Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BSc Mental Health**		
Module:	**Introduction to Research Methods**		
Module code:	**ECAP4006**	**Contribution to Overall Module Assessment (%):**	
Lecturer:	**Dr Stuart Jones**	**Internal Verifier:**	**Karen Eaton-Thomas**
Assignment Title:	**Component 2: Report 2**	**Word count (or equivalent):**	**1,500 words**
Submission deadline:	**06 May, 2025 (23:59 via Turnitin)**	**Return date of provisional marks & written feedback:**	**03.06.2025**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark:** Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
Upon the successful completion of this module, the student should be able to:

- Demonstrate the ability to identify and apply specific terminology, key concepts and research methods used in scientific psychology;
- Demonstrate their knowledge of the practical and ethical issues that arise in psychological research;
- Analyse, present and evaluate quantitative data and evaluate research findings using a variety of psychological tools and SPSS;
- Take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

TASK DESCRIPTION

Use of Generative AI in Assessment
(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

Report 2:

You will conduct a parametric analysis (independent samples t-test) – exploring differences in levels of depression between males and females, then write up your findings in an appropriate report format.

<u>Specific guidance for Report 2</u>

This is an APA-style psychology report. Follow the guidelines provided in your workshops and on Moodle.

You will be using a parametric test for your second report (*t* test). We will run the experiment in the research workshop. You must create standardised instructions, informed consent forms, debrief sheets, and ensure you include the right to withdraw and ensure anonymity and confidentiality in your methodology section. These documents must be placed in the appendices. We will run the analysis in the workshop. You must then write up your individual report following the guidance below and on Moodle.

Important considerations include:

- Provide a clear structure for the reader to follow your argument. There should be a clear progression of ideas (signpost your new thoughts/information). Refer to the question to show the reader why you have included your chosen theory/research.
- A fluency of writing, grammar, spelling and punctuation – **proofread**.
- 12pt, Times Roman or Arial font. 1.5 or double-lined spacing.
- Use supporting research with appropriate references throughout the text and in the reference section at the end of your essay (APA format- use your referencing guide on Moodle).

Guidance specific to this assessment:

Your report must include the following:

- Title
- Introduction (literature review, aim, rationale and hypotheses) Engagement with Literature Skills and Knowledge and Understanding Skills
- Method (design, participants, materials and procedure) Practical Skills
- Results (APA format) Cognitive and Intellectual Skills and Practical Skills
- References (APA referencing) Transferable Skills for Life and Professional Practice
- Appendices (labelled appropriately) Transferable Skills for Life and Professional Practice

<u>Introduction</u>

A good introduction addresses two questions: What has been done in this area by other researchers? and, what is the point of the present study?

- The background to your study derived from the psychological literature.
- Begin in broad terms -set the context for the study (theory, stats)
- Then outline some relevant evidence using studies from the literature
- Give the rationale for your study (why is it important in everyday life – what are you adding to the literature)
- Conclude with the specific aim of your study, including the research hypothesis.

YOU MUST REFERERNCE THOUGHOUT YOUR REPORT!

<u>Methodology -</u> Should include all of the practical information necessary for someone else to replicate your work.

Divided into the following subsections:

- Design
- Participants
- Apparatus/Materials
- Procedure

<u>Design -</u> the logical framework of the study, all of the planning required prior to carrying it out.

- Type of design –related or unrelated
- Statement of the independent variable
- Plus, the conditions under which it was manipulated
- Statement of the dependent variable

- Plus, how it was measured
- Any controls employed

Participants
You should give the details of your sample and your sampling procedure. Give the mean age and number of males and females and how your participant group was assembled.
Sometimes, you may also need to give specific information about participants that is relevant to your particular study.

Apparatus/Materials - Give the following details
- Describe any physical equipment used
- Computers? Questionnaires?
- Refer reader to samples in Appendices

Procedure - Describe how the study was carried out.
- Outline instructions given to participants
- Describe what participants actually did
- This may include:
- How was anxiety measured?
- How responses were recorded and scored

Results
Descriptive statistics
- Essential to the clear presentation of your findings
- Do NOT present raw data here (in appendix)
- Present the mean scores for anxiety pre and post intervention:
- Tables of means and standard deviations
- APA format - LABEL YOUR TABLES appropriately
- Comment on what these indicate about the findings of your experiment

Inferential statistics (follow guidance for each test on Moodle)
- Describe the type of analysis used and why.
- Do not include SPSS printouts (in appendix)
- Give the observed value
- Level of significance
- Degrees of freedom or sample size as appropriate.
- Give a brief written summary of your findings.

Discussion and Conclusion
An important section which should include the following elements:
- Restate your findings in plain English
- Relate these findings to your own hypothesis and previous results in the literature (the literature you talk about in your intro).
- You may need to tentatively advance explanations for unexpected results.
- Evaluate your own study critically
- Implications of your findings
- Future research suggestions
- A few lines concluding the importance of what you have found
- Always remember that you have not PROVED anything.

References
References should come after your report, before your appendices. (See school ref guide on Moodle)
Should be listed in alphabetical order (by author surname) in the APA format as follows:

Logie, R.H. (1986). Visuo-spatial processes in working memory. *Quarterly Journal of Experimental Psychology,38A*, 229-247,

Levelt, W.J.M. (1989). *Speaking: From intention to articulation*. MIT Press.

NB Don't divide references into separate book and journal sections.

Appendices
You must label your appendices

- Reference material that may be useful to the reader:
- Tables of raw data
- Statistical calculations/ SPSS output
- Information sheet
- Instruction sheets
- Stimulus lists
- Sample questionnaire
- Debrief form, informed consent form

Style - This must be presented as a report – see examples on Moodle

- Write in the past tense throughout
- Avoid personal opinions and anecdotes
- Do *not* write in the first person
  E.g. 'I carried out an experiment to investigate…'
- Write in the *third person impersonal*..
  - This study investigated the issue of ….
  - Participants were given the following instructions…

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills
Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: whilst you will be provided with references to some academic sources related to the topic, it is expected that you will read beyond these articles and engage in wider reading to inform your introduction section. This may be from secondary sources such as general psychology textbooks or from primary sources such as academic journal articles. It is expected that you do NOT use generic websites such as Wikipedia or Simply Psychology to inform this assessment, and the use of these will be penalised. You should make an attempt to include contemporary sources and studies to provide a strong justification for your specific hypothesis.

2. Knowledge and Understanding Skills
At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information

(knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: The Introduction section of this report is the main area for you to demonstrate your knowledge and understand of the topic area, and so it is important to address any key studies and theories in this section. You do not have a lot of space to show what you understand here, so it is important to make every word count. Do not include details that are not relevant to the topic area or study that you are reporting on: avoid any anecdote and focus upon the main theoretical and empirical evidence related to the topic or concepts you are introducing. In addition, the results section is important as you are demonstrating your ability to conduct and understand basic non-parametric statistical analysis, as well and writing up the results of this study appropriately.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: The Results and Discussion are the main sections to display your cognitive and intellectual skills; once you have collected data you need to be able to discuss it, not just regurgitate it. What do your findings mean? How do they relate to the previous literature or alternative evidence or theories? Avoid making bland statements that could be applied to any element of psychology – but if they are worth making, explain why. If more participants are required, explain what this would show us beyond what we already know. If a different demographic could be important, explain why it might make a difference – and support your assertions with evidence in the form of academic references.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: The method and results sections are the key parts to demonstrate your practical skills. You should be able to demonstrate understanding of the practicalities of data collection for this study, so you should know exactly what it entails. Being able to explain what has been done, by who, and using what in such a limited number of words is a real skill that you will need to develop (and is essential for many transferable skills). The Results section is also a skills area that is important to develop; not just the calculation of the results themselves, but also how to set them out correctly in the correct format.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression;

clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: As this is a Level Four module it is expected that your academic writing skills are still developing and will have some way to go in order to fully develop them. Nonetheless, the ability to follow the basic instructions set out in the Task Description is a key one, and so failure to include any of the subsections within your report will be penalised heavily. Your writing style should have started to develop by this stage and so clear, informative sentences are expected. A development of your citing and referencing skills is also expected and so, whilst some errors will be tolerated, very poor referencing will be penalised. Finally, it is expected that you will proofread carefully and so a professional piece of work is expected to be submitted.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		

5. Transferable Skills for Life and Professional Practice		

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		**%**
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 4
In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and	Major gaps in knowledge and understanding of the basic underlying concepts and	Gaps in knowledge of the basic underlying concepts and principles, with flawed or	Limited knowledge and understanding of the basic underlying concepts and	Knowledge of the basic underlying concepts and principles is accurate with a	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
principles of a subject.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

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Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		exercise of some personal responsibility.	of minor weakness.				

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH