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 Applied Psychology		
Module:	An Introduction to Research Methods		
Module code:	ECAP4006	**Contribution to Overall Module Assessment (%):**	25%
Lecturer:	Dr Charlotte Greenway	**Internal Verifier:**	Dr Stuart Jones
Assignment Title:	Psychology Report 1	**Word count (or equivalent):**	1,000 words
Submission deadline:	Tuesday 14th March, 2023 (via Turnitin 23.59pm).	**Return date of provisional marks & written feedback:**	11.04.23
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.** Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
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)
• 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

Report 1

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

You will be using a non-parametric test for your first report (Mann Whitney or Wilcoxen). 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

Introduction
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!

Methodology
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

Design
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 e.g. first language, handedness, etc.

Apparatus/Materials
Give the following details
Describe any physical equipment used
Computers? Audio Visual Equipment, etc.
Describe any stimuli that were used -e.g. word lists. Outline how and why they were chosen.
Spelling experiment
How many words?
How were they chosen?
How were misspellings generated?
Refer reader to samples in Appendices

Procedure
Describe how the study was carried out.
Outline instructions given to participants
Describe what participants actually did during the study
This may include:
How stimuli were presented
How participants responded
How responses were recorded and scored
Any time intervals/limits involved

Results
Descriptive statistics
Essential to the clear presentation of your findings
Do NOT present raw data here (in appendix)
Present the mean scores for each condition in visual form:
Tables of means and standard deviations
APA format - LABEL YOUR TABLES appropriately –Table 1: The mean physical attractiveness ratings given by participants when sober and drunk, and in dim and bright lighting. 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.

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

Book
Levelt, W.J.M. (1989). *Speaking: From intention to articulation*. Cambridge MA: 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
- 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.

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.

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.

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.

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.

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 principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial	Limited knowledge and understanding of the basic underlying concepts and principles within	Knowledge of the basic underlying concepts and principles is accurate with a good	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

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%**
	subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	understanding. Some significant inaccuracies and/or irrelevant material.	the subject area. Some elements may be missing.	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. Very weak evidence of	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular

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%**
	different approaches to problem-solving in particular contexts.	appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	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 exercise of some personal responsibility.	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 of minor weakness.	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.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH