



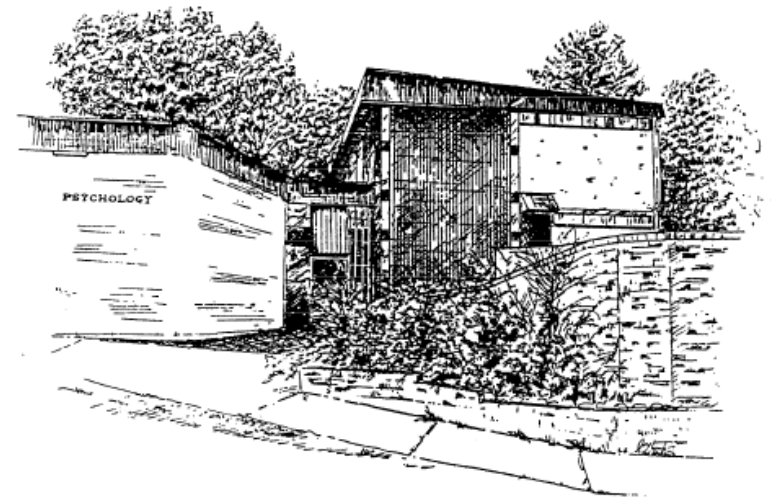
School of Behavioural,  
Cognitive and Social Sciences

## PSYCHOLOGY

### FOURTH YEAR HANDBOOK, 2010

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The University of New England,  
Armidale, NSW, 2351



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### Assignment due dates

<b>PSYC401H / PSYC411 / PSYC412 Reading Courses</b>	<b>Due Date</b>
Reading courses – Semester 1 written work	10 May, 2010
Reading courses – Semester 2 written work	5 October, 2010
<b>PSYC401H / PSYC411 Core Components</b>	
Due dates are set out in the learning module for each component	
<b>PSYC412 Group Research Project</b>	
Literature review	7 June, 2010
Empirical research report – part-time students	11 October, 2010
Empirical research report – full-time students	1 November, 2010
<b>PSYC402H Research Report</b>	
Bound copies – part-time students	11 October, 2010
Bound copies – full-time students	1 November, 2010
E-submission – part-time students	18 October, 2010
E-submission – full-time students	8 November, 2010

## SECTION 1: GENERAL STRUCTURE OF THE FOURTH YEAR AND STATEMENT OF UNIT REQUIREMENTS

### Overview

UNE offers two fourth year programs in psychology. These are the Honours program, and the Postgraduate Diploma in Psychology (Postgrad Dip). Both are accredited by the Australian Psychology Accreditation Council (APAC) and are recognised by the various State Registration Boards. Honours is designed to equip students for further postgraduate study in psychology, while the Postgrad Dip is not. For this reason, Honours is characterised by an expanded research component in comparison with the Postgrad Dip.

At UNE, Honours can be studied as a stand-alone course<sup>1</sup>, or as part of an integrated four-year degree in Psychology, the BPsych(hons). It is available as one year of full-time study, or two years part-time study, and can be studied either on-campus or off-campus. However, the course is intense, and full-time off-campus study is only allowed with special permission of the Fourth Year Coordinator, who will look for a record of successful previous experience as a fulltime off-campus student, and relative absence of other commitments. On-campus students do not attend additional classes, but have readier access to on-campus facilities such as laboratories and the library, and their research supervisor.

Graduates from both fourth year programs are eligible for provisional registration as a psychologist with a State Registration Board and for Associate membership of the Australian Psychological Society. Honours graduates are also eligible to seek entry to postgraduate courses in psychology, including our own Masters and PhD programs.

**Entry.** Entry into the fourth year program requires an accredited three year major in psychology, completed in the last ten years at a

<sup>1</sup> Studied as BA(hons), BSocSc(hons), or BSc(hons)

specified minimum level of achievement, and which includes an advanced statistics unit equivalent to PSYC302. Full details regarding entry requirements are provided in the document titled "Entry into the Fourth Year Program", available at <http://www.une.edu.au/bcss/psychology/pdfs/Fourth-year-entry-2010.pdf>.

### Contact.

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### Course Structure

**Honours.** Students complete **PSYC401H** and **PSYC402H**. Both units are 24 credit points and both are year-long. Full-time students enrol in PSYC401H and PSYC402H concurrently. Part-time students enrol in PSYC401H in the first year and PSYC402H in the second year.

The final result for Honours is calculated from a simple addition of PSYC401H and PSYC402H marks. There are four levels of attainment: Honours Class I; Honours Class II, Division A; Honours Class II, Division B; and Honours Class III. These are equivalent to the undergraduate grades of High Distinction, Distinction, Credit, and Pass, respectively.

**Postgraduate Diploma.** Students complete **PSYC411** and **PSYC412**. Both units are 24 cp and both are year-long. Full-time students enrol in PSYC411 and PSYC412 concurrently. Part-time

students enrol in PSYC411 in the first year and PSYC412 in the second year. Final levels of attainment are High Distinction, Distinction, Credit, and Pass.

### The Units Offered

#### PSYC401H and PSYC411

These units are the same. Students study two core components and two reading courses.

**The core components.** The core components are Professional Skills (Semester 1), Ethics and Professional Roles (Semester 2), and History and Theories of Psychology (Semester 2). The Professional Skills component focuses on interviewing skills. Lectures and workshops for on-campus and off-campus students are held during the **April intensive school**. The components on Ethics and Professional Roles, and History and Theories of Psychology focus on ethical matters concerned with professional practice as a psychologist and on influential stages in the development of psychological thought. Seminars and workshops for all students are conducted during the **September intensive school**.

Each core component has a nominal credit point value of 6cp. There are no additional classes for on-campus students outside the intensive schools. Assessment in both is by ongoing work.

**The advanced reading courses.** The reading courses are year-long, starting at the beginning of the normal teaching semester in Semester 1. They are presented as learning modules on Blackboard. The content of each reading course is determined by the course presenter, and the structure will vary from one course to another. In some instances, students may be able to negotiate content with the presenter. Set readings that cannot easily be accessed as full-text online will be made available on e-Reserve (go to the e-Reserve

listing for PSYC401/411. Suggested further readings will be accessed via the University libraries.

The reading courses are assessed by one or more written assignments, to a total of 6,000 words per course and which are submitted on standard due dates. Each reading course has a nominal credit point value of 6cp. **Students must pass each reading course and all the core components to pass PSYC411 / PSYC401H.** Reading course seminars are held during the **intensive schools in first and second semester**. There are no additional classes for on-campus students.

#### PSYC402H

Students undertake an individually designed, independent, but supervised, research project which is written up as a research report. The report takes the form of a paper for a recognised scholarly journal in the field of the topic of the research, and follows the style of the American Psychological Association publication manual (6th Edition). It should be about 9,000 words in length (excluding title, reference list, and appendices); in **no** case may it exceed 10,000 words.

The research project is supervised by a member of UNE Psychology academic staff. It cannot be conducted until a research proposal has been approved within the Discipline and ethics approval obtained. The research proposal is submitted at the February Intensive School for part-time students, or three weeks later for full-time students. Ethics applications can be submitted only after the research proposal has been approved. **All students attend a mandatory intensive school in February.**

#### PSYC412

PSYC412 comprises one reading course and a group research project. The group research project is devised and supervised by a member of academic staff. Students in a group research project will share the

task of data collection, and each will investigate a separate (but related) research question which they contribute to the research in consultation with the project supervisor. Assessment for the group research project is by two papers. The first is a 4,500 word literature review on the topic of the group research project. The second is an empirical research report which takes the form of a paper for a recognised scholarly journal in the field of the topic of the research, and follows the style of the American Psychological Association publication manual (6th Edition). It should not exceed 4,500 words in length (excluding title, reference list, and appendices). It is important to note that the student's empirical research report will **only** be assessed if the student has contributed satisfactorily to the conduct of the group research, and this will be assessed by the group research supervisor. A student who does not contribute satisfactorily will fail the unit. Students must pass the empirical research report to pass PSYC412. The pass mark is 50%

The group research project has a nominal credit point value of 18cp, and the reading course has a nominal credit point value of 6cp. **Students must pass the reading course and the group research project to complete this unit. On-campus and off-campus students enrolled in this unit must attend a mandatory intensive school in April and another in September.** This will allow group meetings for discussion of the project, as well as attendance at the advanced reading course seminars.

The assessment in each reading course is determined by each presenter. Most use two small assignments for the year. However some only ask for one large assignment. Some also require an oral presentation and some also have a formal examination. You will have to carefully follow the material provided for your assigned reading course. There are no examinations in the other coursework components.

Table 1. Fourth Year Program Structure.

**HONOURS**

UNIT	COMPONENT	CONTRIBUTION TO HONOURS
PSYC401H	Professional Skills (Semester 1)	12.5%
	Ethics and Professional Roles (6.25%); and History and Theories of Psychology (6.25%) (Semester 2)	12.5%
	Reading Course 1 (Both semesters)	12.5%
	Reading Course 2 (Both semesters)	12.5%
PSYC402H	Individual Research Project (Both semesters)	50%

**POSTGRADUATE DIPLOMA**

UNIT	COMPONENT	CONTRIBUTION TO PGDIP
PSYC411	Professional Skills (Semester 1)	12.5%
	Ethics and Professional Roles (6.25%); and History and Theories of Psychology (6.25%) (Semester 2)	12.5%
	Reading Course 1 (Both semesters)	12.5%
	Reading Course 2 (Both semesters)	12.5%
PSYC412	Group Research Project (Both semesters)	37.5%
	Literature Review: 18.75%	
	Empirical Research Report: 18.75%	
	Reading Course 3 (Both semesters)	12.5%

**Note** a passing mark ( $\geq 50\%$ ) is required on all components for both the Honours program and the Postgrad Dip program to pass the overall program, that is to achieve the award.

## SECTION 2: ONLINE SUPPORT

The Fourth Year Blackboard site is integral to the fourth year program. It contains Discussion Boards where students can actively discuss the different elements of the course with each other and with the component presenters. It also contains a learning module for each fourth year component which presents the materials for that course.

***Materials relating to your reading courses and the core components will be delivered via learning modules on the Fourth Year Blackboard site***

Please note that the fourth year course co-ordinator and presenters of the different fourth year components will use the Fourth Year Blackboard site to communicate with students. Any updates or corrections to materials will be posted there, as well as reminders or additional points to be made. The Fourth Year Blackboard site is also the place for you to interact with your teachers and other students as you progress through your fourth year studies.

You are advised to check the site at least every few days, although most people check more frequently than that. It should be available a little before the start of Semester, which in 2010 is February 15.

If you are unfamiliar with the procedure for gaining access to the on-line discussion area, or if you need to refresh your memory, refer to the standard information that is presented in Appendix A of this Handbook.

**Prescribed Readings.** Please note prescribed readings (apart from textbooks) that cannot be accessed via our library's full-text subscriptions will be placed on e-Reserve.

## SECTION 3: PRESCRIBED TEXTS

### PSYC401H and PSYC411

Students are required to purchase the following texts for the core components:

Leahey, T.H. (2004). *A History of Psychology* (6<sup>th</sup> Edition). Prentice-Hall.

Evans, D.R., Hearn, M.T., Uhlemann, M.R. & Ivey, A.E. (2007). *Essential Interviewing: A programmed approach to effective communications* (7<sup>th</sup> Ed). Thomson.

Some reading courses also require purchase of a text associated with that course. Details are provided in the individual reading course learning modules on the Fourth Year Blackboard site.

### PSYC402H and PSYC412

Students are required to purchase the following text to ensure their research report conforms to APA format:

American Psychological Association (2009) *Publication Manual of the American Psychological Association* (6th ed.). American Psychological Association.

This manual provides valuable guidance on a wide range of matters related to writing and presentation of reports. It is much more than a simple listing of where to put apostrophes, and what to underline. It is a valuable book no matter what context you may find yourself in as its advice can be applied to report writing in a wide range of contexts.

They should also purchase the following book for guidance in planning and conducting research:

Devlin, A. (2006). *Research Methods: Planning, Conducting and Presenting Research*. Thomson / Wadsworth.

Students should also make sure they have access to an advanced statistics text that covers multivariate statistics.

#### SECTION 4: INTENSIVE SCHOOL DATES

##### PSYC401H, PSYC411 and PSYC412

All students are required to attend the mandatory intensive schools in both first and second semester. In 2010, the schools are scheduled for the following dates.

April 20-23, 2010

September 6-9, 2010

The April School will include lectures and workshops in the Professional Skills component for PSYC401H and PSYC411 students, and seminars in the advanced reading courses. The September School will include seminars and workshops in the Ethics and Professional Roles, and History and Theories of Psychology components for PSYC401H and PSYC411 students, as well as further seminars on the reading courses. More precise details of what preparation is needed for the seminars can be found in the learning module for each component. PSYC412 students will attend group research meetings at both intensive schools.

##### PSYC402H

All students are required to attend a mandatory intensive school in February. In 2010, the school is scheduled for the following dates.

February 8-12, 2010

**Research proposal.** Part-time students are required to present a formal research proposal to staff and fellow students on the last day of the Intensive School. Full-time students are strongly encouraged to present their proposals at that date too, but they may, instead, present at an additional session three weeks later.

The presentation entails a written proposal which is distributed to staff and other students in advance, followed by questions at the proposal meeting. Students can only proceed with the project if it has been approved at the seminars. Those students whose proposals are not accepted must resubmit their proposal for further consideration and defence. A sample research proposal is attached in Appendix C.

#### SECTION 5: ASSIGNMENT DUE DATES

Assignments are to be submitted via e-submission by 5pm on the due date. Once e-submitted, they will be checked for originality using TurnItIn, printed and forwarded to markers. We recommend that you conduct a self-check using TurnItIn before submitting. Full information about e-submission and TurnItIn is provided at <http://www.une.edu.au/tlc/students/services/esub-tii.php>.

**Late penalties** apply to any item of written work received after the due date, and for which no extension of time has been granted in advance. You should always keep the receipt that the system produces when you e-submit an assignment as well as a copy of what you ultimately submitted, just in case something goes wrong.

Table 2. Assignment due dates

<b>PSYC401H / PSYC411 / PSYC412 Reading Courses</b>	<b>Due Date</b>
Reading courses – Semester 1 written work	10 May, 2010
Reading courses – Semester 2 written work	5 October, 2010
<b>PSYC401H / PSYC411 Core Components</b>	
Due dates are set out in the learning module for each component	
<b>PSYC412 Group Research Project</b>	
Literature review	7 June, 2010
Empirical research report – part-time students	11 October, 2010
Empirical research report – full-time students	1 November, 2010
<b>PSYC402H Research Report</b>	
Bound copies – part-time students	11 October, 2010
Bound copies – full-time students	1 November, 2010
E-submission – part-time students	18 October, 2010
E-submission – full-time students	8 November, 2010

**Submission of PSYC402H research reports.**

You must submit two bound copies of your research report. You must also e-submit the research report one week later. The bound copies will be handed to examiners for marking. After they have been marked, one copy will be given to your supervisor, and the other will be returned to you with the examiners reports.

The e-submitted version will be used to generate a Turnitin report so we can check for plagiarism. It will then be retained in an electronic repository held at UNE, where it can be accessed on request.

Bound copies of the research report are sent to the following address, and must be received by 5pm on the due date:

Fourth Year Administrative Assistant  
 Psychology Building (SO6)  
 School of BCSS  
 University of New England, NSW, 2351.

*E-submission*

The research report must be e-submitted by 5pm one week later as one pdf document.

**SECTION 6: LATE PENALTIES, EXTENSIONS, AND RELATED POLICIES**

**Late Penalties**

Unless an extension has been granted *in advance* of the due dates, a late penalty will apply. In determining the nature of the penalty we are obliged to follow the guidelines set by the School of Behavioural, Cognitive and Social Sciences:

*Assignments received after the due date without an extension of time having been approved will be penalised with a reduction of 2% for each weekday late (up to 10% per week). An assignment received*

*more than three weeks late will receive no marks. Students should be aware that late assignments are also likely to be returned with a significantly reduced level of criticism and commentary. It is UNE policy that all coursework assignments must be submitted before the start of the examination period for semester units unless the student has been granted a Special Extension of Time.*

The late penalties apply to written work in all components of the program, **including the research report.**

### **Extensions**

Under exceptional circumstances extensions on assessment due dates will be granted. Any application for extension must be addressed *in advance of the submission date*, in writing (email is acceptable), to the Fourth Year Coordinator, unless the request refers to work associated with a reading course *and* the requested extension is of five working days or less, in which case the request should be directed to the relevant reading course presenter. Requests beyond five days must be accompanied by supporting documentation.

In any academic year, an extension cannot be allowed by the School after the end of the second semester. An exception is research reports. Under exceptional circumstances extensions can be granted beyond the end of second semester. Reports given an extension may not be dealt with by the University's December round of examiners' meetings, and on some occasions results will not be available until well into the following year.

If you require an extension on the research report due date beyond the end of the exam period (in 2010 this is November 17) you must contact the Fourth Year Coordinator, and also submit a request for a Special Extension of Time to the Student Centre (the form is available at: <http://www.une.edu.au/for/current-students/forms/special-ext-time-assign.pdf>). The request will be processed by the Student Centre, and will require supporting documentation, but will usually be forwarded to the School for final approval. Extensions for research reports are

occasionally granted into the following year. If the data gathering is complete at the time enrolment lapses, a result of "RU" is entered and this is amended with the final result after the thesis is marked and the grade is finalised. If data gathering is incomplete and a long extension has been granted, the student must re-enrol the following year. As above, a result of "RU" is entered while awaiting the final result. The thesis must be marked by end of January for a student to graduate at the March / April ceremony.

**Grounds for extension.** The only ground for extension beyond a due date is the occurrence of a wholly unforeseen event, for example, a serious accident or a sudden and significant illness (personal, or affecting an immediate family member), such that the candidate's time is unexpectedly and significantly diverted to deal with the crisis. Any such occurrence used as a ground for extension must be supported by independent documentation, such as a medical certificate.

Especially note that computer equipment failure is something that everybody should plan around. You should keep backups of all your written work independent of the machine and/or disk you are working from. Make independent backups at the end of each day by copying to some other medium such as memory sticks. Because such procedures should be followed, the maximum extension that will be granted for disk failure will be one day, except in the case where complete computer failure occurs and the student has no access to an alternative machine.

If a fourth year candidate knows in advance that other features of everyday life will be demanding, part-time enrolment is **strongly** advisable. Foreseeable difficulties will not be considered as grounds for extension.

All PSYC402H students must factor in a delay of at least four weeks for their project to be processed by the University's relevant Research Ethics Committee. Extensions will not be granted for expected delays due to this processing time. If Ethics Committee processing is likely

to interfere with commencing data collection the advisability of undertaking the study should be reconsidered.

Similarly, if a research project is likely to require unusually time-consuming data collection or organisational problems associated with arranging sample pools these delays must be factored into the project's plan. An assessment must be made about the practicability of the project and adjustments made to the scale of the project where necessary. If such adjustment is not possible, a different project should be undertaken.

### **Special Consideration**

Special consideration is not available for assignments or the research report. Any student who feels their work is being disrupted should apply for extensions of time following the guidelines laid out above.

### **Assessment contribution of each component to the final mark and grade.**

The percentage contributions of each component to the final mark are indicated in Table 1. **Note:** a passing mark ( $\geq 50\%$ ) is required on all components to pass the overall program. This applies to both Honours and the Postgrad Dip.

### **Policies related to assessment and the research project**

The following are policies adopted by Psychology in relation to assessment matters and in relation to the use of qualitative methodology research projects.

#### **Policy on Reading of Drafts Prior to Submission**

Staff will not read drafts of any written work except one draft of the PSYC402H research report, for which there is a standardised

procedure. This standard procedure ensures equity across staff and students. Staff will not read drafts of the PSYC412 literature review or empirical research report.

The policy for reading of 402H research reports states:

*Research project supervisors will read and provide comments on one draft of a student's final research report. However, **supervisors will not read or make comments on the Discussion section.***

*If PSYC402 students wish their supervisor to read a draft of their research report, the draft, in its complete form up to the Discussion, should be in the hands of the supervisor **no less than three weeks before the due date of submission. There is no obligation on staff to read drafts that are received incomplete, or less than three weeks before the due date of submission.** Students should allow at least ten days for a draft to be read and comments given. The form of the written comments will be up to individual supervisors, some may prefer hand-written in-text comments while others may prefer more formal, separately prepared comments.*

*Only one draft will be read. There is no provision for checking amendments to drafts that have been made following the supervisor's comments.*

### **Policy on Appeals Relating to Marking of Written Work or Examinations**

All assessed work is subject to the University's general Student Appeals Policy. The relevant sections are presented below.

#### ***1. Appeals related to unit assessment***

*(a) Where a student is dissatisfied with the assessment of an assignment and/or an examination result the student must approach the Unit Coordinator in the first instance to discuss and/or request review of that assessment. In case of review, the student must present*

*a case arguing that the original marking was unfair or inconsistent with marking guidelines. If there is conflict between the student and the staff member concerned, the student is entitled to have an independent member of the UNE community present at the feedback meeting or, if a face-to-face meeting cannot occur, observing the discussion. It is the normal expectation that such review will resolve most appeals against assessment within a particular unit.*

*(b) The request for a review must be made within twenty days of the release of the original marked assessment or final grade, or if the request for a review relates to an examination result, within twenty days of the release of the result.*

*(c) If the student remains dissatisfied the student may appeal in writing, within twenty days of the release of notification of the outcome, to the relevant Head of School. The student must present a case arguing that the original marking was unfair, inappropriate or inconsistent with marking guidelines. In considering such an appeal the Head of School will determine if there are demonstrated grounds for appeal. The Head of School will discuss the case with the Unit Coordinator/Supervisor concerned, uphold or dismiss the appeal and report the outcome of the appeal to the student in writing within twenty days of the date of the appeal. (Where the Head of School is also the Unit Coordinator/Supervisor the appeal shall be referred to the Associate Dean (Teaching & Learning)).*

*(d) If the student is dissatisfied with the outcome of the process or the process followed, the student may lodge a subsequent appeal in writing with the Executive Dean within twenty days of the date of the letter of advice. The Executive Dean will uphold or dismiss the appeal and report the outcome of the appeal to the student in writing within twenty days of the date of the appeal.*

#### **6. Appeals related to Bachelor with Honours assessment of dissertations/theses**

*(a) Where a student wishes to appeal against the result of a dissertation/thesis component of a Bachelor with Honours degree the appeal must be made in writing to the Honours Coordinator of the relevant School or Discipline. The relevant Honours Committee will consider the appeal. Where the supervisor is a member of the Honours Committee, an alternate must be appointed to the Committee.*

*(b) Appeals against the result of an Honours dissertation/thesis must be made within twenty days of the result being released to the student.*

*(c) In considering such an appeal the committee will examine the reports from examiners. The Honours Committee may seek the views of an additional examiner, if required. The Honours Committee will uphold or dismiss the appeal and report the outcome to the student in writing within twenty days of the date of the appeal.*

*(d) If the student is dissatisfied with the outcome of the appeal or the process followed, the student may lodge a subsequent appeal with the Executive Dean within twenty days of the date of the letter of advice to the student. The Executive Dean will uphold or dismiss the appeal and will advise the student in writing within twenty days of the date of the appeal.*

#### **Policy on Research Projects using Qualitative Methodology**

The purpose of the policy on research projects using qualitative methodology is to ensure students have the background knowledge needed to successfully complete the project, and that the school will have available qualified markers. The staff panel reviewing a fourth year thesis proposal that specifies a primarily qualitative methodology will take these criteria into account. To help the panel evaluate whether the criteria are met, students proposing a qualitative research project will be asked to append to their project proposal a brief summary of relevant past training, such as completion of a unit emphasising qualitative methodology and analysis. Staff members

who are considering supervising students planning to use primarily qualitative methodologies will be asked to consult with the fourth year coordinator regarding the availability of assessors qualified to mark the thesis, and will inform the other fourth year thesis proposal panel members in advance of the meeting.

#### SECTION 7: RESEARCH REPORTS: MARKING PROCEDURE AND ASSESSMENT CRITERIA

**PSYC402H:** The assessment procedure for this component is very detailed with checks at all levels. Each report will have two examiners from within the Psychology Discipline. The supervisor of the project is not an examiner.

Each examiner will read and assess the report against the marking criteria shown in Appendix E. *You should read and become familiar with these criteria.* The examiners will independently prepare a written evaluation of up to 800 words, and will record an initial mark for the report. When each has completed their assessment, the two examiners will meet to simultaneously exchange their written evaluations and marks.

The examiners will discuss the respective written evaluations with a view to determining an agreed mark. All effort should be made to reach agreement.

In the event of an inability to agree, the two examiners will request a third examiner. The final mark will be an average of the two marks that are closest among the resulting three. If the third mark is equidistant from each of the original marks, the third mark will be taken as the final.

The comments and assigned mark from each examiner are then passed on to the project supervisor who is able to draw the examiners' attention to any anomalies in their assessment to enable them to reconsider their decision if necessary. If there is nothing to dispute, the mark for the report is finalised.

**PSYC412:** The literature review and empirical research report will each be marked by two examiners. The final mark will be an average of the two marks unless the difference between examiners is more than 5% or crosses a grade category. Students will receive a written evaluation and feedback on a pro-forma that provides a mark and brief comments on the report.

A student's PSYC412 research report will only be marked if the student has contributed adequately to the conduct of the group research. The group research supervisor will assess each student's contribution to the research as adequate or inadequate, and the report will only be sent to examiners if that contribution was adequate.

#### SECTION 8: FORMAT OF WRITTEN WORK (INCLUDING THE RESEARCH REPORT)

##### General Comment on APA Style

All written work must conform to the standards set out in the *Publication Manual of the American Psychological Association* (6<sup>th</sup> Edition). However, because your submitted work is what the APA call a "final" manuscript, there are some slight variations from what is called a "copy" manuscript. These variations are generally determined by the institution concerned. In our case the differences are that tables and figures are inserted in the body of the text rather than at the end of the manuscript and can be prepared with single line spacing rather than double, and a specific form of title page and declaration is included in the report. These are the only differences from the style set out in the manual.

*Unless specifically directed by component presenters, an abstract is required on all pieces of formal written work except short answer exercises.*

## Word Limits

Word limits for all work in all fourth year units are calculated from the first word of the Abstract to the last word of the Discussion. Where tables are included in the document, the title and contents of the table are included in the count.

### PSYC401H and PSYC411

In accord with APA requirements, all written work must be typed, double-spaced, with at least 2.5cm margins all round, and all pages numbered. Font size for the report should be selected to yield about 300 words per typed page. Times New Roman at 12 point and double spaced is widely used.

The first page of reading course assignments must be a title page which contains the student's name and student number, the name of the reading course, the reading course presenter's name, assignment number or title, and, in the bottom left corner, the actual number of words in the assignment, where the count commences at the first word of the Abstract and finishes at the last word of the Discussion (see Appendix B for sample title page).

Word lengths must be adhered to. The accepted standard for leeway in regard to word lengths is  $\pm 10\%$ . Penalties may apply if the word length for an assignment is greater than 10% over the expected length. The learning module for each component sets out the required word lengths for each assignment.

The process of e-submitting an assignment includes a plagiarism declaration. If your assignment is not e-submitted, it must be accompanied by a completed copy of the School of Behavioural, Cognitive and Social Sciences version of the University's Plagiarism Declaration Form. Copies can be downloaded from:  
<http://www.une.edu.au/bcss/psychology/downloads.php>

Assignments received without the associated plagiarism declaration will not be passed on to markers until the form has been received.

## RESEARCH REPORT

### Format of the PSYC412 and PSYC402H research report

Except for the Right of Access form, the format of the research report follows the same format for both PSYC402H and PSYC412. The report must be typed, double-spaced, with 3 cm margins on the left side and 2.5 cm elsewhere. Tables can be typed in single spacing. The bound reports must be printed on one side only on white A4 80 gsm paper.

For PSYC402H, the first page must be a signed *Right of Access form*. This gives permission for other researchers to access the electronic copy of your thesis that is held by the University. The form is available from the Fourth Year Blackboard site. The report itself follows the Right of Access form. PSYC412 reports do not require a Right of Access Form.

The second page becomes the first page of the report itself and is the *title page* laid out as shown in Appendix B of this handbook. The title page must contain the title of the project, the student's name and student number, degree being taken, the title of the project, the supervisor's name, and, in the bottom left corner, the actual number of words in the report, where the count commences at the first word of the Abstract and finishes at the last word of the Discussion.

The second page of the report must be a page containing *the declaration* presented below. The declaration must be signed and dated by the student.

Note: This declaration does not remove the obligation to complete the University's Plagiarism form. The plagiarism form is to be submitted with the report but is not to be bound into the volume. You should use

the School of Behavioural, Cognitive, and Social Sciences version of the plagiarism form which is available from the Psychology Downloads page as indicated above.

### Declaration

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, nor material which to a substantial extent has been accepted for the award of any other degree or diploma, except where due acknowledgement is made in the thesis. I also declare that the intellectual content of this thesis is the product of my own work, except to the extent that assistance from others in the project's design and conception or in style, presentation and linguistic expression is acknowledged.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

The third page of the report is the *Acknowledgments* page and should contain any acknowledgments referred to in the declaration. Your supervisor's contribution should be acknowledged here as well as any others you wish to make.

The fourth page of the report is the *Abstract* (of up to 120 words).

The fifth and subsequent pages represent the text of the report itself and commences with the title of the report at the top of this page only.

All pages except the Right of Access form and any appendices, are to be numbered, commencing with the title page and **with a running head which appears on all pages except the Right of Access page and title page.**

There should not be a Table of Contents page.

**Appendices.** PSYC402H research reports must include at least two appendices. The first of these contains a hard copy (not a disk copy) of the original numeric data files that the Results section was based on (e.g. an SPSS data input file, not the output file). The data file need not include responses to every item of a questionnaire where these items are collated to get a single score on some variable. For example, if you have a scale to measure extraversion, which comprises twenty questions, the data file in the report appendix needs only to have one entry for the final extraversion score, not the responses to each of the twenty items. Especially note that this appendix must contain a key to all the column names in the data table. Because abbreviations are generally used in naming each column it is imperative that an independent reader is able to decipher those abbreviations. For example, Column 3 may be titled "SSNum". This would need to be explained in the key as "number of responses from same sex pairs" or whatever it stood for. Please be aware that while such abbreviations are acceptable in the Appendix they should definitely not be used in the body of the report. Use full text labels in the main report.

If your project involves the use of a large archival database, you are still required to include an example listing of the raw data. However, this may be limited to 100 cases.

A font size smaller than that used in the report can be used in the data Appendix. PSYC412 empirical research reports do not include the data file as an appendix.

The second appendix contains a copy of the materials used in the project. This appendix is also required in PSYC412 empirical research reports. In particular any questionnaires constructed specifically for the project need to be reproduced here. Also any specific instructions for participants in experimental projects or questions for interviews should be provided here. In general, it is a good idea to include a complete copy of the questionnaire package as

it was distributed to respondents although care should be taken to avoid copyright infringement if including commercial scales.

Word length for the research report does not include these appendices.

**Binding. PSYC402H:** The research report is to be bound in a *hard* cover in the colour of your choice, with the student name, degree, and year (nothing else) printed along the spine. The University's bindery offers a good service, including delivery from them to us for off-campus students. They can be contacted on 02 6773 2907.

**PSYC412:** The research report is e-submitted and does not have to be bound.

#### SECTION 9: PLAGIARISM POLICY

It is a requirement of this program that you consult the sections relating to plagiarism outlined in the Undergraduate Psychology Student Handbook. Specifically, you must read the section entitled "Avoiding Plagiarism – Information for Students". The handbook can be downloaded from the Discipline's website <http://www.une.edu.au/bcss/psychology/downloads.php>

Please review the guidelines and contact your relevant supervisor if you are unclear about what does and does not constitute plagiarism before it is too late.

**The University policy on plagiarism and improper conduct will be strictly enforced.**

All assignments and the research report will be tested for originality using TurnItIn software. The software produces a report on the extent to which matches with published and other students' work is located. One advantage of this system is that you can self-check your assignments before submission. For full details, please visit <http://www.une.edu.au/tlc/students/services/esub-tii.php>.

The UNE policies on plagiarism require that a signed "Plagiarism Declaration Form" be submitted with all assignments. By signing this form, you are declaring that you have read and understood the University Policy on Plagiarism and Improper Conduct. The process of e-submission includes such a declaration. If your assignment is not e-submitted, the form can be downloaded from the Psychology downloads page by going to the address given above and selecting it, or it can be photocopied from the Appendix in the Undergraduate Psychology Student Handbook.

Whatever you do, do not believe that this advice is just nominal and is placed here because we have to say it. Students at all levels of study have failed psychology units because of plagiarism which can range from a few words to paragraphs from published work. Be very, very careful to ensure you are not copying other people's words. Avoid a writing style that essentially "summarises" published material as this is the most likely path to plagiarism. Typically you may find you cannot come up with a better way of saying something, so you end up putting down the words that are in the original, or you copy something word for word but forget to make the changes you had intended. This is fatal, and is no less an offence when just one or two words are changed in each sentence. The work is still that of another person.

Of course you should also never, ever copy the work of another student.

#### SECTION 10: ALLOCATING YOUR TIME, PLANNING YOUR RESEARCH PROJECT, AND FINDING A SUPERVISOR

The fourth year program is very demanding. Never lose sight of the fact that each fourth year unit is equivalent to two full 6 credit point units per semester. If you are studying full-time, you are doing 24 credit points per semester and if you are studying part-time, you are doing 12 credit points per semester. You should also be aware that both parts of the program are less structured than typical undergraduate units and therefore will require more input from you to structure them. This is particularly so in the case of PSYC402H.

**PSYC401H and PSYC411 students.** In the first year of both programs, students should start by planning their year carefully. You should construct a large chart or calendar which clearly identifies all the due dates for the various components throughout the year and then display this in an obvious part of your study area. The surest and most serious way of losing marks in fourth year is by missing a due date or being rushed because you forgot about a due date.

You should also keep a close eye on the Fourth Year Blackboard site so that you are always aware of looming due dates, comments from the 4<sup>th</sup> year coordinator, or any other issue surrounding your study.

### **Planning your research project and finding a research supervisor**

Students should start to consider their research options around mid-year of the year before doing PSYC402H. Off-campus students in particular should make use of the September intensive school to approach supervisors with potential research ideas. A list of Psychology academic staff, together with their research interests, appears on the Psychology web pages. You should consult the web page before approaching a potential supervisor. Supervisors differ in their expectations of students when developing a potential project. You should ask staff what they expect you to do when developing a research topic.

In most years all PSYC412 students will work on the same group research project. If there is more than one project available, students in the Postgrad Dip will nominate preferences for advertised group research projects, and we will do our best to match students to projects. However, because some projects may be more in demand than others, you will not necessarily be allocated your preferred project. The list of potential group research projects for the following year will be made known around the end of Semester 1.

PSYC402H and PSYC412 students need to ensure they factor into their planning the periods spent waiting for approval to conduct their research from the relevant ethical bodies, as well as a myriad of more

unexpected things that can "go wrong". Both the Human and Animal ethics committees of the University take time to process and evaluate research proposals. It must be assumed that this delay will be at least four weeks from submission of your proposal. Students working with animals need to attend an animal ethics workshop which is scheduled within the University and typically takes two half days. Supervisors of such projects will be able to provide you with the scheduled dates.

PSYC412 students will receive guidance, training, and supervision during each of the Intensive schools. Supervisors will distribute material to each student early in the teaching year.

Students in both PSYC402H and PSYC412 should always remember that in all empirical work there are opportunities for arrangements to go wrong, machines to malfunction, tests ordered to be delayed, promised volunteers to not show up, and so on. You must factor in such 'lost time' to your time management plan by doubling or even trebling your most generous estimate of how long it will take to cover planning, recruitment, data-gathering, analysis, and the write-up of results. Get going as early in the year as possible, and expect the unexpected. It goes without saying that it is your rôle to keep the project moving along at a good pace throughout the year.

**Full time students** should be very careful not to let the research project overshadow the other components during the year. Because of its unstructured nature, and the large proportion of the marks that are accounted for by this one piece of work it has the potential to overshadow deadlines approaching in the other components. Ensure you do not overlook the other components which, combined, contribute as much as the research project to the overall mark.

### **SECTION 11: CHOOSING A RESEARCH PROJECT FOR PSYC402H AND WRITING A RESEARCH REPORT**

The forms of written work required for most components of the fourth year programs are extensions of the types of assignments you have

experienced in prior psychology units. The research report may be thought of as an extended laboratory report.

Your research report is to be written as though in the form of an article being submitted to a recognised (i.e., properly refereed) journal in the area of the research topic. Formatting of the report is to follow the *Publication Manual of the American Psychological Association* (APA). Though not all research journals of relevance to psychology follow the APA style, that style is the most common.

To ensure correct adherence to APA style you should thoroughly read the APA Publication Manual (6th Edition, 2009). Dixon Library has copies of earlier editions at 808.02/A512p/2001, but as it is a prescribed text for PSYC402H and PSYC412, you should buy your own. It can be ordered from bookshops or direct from the APA at their web site.

The APA Manual is more than just a collection of directions about where to put commas, what to underline, and so on. It is a source of very good advice on how to write clearly and with economy of expression. The people reading your report may have no special knowledge of your research area. In that regard they differ from typical journal reviewers (though not typical editors or readers of the journal), who may be selected because they have such expertise. You must ensure that however specialised your research area, your writing is sufficiently clear and controlled to allow a generally educated reader to follow the story. The examiners can be trusted to know enough about psychology so as to understand the basic elements of any research report in that subject, but they cannot be assumed to have knowledge of the special field you have been researching in. It is your responsibility, aided, of course, by your supervisor's advice, and from your reading of the APA Manual, to take extra care to ensure clarity.

The research report should follow, as closely as possible, the format for "final manuscript" presentation as set out in the APA Publication Manual. In the case of UNE, the only difference between this and a

"copy" manuscript is that in the case of the final manuscript (i) tables are included in the body of the text and can be laid out with single spacing, and (ii) a specific form of title page, declaration, and acknowledgements page is included (see Section 6). In other respects the two forms do not differ.

To assist you in preparing your final report we recommend an excellent article written by the social psychologist Daryl J. Bem on writing an empirical journal article. This item contains valuable advice which applies equally to your research report. It can be found at the following url: <http://dbem.ws/Writing%20Review.pdf> and should be read thoroughly before you start writing.

### **Choosing a Topic for PSYC402H**

Your empirical report can take any of a number of forms. The usual approach involves the collection of original data either through surveys, interviews, observation, experimental tasks, or a combination of any of these, or any other approved data collection technique. However, a project can also use large archival databases as a source of data, or even consist of a meta-analysis of existing literature. In all cases though, the same process of formulating a research topic and design needs to be followed.

Psychological research is conducted for a variety of reasons — for example, to test hypotheses, to establish the existence of a phenomenon, to determine the conditions under which a phenomenon will be observed or to explore its correlates, to test a new method or technique, to indulge the investigator's curiosity, or to reduce uncertainty about psychological processes. No particular type of research can be considered more legitimate than another, but some types of research lend themselves better to a good fourth-year project.

A good topic for a project is one which is of sufficient significance to obtain a high mark if it is executed well, which is manageable within the time and resources available, and which allows the candidate to

demonstrate research skills. Unless the research question is of some psychological significance, wizardry in execution will not result in a good mark. Similarly, a brilliant idea which cannot be brought to fruition satisfactorily within the time available will not earn a good mark. Nor will pedestrian research, such as correlating scores on tests, be graded highly.

Significance has of course several degrees, and Nobel prizes are not expected to result from projects conducted at the fourth-year level. The project must, however, have some implications for psychological theory or practice, even if it is not definitive. A difficulty sometimes encountered in this respect is that the candidate is employed by a particular clinical, educational, or industrial organisation (or is interested in their work) and sees an opportunity for helping the agency solve a problem while completing the degree. Ideas of this kind are obviously seductive but can make for very bad projects, because a problem which may be of some significance within a particular organisation can be trivial outside that context. This should not be read as a general criticism or discouragement of applied topics which can be marked as highly as project reports on so-called “pure” topics. The relevant dimension is not pure vs. applied, but significant versus trivial.

The time available to complete the project is an important constraint on the choice of the topic. You have about eight months from the initial proposal to the submission of the project report, which is not a long time to execute a project and prepare a report on it. Given this constraint, realistic thinking is required so that an otherwise good project is not compromised because there is not sufficient time in which to conduct it. So too, consideration must be given to the resources available. Given the economic constraints that universities find themselves in, we cannot make financial contributions toward a project. However it is possible that small equipment such as GSR or heart rate monitors, software for displaying images, or even a loan of a computer is feasible if supported by your supervisor. Students conducting their project on-campus can make use of EEG facilities or biopsychology laboratory facilities. Occasionally it is possible for off-campus students to come to UNE for extended period in order to

conduct the data collection. In this way you can make use of our laboratory facilities such as EEG or Biopsychology, or to access the student population.

A fourth year topic as initially proposed by a candidate is often one of three types. **Pedestrian research** is typically completed without a research question, theory, or a worthwhile purpose. Although there are many categories of pedestrian research, the most common example is the mere correlating of scores on a test with some criterion (e.g., clinical status, sex, or some other test) without some kind of a clear theoretical or applied justification. Pedestrian research is usually the “I wonder if” type of study. While there is nothing wrong with curiosity motivating a research question, the blind correlating of variables without some guidance (theoretical or otherwise) as to why *these* variables were chosen tends to produce a poor project and a poor mark.

A second type of research can be called **Formula research**. Here, a research question is posed, and perhaps even a significant one, but the method of answering the question is relatively straightforward. Examples of this type of research are the construction of local norms for a standardised test, examining how two therapy groups differ from each other on some criterion, or survey-type research akin to public opinion polling. Such projects can be interesting, but without a very good justification in the research report, projects of this sort will appear pedestrian to many readers.

The third type of research is **Theory-driven research**. In this type of research both a research question and a strategy for answering it must be devised by the researcher, or using the assistance of methods reported in the literature relevant to the research question. Examples are: comparing two theories with respect to the predictions they make, testing how well a particular theory accounts for a particular phenomenon, or pitting two theories against each other to see which one “wins” in a particular context and why.

Most supervisors would agree that pedestrian research is to be avoided and that theory-driven research is the most appropriate for a fourth-year project. Supervisors may disagree with respect to the second type. A solid purpose combined with good writing can produce a good research report based on formula research, but there is a danger you will be perceived by markers as lacking in ingenuity and imagination. Such studies demand more physical than mental effort, and mental effort is ultimately what will be rewarded in the form of high marks. Nevertheless, there are situations where you might choose a project of the second type. Consult your supervisor.

### **Data Analysis (All students)**

The method of data analysis is an issue which must be resolved at the point of planning and devising the study. It is not something which you consider only after you have your data. There are two basic steps in data analysis. The first step will be the use of various statistical procedures that will shed some light on what the data are telling you about your research question. Critically important is that your data analysis has a function. Remember that you started this project with a question or series of questions to be answered. Your primary goal in the data analysis phase is to answer these questions. Remember that the purpose of your research should always be in the forefront when analysing your data in this first phase.

The second phase of data analysis is exploratory. It would be arrogant for any researcher to assume that they can anticipate every conceivably interesting feature that may exist in their data. By focusing your data analysis exclusively on the research question you set out to answer, many interesting phenomena may be missed. In the exploratory phase, therefore, you should examine your data thoroughly from every angle. You will often find unexpected things that may lend credibility to claims you will ultimately be making in your project report, or things that may be of theoretical or practical importance and which qualify your findings. While there are certain risks associated with “fishing expeditions” of this kind, such as the discovery of “chance” findings, these risks are far outweighed by the

potential knowledge that may be gained. You may find that the unanticipated discoveries you make are so interesting that they should be incorporated into the story you will be telling in the report itself. As well, remember that you have no obligation to report every analysis you undertake. You only need to discuss analyses that are relevant to the project, that are interesting, and that fit in to the story you will be telling in the report.

One of the major temptations you must resist is to use an advanced data analysis technique just because you know how, or because you have the data. In general, simpler is better. Don't use a complicated technique unless it is really necessary to answer the research question and is useful in illuminating the phenomenon under investigation.

### **Writing the Project Report (All students)**

Writing an empirical report is a skill that does take some time to master. The following points are among those shared by many authors on the topic of scientific writing.

Your project report should read like a good novel. It should be interesting, it should flow smoothly from section to section, and it should tell a story. Like a good novel, your report should be readable by anyone who happens to pick it up. Minimise jargon phrases and maximise the use of common English. Anything, regardless of how theoretical or technical, can be phrased in such a way that anyone can understand it. When you begin to introduce your topic take a paragraph to establish the importance of your research (in an applied or theoretical sense). Why do this research? Why is it interesting?

A small but vital feature of a good report is the Abstract. This should be no more than 120 words (remember, the Abstract is part of the word count) and structured to tell the reader the context and importance of the project, its chief findings, and the relevance of these findings to the theoretical questions being addressed. Start the

Abstract with a sentence about the problem being investigated – do not start with methodological details.

With respect to the Results section, communicate in English, not in mathematics or numbers. Avoid the abbreviations IV and DV when describing your results. Use the correct title of the variables you studied. Your report is ultimately about people — how and why they behave as they do — not numbers. Write your results section as a story about human behaviour, with your statements punctuated by statistical justifications. For example, don't say "Using an independent groups  $t$  test [ $t(45) = 2.56, p = .04$ ], there was a statistically significant difference between men and women in their scores on the anxiety test after exposure to the sound". Instead, say, "Men were more anxious than women following exposure to the sound,  $t(45) = 2.56, p = .04$ , with means of 5.45 and 3.45 respectively". The first sentence emphasises statistical analysis and de-emphasises the human story. The second sentence emphasises the behaviour of the participants and de-emphasises the statistics. The second type of sentence is always preferred.

The Discussion section of the report should be more than a summary of what you found and did not find and why. It should instead tie all sections of the report together and summarise the story you have been attempting to tell. In particular, the Discussion should relate clearly to the issues and ideas raised in the Introduction. The Discussion should highlight how our state of knowledge has changed from the Introduction to the Discussion as a consequence of the Results you have reported.

Of course, you may want to describe problems with the study, interesting or unexpected findings, etc., but don't isolate these from the rest of the story. Tie it all together. Finally, be concise. All things being equal, a shorter report is a better one. If a particular sentence, paragraph, section, table, or analysis is not helpful in communicating your story, cut it.

## Drafts

A good finished product only arises after numerous drafts. Always produce a first draft, then go over it and make all the drastic changes that are necessary. Then go back over this product and tidy up with another series of changes. First or second drafts generally do not do justice to your ideas and are insufficient to gain good marks.

As noted in Section 5 there is provision for supervisors of PSYC402H students to read one, and only one, copy of a draft (excluding the Discussion). For your own sake, do not give your supervisor your first draft. Their comments necessarily will be limited by the gross inadequacies which you would have changed yourself anyway. If it is possible to find a friend or fellow student to read a draft for you then pursue this.

## Authorship Agreements and Intellectual Property Rights

In view of the fact that material generated by an Honours student should have the potential to be disseminated to the broader academic community, you need to give thought to the possibility of publication of the substance of your research report.

The Psychology Discipline's policy on reporting and publishing research results is based on Clause 5 of the APS Code of Ethics. We are guided by that Clause which reads:

*A student is usually listed as principal author on any multiple-authored article that is substantially based on the student's dissertation or thesis. The student's supervisor will usually be second author to such a publication. If the student does not submit a manuscript for publication in a reasonable period of time after completion of the research ("reasonable period" should be determined by the Psychology Academic Organisational Unit (AOU) Head), then the supervisor may publish the research and assume primary authorship and the student must be listed as an author.*

In the UNE Psychology Discipline “reasonable time” is defined as six months from assessment of the report.

You should also discuss with your supervisor the issue of intellectual property rights attached to your research. In most cases the supervisor will have made a significant contribution to the development of the project. If intellectual property rights are to be formally recorded, the contributions of both parties needs to be recognised.

In addition to any discussion regarding authorship and property rights, you also need to acknowledge your supervisor’s contribution to the research project by mentioning it in the Acknowledgments page of your research report.

#### **SECTION 12: RESPONSIBILITIES OF THE STUDENT AND SUPERVISOR**

Each research project is designed and conducted under the guidance of a research supervisor, who is a member of the UNE Psychology academic staff. Your research supervisor will be an experienced researcher who can provide expertise and guidance as you design and conduct your research. We have outlined in Section 9 how to plan your research and find a research supervisor, and we have described in Section 5 the policy on reading of research report drafts prior to submission.

Honours students should aim to organise a supervisor well in advance of starting PSYC402H. A Supervisor Agreement form, downloadable from the Psychology 4<sup>th</sup> year webpage, must be lodged by January 31<sup>st</sup>. Part-time students usually arrange to meet and talk with potential supervisors at the PSYC401H September intensive school. Those planning to study full-time in the following year should also contact potential supervisors around this time.

While different students and supervisors have different communication styles, it is very important to adhere to some basic principles. The task of the supervisor is to provide guidance and advice on the conduct of your research. However, they cannot do that

if there is no communication. It is thus vital that you stay in regular contact with your supervisor. There are some periods when the contact may be quite intense (for example, when you are preparing your research proposal and designing the research), and at other times less contact will be required (this is often the case when students are collecting data). Even during these less intense stages, you should keep your supervisor informed of your progress at regular intervals. You are expected to contact your supervisor at least once every month. It is especially important that you inform your supervisor of any difficulties that arise. They will be in a good position to help you!

It can be easy for students to have unrealistic expectations of supervisors. Your supervisor will be a busy person with many other responsibilities and demands on their time. Short questions can usually be dealt with efficiently by email, but more complex issues may require discussion over the phone. When this is needed, it is polite to arrange a time when the supervisor is able to chat. Otherwise you may find them distracted as they worry about the lecture they are about to deliver or the meeting they must attend. Sometimes students imagine the supervisor will do parts of the research for them. However, this is not the supervisor’s role. While the supervisor can provide advice about the project, it is the student’s responsibility to conduct all aspects of the research and to keep it progressing at a good rate throughout the year.

You should always remember that while the supervisor can provide guidance and advice, in the end it is your project, and your thesis will be marked by independent examiners. You should carefully consider all advice given, and then make your own decisions about your research.

#### **SECTION 13: RESEARCH ETHICS**

Students conducting a research project for PSYC402H or PSYC412 can only proceed when the correct permissions have been obtained. The research proposal must be approved by the UNE Psychology Discipline, and ethics clearance must be obtained from the relevant

ethics committee. An ethics application may only be submitted after the research proposal has been approved (see Section 4 for details about submission of the research proposal). Research Services at UNE provides a comprehensive website where you can access forms and information about submitting an ethics application. The website address is: <http://www.une.edu.au/research-services/researchdevelopmentintegrity/ethics/>. They provide a particularly useful document in the Human Research Ethics section titled “Helpful Hints For Researchers” which you should download and read.

The ethics application will usually require detailed information about the methods and materials to be used in the study. You should not submit your application until these are final, and the committee will then scrutinise them for any possible ethics concerns. One important part of the ethics application is often the Information Sheet for Participants, and this is often a stumbling block in obtaining ethics approval. Some templates are provided at <http://www.une.edu.au/research-services/researchdevelopmentintegrity/ethics/human-ethics/hrecforms.php>.

Some research may require additional steps in ethics approval from outside UNE. For example, accessing children through schools, accessing hospitals, or medical records. You should fully inform yourself about the ethics procedure for your particular study before committing yourself to that study. The Human Research Ethics Committee is particularly careful about research conducted in relation to the Indigenous peoples of Australia, and any such research is submitted to a separate panel of that committee. These additional steps in gaining ethics approval can be very time consuming, and you should factor this into your plans. During the past few years several students have had to withdraw from PSYC402H because they initially believed they could access participants or data through external organisations, but in the end were unable to gain the organisations’ approval or cooperation. This has happened even when the organisation is the student’s employer.

#### **SECTION 14: WITHDRAWAL, SUSPENSION, OR EXTENSION OF CANDIDATURE**

##### **Withdrawal, Suspension, or Extension of Candidature**

The University has provision for students to withdraw from units, request extensions of candidature, or request suspensions of candidature. These provisions vary with the degree you are enrolled in. If you are considering any of these actions, you should first contact the Fourth Year Co-ordinator. You should also speak to the Student Centre to determine critical dates for such decisions.

The University’s Principal Dates website contains details of the last day for withdrawal from units. In reading these dates you should remember that all the fourth year units are full-year units. The principal dates can be accessed at: [www.une.edu.au/dates/2010/](http://www.une.edu.au/dates/2010/)

Following commencement of candidature in the program, a full-time Honours student may alter their enrolment to part-time status if an unforeseeable and unavoidable change in their life circumstance makes it impossible to continue in the program full time. Such alteration of enrolment is not encouraged, and students are strongly counselled to ensure as far as possible that enrolment as a full-time student can be maintained. Any request for alteration of enrolment must be accompanied by a case and needs approval.

#### **SECTION 15: TRANSFER BETWEEN POSTGRAD DIP AND HONOURS**

On completion of PSYC411, some students may wish to apply for transfer to the honours program. We will consider applications from those who have achieved at least Distinction for PSYC411.

These applications must be lodged by September 30 in the same way as all other applicants to the honours program. They will be assessed in competition with other honours applicants and following the same procedure. That is, the same prerequisites will apply (for example, Credit in a third year statistics unit), and GPA will be computed from

second and third year psychology units as described in the document titled "Entry into the Fourth Year". PSYC411 results will not be included in the assessment.

*The closing date for applications is September 30. Late applications will not be assessed.*

## SECTION 16: FINANCIAL SUPPORT, SCHOLARSHIPS AND PRIZES

### Scholarships

Within the University there are a number of scholarships to assist students. For full details you should consult the University Handbook. However, two in particular that fourth year students may be interested in are summarised below.

**Professor D.R. Grey Postgraduate Research Foundation:** Awarded to full-time Honours students in the Faculty of Arts and Sciences. Awards are made on the basis of need and academic merit. Applicants may request financial assistance towards the cost of travel, books, equipment or maintenance resulting from their research. A letter will be sent to all eligible applicants in May each year.

**Keith and Dorothy Mackay Scholarship (Honours):** For UNE graduates currently enrolled at UNE for an Honours degree, who are unable to continue studying due to financial constraints. Selection criteria will be based on academic merit and proof that financial hardship is preventing the completion of their Honours year. Benefits are a maximum of \$5,000 for one year. Applications close on 31 January and 31 July each year. Contact the Student Centre for further details.

### Prizes

The University has a number of prizes for which students completing the Honours program are eligible. Allocation of prizes is determined by the Faculty after consultation with the School of Behavioural, Cognitive and Social Sciences. There is no need to apply in order to be considered for a prize.

Although our students are eligible for a variety of prizes there is one prize that is specifically awarded on the basis of performance in the fourth year program. **The Australian Psychological Society (APS) Prize** is awarded to the person achieving the best result in fourth year psychology. This prize is awarded on a calendar-year basis. That is, eligible students are those who have their marks finalised in a particular calendar year. Students with extensions which take the determination of their final mark beyond the date of the December examiners' meeting will be considered in the following year.

The APS describes the prize in the following way:

1. Recipients of the APS Prize in psychology will receive a letter from the President of The Australian Psychological Society Limited that recognises the excellence of their achievements in studying psychology, and an offer of 12 months free Associate Membership of the Society, with the waiving of the processing fee, if they make an application within 12 months of completing their program of study in psychology.
2. Recipients of the APS Prize in Psychology will also be encouraged to present a poster on their work by having their conference registration fee paid by the Society if they present a poster based on their thesis, at the Annual Conference of The Australian Psychological Society Limited, in the year following the completion of their program of study.

3. Membership of the Society will be funded by the Director of Science.

The winner's name and honours year is included on a board which is currently located above the door to the Paul Barratt Lecture Theatre, Psychology Building.

#### APPENDIX A: ACCESSING UNE ONLINE

UNEonline is the generic name for the Learning Management System (LMS) software application/s that UNE uses to facilitate online and flexible learning. UNEonline will largely be provisioned using a product called Blackboard Learning System CE, with some units being provisioned in another product called Sakai and some School of Science and Technology units continuing to use Turing.

All units offered by UNE have an online presence in UNEonline. This contains a range of tools and functionality including but not limited to:

- Link to the [Course and Unit Catalogue](#)
- Link to [Student Assist](#)
- Link to [e-Reserve](#)
- Link to [e-Submission](#)
- Message of the day/announcements
- Discussions/chat
- Calendar.

You must be a currently enrolled UNE student and have registered your UNE username and password to access units through UNEonline. At the beginning of each semester, all students with a current UNE username and password are automatically loaded into the units in which they are enrolled.

### **To register**

To access your myUNE and therefore your online units, you first need to register your username and set a password. You can register online at: <http://www.une.edu.au/register>.

You will need your student number. Take care to remember the password you create. Your login details take effect within half an hour and you can access your online units from the first day of teaching.

### **To access your online units**

You will need to access your online units via the 'myStudy' tab in the [myUNE](#) portal; however, depending on which Learning Management System (LMS) is being accessed, the appearance and navigation of the online units will be different.

Any problems with registration and initial online unit access should be directed to the ITD Service Desk:

- **Phone:** (02) 6773 5000
- **Email:** [servicedesk@une.edu.au](mailto:servicedesk@une.edu.au)

### **List of usernames – disclaimer**

Please note that your username within UNEonline appears as part of a list in some places. Only students enrolled in the unit have access to this list. Please contact your unit coordinator if you have any concerns.

## **APPENDIX B: SAMPLE TITLE PAGES**

The following pages contain sample title pages for reading course assignments and research reports. The first sample is for reading course assignments, the second is for research reports.

**Student Name:** Ima Student

**Student Number:** 9908775664

**Reading Course:** Environmental Addictive Attributions of Mind

**Reading Course Presenter:** Dr Eim Everybody

**Assignment Number One**

2,998 words

**Ima Nuther-Student**

**9908775665**

**B.Psyc (Hons)**

**The Neurobiology of Emotional Intelligence for  
Prejudice: A Health Psychology Perspective**

**Supervisor:** Dr Very Goodfellow

9,201 words

## APPENDIX C: SAMPLE 402H RESEARCH PROPOSAL

The following pages contain a sample research 402H proposal for presentation at the 402H February Intensive School. Kindly provided by Trudy Sharp from 2007.

**Topic:** Predicting and understanding dog walking behaviour: an application of the theory of planned behaviour

**Student:** Trudy Sharp

**Supervisor:** Dr Ian Price

The incidence of pet ownership in Australia is one of the highest in the world with over 60% of Australian households owning some type of pet. Around 38% of households have a dog (Australian Companion Animal Council, 2006), yet only 41% of dog owners actually walk their dog (Bauman, 2001). Walking your dog can have many positive effects on the health and welfare of *both* dogs and owners (e.g. increased physical activity, prevention of obesity and other chronic diseases, establishment and strengthening of the human-animal bond, encouraging social interaction).

The aim of the present study is to examine specific factors associated with dog walking behaviour using the theory of planned behaviour (TPB). The TPB has been extensively applied to the prediction and explanation of a range of human social behaviours (e.g. blood donation, cannabis use, smoking, breast feeding of infants, exercise, dieting, glass recycling, hunting, engaging in leisure activities etc.) (Ajzen, 2005), and also to interventions aimed at bringing about behaviour change (Rutter & Quine, 2002). According to the theory (see Fig. 1), the best predictor of behaviour is a person's intention to perform the behaviour (e.g. "I intend to walk the dog for 20 minutes at least 3 times a week"). Intention, in turn, is determined by three factors:

- 1) attitude toward the behaviour (i.e. positive or negative evaluation of walking the dog);
- 2) subjective norms (i.e. the perception of social pressure to walk or not walk the dog); and
- 3) perceived behavioural control (i.e. sense of self-efficacy or ability to walk the dog).

Generally speaking, people intend to perform a particular behaviour when they evaluate it positively, when they experience social pressure to perform it, and when they believe they have the means and opportunities to do so (Ajzen, 2005). Meta-analyses of studies applying the TPB have revealed that it has wide applicability and also efficacy as a predictor of both intentions and behaviour. Impressively, it typically explains between 40 and 50 per cent of the variance in behavioural intention (Sutton, 1998).

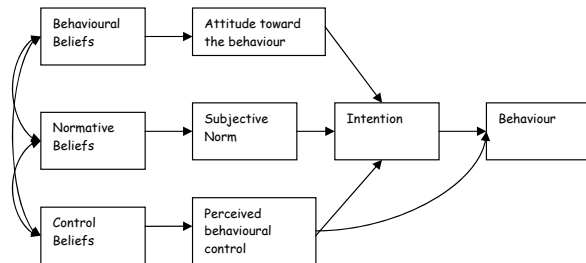


FIGURE 1: Model of the Theory of Planned Behaviour (Ajzen, 2005)

In an attempt to deepen our understanding of the determinants of behaviour, general *background factors* (e.g. general attitudes, personality traits, values, age, gender, knowledge, income, education etc.) are often included in studies using the TPB. These factors usually work *indirectly* by guiding a person's beliefs and attitudes; however, they can sometimes *directly* influence a person's intentions and behaviour. For example, a recent study utilising the TPB to examine the relationships between dog ownership and walking found that an "obligation to care for one's dog" has a significant association with walking behaviour that is independent of intention (Brown & Rhodes, 2006).

The objectives of this study are:

1. to examine the extent to which the theory of planned behaviour predicts and explains dog walking behaviour; and
2. to investigate whether a range of demographic variables, along with general attitudes to animal welfare, the strength of the human-companion animal bond and the value that an individual places on his/her health will predict a person's intention to walk their dog.

#### Method

**Participants.** Participants will be male and female dog owners, principally residents of Orange, NSW and 18 years of age and over. They will be recruited using a combination of methods (see below). Previous research using hierarchical regression analysis with six predictors has indicated that altogether these predictors should account for approximately 13% of the variance in behaviour and approximately 46% of the variance in intention (Brown & Rhodes, 2006). Using the lower effect size of  $f^2$

$=0.149425$  combined with a power level of .80, and an alpha of .05, a power analysis has recommended a sample size of 98 participants for this study.

**Materials.** A self-report questionnaire will be used to collect the data. As there is no standard TPB questionnaire, the researcher will construct one specifically for this project following the instructions compiled by Ajzen (2006). It will include demographic questions on gender, age, education level, income and current occupation. There will also be questions relating to dog ownership (i.e. number of dogs owned, breed/size, age, vaccination status). Dog walking behaviour will be assessed using a numerical estimate of actual dog walking over the previous fortnight period, whereas intention will be assessed by asking how often the owner intends to walk the dog during the following fortnight.

The theory of planned behaviour constructs of attitude, subjective norm and perceived behavioural control will be directly measured using 7-point Likert scale items (2 to 3 items per construct). Items designed to assess the behavioural, normative and control beliefs will also be included. These will be written using information from a small pilot study, conducted prior to construction of the main questionnaire. The pilot study will use 9 open-ended questions and 10 participants to identify accessible behavioural, normative and control beliefs.

General attitudes to animal welfare will be examined using the Animal Attitude Scale (Herzog, Betchart & Pittman, 1991) consisting of 20, 7-point Likert scale items ( $\alpha = .90$ ). Also, to establish the quality of the human-companion animal bond, the 23 item Lexington Attachment to Pets Scale (Johnson, Garrity & Stallones, 1992) will be included. The value an individual places on his or her health will be measured using the Health Value Scale (Lau et al. 1986). This scale has four items and a Cronbach's alpha of .63.

#### Procedure

Data collection will occur after gaining approval from The University of New England Human Research Ethics Committee. The questionnaire will be distributed to veterinary clinics, dog grooming establishments and a local pet-care supply outlet where customers/clients will be asked if they would like to complete the questionnaire and return it to the researcher by pre-paid return post. To ensure a good cross-section of all dog-owners, participants will also be recruited by approaching passers-by in the main shopping areas of the town and at local markets. Respondents can then either, complete the questionnaire place it in a sealed

envelope and then leave it in a sealed box, or, complete it at a later time and then post it back to the researcher.

**Results.** A series of hierarchical multiple regression analyses will be employed to test the predictive validity of the TPB, as well as the extent to which attitudes to animal welfare, values related to health, and strength of the companion animal-human bond can account for additional variance in intentions and behaviour. Correlations will also be calculated to assess the relation between the direct measures of attitudes, subjective norms, and perceptions of control and their respective belief-based counterparts.

**Discussion.** Dog obesity and abandonment have significant negative impacts on the health and well-being of dogs. Along with this, levels of human inactivity and obesity are increasing, resulting in significant human health problems. Dog owners need to be encouraged to walk their dogs more often in order to realise the many potential benefits to both species. It is anticipated that the TPB will identify factors associated with people's intention to walk their dogs and may provide a basis for developing interventions to increase dog walking among dog owners in the future.

**Estimated cost of project:** \$50 for stationery, \$100 for postage

#### References

- Ajzen, I. (2005). *Attitudes, Personality and Behaviour* (2nd ed.). Maidenhead: Open University Press.
- Ajzen, I. (2006). Constructing a TPB questionnaire: conceptual and methodological considerations. Retrieved February 13, 2007, from University of Massachusetts Web site: <http://www.people.umass.edu/ajzen/tpbrefs.html>
- Australian Companion Animal Council Inc. (2006). *Contribution of the Pet Care Industry to the Australian Economy*. Sydney: BIS Schrapnel Pty Limited.
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- Brown, S. G., & Rhodes, R. E. (2006). Relationships among dog ownership and leisure-time walking in Western Canadian adults. *American Journal of Preventive Medicine*, 30, 131-136.
- Herzog, H. A., Betchart, N. S., & Pittman, R. (1991). Gender, sex role identity and attitudes toward animals. *Anthrozoos*, 4, 184-191.
- Johnson, T. P., Garrity, T. F., & Stallones, L. (1992). Psychometric evaluation of the Lexington Attachment to Pets Scale (LAPS). *Anthrozoos*, 5, 160-175.
- Lau, R. R., Hartman, K. A., & Ware, J. E. (1986). Health as a value: methodological and theoretical considerations. *Health Psychology*, 5, 25-43.
- Rutter, D., & Quine, L. (2002). *Changing Health Behaviour*. Buckingham, U.K.: Open University Press.
- Sutton, S. (1998). Predicting and explaining intentions and behaviour: how well are we doing? *Journal of Applied Social Psychology*, 28, 1317-1338.

#### APPENDIX D: EXAMPLE THESIS TITLES AT UNE

Supervisor is in brackets.

- *Impulsivity, anxiety, and adolescent alcohol use (Don Hine)*
- *Role of affect and expectancy in predicting adolescent alcohol use. (Don Hine)*
- *Does emotional intelligence mediate the relationship between thinking dispositions and well-being? A dual process perspective. (Don Hine)*
- *How Parents' Mental Health Problems Impact on Children's Development: A Moderated Mediation Model (Tony Marks)*
- *Dual Process Cognition and Decision-Making in Adolescence: The Role of Working Memory Capacity (Tony Marks)*
- *Problematic Internet Use in Adolescence: The Relationship to Quality of Life and Psychopathology (Tony Marks)*
- *Development and Validation of the Composite Codependency Scale (Tony Marks)*
- *Can Outcome Expectancies Help Explain the Age Related Decline in Adolescent Sun Protective Behaviour? (Tony Marks)*
- *Longitudinal twin study of comparisons between high ability reading and low ability reading groups: Preschool through Grade 2. (Brian Byrne)*
- *Changes in genetic and environmental influences on reading, inattention and hyperactivity-impulsivity: Kindergarten to Grade 2. (Brian Byrne)*

- *What is the genetics of "orthographic learning" the genetics of?* (Brian Byrne)
- *Working Memory and Syntactic Binding in the Right Cerebral Hemisphere.* (Bruce Stevenson)
- *Differences in Prospective Memory and the Intention Superiority Effect in Young and Old Adults.* (Bruce Stevenson)
- *The Importance of Central Coherence in the Development of a Theory of Mind in Typically Developing Preschoolers.* (Bruce Stevenson)
- *How does Arousal Impact on Working Memory?* (Bruce Stevenson)
- *Looking Asian but "being" Australian: The impact of racial appearance versus cultural background on discriminatory behaviour.* (Sue Watt)
- *The impact of accent and race on the perception of others: An evolutionary approach to group discrimination.* (Sue Watt)
- *Effects of a social support program on homesickness, perceived acceptance, self-efficacy, socio-cultural adaptation and general psychological distress.* (Sue Watt)
- *The impact of accent and race on the perception of others: An evolutionary approach to group discrimination.* (Sue Watt)

**APPENDIX E: MARKING GUIDE FOR PSYC402H AND PSYC412 RESEARCH REPORTS<sup>2</sup>**

- This description is intended as a guide only.
- For any one criterion, the candidate does not have to satisfy all points under each grade to obtain that grade.
- The candidate may satisfy any one criterion at different levels. Markers must exercise their own judgement in awarding grades against each criterion.
- The research for PSYC412 is designed by the supervisor. Therefore **Criterion 2 will not be assessed for PSYC412 research reports.**

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**Criterion 1 : Review of relevant research. Statement of the problem and its justification in the light of previous theory and research.**

Grade	Description
<b>HD 85- 100</b>	<ul style="list-style-type: none"> <li>• Review represents a thorough and appropriately detailed coverage of the relevant literature. The candidate may incorporate novel (but relevant) areas of research/ literature</li> <li>• Presentation and interpretation of theories and research findings are accurate and insightful</li> <li>• Interpretations of theory and statements of fact are clearly presented and given a strong and convincing basis in evidence</li> <li>• Where the candidate cites evidence, s/he uses the most appropriate reference</li> <li>• The candidate goes beyond already published claims and</li> </ul>

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<sup>2</sup> We gratefully acknowledge the Australian National University, School of Psychology, for the development and provision of these marking criteria.

	<p>presents his or her own substantiated interpretation of the literature</p> <ul style="list-style-type: none"> <li>• The problem driving the research is clearly stated. The problem is broken down in terms of clear hypotheses, themselves in the form of statements of causal relationships</li> <li>• The problem and associated hypotheses are demonstrably derived from a sound and accurate understanding of the literature</li> <li>• The proposed problem or the approach to understanding the problem is worth pursuing and is insightful or creative</li> </ul>
<b>D</b> <b>75-84</b>	<ul style="list-style-type: none"> <li>• Review covers all core areas of the literature in sufficient detail, with no significant intrusions of irrelevant material</li> <li>• The material presented is clearly understood by the candidate</li> <li>• Statements of fact or claims made are accurate, supported by evidence and are based on fact/logic, not opinion</li> <li>• The problem behind the research is identifiable and is framed in terms of statements of hypotheses. The candidate gives a clear presentation of predictions</li> <li>• The research problem represents a logical step forward, based on the presentation of the literature</li> <li>• The candidate proposes to make an original and worthwhile contribution to the development of theory, methodology or scientific knowledge</li> </ul>
<b>C</b> <b>65-74</b>	<ul style="list-style-type: none"> <li>• Review covers most areas of the literature accurately but omits other key areas</li> <li>• The candidate may spend some time introducing areas of work that do not appear to make any real contribution</li> <li>• Statements of fact or claims made are usually but not always supported by evidence</li> <li>• The literature is presented in a descriptive way, rather than in an analytical way</li> <li>• The candidate does not take up obvious opportunities to make conclusions or important points salient to the reader</li> <li>• The candidate may rely too heavily on a small number of</li> </ul>

	<p>references</p> <ul style="list-style-type: none"> <li>• The broad aims of the research are evident but are not spelled out in terms of distinct hypotheses or predictions</li> <li>• The research problem makes sense in the light of the literature</li> </ul>
<b>P</b> <b>50-64</b>	<ul style="list-style-type: none"> <li>• Review is relevant but heavily one-sided</li> <li>• The candidate does not explain theories adequately, does not appear to 'engage' with the literature or does not appear to fully understand the material</li> <li>• Minor statements of fact or claims are wrong are misinterpreted from the literature</li> <li>• The literature is presented in an uncritical way</li> <li>• Makes improbable leaps of logic in the presentation of literature or arguments</li> <li>• Research aims and hypotheses are evident but do not follow from the treatment of the literature</li> </ul>
<b>N</b> <b>≤49</b>	<ul style="list-style-type: none"> <li>• Presentation and interpretation of theories and research findings is obviously and consistently wrong</li> <li>• Material has been clearly and substantially plagiarised (NOTE: sufficient for Fail grade of thesis)</li> <li>• The candidate fails to present any mention of his/her research aims/problem</li> <li>• The problem under investigation is irrelevant or not psychological in nature</li> </ul>

**Criterion 2 : Competence and sophistication of research design, including skills in design of measurement, equipment, or selection of subjects (PSYC402H only).**

<b>Grade</b>	<b>Description</b>
<b>HD</b> <b>85-</b>	<ul style="list-style-type: none"> <li>• The approach to answering the research question is highly original and imaginative. The design reflects an advanced understanding of the key issues in this area of research</li> </ul>

<b>100</b>	<ul style="list-style-type: none"> <li>• Variables have been operationalised in creative and novel ways</li> <li>• The candidate employs a method of gathering data that is ideally suited to answering the research question. The method chosen is also technically sophisticated or highly creative. This study has been very well constructed and executed</li> <li>• A real and successful effort has been made to access the best sample of participants</li> <li>• The study contains nothing that is superfluous or irrelevant</li> <li>• AND – all criteria for a D grade have been satisfied</li> </ul>
<b>D 75-84</b>	<ul style="list-style-type: none"> <li>• The research is original (not a simple replication, using the same design, sample, measures etc as a previous study)</li> <li>• The design will allow a clear test of the research aims/hypotheses</li> <li>• The candidate has chosen an appropriate method/equipment to investigate the research question</li> <li>• Variables have been operationalised in a way that is valid</li> <li>• Measures are well targeted and their inclusion is justified (e.g. Measures are sensitive enough and allow the researcher to draw conclusions about causal factors)</li> <li>• If standard measures are being used, they are the most relevant available. The candidate has used a novel combination of instruments or measures</li> <li>• Manipulation checks (where appropriate) have been included and are appropriate</li> <li>• Scales are appropriate and useful</li> <li>• The study has been designed in such a way as to allow findings to be generalised beyond the sample tested</li> <li>• The sample is representative and theoretically relevant</li> <li>• The sample size is appropriate</li> </ul>
<b>C 65-74</b>	<ul style="list-style-type: none"> <li>• The research represents a very simple extension of past work, using existing, standard measures</li> <li>• The method of gathering data (e.g. survey, experiment) is</li> </ul>

	<p>suited to the research question</p> <ul style="list-style-type: none"> <li>• The candidate appears to have included measures unnecessarily or without justification and/or the candidate may have omitted some key measures</li> <li>• The design has been constructed in order to provide a test of the research aims</li> </ul>
<b>P 50-64</b>	<ul style="list-style-type: none"> <li>• The study is a simple replication of past research (is not original in any significant respect)</li> <li>• The method of gathering data is suitable but suboptimal for addressing the research question</li> <li>• The study is unwieldy or unnecessarily complex</li> <li>• Measures may make sense in the light of research aims but are not well thought out or constructed</li> <li>• The sample size is inadequate even though it would have been possible to obtain an adequate sample</li> </ul>
<b>N ≤49</b>	<ul style="list-style-type: none"> <li>• The research method or design does not allow the candidate to address the research question</li> </ul>

**Criterion 3 : Competence in data analysis, and presentation of results.**

<b>Grade</b>	<b>Description</b>
<b>HD 85-100</b>	<ul style="list-style-type: none"> <li>• The results section provides a very clear, insightful and appropriately detailed summary of the data</li> <li>• Analyses are appropriate for the hypotheses and are performed with a high degree of competency</li> <li>• The candidate has demonstrated a sophisticated knowledge of the procedures used</li> <li>• The result section gives the impression that the candidate is completely familiar with the purpose of the study and with the data</li> <li>• The results section does not contain any omissions or</li> </ul>

	errors
<b>D</b> <b>75-84</b>	<ul style="list-style-type: none"> <li>• Data analysis is appropriate and provides a summary of the data that is relevant to hypotheses</li> <li>• All appropriate statistics/measures are reported</li> <li>• The data are presented clearly and the results section is succinct and easy to follow</li> </ul>
<b>C</b> <b>65-74</b>	<ul style="list-style-type: none"> <li>• The analyses performed may not be optimal but they allow the candidate to draw conclusions about the data</li> <li>• The candidate may fail to report all measures or effects or may not perform all analyses implied by hypotheses/research aims</li> </ul>
<b>P</b> <b>50-64</b>	<ul style="list-style-type: none"> <li>• The candidate presents analyses that are unnecessarily complex or insufficiently detailed</li> <li>• The candidate may not report all necessary measures</li> <li>• The candidate may not appear to have fully understood the data or purpose of the study</li> </ul>
<b>N</b> <b>≤49</b>	<ul style="list-style-type: none"> <li>• The techniques used are fundamentally incorrect or are used incorrectly, despite being appropriate for a 4<sup>th</sup> year level thesis</li> <li>• The analysis may be done correctly but the candidate fundamentally misinterprets the data</li> </ul>

**Criterion 4: Ability to relate results to previous research, to discuss their theoretical significance, and to suggest possibilities for further research.**

<b>Grade</b>	<b>Description</b>
<b>HD</b> <b>85-100</b>	<ul style="list-style-type: none"> <li>• Discussion provides a very thorough exploration of the implications of the findings for all relevant theoretical perspectives</li> <li>• The candidate provides a full discussion of hypotheses in the light of findings and does not go beyond or downplay the significance of the data</li> <li>• Candidate is appropriately critical of the design and</li> </ul>

	<p>method, neither downplaying nor overstating problems. Where there are problems, the candidate indicates how they may be avoided in future and may even give details of an improved design</p> <ul style="list-style-type: none"> <li>• The discussion of future research directions is insightful and reflects a thorough understanding of key issues</li> <li>• Any issues raised in the introduction are re-visited and addressed</li> <li>• The discussion section draws together and summarises the main points</li> </ul>
<b>D</b> <b>75-84</b>	<ul style="list-style-type: none"> <li>• The candidate provides a discussion of the fate of hypotheses</li> <li>• Discussion provides an exploration of the meaning of findings but may not give full attention to all relevant theoretical issues</li> <li>• The conclusions drawn in the discussion are reasonable, accurate and follow from the results obtained. They serve to clarify and explain the results to the reader</li> <li>• The candidate makes a successful effort to examine his/her own research for methodological/statistical weaknesses and to suggest improvements</li> <li>• The candidate suggests future research directions. This is logical and well targeted</li> </ul>
<b>C</b> <b>65-74</b>	<ul style="list-style-type: none"> <li>• An effort is made to present the findings and discuss their meaning</li> <li>• The significance of the findings for relevant theoretical perspectives is addressed but in a limited fashion. The candidate may not demonstrate a full understanding of the issues</li> <li>• New and unexpected theoretical perspectives or issues are presented in the discussion</li> <li>• The candidate may draw some conclusions that are not warranted, or that s/he has no real evidence for</li> <li>• The candidate may fail to emphasise the strengths of the study, or may overstate or ignore the significance of obvious weaknesses</li> </ul>

	<ul style="list-style-type: none"> <li>The candidate accurately points out limitations of the study but doesn't recommend how these may be remedied</li> </ul>
<b>P</b> <b>50-64</b>	<ul style="list-style-type: none"> <li>The candidate provides a descriptive rather than an analytical account of the findings</li> <li>Conclusions drawn are wrong in parts</li> <li>The discussion may target hypotheses but represents a clear attempt to 'push' a one-sided interpretation of findings</li> </ul>
<b>N</b> <b>≤49</b>	<ul style="list-style-type: none"> <li>The discussion of findings is overwhelmingly wrong or too brief to be useful</li> </ul>

**Criterion 5 : Structure of the argument, clarity and elegance of expression, and adherence to APA guidelines.**

<b>Grade</b>	<b>Description</b>
<b>HD</b> <b>85-100</b>	<ul style="list-style-type: none"> <li>The main points are developed logically. The reader quickly gains the sense of a developing 'story' that is maintained throughout the thesis</li> <li>The candidate presents a clear and consistent argument through the thesis</li> <li>The writing is fluent e.g. Paragraphs and sentences are well constructed and follow logically on from each other</li> <li>Correct grammar and spelling are used</li> <li>The candidate demonstrates an excellent command of language. S/he writes in clear, plain English. The writing style is not overblown, verbose or unsophisticated</li> <li>Headings are clear and accurately describe the content that follows</li> <li>All sources are acknowledged correctly</li> <li>References and citations are presented in the appropriate format</li> <li>The thesis as a whole is presented neatly, using easily readable font and spacing</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>The main points are developed logically and, taken together, present a coherent picture</li> </ul>

<b>75-84</b>	<ul style="list-style-type: none"> <li>The argument is consistent – the candidate does not 'change tack' in the middle of the thesis</li> <li>The thesis is easy to read and generally flows well</li> <li>The writing is clear and can be read and understood with minimal effort</li> <li>Correct grammar and spelling are used, with a few minor exceptions</li> <li>Headings make sense and help to structure the thesis</li> <li>All sources are acknowledged correctly</li> <li>References and citations are presented in the appropriate format</li> <li>The thesis as a whole is presented neatly, using easily readable font and spacing</li> </ul>
<b>C</b> <b>65-74</b>	<ul style="list-style-type: none"> <li>The thesis is structured as a psychology report and material is categorised under the correct headings</li> <li>The candidate makes a clear effort to present a logical argument</li> <li>The argument, or material presented to support the argument, may not be consistent throughout the theses e.g. The candidate may present key theoretical material in the discussion that did not appear in the introduction or vice versa</li> <li>Although main points are clear the thesis is difficult to understand at times, either due to poor sentence/paragraph construction or due to a lack of structure in the argument as a whole</li> <li>Grammar and spelling are wrong in places – the thesis does not have a 'polished' feel to it</li> <li>Headings help to structure the thesis but may not be written clearly or may not be well chosen</li> <li>The candidate makes an effort to use appropriate referencing but clear errors creep in</li> <li>References and citations contain some errors but are presented a consistent format</li> </ul>
<b>P</b>	<ul style="list-style-type: none"> <li>The thesis as a whole is presented as a psychology report</li> </ul>

<b>50-64</b>	<p>and each section contains relevant information.</p> <ul style="list-style-type: none"> <li>• The candidate has made an effort to structure the thesis around some core issues but the argument as a whole may be quite difficult to grasp</li> <li>• The thesis is difficult to read as a whole and contains consistent and obvious errors in grammar and spelling</li> <li>• The candidate has used a consistent but incorrect format for referencing (e.g. Uses a style usually employed for a history rather than a psychology thesis)</li> </ul>
<b>F</b> <b>≤49</b>	<ul style="list-style-type: none"> <li>• The candidate may have failed to structure the thesis as a psychology report</li> <li>• It is difficult to discern any coherent argument</li> <li>• The writing style is confusing and the thesis as a whole is extremely difficult to read</li> <li>• The thesis contains no references or citations</li> </ul>