using Moodle, the college's virtual learning environment. Typically, Moodle contains lecture material and links to relevant online resources and activities for the modules. Students also submit their course work and assignments via Moodle using the Turnitin platform. Depending on the nature of the individual students' project, this may involve the use of technology (e.g. experimental software, online platforms).

6.16.11 Module physical resource requirements

The module requires adequate space for practical support – typically by means of computer laboratories.

6.16.12 Module staff requirements

A lecturer with a PhD in psychology and experienced in psychological research methods.

6.16.13 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Research proposal	Students must develop a detailed research proposal, which includes a short literature review, proposed methodology and analysis	1	10	Week 5 of semester 1
Dissertation	6,000-8,000 word dissertation which details the study conducted	2, 3, 4	80	End of semester 2
Presentation	Students present the findings of their project to peers	5	10	End of semester 2

6.16.14 Formative assessment

Students can avail of feedback on their work through discussion in the project seminars and from meeting with their supervisors. Students are encouraged to submit a draft of their introduction section to their supervisor at the beginning of semester 2 so that they can receive feedback on this.

6.16.15 Sample assessment materials

Marking scheme for proposal

Before being evaluated for ethics, you must submit a research proposal. The marking scheme is provided below so you should ensure that the proposal pays adequate attention to the following components.

1. **Background (30%):** This should include a concise and up-to-date literature review of research in the relevant field
2. **Rationale (20%)**: The proposal should have a strong rationale which is logically connected to the literature review (10%). This should also include clearly articulated aims, objectives and/or hypotheses (10%)
3. **Proposed methodology (30%):** This section should include the following components:
    a. **Sample and sample size** which is appropriate and achievable in the context of project
    b. **Research design** that is appropriate for achieving aims and objectives
    c. **Methods of data collection** that are described with sufficient detail regarding their implementation
4. **Data analysis (10%):** Proposed methods of statistical analysis should be explained (10%)
5. **References (5%):** This should be presented in accordance with APA standards
6. **Presentation (5%):** This should be logically presented with a coherent flow and structure.

Project supervisors will be allocated after proposal submission. Note that students should separately submit an ethics application form which will be reviewed by the psychology ethics committee and, if appropriate, by the college ethics committee.

Proposals must achieve a pass grade **and** be approved by the ethics committee before data collection can commence.

A rubric for the marking of the proposal can be seen below:

BA (Hons) in Psychology Research Proposal Marking Rubric

Criteria	Marks	Fail	Pass	2.2	2.1	1st
Introduction	30%	Very limited use of theory and research evidence. No evidence of critical insight and very limited evidence of literature – text-book based and/or use of dated material. Poorly structured.	Limited presentation of theory and research evidence. Presented in a disjointed, basic summary fashion without any evaluation or critical insight.	Reasonable presentation of theory and research evidence but lack of breadth in literature reviewed. What is presented is limited in scope and would benefit from more in-depth analysis and evaluation.	Comprehensive presentation of relevant theory and research evidence. Evidence of breadth in literature review. Presented in a manner which has evidence of critical application and provides some insights.	Critical application and critique of relevant theory and research evidence. Evidence of breadth and depth of literature reviewed. Presented in a logical and free flowing manner using the most up to date material. Identification of literature gaps and shortcomings and ability to illustrate the importance of literature to own study.
Rationale	10%	No articulation of why the research topic is worthy of study. No references provided and little/no links to information presented in background	Limited reference to existing theory and the value of the research being proposed. Poor links with background information.	Solid positioning of the research in the context of the study at hand with some reference to the extant literature but lacking some elements.	Well-articulated rationale for the study proposed, firmly positioned in existing literature with good referencing.	Excellent positioning of the research, with clear evidence of insight and value of research. Clearly articulated rationale in relation to study contribution.

Research aims / hypotheses	10%	Aims are inadequately specified. Hypotheses are not clearly articulated or are too broad to be researched adequately.	Aims may be specified but inadequately explained. Hypotheses stand apart from the literature and the link between the two is not evident.	Aims have been specified and explained but may not all be appropriate. Hypotheses have links back to the literature.	Aims have been clearly specified and explained and are appropriate. There is clear logical flow between the articulation of research hypotheses and previous literature.	Aims have been clearly specified and are creative and appropriate. There is an excellent connection between the articulation of research hypotheses and previous literature. The research aims and hypotheses are novel and innovative.
Method	30%	Very poor description of proposed method. There are significant omissions in relation to the sample, measures, and/or research design. This is poorly presented and would make replication of the study impossible.	Weak description of proposed method. There is some relevant information included on aspects of the sample, measures, and research design but a number of details are missing which would make it difficult to replicate study.	Fair description of proposed method including description of the sample, an outline of measures to be used in study and description of research design. Some details may be missing for certain elements which may make replication of study difficult.	Good description of proposed method including clear description of the sample, sample size and sampling technique; an outline of all measures to be used in study is provided with appropriate references and psychometric properties when appropriate. Clear description of research design.	Excellent description of proposed method including a comprehensive and detailed description of the sample, sample size and sampling techniques; a detailed outline of all measures to be used in study is provided with appropriate references and psychometric properties discussed when appropriate. Very clear and appropriate description of research design.
Data analysis	10%	No data analysis proposed or that	Some appropriate analysis proposed but	Most data analysis is correctly described	Good description of data analysis with	Excellent thorough description of data

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		proposed is inappropriate for addressing research aims/hypotheses.	contains errors or is missing some key important analytical techniques required to address research aims/hypotheses.	and is appropriate to addressing research aims/hypotheses but may have some errors or omission of certain information.	correct statistical techniques identified to address research aims/hypotheses.	analysis with correct statistical techniques identified to address research aims/hypotheses.
Referencing	5%	Incorrect or missing referencing that does not apply APA standards. Many errors with in-text citations and formatting of reference section.	Some references are presented in APA format correctly but there are some inconsistencies and errors with in-text citations and/or formatting of reference section.	Most references are presented in APA format correctly but there are one or two errors with in-text citations and/or formatting of reference section.	Almost all references are presented in APA format correctly but there may be some very minor errors with in-text citations and/or formatting of reference section.	Excellent presentation or references. Correct use of APA standards are applied both in-text and throughout reference section.
Presentation	5%	Poor presentation. Evidence of spelling errors and/or lack of English competence at this level.	Reasonable presentation but lacks a logical flow and can be difficult to follow at times.	Satisfactory presentation with clear structure and logical flow of material.	Good presentation and structure with logical flow which is critical in the main rather than descriptive.	Critical and reflective writing style which is considered and accomplished

Making scheme for dissertation

The project will be marked using a rubric similar to that employed for the lab reports employed in the *Psychology Labs* module.

6.16.16   Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components. Students who fail their proposal are given the opportunity to resubmit this in semester 1 but must pass this *and* receive ethical approval prior to starting data collection.

6.16.17   Reading List & Other Resources

Recommended Book Reading

Blaxter, L., Hughes, C., & Tight, M. (2010). *How to Research* (4th ed.). Maidenhead: Open *University Press.*

Evans, J. (2007). *Your Psychology Project*. Sage

Wood, C., Giles, D., & Percy, C. (2009). *Your Psychology Project Handbook: Becoming a Researcher*. Harlow: Prentice Hall.

Supplementary Book Reading

Becker, H. (1986). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*. Chicago Guides to Writing Editing and Publishing. Chicago: University of Chicago Press.

Bem, D. J. (2003). Writing the Empirical Journal Article. In J. M. Darley, M. P. Zanna, & I. H. L. Roediger (Eds.), *The Complete Academic: A Practical Guide for the Beginning Social Scientist* (2nd ed.). Washington: American Psychological Association (APA).

Denscombe, M. (2010). *The Good Research Guide: for small-scale social research projects* (4th ed.). Open University Press.

Morling, B. (2011). *Research Methods in Psychology: Evaluating a World of Information*. London: Norton & Co

Murray, R. (2002). *How to Write a Thesis*. Buckingham: Open University.

Oliver, P. (2004). *Writing Your Thesis*. Sage Study Skills Series. London: SAGE. Watson, G. (1994). *Writing A Thesis: A Guide to Long Essays & Dissertations*. London: Longman.

Other Resources

Learners are also encouraged to source relevant journal articles using NCI's library databases. Where appropriate, links to specific papers and/or other resources will be included on moodle by the lecturer.

6.17 Applied Developmental Psychology (Elective)

6.17.1 Headline information about the module

Module title	Applied Developmental Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	H8APSY
Parent programme	BA (Hons) Psychology
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	1 or 2
Module credit units (FET/HET/ECTS)	FET
Module credit number of units	5
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	Lifespan development
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	1:60
Maximum number of learners per centre (or module instance)	60
Physical resources and support required per centre (or module instance)	Classrooms (dependent on learning activity), computer laboratory for CA work

Analysis of required learning effort									
Effort while in contact with staff									
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15						101			125

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100				**100%**

6.17.2 Module aims and objectives

This module aims to familiarise learners with a number of applied research projects in Developmental Psychology through the exploration of a selection of topics such as Education, Parenting and Bullying, among others. Building on the Developmental and Lifespan Psychology module introduced in first year, this module aims to demonstrate how traditional theories and research in the area can used to inform evidence-based practice. Focus will be paid to contemporary and on-going research projects in Ireland, including those being piloted by the Early Learning Initiative at NCI.

6.17.3 Minimum intended module learning outcomes

On successful completion of this module the learner will be able to:

LO1. Critically consider how theory and research in developmental psychology can inform applied interventions and policy.

LO2. Critically evaluate the efficacy of interventions in areas such as education, parenting, bullying, and parental separation/divorce.

LO3. Critically assess on-going research in advanced developmental psychology within the Irish context.

LO4. Reflect on the appropriateness of developmental research techniques, with a particular emphasis on the ethical dimension of research in development.

6.17.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Developmental psychology is a core field within the discipline of psychology. Students are first introduced to the area of Developmental Psychology in their first year core module on Lifespan Development. The Advanced Developmental Psychology module gives students who are interested in the area of Developmental Psychology the opportunity to further explore this area at a more advanced level.

Many of the IPLOs are addressed within this module which can be seen more clearly by examining the MLOs themselves. For example, LO1 addresses MIPLO1 and MIPLO2 given that attention is paid to the main theories and research methods in developmental psychology. LO2 maps onto MIPLO4 in that students are encouraged to critically evaluate theoretical and empirical work in the field. LO3 is consistent with MIPLO3 in addressing mastery if research skills and LO4 fits with MIPLO5 in reflecting on the ethics of research in developmental psychology.

6.17.5 Module organisation and structure

After an introduction to the core aims, methods and assumptions of the discipline, the module is structured so that each week learners are introduced to a main topic in Advanced Developmental Psychology and exposed to core theories, research and applications underlying this topic.

6.17.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.17.7 Module content

Introduction (week 1)

Course overview and Assessments, Research techniques and methodologies in Developmental Psychology

Major Themes in Advanced Developmental Psychology (week 2)

Ethics in research with children , Child protection training

The Context of Development (week 3)

Major theories in Developmental Psychology Research and Practice, Bronfenbrenner's Bioecological Model

Risk and Resilience (Week 4)

Understanding Risk and Resilience, Predicting outcomes for children and young people and Early Interventions

Language Development (week 5)

Contemporary Research and Applications in Language Development, Growing Up in Ireland Studies

Cognitive Development (week 6)

Contemporary Research and Applications in Cognitive Development, Growing Up in Ireland Studies

Health and Wellbeing (week 7)

Understanding Health and Wellbeing, Conflict and major life stressors (parental separation, bereavement)

Parenting and the Home Learning Environment (week 8)

Traditional Research in Parenting (e.g. parenting styles), Family structure and function, Parent Child Home Programme at the ELI

Contemporary Issues in Child Development week 9)

Special topics such as Gender Differences in development, Bullying, Media etc. Contemporary research in this area, Intervention in this area.

Developmental Psychopathology (week 10)

Theories and approaches to child psychopathology, DSM V.

Development Beyond Childhood (week 11)

Cognitive development across adolescence and adulthood. Contemporary research in this area such as Morality, Lifelong Learning.

Presentations (Week 12)

6.17.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with contact hours comprising of lectures, tutorials, group discussions and debates, and practical experimental-based activities. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.17.9 Timetabling, learner effort and credit

The module is designed so as that students have a total of 2 hours of lecture material per week.

6.17.10 E-learning

The delivery of this module is supplemented by a range of digital resources. For example, material is presented using Moodle, the college's virtual learning environment. All lecturing materials are made available before each lecture. Supplementary documents and links to relevant webpages are also facilitated by this system. Students also submit their course work and assignments via Moodle using the Turnitin platform. Through E-learning peer-to-peer learning is facilitated. A class discussion forum is set up on Moodle and students are encouraged to use this forum as a way of supporting each other's learning throughout the semester. Students are encouraged to use the forum to post interesting articles, videos, links etc. and to ask and respond to each other's questions or topics of discussion. Additionally, through Moodle databases are established for different topics of discussion and students are encouraged to post information interesting readings under the topic.

6.17.11 Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre).

6.17.12 Module staff requirements

A lecturer with a PhD in psychology and ideally research experience in the area of cognitive psychology. Tutorials may be delivered by the module leader or other qualified personnel where appropriate.

6.17.13 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Essay	Students will be required to write an essay in a topic of Applied Developmental Psychology, demonstrating the link between theory, research and practice in the area	1, 2, 3, 4	40	Week 12
Continuous Assessment	Students will be required to complete a project on contemporary research and application in an area of developmental psychology. Students will be required to present their findings in the area during an in-class presentation (30%).

Students will be required to submit a learning report each week reflecting on the topic of discussion (15%). On the week of | 1, 2, 3, 4 | 60 | Presentations Ongoing.

Final Report to be submitted week 10. |

	their own presentation students will be required to submit a summary report of their findings (15%).			

6.17.14   Formative assessment

Formative assessment is used throughout the module to support students learning and progression of knowledge and skills. It allows the lecturer to monitor the learning and development of the students. Throughout the module many types of formative assessment are used such as oral presentations, poster presentations, debates, developing applied interventions, developing research proposals, critical research reviews etc.

6.17.15   Sample assessment materials

Sample Essay

1. Should Bronfenbrenners' ecological model be considered a useful theory to explain development? In your answer refer to theory and research to support your reasoning in addition to discussing the contribution this model makes to intervention programmes.
2. Using appropriate research literature, outline what we mean by resilience and why it is considered important in developmental psychology. In your response address the main factors that enhance resilience, how these can be implemented to support the development of resilience and the implications for intervention programmes.
3. Drawing on research in the area of developmental psychology, discuss the impact of the Home Learning Environment on children's development. In your answer, discuss the importance of Early Intervention and Prevention programmes in enhancing the Home Learning Environment.

Sample CA

Students will be assigned to a topical area in developmental psychology e.g. risk and resilience, language development, cognitive development.

- Students are required to complete a project on contemporary research and application in the area of developmental psychology. Students will be required to present their findings in the area during an in-class presentation (30%).

- Students are required to submit a learning report each week reflecting on the topic of discussion (15%).

- On the week of your own presentation students are required to submit a summary report of their findings (15%).

6.17.16   Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.17.17   Reading List & Other Resources

Recommended Book Reading

Liben, L.S. (2009). *Current directions in developmental psychology*. London: Pearson.

Shaffer, D.R., & Kipp, K. (2011). *Developmental Psychology: Childhood and Adolescence* (8th ed.). Belmont, CA: Worth.

Other Resources

Learners are also encouraged to source relevant journal articles using NCI's library databases such as such as Child Development, Child development Research, Developmental Psychology, British Journal of Developmental Psychology, Infant and Child Development, Journal of Adolescent Research, Psychology and Aging, Journal of Applied Developmental Psychology, Child Language Teaching and Therapy.

Where appropriate, links to specific papers and/or other resources will be included on moodle by the lecturer.

6.18 Criminal Psychology (Elective)

6.18.1 Headline information about the module

Module title	Criminal Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	H8CRPSY
Parent programme	BA (Hons) Psychology
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	1 or 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	Social psychology, Lifespan Development, Biological Basis of Behaviour
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:60
Maximum number of learners per centre (or module instance)	60
Physical resources and support required per centre (or module instance)	Classrooms

Analysis of required learning effort

Effort while in contact with staff

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15						101			125

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50			50	**100%**

6.18.2 Module aims and objectives

This aim of this module is to provide learners with a critical overview of contemporary theories of criminal behaviour. Learners will study about different theoretical approaches to understanding the development of criminal behaviour as well as recidivistic criminal behaviour. Students will learn about different forms of criminal behaviour (e.g., sexual violence, murder) as well as different explanatory factors of criminal activity (e.g., the role of cognition, family life, developmental factors, psychopathy). Students will also be encouraged to consider how current knowledge in the field of criminal psychology can be applied to society to reduce the likelihood of criminal activity.

6.18.3 Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

LO 1.   Critically evaluate different psychological explanations for criminal behaviour.

LO 2   Appraise the current state of knowledge regarding the psychology of different types of offenders.

LO 3   Apply psychological theories to understanding and explaining the onset, maintenance, and desistance of criminal activity.

6.18.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Criminal psychology is a growing niche area within the discipline of psychology and is as such a suitable candidate for an elective module. Many students upon graduating from an undergraduate degree in psychology seek further study in the fields of criminal and forensic psychology and the study of criminal psychology provides studies with an introduction to this area of psychology. Many of the IPLOs are addressed within this module which can be seen more clearly by examining the MLOs themselves. For example, LO1, LO2, and LO3 address IPLO1 and MIPLO2 given that learners require extensive knowledge of theories, concepts and methods in criminal psychology which underpin the discipline. In considering applications of research in criminal psychology, LO3 is consistent with MILOPO8, while LO2 also fits with MIPLO4 in that students are encouraged to form judgements and evaluate theories and research within the discipline.

6.18.5 Module organisation and structure

After an introduction to the core aims, methods and philosophy of the discipline, learners study about the role of cognitions in the prediction of crime. Subsequently learners are exposed to developmental theories of criminal behaviour and the nature of juvenile offending and contemporary theories of such criminal activity. Learners then proceed to the study of homicidal behaviour examining the nature of serial killers and multiple murderers with a case study approach of a well-known psychopathic serial killer, Richard Kuklinski. Learners then focus on theories of psychopathy and the role that psychopathic personality plays in explaining criminal behaviour. Learners also focus on the relationship between mental illness and crime and, finally learners study about the nature of sexual offenders.

6.18.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.18.7 Module content

Below is a list of indicative topics.

Criminal Cognitions

- The role of criminal thinking styles in the prediction of crime.
- Criminal social identity theory as a model of criminal behaviour.

- Are criminal cognitions a major predictor in the development of crime?

Developmental Origins of Criminal Behaviour

- What role do developmental factors play in criminal activity?
- Are some people born "evil"?
- What role do social factors play in criminal behaviour?
- What role do family factors play in criminal behaviour?

Juvenile Offending

- How do we define juvenile offending?
- Patterns of juvenile offending.
- Age groups that are most likely to offend.
- Moffitt's taxonomy of juvenile offending.
- Protective-factors against development of criminal activity.

Murder: A Psychosocial Perspective

- Criminal homicide and negligent manslaughter.
- Psychosocial profile of homicidal offenders.
- Different types of multiple murderers.
- Serial killers and their typology.
- Focus on Jeffrey Dahmer.

Psychology of Homicidal Behaviour

- Research on the psychology of homicide.
- Case study of Richard Kuklinski.

Psychopathy

- What do we mean by psychopathy and how do we assess it?
- Psychopaths and criminal psychopaths.
- Psychopathy and Gender.
- Psychopathy in children.
- The role of psychopathy in criminal behaviour.
- The biology of psychopathy.
- The evolution of theories of psychopathy.

Mental Illness and Crime

- What is meant by mental illness.
- Are mentally ill people more likely to offend or be offended against?
- Focus on depression, psychosis, and personality disorders in criminal activity.

Sexual Offenders

- Profile of sexual offenders.
- Epidemiology of sexual abuse.
- Psychology of rapists.
- Psychology of paedophiles.
- Treatment approaches for sexual offenders and reoffending rates.

6.18.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with two hour of contact per week in the form of lectures. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.18.9 Timetabling, learner effort and credit

The module is designed so as that students have a total of 2 hours of lecturer contact. A two-hour lecture introduces students to the core material students will have the ability to apply knowledge gained in class to particular cases studies.

6.18.10   E-learning

The module makes use of on-line technology in a number of ways. All module content (lectures, journal articles) is delivered to students using the Moodle platform. During some classes, short on-line videos will be shown to provoke class discussion and debate, and reinforce lecture material. On-line lecture material from specialists in various fields will be uploaded to Moodle for students to watch between classes. A key point in the module is the application of criminal psychology theories to a case study of Richard Kuklinski. As part of this aspect of the module a documentary on the life of Kuklinski is shown, along with a one-to-one interview between Kuklinski and a forensic psychiatrist.

6.18.11   Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre).

6.18.12   Module staff requirements

A lecturer with a PhD in psychology and ideally research experience in the area of criminal psychology.

6.18.13   Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	Students will write a critical essay on the role of developmental factors in the prediction/protection of criminal behaviour.	1, 2, 3	50	Week 10.
Written examination	Students will answer 2 out of 5 questions which may be based on any aspect of course content (2 hours duration).	1, 2, 3	50	End of semester

6.18.14   Sample assessment materials

Sample CA (50%):

You are required to write a 2,000-word essay on the following topic:

'Developmental experiences are critical in the onset of criminal behaviour. Provide an empirical review of the scientific evidence related to this statement.'

You may focus on area of criminal psychology when approaching this essay. For example, you may offer a broad overview of how developmental factors predict/protect against the onset of criminal activity; you may focus on a particular type of offender (e.g., sex offender) and evaluate the evidence for the role of developmental factors; you may focus on a theory of criminal behaviour (e.g., psychopathic personality) and evaluate the role of developmental factors. What is crucial is that you use extensive empirical evidence to support your argument.

This essay is worth 50% of your overall grade.

Date Due: Turnitin (insert date) @ 09:00.

Marking Scheme:

7. Summary and introduction to the area of study (5%)

8. Clear outline of the objective of the essay (5%)

9. Comprehensive overview of the existing literature on chosen topic (40%)

10. Ability to identify and discuss up-to-date peer-reviewed research work (15%)

11. Ability to critically appraise the existing literature in terms of strengths/weaknesses and formulate a coherent argument (30%)

12. Overall organisation and expression (5%)

Sample exam questions (students chose 2 of 5). Two hour exam.

1. Critically evaluate whether the existing body of evidence supports the assertion that criminal cognitions are an important predictor of criminal behaviour. (100%).

2. Based on the available scientific evidence, review what is currently understood about the key developmental risk- and protective-factors for engagement in criminal behaviour. (100%)

3. Compare and contrast the different forms of multiple murderers and critically appraise current knowledge regarding the psychology of serial killers. (100%)

4. Critically appraise existing theories of psychopathy. (100%)

5. Review contemporary psychological theories of sexual offending and critically evaluate current research focusing on paedophiles. (100%)

6.18.15   Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.18.16   Reading List & Other Resources

Recommended Book Reading

Bartol, C. R. & Bartol, A. M (2014). *Criminal behavior: A psychological approach* (10th ed.). London: Prentice Hall

Supplementary Book Reading

Hollin, C. R. (2012). *Psychology and crime: An introduction to criminological psychology* (2nd ed.). London:

Routledge.

Canter, D. (2010). *Forensic psychology*: *A very short introduction*. Oxford: Oxford University Press.

Other Resources

Learners are encouraged to focus the majority of their reading from relevant peer-reviewed journal articles. Journals of particular interest include:

- Journal of Criminal Psychology
- Journal of Criminal Justice
- Deviant Behaviour
- Criminal Behaviour and Mental Health
- Sexual Abuse
- Journal of Interpersonal Violence
- Aggression and Violent Behaviour
- British Journal of Psychiatry

6.19 Psychology of Thinking (Elective)

6.19.1 Headline information about the module

Module title	The Psychology of Thinking
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	
Parent programme	BA (Hons) Psychology
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	1 or 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	Cognitive Psychology
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	1:60
Maximum number of learners per centre (or module instance)	60
Physical resources and support required per centre (or module instance)	Classrooms (dependent on learning activity), computer laboratory for CA work

Analysis of required learning effort								
Effort while in contact with staff								
Classroom and demonstrations		**Mentoring and small-group tutoring**		**Other (specify)**		**Directed e-learning (hours)**	**Independent learning (hours)**	**Other hours (specify)**	**Work-based learning hours of learning effort**	**Total effort (hours)**
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15						101			125

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100				**100%**

6.19.2 Module aims and objectives

The aim of this module is to provide learners with a more in-depth insight into aspects of thinking and cognition within the multidisciplinary framework of cognitive science. Research in cognition is increasing exponentially, with cognitive psychology a core pillar of any psychology degree. Course content builds on the stage 1 introductory module *Cognitive Psychology* in first year and gives students an opportunity to consider relevant debates in understanding advanced issues related to cognition. In addition, course content will consider applications of findings in cognition, for example in the field of behavioural economics. Given its multidisciplinary focus, this module draws on insights from other fields concerned with thinking, including neuroscience, artificial intelligence, and philosophy.

6.19.3 Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

LO 1. Outline and appraise a number of diverse research methodologies employed in the study of human thought and cognition

LO 2 Critically evaluate research within specialised aspects of cognition such as consciousness, knowledge representation, and creativity

LO 3 Demonstrate how theories and research in neuroscience, neuropsychology, philosophy and artificial intelligence can enhance understanding of human thought within a multidisciplinary framework

LO 4. Critically evaluate how research in cognition can be applied in a range of situational contexts

6.19.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

This module offers advanced study in the area of cognition, which is a core domain of psychology. However, since the study of cognition can involve insights from many other disciplines, this module involves the integration of knowledge accrued by students in other modules, such as *Biological Basis of Behaviour* and *Social Psychology*, in addition to *Cognitive Psychology*. It also offers students new insights from disciplines beyond psychology, including philosophy, artificial intelligence and neuroscience, all of which are concerned with human thought.

This module is offered as an elective and, as with the other electives, is designed to allow students to specialise in more advanced and focused study of specific aspects of psychology. It also fits with a number of MIPLOs – for example MIPLO2 is addressed in that students are exposed to diverse theories and research in the specialist study of cognition. Similarly, MIPLO4 is addressed in that learners must evaluate theoretical and empirical work within the topics encountered in the course. Most fundamentally, this module addresses MIPLO8 given the emphasis placed on the way in which psychology plays a role in interdisciplinary and applied settings.

6.19.5 Module organisation and structure

This topic is covered in a two hour lecture each week, however within these lectures students will also have the opportunity to engage in group discussions and activities in order to consolidate their knowledge.

The first two weeks of lectures will introduce the module and some of the key questions which researchers in cognition seek to answer. The various research techniques and approaches to the study of cognition will be contrasted with a focus on cognitive science, the interdisciplinary approach to studying cognition. Special attention will also be paid to new technologies such as eye-tracking, which has many applications in areas such human computer interaction, marketing, and autism.

The next topic focuses on a core debate in psychology: that is how the mind actually represents knowledge. The symbolic and connectionist approaches will be introduced and explored as well as various philosophical arguments that contribute to the debate.

Later topics are centred on more specialised cognitive processes, for example reasoning, consciousness and creativity. These subjects have been chosen given their complexity and the fact that there are a number of unanswered questions as to their nature and how they may actually be studied. Applications of findings in this area will also be considered, with a particular focus on the field of behavioural economics which takes into consideration how research findings in cognition can influence policy surrounding behaviour change.

The final topics explore how human thought and cognition can be influenced by emotional and social factors. While these processes are often seen as distinct they are very much intertwined. As such emphasis will be placed on how cognition does not occur in a vacuum, but is influenced by a range of contextual factors.

6.19.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.19.7 Module content

Below is a list of indicative topics, many of which will be covered over two weeks.

Topic 1: Understanding thinking

- Definitions and conceptions of thinking
- Multidisciplinary research in cognition – cognitive psychology vs. cognitive science
- Philosophical roots to studying cognition
- Research techniques in the study of cognition
- Eye-tracking technology and its applications

Topic 2: Knowledge representation
- The nature and importance of representations in cognition
- Classical view – the symbolic approach to human thought
- Cognitive modelling: the use of artificial intelligence
- Connectionist models of thought
- Embodied and dynamic approaches to understanding cognition

Topic 3: Reasoning and decision making

- Are people rational? Considering theories in reasoning and decision making
- Research findings in reasoning and decision making
- Applications: behavioural economics and behaviour change interventions

Topic 4: Consciousness

- Philosophical perspectives of consciousness
- Theories of consciousness (e.g. global workspace theory, integration theory)
- Varying states of consciousness
- Neuroscience of consciousness (e.g. Libet's work, split brain studies, blindsight)

Topic 5: Creativity

- Types of creativity
- Cognitive basis of creativity - the role of knowledge in enhancing and constraining creativity
- Neuroscientific basis of creativity

Topic 6: Emotional and social influences on cognition

- Relationship between emotion and cognition
- Influence of anxiety, stress and mood on cognition
- The context of cognition: social influences

6.19.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy. Teaching will take place using a variety of mechanisms. Although contact hours comprising only of a 2 hour weekly lecture, this will also encapsulate group discussions, debates and other activities. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.19.9 Timetabling, learner effort and credit

The module is designed so as that students have one 2 hour lecture per week totalling 24 hours over the course of the semester. Given that the module is 5 ECT credits, learners are expected to dedicate an additional 101 hours to this module.

6.19.10 E-learning

The delivery of this module is supplemented by a range of digital resources. For example, material is presented using Moodle, the college's virtual learning environment. Typically, Moodle contains lecture material and links to relevant online resources and activities for the modules. Students also submit their course work and assignments via Moodle using the Turnitin platform. In class, this module employs a unique teaching, learning and assessment strategy by means of clicker technology. Here, each learner is given a hand-held device which enables them to respond to a range of opinion-based and MCQ questions. Students use PowerPoint or other publishing software in order to prepare a poster presentation.

6.19.11 Module physical resource requirements

The module requires adequate space for lecture delivery, group work and discussions. In addition, as part of the assessment strategy, students are required to present a poster in an area of cognition, so appropriate space is required to facilitate this in week 11 of semester.

6.19.12 Module staff requirements

A lecturer with a PhD in psychology and ideally research experience in the area of cognitive psychology.

6.19.13 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	This will typically involve three components: - Class participation: students will be posed questions on an ongoing basis relating to course content using clicker technology (20%) - Poster presentation: students are required to design and present a poster examining a specialist aspect of	1, 2, 3, 4	100	Week 9 & 12, Participation ongoing

	cognition (40%) • In-class essay: students prepare an answer for a choice of known essay titles and complete this in class (40%)			

6.19.14 Formative assessment

A range of formative assessments are embedded in the module in order for students to gain a greater insight into their progress. For example, students are presented with a number of group and individual activities such as crossword-puzzles, discussion points and recap questions. Clicker technology also acts as both formative and summative assessment, given that immediate feedback enables student to reflect on their learning. Preparation for the final in-class essay will take place over the course of the semester whereby students will get an opportunity for receiving feedback on this.

6.19.15 Sample assessment materials

Sample poster assignment:

You are required to create and present a poster evaluating a recent research paper in the area of cognition. This paper may come from any discipline (e.g. cognitive psychology, cognitive neuroscience, artificial intelligence, philosophy) and may be on any topic within the study of cognition.

In your poster you should demonstrate an awareness of the key theoretical issues involved, the research methodology employed, the core findings and, if appropriate, the practical applications of this work. This poster should be well presented and appropriately laid out. See sample guidelines for creating effective posters up on Moodle.

Marking criteria:

The assignment will be graded in terms of

- Content (40%)
- Layout / visual presentation (40%)
- Ability to answer questions relating to your poster in class (20%)

Sample seen in-class essay topics

1. How can eye-tracking give insight into cognitive processes? Support your answer making reference to research that has used this technique.

2. What is meant by the "hard" and the "easy" problems of consciousness? Critically assess how theories and research in consciousness have addressed these problems.

6. What is creativity? In your answer consider how research and theories in cognition or neuroscience have shed light on this process.

7. Critically evaluate the impact that either emotion OR social factors has on cognition. You should draw upon recent research evidence in discussing this.

## 6.19.16	Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

## 6.19.17	Reading List & Other Resources

Recommended Book Reading

Friedenberg, J. & Silverman, G. (2012). *Cognitive Science: An Introduction to the Study of the Mind, 2ⁿᵈ Edition.* Thousand Oaks, CA: Sage.

Supplementary Book Reading

There are a variety of additional texts available to students. They are not expected to consult all of these but these may be used to supplement their reading in the core texts.

Anderson, J.R. (2015). Cognitive Psychology and its Implications (8ᵗʰ Ed). USA: Worth Publishers.

Ashcraft, M.H. & Radvansky, G.A. (2010). *Cognition (5ᵗʰ Ed).* Upper Saddle River: Pearson

Byrd, D. & Mintz, T. H. (2010). *Discovering Speech, Words and Mind.* Oxford: Wiley-Blackwell.

Cabeza, R. & Kingstone, A. (2006). *Handbook of Functional Neuroimaging of Cognition (2ⁿᵈ Ed*). MIT Press

Craik, F.I.M. & Salthouse, T.A. (2008) *The Handbook of Aging and Cognition (3ʳᵈ Ed)*. New York, NY: Psychology Press.

Evans, J. (2007). *Hypothetical Thinking.* Hove: Psychology Press.

Eysenck, M.W. (2012). *Fundamentals of Cognition.* Hove: Psychology Press.

Eysenck, M.W. & Keane, M.T. (2010) *Cognitive Psychology: A Student's Handbook (6ᵗʰ Ed.).* Hove: Psychology Press. (available as ebook on Dawsonera)

Gazzaniga, M. S. (2011). *The Cognitive Neurosciences*. Cambridge MA*: MIT Press*

Gazzaniga, M., Ivry, R.B. & Mangun, G.R. (2013). *Cognitive Neuroscience: The biology of the mind.* New York: Horton

Goldin-Meadow, S. (2006). *The Resilience of Language.* NY: Psychology Press.

Goldstein, E.B. (2010). *Sensation and Perception (8ᵗʰ Ed).* Belmont, CA: Wadsworth.

Goldstein, B. (2011). *Cognitive Psychology (3ʳᵈ Ed).* Belmont, CA: Wadsworth.

Glimcher, P.W. & Fehr, E. (2013). Neuroeconomics: Decision making and the brain, 2ⁿᵈ ed. *Elseveir*

Hardman, D. K. (2009). *Judgment and Decision Making: Psychological Perspectives.* Wet Sussex: Wiley.

Harley, T. (2013). *The Psychology of Language (4ᵗʰ ed.).* Hove: Psychology Press.

Hastie, R. (2010). *Rational Choice in an Uncertain World*. London: Sage.

Houghton, G. (2005). *Connectionist Models in Cognitive Psychology.* Hove: Psychology Press.

Jarrett, C. (2013). *Great Myths of the Brain*. Wiley

Kellogg, R.T. (2012). *Fundamentals of Cognitive Psychology.* London: Sage.

Klingberg, T. (2009) *The Overflowing Brain: Information Overload and the Limits of Working Memory*. Oxford University Press. Oxford.

Matlin, M. (2009). *Cognitive Psychology (7ᵗʰ Ed.).* Oxford: Wiley.

Manktelow K. & Cheung Chung, M. (2004). *Psychology of Reasoning.* Hove: Psychology Press.

Nutt, D. (2012). Drugs without the hot air. *Minimising the Harms of Legal and Illegal Drugs*. Cambridge, UK: UIT Cambridge Ltd.

Parkin, A.J. (2013). *Essential Cognitive Psychology.* Sussex: Routledge. (available as ebook on Dawsonera)

Ramachandran, V.S., Blakeslee, S. (1998). *Phantoms in the Brain: Probing the Mysteries of the Human Mind.* New York: William Morrow & Company, Inc.

Revlin, R. (2013). *Cognition: Theory and Practice.* New York: Worth.

Robinson-Riegler,B. & Robinson-Riegler, G.L (2012). *Cognitive Psychology: Applying The Science of the Mind: International Edition (3rd edition).* Pearson

Roche, R., & Commins, S. (2009). *Pioneering Studies in Cognitive Neuroscience*. McGraw-Hill Education (UK).

Sacks, O. (1985). *The Man Who Mistook His Wife for a Hat, and Other Clinical Tales.* New York: Touchstone Publishers.

Saxton, M. (2010). *Child Language: Acquisition and Development.* London: Sage.

Shapiro, L. (2011). *Embodied Cognition.* New York: Routledge.

Smith, E.A. & Kosslyn, S.M. (2007). *Cognitive Psychology: Mind & Brain.* Upper Saddle River: Pearson.

Solso, R.L., MacLin, M.K., & MacLin, O.H. (2008). *Cognitive Psychology* (8th Ed). Boston: Pearson Education, Inc.

Sternberg, R. (2012). *Cognitive Psychology (6th Ed.).* Belmont, CA: Wadsworth.

Wells, A. (2005). *Rethinking Cognitive Computation.* Palgrave Macmillan.

Other Resources

Learners are also encouraged to source relevant journal articles using NCI's library databases. Where appropriate, links to specific papers and/or other resources will be included on moodle by the lecturer

6.20 Evolutionary and Cross-Cultural Psychology (Elective)

6.20.1 Headline information about the module

Module title	Evolutionary and Cross-Cultural Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	H8CS
Parent programme	BA (Hons) Psychology
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	1 or 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	Cognitive Psychology, Social Psychology, Personality &Intelligence, Biological Basis of Behaviour
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	1:60
Maximum number of learners per centre (or module instance)	60
Physical resources and support required per centre (or module instance)	Classrooms (dependent on learning activity), computer laboratory for CA work

Analysis of required learning effort										
Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15						101			125

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50			50	**100%**

6.20.2 Module aims and objectives

The aim of this module is to introduce learners to the field of evolutionary psychology and specifically to give learners an insight into how evolution can be used as an explanatory framework for a broad range of topics in psychology. Rather than emphasising genetic determinism, evolutionary psychology views behaviour using an interactionist approach, whereby the social and cultural environment is key in shaping adaptive behaviour. As such this module will also entail discussion of cross-species and cross-cultural differences in aspects of behaviour with a view to shedding light on the role that both evolutionary and cross-cultural factors play in a number of psychological, social and cognitive processes.

6.20.3 Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

LO 1. Demonstrate a critical awareness of how evolutionary theory can be applied to understand a range of psychological and social processes

LO 2. Appraise the field of comparative psychology and consider how the study of animals can shed light on human behaviour

L0 3. Critically evaluate how research in cross-cultural psychology can enhance our understanding of psychological processes and their evolutionary roots

6.20.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Evolution can be viewed as a unifying explanatory framework that integrates many of the topics learners will have previously studied in at stage 1 and 2 of the programme. This elective gives students the opportunity to more deeply consider the role that both evolution and culture play in a range of psychological, social and cognitive phenomenon. In the past two decades, evolutionary psychology has been growing in popularity which also more generally reflects the trend for research in psychology to take on a more interdisciplinary perspective. In studying this module, students will be exposed to insights from fields such as evolutionary biology and anthropology, as well as psychology. Content fits with a range of IPLOs. For example, the specialised study of this topic (both LO1 and LO2) meets MIPLO2, while the requirement for students to critically evaluate the evolutionary framework and research in cross-cultural psychology (all LOs) meets MIPLO4. By considering how insights in the field address problems in varying contexts, the module also meets MIPLO7, as well as MIPLO8 given the interdisciplinary nature of the module.

6.20.5 Module organisation and structure

This topic is covered in a two hour lecture each week, however within these lectures students will also have the opportunity to engage in group discussions and activities in order to consolidate their knowledge.

The first section of the course will focus on introducing the field of evolutionary psychology and encouraging students to consider whether this is a useful framework for understanding human social, cognitive, and psychological processes. Students will be introduced to core concepts in evolutionary psychology such as adaptations, natural and sexual selection etc., as well as discussing the precursors to evolutionary psychology such as sociobiology and ethology. Throughout the course students will also consider insights from the field of comparative psychology, whereby aspects of animal behaviour will be discussed in the evolutionary context.

Following this, more specialised topics in psychology will be considered within the evolutionary framework. For example, within social psychology, the concepts of sexual and mating behaviour, as well as inclusive fitness, will be discussed in relation to prosocial and group behaviour. The evolution of language will also be discussed

(including comparisons across culture and species in language and communication) and the evolutionary basis for other cognitive phenomenon, such as reasoning and decision making, will be explored. Attention will also be paid to a series of individual differences in behaviour – such as personality and gender differences, as well as certain aspects of maladaptive behaviour. Consideration here will be given to the role that cultural/environmental factors may play in shaping such differences as well as possible evolutionary roots.

The course will conclude with a more thorough critical appraisal of the evolutionary approach (e.g. by considering research findings that cannot easily be explained using evolution), as well as the concept of cultural evolution.

6.20.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.20.7 Module content

Below are a list of indicative topics.

Topic 1: Introduction to Evolutionary Psychology

- Core concepts in evolution: adaptations, natural and sexual selection
- Pre-cursers to evolutionary psychology: ethology, sociobiology
- Proximate (how?) vs. ultimate (why?) explanations of behaviour
- Environmental influences on adaptations
- Domain specificity in adaptations
- Cognitive modules designed by selection

Topic 2: Evolutionary social psychology

- Mating relationships and behaviour – sexual strategies, cross-cultural universals and differences
- Prosocial behaviour – kinship, parental investment, inclusive fitness, reciprocal alliance formation
- Evolution of moral behaviour
- Group behaviour – evolutionary and cultural insights

Topic 3: Evolutionary cognitive psychology

- The evolution of language – e.g. Pinker's theory; examination of communication patterns in non-human species
- Reasoning, problem solving and decision making – e.g. cheat-detection mechanisms; cognitive biases

Topic 4: Evolution of personality and individual differences

- Evolution of intelligence
- Role of recurrent adaptive problems in stable individual differences
- Gender differences in behaviour – cultural or evolutionary?

Topic 5: Evolution of maladaptive behaviour

- Explaining psychological disorders using evolutionary framework
- Phobias and anxiety
- Evolutionary basis of aggression and violence

Topic 6: Criticisms of evolutionary approach

- Non-genetic and non-adaptive explanations for behaviour
- Significant cross-cultural variations

- Cultural evolution

6.20.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy. Teaching will take place using a variety of mechanisms. Although contact hours comprising only of a 2 hour weekly lecture, this will also encapsulate group discussions, debates and other activities. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.20.9 Timetabling, learner effort and credit

The module is designed so as that students have one 2 hour lecture per week totalling 24 hours over the course of the semester. Given that the module is 5 ECT credits, learners are expected to dedicate an additional 101 hours to this module.

6.20.10 E-learning

The delivery of this module is supplemented by a range of digital resources. For example, material is presented using Moodle, the college's virtual learning environment. Typically, Moodle contains lecture material and links to relevant online resources and activities for the modules. Students also submit their course work and assignments via Moodle using the Turnitin platform.

6.20.11 Module physical resource requirements

The module requires adequate space for lecture delivery, group work and discussions.

6.20.12 Module staff requirements

A lecturer with a PhD in psychology.

6.20.13 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	Group debate: Students will be assigned to a group that either emphasises the evolutionary roots or cultural influences on behaviour. They will be required to present their argument in class. This will also involve a peer-rated element.	1	50	Week 10
Written examination	Students will answer 2 out of 5 questions which may be based on any aspect of course content	1, 2, 3	50	End of semester

6.20.14 Formative assessment

A range of formative assessments are embedded in the module in order for students to gain a greater insight into their progress. For example, students are presented with a number of group and individual activities in class, such

as crossword-puzzles, discussion points and MCQ questions. Time in class will be spent developing the group debates (see assessment below) which will offer further opportunity for formative assessment.

6.20.15   Sample assessment materials

Sample continuous assignment:

All students will be assigned to an even number of small groups (ranging between 3-6 people). Groups will then be paired. Of these pairs, one group will be required to develop an argument that emphasises the evolutionary roots to an aspect of behaviour while the other group will emphasise the environmental/cultural influences on this behaviour. Potential behaviours to debate may include prosocial behaviour, aggression, language, and phobias.

An example of the instructions given to two groups is below.

Sample assignment given to Group A1

*Your group is required to argue the case that "**prosocial behaviour is rooted in our evolution**". You must develop a 2 minute statement to communicate this view to the class. This will be followed by a 2-minute counter-argument from another group that will argue that "prosocial behaviour is rooted in environmental/cultural factors". Following this your group should partake in a debate with the other group (max 5 minutes).*

Sample assignment given to Group B1

*Your group is required to argue the case that "**prosocial behaviour is rooted in environmental/cultural factors**". You must develop a 2 minute statement to communicate this view to the class. This will be preceded by a 2-minute counter-argument from another group that will argue that "prosocial behaviour is rooted in evolutionary factors". Following this your group should partake in a debate with the other group (max 5 minutes).*

Making scheme

Each group will be assessed on their performance (80%) and peer assessment (20%). Specifically, performance at the debate will be based on four criteria using the below rubric

Criteria	**Excellent**	**Good**	**Fair**	**Poor**	Grade:
1. Organisation & Clarity (20%) Main arguments and responses are outlined in a clear and orderly way.	Completely clear and orderly presentation	Mostly clear and orderly in all parts	Clear in some parts but not overall	Unclear and disorganized throughout	
2. Use of Argument (20%) Reasons are given to support the resolution	Very strong and persuasive arguments given throughout	Many good arguments given, with only minor problems	Some decent arguments, but some significant problems	Few or no real arguments given, or all arguments given had significant problems	
3. Use of cross-examination and	Excellent cross-exam and defense	Good cross-exam and rebuttals,	Decent cross-exam and/or rebuttals, but	Poor cross-exam or rebuttals,	

rebuttal (20%) Identification of weakness in Negative team's arguments and ability to defend itself against attack.	against Negative team's objections	with only minor slip-ups	with some significant problems	failure to point out problems in Negative team's position or failure to defend itself against attack.	
4. Presentation Style (20%) Tone of voice, clarity of expression, precision of arguments all contribute to keeping audience's attention and persuading them of the team's case.	All style features were used convincingly	Most style features were used convincingly	Few style features were used convincingly	Very few style features were used, none of them convincingly	

For the peer assessment piece students will be required to rate themselves and all members of the team in terms of how much effort they put into the overall preparation and participation in the debate (20%).

Criteria	**Excellent**	**Good**	**Fair**	**Poor**
Self	I made an excellent contribution to the group in terms of preparation and participation in the debate	I made a good contribution to the group in terms of preparation and participation in the debate	I made a small contribution to the group in terms of preparation and participation in the debate	I made little or no contribution to the group in terms of preparation and participation in the debate
Group member x	Member x made an excellent contribution to the group in terms of preparation and participation in the debate	Member x made a good contribution to the group in terms of preparation and participation in the debate	Member x made a small contribution to the group in terms of preparation and participation in the debate	Member x made little or no contribution to the group in terms of preparation and participation in the debate
Group member y	Member y made an excellent contribution to the group in terms of preparation and participation in the debate	Member y made a good contribution to the group in terms of preparation and participation in the debate	Member y made a small contribution to the group in terms of preparation and participation in the debate	Member y made little or no contribution to the group in terms of preparation and participation in the debate

Group member z	Member z made an excellent contribution to the group in terms of preparation and participation in the debate	Member z made a good contribution to the group in terms of preparation and participation in the debate	Member z made a small contribution to the group in terms of preparation and participation in the debate	Member z made little or no contribution to the group in terms of preparation and participation in the debate

Sample exam questions (students chose 2 from 5)

1. What are adaptations in the context of evolutionary psychology? In your answer, consider evidence for at least two adaptations for human behaviour.

2. Critically appraise the role of evolution in shaping our social interactions.

3. "Men are fundamentally different to women". Critically evaluate this statement in the context of evolutionary and cross-cultural psychology.

4. Why did maladaptive behaviour emerge? In your answer you should focus on theories and research in explaining either (1) aggression or (2) anxiety.

5. What is meant by cultural evolution? Critically consider how this compares with biological evolution.

6.20.16   Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.20.17   Reading List & Other Resources

Recommended Book Reading

Crawford, C, & Krebs, D. (2008) *Foundations of Evolutionary Psychology.* New York: Taylor & Francis.

Workman, L., & Reader, W. (2014). *Evolutionary psychology*. Cambridge University Press.

Supplementary Book Reading

Badcock, C. (2003; 2013). *Evolutionary Psychology: A Clinical Introduction*. John Wiley & Sons.

Barkow, J. H., Cosmides, L., & Tooby, J. (Eds.). (1995). *The adapted mind: Evolutionary psychology and the generation of culture*. Oxford University Press.

Buss, D. M. (ed.), (2005). The Handbook of Evolutionary Psychology. Wiley.

Buss, D. M. (2003). *The evolution of desire: Strategies of human mating*. Basic books.

Cosmides, L., & Tooby, J. (2013). Evolutionary psychology: New perspectives on cognition and motivation. *Psychology*, *64*.

Dawkins, R. (1976). *The Selfish Gene.* Oxford.

Dunbar, R. I. M., & Barrett, L. (eds.) (2007). *The Oxford handbook of evolutionary psychology*. New York: Oxford Univ. Press.

MacLean, E. L., Matthews, L. J., Hare, B. A., Nunn, C. L., Anderson, R. C., Aureli, F., ... & Haun, D. B. (2012). How does cognition evolve? Phylogenetic comparative psychology. *Animal cognition*, *15*(2), 223-238.

Miller, G. (2011). *The mating mind: How sexual choice shaped the evolution of human nature*. Anchor.

Pinker, S. (1997). *How the Mind Works.* Norton.

Winegard, B. M., Winegard, B. M., & Deaner, R. O. (2014). Misrepresentations of evolutionary psychology in sex and gender textbooks. *Evolutionary Psychology*, *12*(3), 147470491401200301.

Wright, R. (2010). *The moral animal: Why we are, the way we are: The new science of evolutionary psychology*. Vintage.

Other Resources

Learners are also encouraged to source relevant journal articles using NCI's library databases. Where appropriate, links to specific papers and/or other resources will be included on moodle by the lecturer.

6.21 Contemporary Neuroscience (elective)

6.21.1 Headline information about the module

Module title	Social and Affective Neuroscience
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	H8TN
Parent programme	BA (Hons) Psychology
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	1 or 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	Biological basis of behaviour
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:60
Maximum number of learners per centre (or module instance)	60
Physical resources and support required per centre (or module instance)	Classrooms (dependent on learning activity), computer laboratory for CA work
Analysis of required learning effort	

Effort while in contact with staff

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15						101			125

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50			50	**100%**

6.21.2 Module aims and objectives

This advanced module builds on students' existing knowledge from the Biological Bases of Behaviour (H7BBB) and introduces them to key topics in current neuroscientific research. Having had the grounding necessary, students will focus on key research areas within the rapidly developing field of neuroscience. This module will give students an understanding of research techniques in neuroscience as well as covering the most recent developments in neuroscientific research.

6.21.3 Minimum intended module learning outcomes

On successful completion of this module Learners will be able to:

1) Demonstrate their advanced understanding of neuronal communication and the biology of the nervous system
2) Acquire an understanding of key research methodologies in neuroscience, including imaging and electrical recording techniques
3) Evaluate critically key research studies performed in the field of neuroscience

6.21.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

The proposed module builds on the Biological Bases of Behaviour (H7BBB) module that students will have completed during the previous stage. Neuroscience modules are offered as stage 3 core modules at other national institutions (NUI Galway, and UCD) and as an elective module in others (DCU, TCD, NUI Maynooth, UCC). While some of these modules are highly specialised (e.g. Law and Neuroscience at DCU; Social Neuroscience in TCD) this module will encompass key topics across social, affective, and related areas within neuroscience in order to cover more broadly this domain. For instance, perceptual neuroscience will be discussed insofar as it is related to social and affective neuroscience. The module will introduce students to up-to-date research and controversies in neuroscience research as they relate to psychology. An example of these controversies is the recent finding on the efficacy of "brain training" techniques to improve brain health. Introducing students to controversies such as these will be used as a way to emphasise the importance of critical thinking in research.

The module contributes to Knowledge – Breadth at Level 8 in that it will further students' understanding of neuroscience methods. The module contributes to Knowledge – Kind at Level 8 in that it will provide students with detailed knowledge of a specialised field of research, which has boundaries with psychology, biology, technology, and medicine. The module contributes to Know-how & Skill – Range at Level 8 since it will contribute to students' understanding of different research methodologies used in neuroscience which are highly relevant to psychology.

6.21.5 Module organisation and structure

The module will begin with a recap of the basics of neuroscience which students first covered in H7BBB (stage 2). Students will go on to cover key topics in neuroscience for the rest of the semester. Special attention will be paid each week to a key article in each topic, and the module will be article-based instead of textbook-based in this manner. Attention will also be paid to the methods used in each key paper, and key papers will be chosen to reflect this focus.

6.21.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.21.7 Module content

Below is a list of indicative topics.

Introduction to Neuroscience

Developmental Neuroscience

Perceptual Neuroscience

Social Neuroscience

Affective Neuroscience

Neuroplasticity, Learning, and Ageing

Cognitive Neuroscience: Memory and the Executive Functions

Psychoneuroimmunology

Clinical Neuroscience

"Neuromyths" – Neuroscience and the General Public

6.21.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with lectures and group debates. Learners will be encouraged to engage with material outside of class time using a variety of on-line resources.

6.21.9 Timetabling, learner effort and credit

The module is designed so as that students have a total of 2 hours of lecture material per week within which group debates and discussion will be facilitated.

6.21.10   E-learning

Students will access module notes and lecture slides, and submit assessments using Moodle technology. Students will also need to access blogs online to discuss in class.

6.21.11   Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), as well as smaller rooms to allow for group work and tutorial discussions.

6.21.12   Module staff requirements

A lecturer with a PhD in psychology or neuroscience, and ideally research experience in the area of neuroscience.

6.21.13   Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment 1	Students will evaluate in-class an unseen article published in a top journal	1, 2,3	50	In-class assessment, week 11

	of neuroscience.			
Written examination	Students will answer 2 out of 5 questions which may be based on any aspect of course content (2 hour exam)	1, 2, 3	50	End of semester

6.21.14 Formative Assessment

Throughout the module, students will be given key articles to evaluate, and will be given feedback on their evaluation of these articles

6.21.15 Sample assessment materials

Sample exam questions (students chose 2 of 5)

1. "Synaptic pruning is one of the most important processes to occur during development". Discuss this statement in relation to the literature.

2. What evidence is there from the neuroscience literature to suggest that perception is largely multisensory in nature?

3. The amygdala has been described both as an emotional computer and a threat detector. Discuss which description you think is more accurate, with reference to the literature.

4. Discuss the role of stress in hippocampal functioning, with special reference to key studies of glucocorticoid function.

5. Considering what you have read, what evidence is there to suggest that brain training is an effective way to avoid cognitive decline with age?

6.21.16 Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed components, and/or sit a repeat examination.

6.21.17 Reading List & Other Resources

The module will be based on key articles rather than textbooks. Students will be directed to the relevant key papers each week, which will be published in journals such as Trends in Neurosciences, Nature Neuroscience, Social, Cognitive, and Affective Neuroscience, Human Brain Mapping, European Journal of Neuroscience, Journal of Neuroscience.

6.22 Cyberpsychology (elective)

6.22.1 Headline information about the module

Module title	Cyberpsychology
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	H8CYPSY
Parent programme	BA (Hons) Psychology
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	FT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	Introduction to research methods
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	Max 1:60
Maximum number of learners per centre (or module instance)	60
Physical resources and support required per centre (or module instance)	Classrooms
Analysis of required learning effort	

Effort while in contact with staff

Classroom and demonstrations		Mentoring and small-group tutoring		Other - practical		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15						101			125

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	50			50	**100%**

6.22.2 Module aims and objectives

The aims of this module are to study human interaction with technology, including emerging technologies such as game consoles, mobile phones, and digital media. Learners will investigate these technologies and their impact on human cognition and emotion, human behaviour, and social change.

6.22.3 Minimum intended module learning outcomes

On successful completion of this module the learner will be able to:

LO 1.   Identify psychological theories relevant to the study of human interactions with emerging technology.

LO 2.   Demonstrate a critical understanding of the role of technology in human cognition and emotion, human behaviour and social change.

LO 3.   Critically evaluate the different methods used in cyberpsychological research.

LO 4.   Demonstrate an integrated knowledge of selected topics from cyberpsychology and how they apply to topical real world issues.

6.22.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

The module contributes to Knowledge – Breadth at Level 8 in that it provide students with theory, concepts and methods related to cyberpsychology and will further students' understanding of the relationship between humans, computers, and society in general. The module will contribute to Know-how and skill – range by introducing students to the array of research skills, research design and statistical analyses implemented in the diverse field of cyberpsychology. It also contributes to Competence – Insight as students will learn to apply a comprehensive, internalised, and personal world view on the impact that technologies play on humans and broader society.

6.22.5 Module organisation and structure

The module will begin with an introduction to the cyberpsychology, and go on to introduce students to life in a technology rich environment . Building on this, students will learn about specialized topics such as the specific impact of social media on modern life and people and on the phenomenon of internet addiction. The second half of the module will focus on the role that new forms of media play on people and society.

6.22.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

6.22.7 Module content

Below are a list of indicative topics.

Topic 1: Introduction to Cyberpsychology
What is cyberpsychology? How does it relate to other fields in psychology?

Topic 2: Computer Games
What are computer games? Why do people play them? What psychological effects do they have on players?

Topic 3: Social Media Use
How does behaviour on social media relate to behaviour in the non-virtual world? What attracts people to use these platforms? How do we study social media behaviour?

Topic 4: Cyberbullying
How does cyberbullying differ from real world bullying? How do bullies, victims, and bystanders differ from one another? Can we reduce this technology-based bullying?

Topic 5: Cyberdisorders
Can people be addicted to the internet? What is it about the internet that could be addictive? What types content are people at highest risk of becoming addicted to?

Topic 6: Cybercrime
What makes the internet a suitable place for criminal behaviour? Are cybercrimes comparable with non-virtual ones? What kind of crimes occur online?

Topic 7: Online Health Behaviours
Can therapy be delivered via an online platform? Are people successful in searching for health-related answers online?

6.22.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Lectures will involve both traditional passive lectures along with journal clubs and group activities. Learners will be encouraged to engage with material outside of class time using a variety of on-line resources.

6.22.9 Timetabling, learner effort and credit

The module is designed so as that students have a total of 2 hours of lecture material per week.

6.22.10   E-learning

All lecturing materials are made available on a learning management system (Moodle) before each lecture. Supplementary documents and links to relevant webpages are also facilitated by this system. Additionally, an active news forum allows students to respond to, and discuss relevant weekly topics.

6.22.11   Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre).

6.22.12   Module staff requirements

A lecturer with a PhD in psychology or neuroscience, and ideally research experience in the area of neuroscience.

6.22.13   Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	Students will submit an original research proposal with an accompanying literature review	2, 3, 4	50	Due week 12
Written examination	Students will answer 3 out of 5 questions which may	1, 2, 3	50	End of semester

	be based on any aspect of course content			

6.22.14 Formative assessments

Students are assigned reading for each class based on the previous week's material. Based on these readings, students engage in a variety of different tasks such as debates, elevator-pitch presentations, and informal Q&A sessions. Students received group- or individual-level feedback for their engagement are encouraged to revisit the exercises, and feedback, for exam preparation.

6.22.15 Sample assessment materials

Sample Project:

Learners will be provided with the following scenario along with instructions as to how their proposal should be structured. They will then write a 1,800 response:

> *You are a final year psychology student who wants to conduct a PhD after graduation. The Irish Research Council announces that grants are available to cover fees and a €16,000 yearly stipend. You need to submit a research proposal to be eligible and you decide that since Cyberpsychology was your favourite module at NCI, you'll base your proposal on that topic.*

Sample exam questions (students chose 3 of 5)

1. Describe the main differences between Old and New Media. Critically evaluate the ways in which New Media may impact our wellbeing.
   (100 marks)

2. What are social networking sites? Citing relevant research, assess the potential impact of frequent use of these sites on our social and emotional functioning.
   (100 marks)

3. What is cyberbullying and how does it differ from bullying more generally? Using relevant research, discuss who is more likely to engage in cyberbullying.
   (100 marks)

4. Critically evaluate the utility of web-based interventions aimed at promoting mental health.
   (100 marks)

5. Assess the efficacy of technological interventions in improving health, with particular focus on 'serious games' and active video games.
   (100 marks)

6.22.16 Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed project and/or sit a repeat examination.

6.22.17 Reading List & Other Resources

Required Reading

Attrill, A. (2015). *Cyberpsychology*. Oxford, UK: Oxford University Press

Connolly, I. (2016). *An Introduction to Cyberpsychology*. Oxford, UK: Routledge

Recommended Reading
Power, A. & Kirwan, G. (2013). *Cyberpsychology and New Media.* London, UK: Psychology
Joinson, A. N., McKenna, K. Y. A., Postmes, T., & Reips, U. D. (2007). *The Oxford Handbook of Internet Psychology.* Oxford, UK: Oxford University Press.

Journals

Journal of Psychosocial Research in Cyberspace
Cyberpsychology, Behavior and Social Networking
Computers in Human Behavior

6.23 Educational Psychology

6.23.1 Headline information about the module

Module title	Applied Developmental Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	H8APSY
Parent programme	BA (Hons) Psychology
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	FET
Module credit number of units	5
List the teaching and learning modes	FT/PT
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	Lifespan development
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Qualified with PhD in Psychology
Staff/learner ratio per centre (or module instance)	1:60
Maximum number of learners per centre (or module instance)	60
Physical resources and support required per centre (or module instance)	Classrooms (dependent on learning activity), computer laboratory for CA work

Analysis of required learning effort										
Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15						101			125

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100				**100%**

6.23.2 Module aims and objectives

This module aims to introduce learners to the field of Educational Psychology through providing a descriptive and critical overview of the field of education focusing on the many factors, both psychological and contextual, which impact on students learning. Students will be supported in gaining an insight into the practice of educational and psychological assessment while developing the skills to design Individualised Educational Plans for learners. Focus will be paid to exploring the range of evidence based educational interventions being implemented both nationally and internationally aimed at improving student's outcomes.

6.23.3 Minimum intended module learning outcomes

On successful completion of this module the learner will be able to:

LO1. Demonstrate a critical understanding of how theory and research in psychology and education can inform policy and practice in educational psychology.

LO2. Demonstrate a critical understanding of the range of key contextual and psychological factors which may impact on students learning across diverse educational context.

LO3. Reflect on the practice and effectiveness of educational and psychological assessment techniques in determining student's abilities.

LO4. Critically evaluate the efficacy of interventions in education in improving outcomes across diverse educational contexts.

6.23.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Psychology has a key role to play in the field of education. This module will allow students an insight into the role psychology plays in education through contributing to Knowledge – Breadth at Level 8 in providing students with theory, concepts and methods related to educational psychology. This module will contribute to Know-how and skill – range by introducing students to the array of educational topics and facilitating them in developing the skills to critically analyse the education system from a psychological perspective.

6.23.5 Module organisation and structure

The module will begin with an introduction to the field of educational psychology before various theoretical frameworks are discussed. Following a consideration of various individual differences in learning and applications, various educational interventions will be discussed.

6.23.6 Information provided learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

Module content

- **Introduction to Educational Psychology (week 1)**

Course Overview and Assessments, Research techniques and Methodologies in Educational Psychology, Ethics in research with children, Professional Practice and Child protection training

- **Theoretical Frameworks (week 2)**

Major Themes in Developmental Psychology Applied to Educational Psychology

- **Contexts and Learning (week 3)**

Environmental factors which may impact on student learning such as Teaching Styles, students Home Learning Environment etc.

- **Individual Differences and Learning (week 4)**

Individual factors which may impact on students learning such as Motivation, Resilience, Intelligence and Creativity

- **Students with Special Educational Needs (week 5)**

Autism, Developmental difficulties, Learning difficulties, Reading difficulties etc.

- **Educational Psychology Applied to Real World (week 6)**

The work of educational psychologists within the education setting.

- **Real World Experience (week 7)**

Practical experience with the Early Learning Initiative at the National College of Ireland.

- **Real World Experience (week 8)**

Practical experience with the Early Learning Initiative at the National College of Ireland.

- **Psychological and Educational Assessment (week 9)**

Introduction to Psychological and Educational assessment, Principals of Psychological Measurement and Psychometrics. Critically evaluate use of Psychological and Educational Assessments as basis of Support and Intervention.

- **Assessment and Developing Individualised Educational Plans (week 10)**

Interpreting assessments, Introducing Individualised Educational Plans, steps involved in developing an IEP.

- **Educational Interventions (week 11)**

Early intervention and prevention – National and International programmes.

- **Summary and Revision (week 12)**

6.23.7 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Lectures will involve both traditional passive lectures along with journal clubs and group activities. Learners will be encouraged to engage with material outside of class time using a variety of on-line resources.

6.23.8 Timetabling, learner effort and credit

The module is designed so as that students have a total of 2 hours of lecture material per week.

6.23.9 Work-based learning and practice-placement

A component of the Educational Psychology module involves students undertaking applied research with children in early year services/schools. This work is done in collaboration with the Early Learning Initiative at the National College of Ireland. In preparation for this experience students are required to complete a Garda Vetting application and only students who are successfully Garda Vetted are permitted to work with children. In preparation for this applied experience students receive training on ethical and professional practice when working with children and are supported in developed their own guidelines which should underpin this experience. In addition, students are given training on child protection and are supported in developing the skills to identify and deal with child protection concerns. Students are required to become familiar with *the Children: First National Guidance for the Protection and Welfare of Children* published by the Department of Children and Youth Affairs (DCYA, 2011) and the NCI Child Protection Guidelines. Prior to completing this experience student are required to sign the "Acceptance of the National College of Ireland Child Protection Guidelines & Principles for

the Protection of Children" form. In addition to these precautions, in order to ensure the protection to students, they are prohibited from being left on their own with children.

6.23.10 E-learning

The delivery of this module is supplemented by a range of digital resources. For example, material is presented using Moodle, the college's virtual learning environment. All lecturing materials are made available before each lecture. Supplementary documents and links to relevant webpages are also facilitated by this system. Students also submit their course work and assignments via Moodle using the Turnitin platform.

Through E-learning peer-to-peer learning is facilitated. A class discussion forum is set up on Moodle and students are encouraged to use this forum as a way of supporting each other's learning throughout the semester. Students are encouraged to use the forum to post interesting articles, videos, links etc. and to ask and respond to each other's questions or topics of discussion. Additionally, through Moodle databases are established for different topics of discussion and students are encouraged through their wider reading to post studies they have reviewed under the topic.

6.23.11 Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre).

6.23.12 Module staff requirements

A lecturer with a PhD in psychology, ideally with research experience in the area of developmental or educational psychology.

6.23.13 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	This will typically involve three components: • Students will be required to participate in a practical examination in preparation for field work with the Early Learning Initiative (10%) • Students will be required to write a detailed report on work done with the Early Learning Initiative evaluating learning in the early years (2,000 words). (50%) • Students will be required to design an Individualised Education Plan which should show evidence	1,2,3,4	100	6, 10 & 12

	of consideration to both individual and environmental factors impacting the students learning and development (40%)			

6.23.14 Formative assessment

Formative assessment is used throughout the module to support students learning and progression of knowledge and skills. It allows the lecture to monitor the learning and development of the students. Throughout the module many types of formative assessment are used such as oral presentations, poster presentations, debates, developing research proposals, reflecting on their own educational journey, developing professional and ethical guidelines for working with children, practice in the completion of psychological and educational assessments, developing psychological interventions in the educational context etc.

6.23.15 Sample assessment materials

Sample Continuous Assessment:

- Practical examination in preparation for field work with the Early Learning Initiative (10%)
- Report on the practical work with the Early Learning Initiative evaluating learning in the early years (60%)
- Developing an Individualised Education Plan for a learner based on a case study (30%)

6.23.16 Repeat Assessment Strategy

Should students fail the module overall, they will be required to resubmit the failed project and/or sit a repeat examination.

6.23.17 Reading List & Other Resources

Recommended Reading

Woolfson, L. M. (2011). *Educational Psychology: The impact of psychological research on education*. Harlow: Prentice Hall.

Shaffer, D.R., & Kipp, K. (2011). *Developmental Psychology: Childhood and Adolescence* (8th ed.). Belmont, CA: Worth.

Slavin, R. E. (2014). *Educational Psychology: Theory and Practice* (11th ed.). Pearson.

Other Resources

Learners are also encouraged to source relevant journal articles using NCI's library databases such as Journal of Educational Psychology, Journal of Educational Research, Educational Psychologist, Journal of Experimental Education, British Journal of Educational Psychology. Where appropriate, links to specific papers and/or other resources will be included on moodle by the lecturer.

6.24 Workplace psychology (Elective)

6.24.1 Headline information about the module

Module title	Workplace Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	Level 8
Module number/reference	
Parent programme	BAHPSYCH
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	! or 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Full Time & Part Time
Entry requirements (statement of knowledge, skill and competence)	NA
Pre-requisite module titles	NA
Co-requisite module titles	NA
Is this a capstone module? (Yes or No)	No
Staff qualifications and experience required	Postgraduate qualification in psychology
Staff/learner ratio per centre (or module instance)	1:60
Maximum number of learners per centre (or module instance)	60
Physical resources and support required per centre (or module instance)	Classroom

Analysis of required learning effort										
Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15						101			125

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%				**100%**

6.24.2 Module aims and objectives

The aims and objectives of this module are to provide students with an insight into the study of human behaviour in organisations. The focus is on the both the personal characteristics of the employee and on the reciprocal influence of the individual on the organisation and the organisation and the individual. In addition, an examination of factors relating to the structure and functioning of organisations will be undertaken.

An insight into these individual, interpersonal and organisational processes provides an understanding of the reasons why people behave the way they do in the workplace. This module aims to enable students to translate organisational behaviour theory, concepts and techniques into practice thereby enhancing organisational performance.

6.24.3 Minimum intended module learning outcomes

On successful completion of this module the learner will be able to:

LO 1. Understand the nature of the study of Work Psychology and analyse key factors influencing human behaviour in the workplace.

LO 2. Explain and evaluate the nature of individual and interpersonal processes in organisations including motivation, stress, leadership and group dynamics.

LO 3. Recognise the importance of organisational processes such as organisational change and the effective management of culture for the continued development of organisations.

LO 4. Apply theories of organisational behaviour to work organisations and recognise the significant challenge of the effective management of people in the workplace.

6.24.4 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

Work Psychology provides an understanding of human behaviour in the workplace. Its focus is on people's behaviour, thoughts and emotions related to their work. This area of study has enhanced the understanding and management of people at work. Organisational psychologists have made significant contributions to areas such as motivation, leadership, group dynamics, selection, training and development. A key concern is the ethical application of psychological theories and techniques within the workplace and their impact on the well-being and effective performance of individuals, groups and organisations. In addition, it is important to consider the opportunities and threats that are present in the environment within which the organisation exists. The study of the behaviour of organisations and the people within them is complex and dynamic.

Many of the IPLOs are addressed within this module which can be seen more clearly by examining the MLOs themselves. For example, MLO1, MLO2 and MLO3 addresses MIPLOs1, MIPLO2 and MIPLO4. In addition, MLO2 provides an opportunity for the learner to understand and develop skills to work effectively in a team environment. On completion of the module the learners have an in-depth understanding of the core theories and concepts which underpin the study of work psychology. This will add to their knowledge breath in psychology. In addition, MLO3 and MLO4 map onto MIPLO5, MILO7 and MILO8 by facilitating the consideration of professional and ethical standards in undertaking psychological research, accepting personal responsibility to adapt knowledge and skills to problem solve; and to appreciate the role of personality and intelligence in every aspect of daily life.

6.24.5 Module organisation and structure

Students are provided with an introduction into the area of Work Psychology. Formal definitions are presented and areas of investigation introduced.

The individual processes in organisations such as motivation and stress will be examined. An insight into these processes provides an understanding of the reasons why people behave the way they do in the workplace.

The interpersonal processes of groups and teams and leadership will then be explored. This aspect of the course focuses on the dynamics of interaction between co-workers and managers and on formal policies and procedures.

At the level of organisational processes the areas under consideration are organisational change and organisational culture.

Students are required to complete a case study report that is broken into three different parts – proposal (500-700 words worth 25%), case report (2000-2500 words worth 50%) and presentation (15mins in length worth 25%)

6.24.6 Information provided to learners about the module

Learners are provided with a module handbook on commencement of the module, which includes information on the learning outcomes, indicative content, resources and assessment details of the module.

Learners have access to Moodle which consists of the lecture

6.24.7 Module content

Introduction to Work Psychology

- Organisational Behaviour Defined
- The Goals and Study of Organisational Behaviour
- Workplace trends and work psychology

Motivation in Organisations

- The nature of motivation
- Approaches to motivation at work
- Job engagement

Work Stress

- Nature of stress
- Individual and organisational causes of stress
- Consequences of stress for the individual and organisation
- Effective stress management

Groups and Teams
- Definition of Groups
- Types of Groups
- Stages of Group Development
- Group Performance Factors
- Teams

Leadership
- The meaning of leadership
- Management versus Leadership
- Theoretical approaches to Leadership
- Contemporary Issues in Leadership

Organisation Change
- Forces for Change
- Resistance to Change
- Processes for Planned Change
- Managing Successful Organisation Change

Organisation Culture
- Nature of Organisation Culture
- Creating the Organisation Culture
- Perspectives on Culture
- Managing Organisation Culture

6.24.8 Module teaching and learning strategy

The teaching and learning strategy is consistent with NCI's teaching and learning strategy (see section 5.6). Teaching will take place using a variety of mechanisms with contact hours comprising of lectures, tutorials, group discussions and debates, and practical experimental-based activities. Learners will be encouraged to engage with material outside of class time using a variety of on-line and off-line resources.

6.24.9 Timetabling, learner effort and credit

The semester is 13 weeks in duration, which consists of 12 teaching weeks and a reading week. For each of the 12 teaching weeks the student is presented with 2 hours of lectures. The total hours for the module are 125, there are 24 hours of class contact and 101 hours of independent effort. This module has 5 ECTS.

6.24.10 E-learning

The delivery of this module is supplemented by a range of digital resources. For example, material is presented using Moodle, the college's virtual learning environment. Typically, Moodle contains lecture material and links to relevant online resources and activities for the modules. Students also submit their course work and assignments via Moodle using the Turnitin platform.

6.24.11 Module physical resource requirements

The module requires adequate space for lecture delivery (e.g. large classroom or theatre), as well smaller rooms to allow for group work and practical sessions as appropriate.

6.24.12 Module staff requirements

Staff member with a postgraduate qualification in psychology.

6.24.13 Module assessment strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous assessment	This will typically involve three components: • Students are required	LO1-LO4	100%	Week 7, 11 & 12

	to complete a group case study proposal (500-700 words) – 20% • Students are required to write a detailed report on their case study evaluating current practice and proposing changes to practice based on content discussed in class (2000-2500 words) – 40% • In a group, students are required to complete a 15 min in class presentation based on their case study – 40%			

6.24.14 Formative assessments

Formative assessment is built into the module delivery with feedback being delivery on the nature of the case study development. Group discussions will be key in the development of learning in this module.

6.24.15 Sample assessment materials

Assignment CA1: Case Study Proposal (500-700 words)

Students are requested to select a specific organization of their choice and outline the possible problems they may face from a workplace psychology perspective (e.g. absenteeism, turnover, poor job satisfaction, poor workplace hygiene etc.). The proposal serves to describe the organization, the difficulties encountered and outline the importance of workplace psychology in the given context.

Assignment CA2: Case Study (2000-2500 words)

Students are required to complete a report detailing the chosen organisation's difficulties providing their analysis of the situation from a workplace psychologist's perspective in addition to proposing possible remedies given the knowledge acquired in class (e.g. mindfulness interventions to manage workplace stress). They will also provide possible ways to assess the organisation's difficulties (e.g. EQ assessment of managers or field study) and outline how a workplace psychologist can influence the organisation.

6.24.16 Repeat Assessment Strategy

Students are required to complete **all elements** of assessment

6.24.17 Reading List & Other Resources

Recommended Book Reading

Kehoe, M. (2013). *Make That Grade Organisational Behaviour*. Gill & Macmillan Ltd.

Moorhead, G. & Griffin, R. (2014) *Organizational Behavior: Managing People & Organizations*, (11th Ed.) Cengage Learning.

Robbins, S.P. & Judge, T.A. (2014) *Organizational Behavior*, (17th Ed.) Pearson Education

Supplementary Book Reading

Goleman, D. (2013). *Focus: The Hidden Driver of Excellence.* Bloomsbury.

Goleman, D. (1996). *Emotional Intelligence: Why it can matter more than IQ.* Bloomsbury.

HBR's 10 Must Reads (2015). *On Emotional Intelligence.* Harvard Business Press.

Huczynski, A. & Buchanan, D.A. (2013). *Organizational Behaviour: An Introductory Text*, (8th Ed.) Pearson Education.

Johnson, S. (1999). *Who Moved My Cheese.* Vermillion.

Luthans, F. (2010) *Organizational Behaviour*, 12th Ed. McGraw-Hill Education.

Mullins, L.J. (2011). *Essentials of Organisational Behaviour*, (3rd Ed.) Financial Times/Prentice Hall

Robbins, S. P., Judge, T.A & Campbell, T.C. (2010). *Organizational Behaviour*. Pearson Education.

Schermerhorn, J.R., Hunt, J.G., Uhi-Bien, M. and Osborn, R.N. (2012). *Organizational Behaviour*, (12th Ed.) John Wiley & Sons.

Other Resources

Students are encouraged to make use of the library databases relevant to psychology to access relevant journal articles. A demonstration on how to access such information is provided in class.

6.25 Financial Management Tools for the Enterprise

Stage	3						
Semester	1						
Module Title	Financial Management Tools for the Enterprise						
Module Reference Code							
Status (M/E)	Elective – Entrepreneurship stream Elective - Business stream Elective- International Business stream						
ECTS Credit	5						
Module NFQ Level	**8**						
Pre-requisite Modules	Code		Title				
Co-requisite Modules	Code		Title				
Capstone (Y/N)							
Teaching Personnel	Title		Name				
	Dr		Deirdre Bane				
Contact Hours				Non-Contact Hours			Total
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent	
24		12				89	125
Allocation of marks within the Module							

	Continuous Assessment	Project	Practical	Terminal Examination	Total
% Contribution	50%			50%	100%

6.25.1 Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

LO 1. Demonstrate a comprehensive understanding of the financial management function and principles of an enterprise.
LO 2. Identify and apply financial forecasting techniques (for example, sensitivity analysis and scenario management) for planning within an enterprise.
LO 3. Explain the process of internationalising your business or the Born Global enterprise and demonstrate a fundamental knowledge of the nature and function of the financial markets.
LO 4. Describe the sources and methods of raising finance and the relevant valuation techniques applicable.
LO 5. Apply the techniques used in risk management and foreign exchange exposures of an enterprise, in particular.

6.25.2 Module Objectives

The aim of this module is to ensure graduates are successful in the application of financial management techniques within a business environment. Financial management is the acquisition of financial resources and the assurance of their effective and efficient use. Proper financial management of any enterprise is critical as financial resources are necessary to enhance competitiveness, growth and value creation of any enterprise. The aim of this module is to create learner competency in the financial management domain. Students will gain information, skills, and the tools necessary for the acquisition of financial resources ranging from forming linkages with financial resource providers to the effective and efficient use of these resources (planning, risk management, liquidity and cash management, etc.).

6.25.3 Module Curriculum

Topic 1: Introduction to the Financial Management Function
- The nature and purpose of financial management, financial objective and the relationship with corporate strategy and stakeholders (agency theory)

Topic 2: Financial Statement Modelling
- Historical ratio analysis, projecting income statement/cashflows and statement of financial position, working capital assessment and external funds needed

Topic 3: Internationalising your business or the Born Global enterprise
- How and why firms engage in international business. The nature of born global enterprises. Trade finance methods in an international context

Topic 4: The nature, role and function of the financial markets.
- The nature, role and function of financial markets, including money, bond, equity and derivatives market. The role of the central bank (ECB or Federal Reserve for example) and impact on credit and liquidity

Topic 5: Sources and Methods of Raising Finance
- Methodologies, conventions and industry norms of internal and external sources of finance in the short, medium and long term. Identify and discuss boothstrapping, equity (IPOs and valuations), debt, venture capital, government, crowdsourcing (debt and equity) and any new financial innovations which may emerge

Topic 6: Valuation Techniques
- Cost of equity and debt finance including weighted average cost of capital

Topic 7: Valuation Techniques
- Business valuation techniques (Dividend valuation model, P/E, assets based, EBIT, etc.) and/or exit valuation strategies, crowdsourcing conventions, etc.

Topic 8: Introduction to Risk Management
- The nature and types of risk and approaches to risk management (transaction, translation and economic risk). Causes of exchange rate fluctuations. Introduction to foreign exchange positions/exposure of an enterprise (payables/receivables/loans and other cashflows). Theoretical discussion of internal and external management of risk strategies. Explanation of buy and sell rates in FOREX

Topic 9: Risk Management techniques
- Strategies and tools for managing foreign exchange exposure: meaning of spot/forward rates, forwards/futures/money market hedges/forward rate agreements, etc., to help manage the operations (receivables and payables) and external financing sources

6.25.4 Teaching & Learning Strategy

This module will be taught using a mix of a traditional instructivist and constructivist approaches. Teaching and learning will take place primarily through theoretical material, practical workbooks, ongoing formative assessment and case studies. The teaching and learning strategy will be applied in lectures and tutorials and will focus on the understanding and application of knowledge in a practical and applied manner. Participants will be guided towards suitable online supporting material including videos and interactive textbook exercises (including MCQs, critical thinking questions, discussion questions, etc.). Practical applications of financial management tools and techniques will be important; for example, how to hedge payables and receivables in an international context.

1.1.1 Assessment Strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous Assessment	Word Count: 3,000 for the written report maximum You are required to apply the tools and techniques of Financial Management to your enterprise. Your enterprise maybe a Start-up or Born global company. The overall objective is for you to create a case study of the financial management issues relating to your enterprise and illustrate how you have managed these issues effectively and efficiently within your assignment.• Company profile decision will be finalized in week 2. • The assignment can be operated as either an individual piece of work or through group work.	1,2,3,4,5	50	n/a
End of Semester Examination		1,2,3,4,5	50	

6.25.5 Reassessment Detail

Reassessment of this module will consist of a repeat examination. It is possible that there will also be a requirement to be reassessed in a coursework element.

6.25.6 Reading List & Other Resources

Recommended Textbook
Thomas Power, Stephen Walsh and Paul O'Meara 2009, Financial Management, 3rd Ed., Gill and McMillian Ireland
Denzil Watson, Antony Head 2013, Corporate Finance, 6th Ed., Pearson Education, Limited

Recommended Article Reading
Journal of Finance
Journal of Quantitative Finance
Journal of International Financial Management & Accounting,
Journal of Multinational Financial Management
Journal of Risk and Financial Management
International Small Business Journal

Other Resources

The Economist: *n/a* http://www.economist.com
CIMA Financial Management Magazine: *n/a* http://www.fm-magazine.com
The Financial Times: *n/a* http://www.ft.com
Wall Street Journal: *n/a* http://www.wsj.com
Bloomberg: *n/a* http://www.bloomberg.com
Reuters: *n/a* http://www.reuters.com
The Financial Regulator: *n/a* http://www.financialregulator.ie
Enterprise Ireland: *n/a* http://www.enterprise-ireland.com/en/
Venture Capital: *n/a* http://www.ivca.ie/
Crowdsouring: Kickstarter: *n/a* https://www.kickstarter.com/
Crowdsouring: Funding Circle: *n/a* https://www.fundingcircle.com/uk/

Business and Finance: *n/a* http://www.businessandfinance.com

6.26 Organisational Development

Stage	3						
Semester	1						
Module Title	Organisational Development						
Module Reference Code	H8ORGDEV						
Status (M/E)	Elective- Business stream						
ECTS Credit	5						
Module NFQ Level	8						
Pre-requisite Modules	Code		Title				
Co-requisite Modules	Code		Title				
Capstone (Y/N)							
Teaching Personnel	Title		Name				
	Mr		Jonathan Brittain				
Contact Hours				Non-Contact Hours			Total
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent	
24		12				89	125
Allocation of marks within the Module							

	Continuous Assessment	Project	Practical	Terminal Examination	Total
% Contribution	40%			60%	100%

6.26.1 Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

LO 1. Demonstrate an understanding of the principles and concepts that direct change in organisations and its implications for organisations.
LO 2. Demonstrate specialised conceptualised knowledge of the processes of change management, change agents and organisational learning.
LO 3. Investigate Organisational Development philosophies and strategies.
LO 4. Adopt the perspective of a consultant and be in a position to apply organisational development theories to a variety of organisational situations and contexts.

6.26.2 Module Objectives

The aim of this module is to provide an insight into organisational change and to describe Organisation Development (OD) as an approach to managing change.

6.26.3 Module Curriculum

Introduction to Organisation Development
- What is OD? Exploring the OD Concept

The Foundations of Organisational Change
- The failure of organizational change and development programmes Different types of Planned Change Models of Organisation Development and Change Values in Organisation Development

Understanding the Organisation Development Process

- The Organisation Development Practitioner The Diagnostic Process Resistance to Change

Organisation Development Interventions
- OD Intervention Strategies and Targets Individual to Organisational Interventions and Approaches

The Future of OD
- Emerging Directions for Organisational Development Future issues and challenges

6.26.4 Teaching & Learning Strategy

The learning strategy involves the use of lectures, tutorials, case studies, class discussions and video as appropriate. Lectures provide a framework and introduction to each topic covered, this will be supplemented by discussion and application of theory through the other methods mentioned. Each topic is further developed in specific recommended readings which are essential for learning and effective performance in the assessments.

6.26.5 Assessment Strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Assignment	Project	1,2,3,4	40	n/a
Terminal Exam	End-of-Semester Final Examination	1,2,3,4	60	End-of-Semester

Project (40%)
This involves setting a major task where students must apply an OD approach to an organisational problem, scenario or situation. Depending on the nature of the task the student will be obliged to work independently and/or as part of a group. Students will be required to draw upon the relevant theory or models that may be applicable. The task may involve the students identifying problems or issues and outlining possible solutions and recommendations. Students may also be required to offer a presentation to an audience based on their work. (LO1, LO2, LO3, LO4)

Terminal Examination (60%)
The end of semester exam paper consists of five questions on the material covered in lectures, tutorials, discussions and group exercises carried out by students during the module. Students are offered a choice of five questions and must answer three. Responses to questions would include: essay style responses. Students will be marked according to clarity, structure, contemporary examples – that illustrate points made, reference to materials covered, theories and research in the field. (LO1, LO2, LO3, LO4)

6.26.6 Reading List & Other Resources

Recommended Book Reading
Dr. Donald L. Anderson 2012, *Organization Development*, Second Ed. , Sage Publications, Inc [ISBN: 9781412987745]

Supplementary Book Reading
CUMMINGS T.G. AND WORLEY C.G. 2009, *ORGANIZATION DEVELOPMENT AND CHANGE*, NINTH Ed., CENGAGELEARNING [ISBN: 978-0-324-58053-2]
Joan V. Gallos, editor; foreword by Edgar H. Schein 2006, *Organization development*, Jossey-Bass San Fransisco, CA [ISBN: 9780787984267]
FRANCIS, H., HOLBECHE, L., AND REDDINGTON, M. 2012, *PEOPLE AND ORGANISATIONAL DEVELOPMENT: A NEW AGENDA FOR ORGANISATIONAL EFFECTIVENESS*, CIPD LONDON [ISBN: 9781843982692]

6.26.7 Learning Environment

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic, outside the classroom where required. Selected module materials will be placed on Moodle, the college's virtual learning environment

6.27 Project Management

Stage	3						
Semester	2						
Module Title	Project Management						
Module Reference Code	H8PM						
Status (M/E)	Mandatory						
ECTS Credit	5						
Module NFQ Level	8						
Pre-requisite Modules	Code		Title				
Co-requisite Modules	Code		Title				
Capstone (Y/N)							
Teaching Personnel	Title		Name				
	Mr		Dave Cormack				
Contact Hours			Non-Contact Hours			Total	
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent	
24		12				89	125
Allocation of marks within the Module							
	Continuous Assessment	Project		Practical	Terminal Examination	Total	
% Contribution	50%				50%	100%	

6.27.1 Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

LO 1. Examine theory & practices of project management, as well as understand and demonstrate knowledge of the range of tools for planning & implementing projects.
LO 2. Determine and analyse the importance of creating plans to guide project execution, and to use several planning techniques for project integration, scope, time, and cost management.
LO 3. Interpret and analyse project quality, human resource, communications, risk, and procurement management using project case studies.
LO 4. Develop a project plan and apply core concepts of project management to a business related activity.
LO 5. Critically evaluate several tasks and examples of project monitoring and controlling, and describe outputs common to all project knowledge areas.
LO 6. Analyse and understand the process of closing a project and project failure.

6.27.2 Module Objectives

The module is designed to give participants an understanding of project management within a business context. It enables them to understand how to best manage and complete management projects within a given time-frame. It also enables the learner to administer the resources and skills necessary for the effective running of business projects.

6.27.3 Module Curriculum

Introduction to Project Management
- Definition of a project and the role of the project manager. Key elements of the project management framework

Project Integration Management
- Identifying potential projects
- Project selection
- Developing the Project Plan

Project Scope Management
- Defining scope
- Developing the Work Breakdown Structure
- Validating and controlling scope

Project Time management
- Sequencing Activities
- Developing a Schedule. Activity on Node (AON) network
- Activity on Arrow (AOA) network
- Critical Path Method (CPM)
- PERT and GANT diagrams

Project Cost Management
- Principles of Cost Management. Estimating costs. Defining the project budget. Controlling costs

Project Quality Management
- The quality plan. Tools and techniques for quality control

Project Management Facilitating Functions
- Human Resource management. Developing an Organisational Breakdown Structure (OBS) Risk management. Communications management Procurement Management. Stakeholder management

Project Control
- Earned value calculation. Using Earned Value as a control mechanism

Project Close
- Closing the project. Post project review

6.27.4 Teaching & Learning Strategy

Teaching and learning will take place via a combination of methods including in-class discussion, case studies and problem solving exercises. Extensive use will be made of documentaries on major global projects. There will be a close correlation with the Project Management Body of Knowledge (PMBoK).

6.27.5 Assessment Strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Formative Assessment	MOODLE and in class Quizzes will be used as formative assessment to allow students to determine how they are progressing through the course and identify areas for improvement.	1,2,3,4,5,6	Non-Marked	n/a
Assignment	The continuous Assessment may be a combination of, but not limited to, group-work, in-class assessment, case-study exercises, role-play and	1,2,3,4,5,6	50	n/a

	individual and group projects. Learners, in groups or individually, will be required to develop a project plan to a business related activity incorporating all sections of the module from the Project Management Framework assessing issues such as planning, organising, timeframes, cost projections, scope of project, HR issues, risk assessment and quality control and the final execution of the project.			
Terminal Exam	End-of-Semester Final Examination	1,2,3,4,5,6	50	End-of-Semester

6.27.6 Reassessment Detail

Reassessment of this module will consist of a repeat examination. It is possible that there will also be a requirement to be reassessed in a coursework element.

6.27.7 Reading List & Other Resources

Recommended Book Reading
Gray and Larson 2014, *Project Management: The Managerial Process*, 6th Ed., McGraw-Hill Education; 6th Revised edition (2014)

Supplementary Book Reading
A Guide to the Project Management Body of Knowledge: (PMBOKÂ® Guide), Third Edition (2004), *x*
Bee, Roland, & Bee, Frances, (1997) Project Management: the people challenge. *na*
Nokes, Sebastian (2003). The definitive guide to project management: the fast track to getting the job done on time and on budget. *na*
Fox, Deirdre, & Kearns Maire (2005) Non nonsense project handbook , *na*
Barker, Stephen, & Cole, Rob (2007). Brilliant project management: what the best project managers know, do and say. *na*

6.27.8 Learning Environment

Learning will take place in a classroom environment. Lectures will be followed up with practical examples and an opportunity for students to apply what they are learning to relevant case studies. Supporting materials will be places on Moodle, the College's online learning tool.

6.28 Entrepreneurship

Stage	2						
Semester	1						
Module Title	Entrepreneurship						
Module Reference Code							
Status (M/E)	Mandatory						
ECTS Credit	10						
Module NFQ Level	7						
Pre-requisite Modules	Code		Title				
Co-requisite Modules	Code		Title				
Teaching Personnel	Title		Name				
	Dr		Rosalind Beere				
Contact Hours				Non-Contact Hours			Total
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent	
36		12				202	250
Allocation of marks within the Module							
	Continuous Assessment		Project	Practical		Terminal Examination	Total
% Contribution	100%						100%

6.28.1 Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

LO 1. Understand the issues and processes involved in the successful creation of a new enterprise and to develop an understanding for the 'entrepreneurial mindset'.
LO 2. Assess the commercial viability of new businesses, processes, products and services
LO 3. Develop and evaluate the commercialisation strategy for a new entrepreneurial business, product, process or service.
LO 4. Understand the intellectual property (IPR) and procedures associated with the to-market approach for technology, products and services as well as assessing IPR issues such as patenting, copywriting and IP ownership rights.
LO 5. Show an understanding of the key entrepreneurial competencies in skills such as communication, analysis and business acumen necessary for enabling a successful entrepreneurial venture.

6.28.2 Module Objectives

To provide learners with an opportunity to explore and understand the pivotal theories, concepts and processes associated with the study of entrepreneurship. To introduce learners to the dynamic world of entrepreneurship and help them to understand key issues faced by entrepreneurs and entrepreneurial businesses. To achieve an overview of the traits and characteristics of entrepreneurs and the organisations that they create and manage.

6.28.3 Module Curriculum

Entrepreneurship
- The evolution of entrepreneurship Intra-preneurship the new corporate vision Different forms of business ownership such as small business ownership, partnerships, sole traders, PLCs Internet and e-Commerce and their importance in new venture creation Approaches to entrepreneurship

The Entrepreneurial Mindset
- The entrepreneurial mindset entrepreneurial traits and characteristics Creativity and Innovation The entrepreneurial perspective in individuals Ethics and entrepreneurship

The Entrepreneurship process and practice
- Understand the key components of entrepreneurship, and the entrepreneurial process

The Entrepreneurial Venture Plan
- Environmental assessment in entrepreneurship (SWOT, PESTEL) Opportunity assessment and analysis Entrepreneurial marketing research Entrepreneurial financial analysis The entrepreneurial business plan what are the key factors to making a robust business plan The entrepreneurial marketing plan

Challenges of the Entrepreneurial Start-up
- The legal forms of the entrepreneurial organisation Forms of entrepreneurial venture financing Strategy vision and mission of the new start-up Succession strategies

IPR - Intellectual Property rights
- The legal processes associated with IPR Copywriting, patenting new technologies, processes, products and services

6.28.4 Teaching and Learning Strategy

The learning strategy involves the use of lectures, tutorials, case studies and class discussions as appropriate. Learners will also have access to web based support.

6.28.5 Assessment Strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	Provide a background to an entrepreneurial business of choice. Evaluate the entrepreneurial perspective of the founding entrepreneur of that business. Individual or group (4 people) including a presentation.	1,2,3,4,5	25	n/a
Continuous Assessment	Individual Case Study Assessment. Analyse a particular business case study in terms of the issues and challenges faced by a business and from this give recommendations for the future	1,2,3,4,5	25	n/a

Business Plan	The Business Plan: the business plan will be graded according to clarity, structure and the ability to analyse and evaluate the entrepreneurial perspective. Learners will demonstrate an ability to communicate innovative business ideas. Learners will analyse a business idea via the business plan. The assignment will draw where appropriate from experience and contemporary examples to illustrate key points. Learners will in their assignment make appropriate reference to materials covered, theories learned and seminal and contemporary research in the field of entrepreneurship.	1,2,3,4	50	n/a

6.28.6 Reassessment Detail

This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.

6.28.7 Reading List and Other Resources

Recommended Book Reading
Kuratko, D.F. (2014) Entrepreneurship: Theory, Process, Practice, 9th Edition, Thomson/South-Western, Ohio, USA
Zimmerer, T.W and Scarborough, N.W. (2002) Essentials of Entrepreneurship and Small Business Management 3rd ed. Prentice Hall

Supplementary Book Reading
Dollinger, M. J. (2003) Entrepreneurship: Strategies and
Tidd. J., Bessant, J. and Pavitt, K. (2005) Managing Innovation 3rd Edition, John Wiley and Sons Ltd
Forfas (2006) Strategy for Science Technology and Innovation

6.28.8 Learning Environment

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic, outside the classroom where required. Selected module materials will be placed on Moodle, the college's virtual learning environment

6.29 International Human Resource Management

Stage	3			
Semester	2			
Module Title	International Human Resource Management			
Module Reference Code	H8IHR			
Status (M/E)	Elective			
ECTS Credit	5			
Module NFQ Level	8			
Pre-requisite Modules	Code		Title	
Co-requisite Modules	Code		Title	
Capstone (Y/N)				
Teaching Personnel	Title		Name	
Contact Hours			Non-Contact Hours			Total

Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent	
24			12			89	125

Allocation of marks within the Module					
	Continuous Assessment	Project	Practical	Terminal Examination	Total
% Contribution	40%			60%	100%

6.29.1 Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

LO 1. Recognise and explain factors contributing to the development of globalisation
LO 2. Investigate the significance of globalisation to international business and HRM
LO 3. Identify and discuss the various organisational structures and approaches adopted by MNEs.
LO 4. Recognise sources of international laws and analyse their impact on IHRM
LO 5. Identify and explain the challenges and choices confronting IHR managers in staffing international assignments
LO 6. Review and evaluate the challenges of MNEs in training and developing expatriates, teams and global leaders

6.29.2 Module Objectives

The module aims to:
The aims of this module are to: To review international trends towards globalisation and international business To distinguish a range of global organisational structures used by MNEs To evaluate the key HR functions within multinational enterprises To comprehend and analyse the role and responsibilities of HR professionals operating within an international context To describe how EU directives impact on IHRM To assess the challenges facing HRM in the MNE

6.29.3 Module Curriculum

Globalisation
- The drivers of globalisation The extent of international business Globalisation of HRM - its extent and importance to business The role of HRM in sustaining international business activity

Structure and Strategy

- Organisational structures of global firms HR implications of cross border alliances and acquisitions Choices for entry into international business Role of culture in strategic choice

Global Employment Law

- Institutional context of international business The legal regulatory context of the MNE EU Directives and their impact in IHRM

Staffing International Operations

- Global talent management Staffing choices â€" geocentric polycentric, regiocentric, ethnocentric Function and roles of expatriates Reasons for international assignments Expatriate failure Selection criteria in IHRM

International Training and Development

- Training expatriates Global organisational learning and T and D Cross cultural issues in T and D The global mindset Developing global leaders Developing international teams through international assignments

MNE Performance Management

- Constraints affecting goal attainment of foreign subsidiaries Managing individual expatriate performance The role of culture in the design and implementation of international performance management systems Standardisation versus localisation of international performance management systems

Global HR Challenges

- Crisis management Health and Safety of business travellers (AIDS, Kidnapping, terrorism) Global HR support services

6.29.4 Teaching and **Learning** Strategy

The learning strategy involves the use of lectures, tutorials, case studies and class discussions as appropriate. Students will also have access to web based support. A student centred learning approach is fostered at the NCI and both practical and electronic resources are designed to support the needs of students. Opportunities in tutorials and lectures for student participation are provided within the framework of the teaching methodology. Lectures provide a framework and introduction to each topic. Each topic is further developed in specific recommended readings which are essential for learning and effective performance in the assessments.

6.29.5 Assessment Strategy

Coursework   40%

End of Module Assessment 60%

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date

Assignment	Project		40	n/a
Terminal Exam	End-of-Semester Final Examination	1,2,3,4,5,6	60	End-of-Semester

6.29.6 Reassessment Detail

6.29.7 Reading List and Other Resources

Recommended Book Reading
Dowling, P.J., Festing, M. and Engle, A.D., International Human Resource Management, South Western, Cengage Learning, 2008 , *na*

Supplementary Book Reading
Brewster, C., Sparrow, P. and Vernon, G., International Human Resource Management, 2nd edition, CIPD, 2006. , *na*
Briscoe, D.R., Schuler, R.S. and Claus, L., International Human Resource Management: Policies and Practices for Multinational enterprises, 3rd edition, Routledge, 2009 , *na*
Edwards,T., Rees, C., 2007, International Human Resource Management :Globalisation, National Systems and Multinational Companies, FT Prentice Hall. , *na*
Lucas, R., Lupton, B. and Mathieson, H., Human Resource Management in an International Context, CIPD, 2006. , *na*
Scullion, H., Linehan, M.,2005, International Human Resource Management : A Critical Text , Palgrave McMillan. , *na*
Wil-Harzing, A., Van Ruysseveldt, J., 2008, International Human Resource Management (eds.) 2nd edition, Sage Publications Ltd , *na*
This module does not have any article resources

Other Resources

Journals:: *International Labour Review, Wiley Blackwell*
Journals:: *European Journal of Work and Organisational Psychology, Psychology Press*
Journals:: *International Journal of HRM, Routledge Taylor and Francis Group*
Journals:: *Irish Journal of Management, Blackhall Publishing*
Journals:: *People Management, Chartered Institute of Personnel and Development (CIPD)*

6.29.8 Learning Environment

Learning will take place in a classroom environment with lecturer access to IT resources. Students will have access to legal databases such as Westlaw and Justis and will be required to read and apply decisions available from www.workplacerelations.ie to practical problems. The module materials will be available electronically.

6.30 Contemporary Issues in Reward Management

Stage	3		
Semester	2		
Module Title	Contemporary Issues in Reward Management		
Module Reference Code	H8CIRM		
Status (M/E)	Elective		
ECTS Credit	5		
Module NFQ Level	8		
Pre-requisite Modules	Code	Title	
Co-requisite Modules	Code	Title	
Capstone (Y/N)			
Teaching Personnel	Title	Name	

Contact Hours				Non-Contact Hours			Total
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent	
24			12			89	125

Allocation of marks within the Module					
	Continuous Assessment	Project	Practical	Terminal Examination	Total
% Contribution	40%			60%	100%

6.30.1 Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

LO 1. Develop approaches to reward management that can be adopted and contribute to organizational effectiveness
LO 2. Understand how reward management can be impacted by the external markets and competitive environment
LO 3. Carry out basic role analysis and draw on benchmarking and other factors affecting pay to advise on appropriate reward systems and remuneration packages
LO 4. Understand the various elements of remuneration packages including basic pay and pay at risk e.g. bonuses, commissions
LO 5. Develop a knowledge of the basic terminology and elements involved in pension schemes
LO 6. Have the ability to research, develop, write and present a project on a reward management issue

6.30.2 Module Objectives

The module aims to:
The aim of this module is give students the knowledge and skills to be able to review and understand reward management and how it can be utilised to effectively reward, motivate, drive change and behaviours and contribute to the overall HR structure supporting the organisational goals and strategies.

6.30.3 Module Curriculum

Competitive Environment
- Impact on Reward Management Economic Impact on Reward Ethics in Reward Management

Engagement and Organizational Commitment

- Role of Reward in The Psychological Contract

Job Evaluation Schemes
- Role Analysis Equal Pay Developing Grade and Pay Structures

Performance Management and Reward
- Organisational Performance Linked to Pay and Balanced Scorecards Reward and Competency Frameworks

Reward Management for Special Groups
- Reward for Directors and Senior Managers International Reward Rewarding Sales Staff or other groups with higher pay at risk Benefits Packages e.g. Profit Share Schemes

Introduction to Pension Scheme
- Private Pension Scheme and State Pensions Income Tiers and Pensions Calculating Pensions and Pensionable Pay Additional Voluntary Contributions Trust Deeds Pensions and Taxation Types of Pensions Defined Benefit Schemes Defined Contribution Schemes PRSAs

6.30.4 Teaching and Learning Strategy

The learning strategy involves the use of lectures, tutorials, case studies and class discussions as appropriate. Students will also have access to web based support

6.30.5 Assessment Strategy

Coursework   40%

End of Module Assessment 60%

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Essay	Students will be given an essay based project that requires them to analyse an organisation's reward structure and the environment they work in with a view to making recommendations on the appropriate reward structure for a Special Group within the organisation. Students will be given a case study to base their analysis on. The essay required length will be 1,500 words. The project will be graded according to clarity, structure, with reference to materials covered, theories and research in the field	2,3,4,5,6	40	10
Terminal Exam	End-of-Semester Final Examination	1,2,3,4,5,6	60	End-of-Semester

6.30.6 Reading List and Other Resources

Recommended Book Reading

ARMSTRONG,M.,2007 A Handbook of Employee Reward Management and Practice, 2nd Edition, Kogan Page , *na*

Supplementary Book Reading
PERKINS, S., WHITE, G., 2008 Employee Reward, Alternatives, Consequences and Context, CIPD , *na*
BEARDWELL J., CLAYDON T., 2007 Human Resource Management, Prentice Hall , *na*
GUNNIGLE P., HERATY N. MORLEY M., 2006 Human Resource Management in Ireland 3rd Edition, Gill and MacMillan , *na*
ARMSTRONG, M., BROWN, D., 2006 Strategic Reward Making it Happen , Kogan Page , *na*
KENNY P., 2004 Understanding Pensions, The Friendly Guide to Pensions 2nd Edition, Dept. of Social and Family Affairs , *na*

This module does not have any article resources

6.30.7 Learning Environment

Learning will take place in a classroom environment with lecturer access to IT resources. Students will have access to legal databases such as Westlaw and Justis and will be required to read and apply decisions available from www.workplacerelations.ie to practical problems. The module materials will be available electronically.

6.31 Ethics and Social Responsibility

Stage	3		
Semester	2		
Module Title	Ethics and Social Responsibility		
Module Reference Code			
Status (M/E)	Elective		
ECTS Credit	5		
Module NFQ Level	8		
Pre-requisite Modules	Code	Title	
Co-requisite Modules	Code	Title	
Capstone (Y/N)			
Teaching Personnel	Title	Name	

Contact Hours				Non-Contact Hours			Total	
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent		
24			12			89	125	

Allocation of marks within the Module						
	Continuous Assessment	Project	Practical	Terminal Examination	Total	
% Contribution	100%			0%	100%	

6.31.1 Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

LO 1. Critique the strengths and limitations of the major ethical theories.
LO 2. Apply ethical categories to business decision making and consulting
LO 3. Analyse business situations and apply ethical criteria to problem solving in a business setting
LO 4. Formulate ethical guidelines for organisational use in a business context

6.31.2 Module Objectives

The module aims to facilitate an understanding of the concepts of ethics and to develop the skill of ethical analysis of the practices of business organisations.

6.31.3 Module Curriculum

Business and ethics
- The nature of business ethics
- Decision making
- Criteria for choice
- Rationality and reasoning

Ethical theories and how to use them
- Utilitarianism: weighing social costs and benefits
- Ethical Formalism: Rights and Duties
- Justice and Fairness

- Virtue Theory

The Individual in the Organisation
- The rational model of organisation and contractual relations

- The political model and the ethical boundaries of organisational politics

- The caring model

- Company loyalty and whistle-blowing

Corporate Social Responsibility (CSR)
- The role of business in society

- Primary and secondary stakeholders

- The business, legal and social responsibilities of business

Business and its employees
- The ethics of job discrimination

- Participation

- How are rules made?

Business and its customers
- Advertising and ethics

- Product liability

- Sales Promotion

- Personal Selling

- Direct Marketing

6.31.4 Teaching and Learning Strategy

The learning strategy involves the use of lectures, case studies, simulated exercises, group discussions throughout the module, in addition to web based-support.

6.31.5 Assessment Strategy

Coursework   100%

End of Module Assessment   0%

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Assignment	The assessment for this module is based on case study analysis, which are used to develop the learner's diagnostic skills. Learners will be assessed on their ability to analyse ethical situations based on their knowledge of theory in the	1,2,3,4	100	n/a

area and present arguments while accounting for contrary arguments.			

6.31.6 Reassessment Detail

Coursework Only
This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.

6.31.7 Reading List and Other Resources

Recommended Book Reading
Stanwick, P.; Stanwick, S 2014 , *Understanding Business Ethics* , 2nd Ed. , Sage Publications Thousand oaks

Supplementary Book Reading
Velasquez, M. G. 2006 , *Business Ethics Concepts and Cases.* , 6th Ed. , Pearson Upper Sadle River, New Jersey
This module does not have any article resources

6.31.8 Learning Environment

The learning environment is based on interaction with peers, the use of discussion groups, in addition to case-studies and exercises to encourage strategic thinking in the area of ethical issues and the social responsibility of business in society.

6.32 Public Relations and Social Media

Stage	3						
Semester	2						
Module Title	Public Relations and Social Media						
Module Reference Code							
Status (M/E)	Elective						
ECTS Credit	5						
Module NFQ Level	8						
Pre-requisite Modules	Code		Title				
Co-requisite Modules	Code		Title				
Teaching Personnel	Title		Name				
	Ms		Eva Perez				
Contact Hours			Non-Contact Hours			Total	
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent	
24		12				89	125
Allocation of marks within the Module							

	Continuous Assessment	Project	Practical	Terminal Examination	Total
% Contribution	100%			0%	100%

6.32.1 Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

LO 1. Demonstrate a knowledge of the evolution of social media and online PR and the impact they have on consumer behaviour.
LO 2. Develop and execute an integrated social media and/or PR strategy.
LO 3. Analyse the outcome and results of a social media and/or PR strategy.
LO 4. Develop and maintain a social media and/or PR trend analysis with a view to future planning and execution in specific industries.
LO 5. Demonstrate a clear understanding of current world activities and events to drive social media/PR content creation and conversation.

6.32.2 Module Objectives

The module aims to:
- Provide learners with a clear overview of the role of social media within the digital marketing mix and its capabilities to deliver business objectives.
- This module will enable learners to develop and execute an online PR strategy and social media strategy

6.32.3 Module Curriculum

Introduction to Social Media
- Introduction to social media, statistics and usage for Ireland
- Entering the social media environment: why would a business what to use social media

- Reviewing the market and understanding what competitors are doing
- Facebook explained -functionality, pages, examples and advertising
- Twitter explained -functionality, advertising, examples and tips

Social Media Channels
- Communication channels for businesses
- The technology of social media for businesses: Pinterest -how it works, examples
- LinkedIn -pages, ads, how it works for businesses and individuals
- Google+ functionality, examples and Irish case study

Content Marketing and Blogging
- The business use of Blogging, why should businesses utilize this tool
- The importance of Content Marketing - content objectives, strategy, formats, types and case studies
- Concept of Content Seeding
- Content Promotion Strategy

Introduction to online PR and reputation management
- Principles of PR. identifying and targeting your audience
- PR goals
- Online PR tools
- Transmedia Campaigns: Merging online with offline campaigns
- Making events and gathering social media
- How to manage company reputation online
- Social media policy

Online Privacy and the internet
- Rules around online privacy in Ireland/UK/Europe/US
- Introduction to the concept of 'the Internet of things' and what this means for companies and individuals

Rich Media
- Online video, audio and podcasting; creating and editing, on the fly production, benefits and technologies used
- Distributing rich media
- YouTube -how to set up and manage brand channels
- You Tube 'Stars' and case studies of effective video content

Social Media Monitoring
- Introduction to the tools to monitor your social media presence including examples
- Inbound Marketing explained with examples
- Monitoring, conversing and encouraging conversation

6.32.4 Teaching and Learning Strategy

The central focus of the learning and teaching strategy is that learners acquire better knowledge by applying theory to real life online marketing situations and challenges. Teaching will take the form of lectures, seminars, computer laboratory sessions, case studies, industry and guest lectures from digital marketers' specialists. Learning will be facilitated through listening, reading, problem-solving, writing, working in groups, making presentations and being exposed to companies and their PR and social media marketing strategies.

6.32.5 Assessment Strategy

Allocation of marks	
Continuous Assessment	100%
Total	100%

Assessment Breakdown

Assessment Type	Assignment Description	Outcome Addressed	% of total marks
Assignment	Practical: Learners are required to assess, evaluate and critique their own social media personal brand	1,2,3,4,5	25%
Assignment	Essay: Learners will be provided with a business scenario for a small business or start-up company. They will be asked to develop an online public relations strategy for the company and will be required to set up a website and social media profiles they deem appropriate. Learners will be tasked with initiating the conversation with a view to starting a community. As they move through the assessment they will be given various challenges, for example in the form of a PR crisis type situation and some negative comments via social media. They will be expected to deal with these PR issues and outline a communications approach.	1,2,3,4,5	75%

6.32.6 Reassessment Details

Learners will be afforded an opportunity to repeat the final examination and all learning outcomes will be assessed in the repeat sitting.

6.32.7 Reading List and Other Resources

Recommended Book Reading
Qualman, E. 2012, *Socialnomics: How Social Media transforms the way we live and do business*, 2nd Ed., John Wilie and Sons [ISBN: 978-1-118-232]
Scott, D. M. 2013, *The new rules of marketing and PR*, 4th Ed., John Wiley and Sons [ISBN: 978-111848876]

Other Resources
Website/Multimedia etc

website: Social Media Examiner 2014 , *Your guide to the social media jungle* http://www.socialmediaexaminer.com
website: Smart Insights 2014 , *Plan, manage and optimize your marketing* http://www.smartinsights.com
website: emarketer 2014 , *Insights and perspectives on marketing in the digital world* http://www.emarketer.com
website: Social Media Today 2014 , *Social networks, markeplace and seminars* http://www.socialmediatoday.com
website: Brand Republic 2014 , *Connecting Advertising, marketing, media and PR* http://www.brandrepublic.com
website: Advertise age 2014 , *What's new and what's next in advertising* http://www.adage.com
website: Hubspot 2014 , *Hubspot software* http://www.hubspot.com

6.32.8 Learning Environment

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic, outside the classroom where required. Selected module materials will be placed on Moodle, the college's virtual learning environment

7 Programme Staff

7.1 Programme director and board

The overall psychology programme is directed by Dr Rebecca Maguire. The psychology team also provides a dedicated head of year to students in each stage of the full-time programme which are as follows: Dr April Hargreaves (year 1), Dr Philip Hyland (year 2), and Dr Joanna Power (year 3). The team works together in conjunction with the Dean and Vice-Dean of the school in order to resolve any outstanding issues.

7.2 Complement of staff (or potential staff)

Staff Member	Role
Prof Jimmy Hill	Dean of School of Business; Vice-President
Dr Colette Darcy	Vice Dean School of Business
Dr Rebecca Maguire	Programme Director; Lecturer
Dr April Hargreaves	Director of First Year; Lecturer
Dr Philip Hyland	Director of Second Year; Senior Lecturer
Dr Joanna Power	Director of Third Year; Lecturer
Dr Fearghal O'Brien	Lecturer
Michele Kehoe	Lecturer
Dr Grainne Kent	Lecturer and ELI researcher
Dr Rachael Dillon	Associate Faculty Lecturer
Niall McGowan	Psychology Technician
Faye McGinley	Programme Coordinator

7.3 Arrangements for the oversight of employer-based personnel involved in apprenticeship or traineeship programmes

Not applicable.

7.4 Staff performance management arrangements

Staff performance is managed through a variety of channels, some of which relate directly to programme delivery.

Learner feedback is provided via the evaluation of each delivery of each module. This is done via anonymous survey which is managed by the Quality Assurance & Statistical Services Office. The results of this feedback are provided to the member of faculty and their Dean.

This information is included as part of the staff member's ongoing review process.

At a more general level, class feedback is provided via the Class Representative forum where each class representative meets the Programme Director and representatives of the College's administrative and service functions.

Specific issues and/or complaints regarding delivery or other aspects of programme management are managed via the College management processes and complaint process.

7.5 Arrangements for approval of staff who will have a formal role in this programme

Appointment of staff to a programme is made by the Dean of School or delegated to the appropriate Vice Dean.

7.6 CVs for the programme's key staff (e.g. the programme leadership)

See the accompanying Appendix 3 for further information regarding the programme's key staff.

7.7 CVs for the identified complement of staff

As above the Appendix 3 outlines further information regarding programme staff.

8 Physical resources

See the accompanying Appendix 2 for further information regarding the College's core services and supports to learners.

8.1 Specification of the programme's physical resource requirements

The programme requires appropriate learning spaces to facilitate the teaching, learning & assessment strategy of the programme. Learning spaces should accommodate traditional classrooms, spaces for collaborative learning and access to appropriate technologies as required by individual module curriculum, e.g. SPSS, eprime and other experimental software. Learners should also have access to experimental testing rooms where appropriate.

Learners must also have access to appropriate personal study space. Access to appropriate recreation and dining spaces and functions are also required.

8.2 Complement of supported physical resources (or potential ones)

See the accompanying Appendix 2 for further information regarding the College's complement of supported physical resources.

The current physical resources can be deemed suitable for the programme although it is likely that are demand for additional resources will increase as the programme grows. While most lectures and tutorials are held in classrooms or lecture theatres, any computer or practical-based sessions (e.g. involving statistics, research methods and/or experimental work) are accommodated in the psychology computer lab. In these cases, larger cohorts are broken down into smaller tutorial-style groups in line with the learning, teaching and assessment strategy.

There is also a dedicated psychophysiological laboratory although at present this can only accommodate approximately 7 students (this is used for Final Project work where necessary, and as part of the assessment strategy in *Biological Basis of Behaviour*). There are additional testing rooms which can be used to data collection for small-scale experiments.

The college recently acquired new eye-tracking and observation equipment which is shared between the psychology programme and the School of Computing in NCI. This is likely to facilitate further experimental work and provide greater opportunities for research activity in the college. Currently the team are investigating the possibility of acquiring further resources, such as an EEG machine, to enhance the range of research activities that both students and staff can engage in. In sum it is anticipated that as the programme develops the range of resources and equipment will be expanded upon.

8.2.1 Premises

The programme will be located in NCI's IFSC campus. This premises is appropriate for the needs of the programme and will meet all applicable legal requirements

8.2.2 Informational technology resources

As registered learners of NCI, learners have access to all IT services which include email, access to College administrative systems to access online services, library and software

required for their programme, for example SPSS and eprime as required by the psychology programme. Using virtual desktop functionality, most services are available on and off-campus.

8.2.3 Materials for teaching learning and assessment (software and printed)

Faculty resources which can be downloaded or printed are normally made available via the College's virtual learning environment.

8.2.4 Specialised equipment

The study of psychology requires access to specialised equipment for conducting experimental work. NCI currently has access to some such equipment including a Powerlab system for conducting psychophysiological experiments.

8.2.5 Technical and administrative support

Administrative support to the programme is provided by a dedicated Programme Co-Ordinator. This role is complemented by centralised administration which among other functions manages admissions, terminal assessment, and timetabling.

The programme also has a psychology technician in order to facilitate the use of experimental equipment and assist in research projects.

8.3 Company placement resources

Not applicable

8.4 Criteria for approving a new centre where the programme may be provided (only if applicable)

Not applicable.

8.5 Five-year plan for the programme

In order to enhance the range of learning opportunities for the programme, the team intends to invest in further experimental equipment, such as eye-tracking technology. As student numbers grow, this will place demands on space so will necessitate the use of further classrooms and labs which will be accommodated on NCI's IFSC campus. New staff will be hired to meet the demand of growing student numbers.

The projects for income and expenditure for the next five years of both programmes are shown in the tables below.

8.5.1 Table 35: Projected income and costs for BA (Hons in Psychology Full-time

	2017	2018	2019	2020	2021
Number of Students	210	242	247	250	250
	€	€	€	€	€
Income	1,239,000	1,427,800	1,457,300	1,475,000	1,475,000
Costs	670,330	685,930	688,367	689,830	689,830
Contribution	568,670	741,870	768,933	785,170	785,170

8.5.2 Table 36: Projected income and costs for BA (Hons) in Psychology Part-time

	2017	2018	2019	2020	2021
Number of Students	59	89	110	127	135
	€	€	€	€	€
Income	230,100	347,100	429,000	495,300	526,500
Costs	119,477	163,653	185,576	192,597	195,901
Contribution	110,623	183,447	243,424	302,703	330,599

8.6 Entitlements to use the property required

All software used on this programme, both to support teaching and management, is fully licensed. All staff members are made aware of their obligations with respect to copyright law and intellectual property.

9 Programme management

9.1 Documented procedures for the operation and management of the programme

Procedures for programme management are laid out in the QA procedures of the College, Chapter 3; Section 7; Programme Delivery. These are supported by procedures for assessment and programme review.

The College's quality assurance framework outlines the role of the Programme Committee and Director and how these integrate into overall academic governance.

9.2 Supplementary QA procedures for the programme

No pass-by-compensation is allowed for stage 2 and stage 3 modules currently however this regulation will be reviewed following consultation with PSI at the next application for re-accreditation in 2019.

9.3 Membership and terms of reference for the programme board

The Programme Committee is at the heart of the School's academic quality assurance system. A Programme Committee is established for each programme offered by the College, and it is responsible, in conjunction with the Dean of School, for developing and assisting in the operation of the programme. The Programme Committee ensures the quality delivery of the academic programme and that learners are well informed that their progress is being monitored, a reasonable balance of work is offered to the learner, and that assessments are appropriate, consistent and fair. The Programme Committee ensures the relevance and quality of the programme by a process of periodic evaluation.

Programme Committee – Terms of Reference

Each Programme Committee is in effect a sub-committee of the School Committee and is assigned the following academic responsibilities, within the framework of the regulations laid down by Academic Council:

- advising the School Committee, and as appropriate, Academic Council, on matters relating to proposed or existing programmes;
- developing programme proposals after they have received outline planning approval from the School Committee in advance of presentation to Academic Quality Committee;
- assisting in processing such proposals through the appropriate programme development process with a view to securing approval of the programme from Academic Council and external validation;
- following approval by Academic Council, the programme is submitted to an external accrediting body;
- monitor the implementation of the programme and regularly report on matters to the School Committee who in turn will report to the Academic Council;
- incorporating approved modifications in the programme after annual monitoring;
- supporting the critical self-evaluation of the programme and the preparation of revised documentation and other tasks in relation to the five-yearly programme evaluation process;
- ensuring the highest standards of academic excellence for the learner from all faculty;

- preparing an annual Programme Monitoring report in October outlining the following:
  - changes to the curriculum and its component parts that have been approved subject to the procedures outlined for programme review and evaluation;
  - presentation and analysis of retention, progression and completion statistics for the previous session;
  - abstract of external examiner reports for the programme for the previous session;
  - review of the learner intake for the current session;
  - continuation of professional exemptions available;
  - plan a timetable of assessments at the beginning of the academic year to ensure that there is a reasonable balance of work for learners taking the programme;
  - prepare a list of texts and equipment that learners will be required to purchase and use;
  - prepare and maintain a programme handbook for learners (suggested contents include: College calendar; an introduction to the Department running the programme; where to get help; schedule of assessments and examinations; approved programme schedule; grading schemes; aims and objectives of the programme; regulations for special purpose areas; required equipment and books; approved syllabus details, etc.);
  - carrying out such other functions as are considered appropriate, module to the approval of the School Committee.

The Programme Committee may establish sub-committees and working parties, some of whose membership may, with the approval of the School Committee, be from outside the Programme Committee or from outside the College, module to approval of Academic Council and Governing Body. The Programme Committee shall be responsible for reporting the decisions and views of the Programme Committee to the Faculty Committee and for transmitting the relevant decisions and views of the School Committee to the Programme Committee.

Membership of Programme Committee

The membership of each Programme Committee shall comprise of the following members and be appointed by the Dean of School:

- Programme Director of the programme (Chair);
- Members of faculty involved in the delivery of the programme;
- Co-opted members as necessary (Dean of School approves such positions);
- Programme Co-Coordinator;
- Learner Representation via Class Representative Liaison mechanism;
- IT representative;
- Library representative.

Programme Committee Meetings

A Programme Committee will meet at least once each semester and/or at such other times as required. A Programme Committee may take submissions from associate faculty who are unable to attend a scheduled meeting. These submissions should be submitted to the Programme Director.

Class Representative Liaison

Each class year within a programme shall elect two representatives who will meet with the Dean of School and all relevant academic and support staff for consultations about learner views relating to programme content, delivery, assessment and development and to identify areas of concern to the class groups. This liaison will take place at least once a semester or more often as required. The election of the Class Representative is facilitated by the Student Services department.

Class Representation Liaison – Terms of Reference

Class Representatives shall have the following responsibilities:

- consideration and referral to Programme Committee when necessary, of issues relating to the Programme;
- referral of suggestions for specific changes for consideration by the Programme Committee;
- dissemination of information affecting learners within the scope of the Programme;
- provision of responses to issues previously referred to the Programme Committee or School Committee.

9.4 Collaborative Provision

Not applicable

9.5 Apprenticeship coordinating provider role

Not applicable

9.6 Transnational Provision

Not applicable

10 Evaluation against the validation criteria

Please see the accompanying document for an analysis of how the programme meets the requirements for validation.

11   Programme Schedule

11.1   Proposed Full Time Programme schedule

Name of Provider:	National College of Ireland
Programme Title	BA (Hons) in Psychology
Award Title	BA (Hons) in Psychology
Stage Exit Award Title	
Modes of Delivery (FT/PT):	FT
Teaching and learning modalities	FT

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
MAJOR	8	6	1	6	5	60	01/09/17	0311

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester 2)	Module Status	NFQ Level where specified	Credit Units ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Applied Introduction and History of psych.	1	M	6	10	250	60		190		100			
Introduction to Research Methods	1	M	6	10	250	60		190		50			50
Social Psychology	1	M	6	10	250	60		190		50			50
Lifespan Development	2	M	6	10	250	60		190		50			50
Cognitive Psychology	2	M	6	10	250	60		190		50			50
Introduction to Statistics	2	M	6	10	250	60		190		100			
Special regulations													
NA													

Name of Provider:	National College of Ireland
Programme Title	BA (Hons) in Psychology
Award Title	BA (Hons) in Psychology
Stage Exit Award Title	
Modes of Delivery (FT/PT):	FT
Teaching and learning modalities	FT

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
MAJOR	8	6	2	7	6	60	01/09/17	0311

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester 2)	Module Status	NFQ Level where specified	Credit Units ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Personality & Intelligence	1	M	7	10	250	48		202		50			50
Biological Basis of Behaviour	1	M	7	10	250	48		202		50			50
Applied Statistics	1	M	7	10	250	48		202		100			
Psychology of Learning and Behaviour Analysis	2	M	8	10	250	48		202		50			50
Coaching Psychology	2	M	7	10	250	48		202		100			
Applied Research Methods	2	M	7	5	125	24		101		50			50
Psychology Labs	2	M	7	5	125	24		101				100	

Special Regulations (Up to 280 characters)
Professional Body Requirement: pass by compensation is not permissible

Name of Provider:	National College of Ireland
Programme Title	BA (Hons) in Psychology
Award Title	BA (Hons) in Psychology
Stage Exit Award Title	
Modes of Delivery (FT/PT):	FT
Teaching and learning modalities	FT

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
MAJOR	8	6	Award Stage	8	7	60	01/09/17	0311

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester 2)	Module Status	NFQ Level where specified	Credit Units ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Final Project	1&2	M	8	20	500	48		452			100		
Health Psychology	1	M	8	10	250	48		202		50			50
Abnormal Psychology	2	M	8	10	250	48		202		50			50
Applied Developmental Psychology*	1/2	E	8	5	125	24		101		100			
Evolutionary and cross-cultural psychology*	1/2	E	8	5	125	24		101		50			50
Psychology of thinking*	1/2	E	8	5	125	24		101		50			50
Criminal psychology*	1/2	E	8	5	125	24		101		100			
Cyberpsychology*	1/2	E	8	5	125	24		101		50			50
Workplace Psychology*	1/2	E	8	5	125	24		101		50			50
Educational psychology*	1/2	E	8	5	125	24		101		100			
Contemporary Neuroscience*	1/2	E	8	5	125	24		101		50			50
Financial Management Tools for the Enterprise*	1/2	E	8	5	125	36		89			50		50
Organisational Development*	1/2	E	8	5	125	36		89			40		60

Name of Provider:	National College of Ireland
Programme Title	BA (Hons) in Psychology
Award Title	BA (Hons) in Psychology
Stage Exit Award Title	
Modes of Delivery (FT/PT):	FT
Teaching and learning modalities	FT

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
MAJOR	8	6	Award Stage	8	7	60	01/09/17	0311

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester 2)	Module Status	Module NFQ Level where specified	Credit Number Credit Units ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Public Relations and Social Media*	1/2		8	5	125	36		89		75		25	
International HRM*	1/2	E	8	5	125	36		89		40			60
Contemporary Issues in Reward Management*	1/2	E	8	5	125	36		89		40			60
Project Management*	1/2	E	8	5	125	36		89		50			50
Ethics and Social Responsibility*	1/2	E	8	5	125	36		89			100		100
Entrepreneurship*	1/2	E	8	5	125	36		89		50	50		

Special Regulations (Up to 280 characters)

*Students take two electives each semester. Electives may be run in either semester but are subject to minimum numbers are resource constraints.

11.2 Proposed Part Time Programme schedule

The part-time programme is run over four academic years. The first two stages of the programme run over three academic years while the final award stage if run over the fourth year. The programme schedule here is organised based on academic year, with stage indicated beside the module in brackets.

Name of Provider:	National College of Ireland
Programme Title	BA (Hons) in Psychology Evening
Award Title	BA (Hons) in Psychology
Stage Exit Award Title	
Modes of Delivery (FT/PT):	PT
Teaching and learning modalities	PT

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
MAJOR	8	6	Year 1, Stage 1	6	5	40	01/09/17	0311

Module Title (Up to 70 characters including spaces) Note: stage indicated in brackets	Semester no where applicable. (Semester 1 or Semester 2)	Module Status	Module NFQ Level where specified	Credit Number Credit Units ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Applied Introduction and History of psych. (1)	1	M	6	10	250	48		202		100			
Introduction to Research Methods (1)	1	M	6	10	250	48		202		50			50
Social Psychology (1)	2	M	6	10	250	48		202		50			50
Lifespan Development (1)	2	M	6	10	250	48		202		50			50
Special regulations													
NA													

Name of Provider:		National College of Ireland						
Programme Title		BA (Hons) in Psychology Evening						
Award Title		BA (Hons) in Psychology						
Stage Exit Award Title								
Modes of Delivery (FT/PT):		PT						
Teaching and learning modalities		PT						

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
MAJOR	8	6	Year 2, Stage 1 & 2	6/7	5/6	40	01/09/17	0311

Module Title (Up to 70 characters including spaces) Note: stage indicated in brackets	Semester no where applicable. (Semester 1 or Semester 2)	Module		Credit Number	Total Student Effort Module (hours)						Allocation Of Marks (from the module assessment strategy)				
		Status	NFQ Level where specified	Credit Units / ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Cognitive Psychology (1)	1	M	6	10	250	48		202		50			50
Introduction to Statistics (1)	1	M	6	10	250	48		202		100			
PROGRESSION POINT													
Personality & Intelligence (2)	2	M	7	10	250	48		202		50			50
Biological Basis of Behaviour (2)	2	M	7	10	250	48		202		50			50
Special regulations													
Professional Body requirement: Compensation is not permitted for stage 2													

Name of Provider:	National College of Ireland
Programme Title	BA (Hons) in Psychology Evening
Award Title	BA (Hons) in Psychology
Stage Exit Award Title	
Modes of Delivery (FT/PT):	FT/PT
Teaching and learning modalities	FT/PT

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
MAJOR	8	6	Year 3, Stage 2	7	6	40	01/09/17	0311

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester 2)	Module Status	NFQ Level where specified	Credit Number Credit Units ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Applied Statistics	1	M	7	10	250	48		202		100			
Psychology of Learning and Behaviour Analysis	1	M	7	10	250	48		202		50			50
Coaching Psychology	2	M	7	10	250	48		202		100			
Applied Research Methods	2	M	7	5	125	24		101		50			50
Psychology Labs	2	M	7	5	125	24		101				100	

Special Regulations (Up to 280 characters)

Professional Body requirement: Stage 2:No pass by compensation permissible

Name of Provider:	National College of Ireland

Programme Title	BA (Hons) in Psychology Evening
Award Title	BA (Hons) in Psychology
Stage Exit Award Title	
Modes of Delivery (FT/PT):	FT/PT
Teaching and learning modalities	FT/PT

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
MAJOR	8	6	Award Stage	8	7	60	01/09/17	0311

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester 2)	Status	NFQ Level where specified	Credit Units / ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Final Project	1&2	M	8	20	500	48		452			100		
Health Psychology	1	M	8	10	250	48		202		50			50
Abnormal Psychology	2	M	8	10	250	48		202		50			50
Applied Developmental Psychology*	1	E	8	5	125	24		101		100			
Evolutionary and cross-cultural psychology*	1	E	8	5	125	24		101		50			50
Psychology of thinking*	1	E	8	5	125	24		101		50			50
Criminal psychology*	1	E	8	5	125	24		101		100			
Cyberpsychology*	2	E	8	5	125	24		101		50			50
Workplace Psychology*	2	E	8	5	125	24		101		50			50
Educational psychology*	2	E	8	5	125	24		101		100			
Contemporary Neuroscience*	2	E	8	5	125	24		101		50			50
Financial Management Tools for the Enterprise*	2	E	8	5	125	36		89			50		50
Organisational Development*	2	E	8	5	125	36		89			40		60
Public Relations and Social Media*	2	E	8	5	125	36		89		75		25	

Name of Provider:	National College of Ireland
Programme Title	BA (Hons) in Psychology Evening
Award Title	BA (Hons) in Psychology
Stage Exit Award Title	
Modes of Delivery (FT/PT):	FT/PT
Teaching and learning modalities	FT/PT

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
MAJOR	8	6	Award Stage	8	7	60	01/09/17	0311

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester 2)	Module Status	NFQ Level where specified	Credit Units ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
International HRM*	2	E	8	5	125	36		89			40		60
Contemporary Issues in Reward Management*	2	E	8	5	125	36		89			40		60
Project Management*	2	E	8	5	125	36		89		50			50
Ethics and Social Responsibility*	2	E	8	5	125	36		89			100		100
Entrepreneurship*	2	E	8	5	125	36		89		50	50		

Special Regulations (Up to 280 characters)

*Students take two electives each semester. Electives may be run in either semester but are subject to minimum numbers are resource constraints.