College of Life and Natural Sciences

**ASSESSMENT BRIEF**

**Coursework Assessment Criteria for:**

**Coursework one – 2000 (plus 10%) word report (50%) Coursework two – 15 minute group presentation (50%)**

**Introduction**

This is a combined module, which involves social and cognitive psychology. The social psychology component will introduce a range of theories and methodologies relating to social processes and explore social life as it is enacted in contemporary, everyday contexts. The cognitive psychology component will consider how we perceive and process information, how our cognitions help us make sense of our surroundings, how we interact with others and how those interactions are understood and managed. The assessment involves two components, which are equally weighted, coursework one (50%) is a 2000 word report (plus 10%) and coursework two (50%) is a group oral presentation. The two pieces of coursework for this module have been designed to assess the module learning outcomes: **1.** Design, conduct and report an empirical study of human cognition; **2.** Understand and evaluate theory and research in human cognition; **3.** Understand key social psychological concepts, models and theoretical orientations which underpin contemporary social psychology research; **4**. Critically apply a social psychological topic to a chosen real life situation.

**Important dates relating to coursework**

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| **Date** | **What YOU MUST do…** |
| Teaching Week 2 | Formed groups for the assessment |
| Teaching Week 4 | Ethics sign off for Coursework one |
| 20th April | Deadline for Coursework one – 2000 word report (plus 10%) |
| 27th April | Deadline for Coursework two – 15 minute Group Presentation |
| CW1 (14th May)  CW2 (20th May) | Grade and Feedback returned for Coursework one and two |

**Content of Coursework**

***Coursework One***

2,000 word individual research report (plus 10%).

50% weighting of final grade

This piece of coursework assesses module **learning outcomes 1** and **2**

Students will be asked to carry out a cognitive study in groups of **4-5 students**. However they are expected to hand in a 2,000-word research report (plus 10%) written INDIVIDUALLY.

For this part of the assessment students will design, conduct, analyse and report on an empirical study that addresses a research question relating to one of the topic areas which were discussed in the module.

Students are advised to discuss the feasibility of their study with their seminar leader

**Format of Research Report:**

The **word limit** of 2,000 words (plus 10%) includes everything except the title, abstract (maximum 150 words), reference list and appendices.

The report, which needs to be written by each student individually, should be structured using the standard psychology research report format which students have used in their first year research methods, i.e., the report needs to include: **title, abstract, introduction** [outlining background literature and justification for doing the study], **method** [to include sufficient detail for someone else to carry out the study, using *design*, *participants*, *materials* and *procedure* sub-headings; include details of how the group addressed ethical considerations], **results** [summarising what was found], and **discussion** [discussing what was found and linking it to the background literature covered in the introduction], **references** and **appendices** [Including a full copy of materials **SPSS output, briefing, debriefing and any other relevant materials**].

As an important aim for doing the study is to consolidate students’ knowledge of cognitive psychology, only relatively brief method and results sections are expected. Accordingly, the introduction and discussion sections are weighted more heavily during marking.

See **coursework guidelines** on the module pages on course resources for further details.

**Topic areas:**

The **choice of topic** area for your study is up to you and your group. The module team will provide you with pointers to possible topic areas and some starter references in their teaching sessions. We will also offer a range of activities to support CW preparation.

Students are expected to do a thorough **literature search** in their chosen topic area and to **use previous research to inform their own study**. They need to link their own study to existing studies and theories. Students should start off reading some broad background literature in the chosen area so as to familiarise themselves with it, and then focus their reading on one or two journal articles that present studies that they can build upon.

**Research Question and Study Design:**

Ideally students should think of a research question that can be addressed by a study replicating ***and*** extending a previous study.

You can do a genuine experiment using one or two independent variables (IVs) with two or more levels which you analyse by t-tests, ANOVAs (repeated, independent or mixed measures) or their non-parametric equivalents, or chi square. Quasi-experimental designs (designs testing for the differences in gender, age, or any other demographic as a variable) are **not allowed!** Instead of an experiment, you can also choose a correlational design.

**Ethics**:

When thinking of the design of your study (and when conducting your study!), you must ensure that you follow the **ethical guidelines** as laid out by the British Psychological Society (2011, 2013) Please also see the “Ethics considerations” document in the Coursework Information folder on the Course Resources web pages (Assessment tab).

Please note that you can only begin to carry out your study once you have had your study approved for ethics (see Study Sign Off – paragraph below). In the method section of your research report, you need to explicitly state how you addressed ethical considerations.

**Study Sign Off:**

Once you have created your design, brief, debrief and your stimuli, you should see a member of the module team in order to get your study approved and signed off. **Please note that we need to see the final version of your instructions, brief, debrief and stimuli when we are signing off your study**.

STUDENTS WHOSE ETHICS HAVE NOT BEEN SIGNED OFF WILL AUTOMATICALLY FAIL THE ASSIGNMENT.

THE SIGN OFF IS EXPRESSLY CONCERNED WITH THE ETHICS OF THE STUDY. THE TEACHING TEAM WILL BE HAPPY TO DISCUSS DESIGN WITH YOU BUT BY SIGNING OFF THE STUDY WE ARE NOT IMPLYING THE STUDY IS SOUND METHODOLOGICALLY ONLY THAT THE ETHICS DO NOT CAUSE CONCERN.

**Assessment Rubric/Matrix**

**Instructions to students**

Students will receive information on both assessments in the module handbook. There will be opportunity during the module for students to ask assessment related questions for both coursework one and two. Students will also be able to complete formative assessment tasks throughout the course of the module to prepare for both coursework one and two.

**Feedback Information**

For coursework one all work is anonymously marked electronically through grademark in Turnitin. Students will receive their grade with general comments as well as in text comments for each piece of coursework.

**Coursework two**

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| **Assessment Guidelines 5PS535: COGNITIVE AND SOCIAL PSYCHOLOGY – COURSEWORK Two** | | | | | | |
|  | **First class**  **70-100%** | **2.1**  **60-69** | **2.2**  **50- 59** | **3rd**  **40- 49** | **Marginal Fail**  **35-39** | **Fail 0 -34** |
| Overall | An **excellent** presentation, evidence of critical thought, creativity and understanding throughout. Excellent application of theory/research to case study | A **very good** presentation, evidence of critical thought and understanding. Very good application of theory/ research to case study | A **good** presentation, which demonstrates good understanding and a good attempt at critical thought. Good application of theory/research to case study | A **satisfactory** presentation, demonstrates an appropriate level of understanding but limited critical thought. Satisfactory application of theory/research to case study. | An **unsatisfactory** presentation, demonstrates a lack of understanding in places and inappropriate application of theory/research to case study. | An **unsatisfactory** presentation, demonstrates a lack of understanding and inappropriate application of theory/research to case study. |
| **Introduction** | An **excellent** introduction, which provides a detailed outline of the presentation, exceptionally well developed aims and objectives and an exceptionally well-structured account of the case study. | A **very good** introduction, which provides a detailed outline of the presentation, very good aims and objectives developed and account of the case study. | A **good** introduction, which provides an appropriate outline of the presentation, good aims and objectives developed and a coherent account of the case study. | A **satisfactory** introduction, which provides an appropriate outline of the presentation, satisfactory aims and objectives developed and a coherent account of the case study. | An **unsatisfactory** introduction, which provides a limited or inappropriate outline of the presentation, underdeveloped or inappropriate aims and objectives and account of the case study. | An **unsatisfactory** introduction, which provides a limited or inappropriate outline of the presentation, underdeveloped or inappropriate aims and objectives and account of the case study. |
| **Understanding of relevant literature** | An **excellent** awareness of relevant literature on the social psychological topic presented with evidence of critical thinking throughout | A **very good** awareness of relevant literature on the social psychological topic presented with some evidence of critical thinking | A  **good** awareness of relevant literature on the social psychological topic presented with a good attempt at critical thought | A **satisfactory** awareness relevant literature on the social psychological topic presented but limited critical thought. | An **unsatisfactory** awareness and discussion of relevant literature on the social psychological topic presented. There may be some discussion of the literature but the relevance is not clearly presented. | An **unsatisfactory** awareness and discussion of relevant literature on the social psychological topic presented |
| **Awareness of relevant research** | An **excellent** awareness of relevant research with evidence of critical thinking throughout on the strengths, limitations and application to theory and the case study. | A **very good** awareness of relevant research with some evidence of critical thinking on the strengths, limitations and application to theory and the case study. | A **good** awareness of relevant research with evidence of a good attempt at critical thinking on the strengths, limitations and application to theory and the case study. | A **satisfactory** awareness of relevant research with limited evidence of critical thinking on the strengths, limitations and application to theory and the case study. | An **unsatisfactory** awareness and discussion of relevant research. There may be some discussion of research but the relevance is not clearly presented or applied to wider theory or the case study. | An **unsatisfactory** awareness and discussion of relevant research. There is a limited understanding of what is deemed as relevant and how it applies to theory or the case study. |
| **Demonstration of (critical) thinking** | An **excellent** demonstration of (critical) thinking, which consistently evaluates theory, research, the topic and understanding of how it applies to the case study. | A **very good** demonstration of (critical) thinking with some evaluation of theory, research, the topic and understanding of how it applies to the case study. | A **good** demonstration of (critical) thinking with a good attempt in places of evaluation of theory, research, the topic and understanding of how it applies to the case study. | A **satisfactory** demonstration of (critical) thinking with limited evidence of evaluation of theory, research, the topic and understanding of how it applies to the case study. | An **unsatisfactory** demonstration of (critical) thinking with misunderstandings when evaluating theory, research and the topic. There are also misunderstandings in the application to the case study. | An **unsatisfactory** demonstration of (critical) thinking with no evidence of or misunderstandings throughout when evaluating theory, research and the topic. No attempt to apply to the case study |
| **Conclusion** | An **excellent** conclusion, which provides a detailed account of the most relevant arguments raised during the presentation. There is also evidence of critical thought throughout when discussing the wider implications to social psychology and society more generally. | A **very good** conclusion, which provides a very good account of the most relevant arguments raised during the presentation. There is also some evidence of critical thought when discussing the wider implications to social psychology and society more generally. | A **good** conclusion, which provides a good account of the most relevant arguments raised during the presentation. There is some evidence of an attempt at critical thought when discussing the wider implications to social psychology and society more generally. | A **satisfactory** conclusion, which provides a coherent account of the arguments raised during the presentation. There is some evidence of an attempt to discuss the wider implications but this is largely descriptive. | An **unsatisfactory** conclusion, which provides an incoherent account of the arguments raised in the presentation and discussion of the wider implications. | An **unsatisfactory** conclusion, which provides an incoherent account of the arguments raised in the presentation and discussion of the wider implications. |
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The above assessment matrix for coursework two has informed the development of the marking sheet below. In addition to the assessment of the course content (80% of final grade) as outlined in the assessment matrix, 20% of the final grade is awarded on presentation skills, which involves, use of visual aids, group preparation, coherence of presentation, delivery of presentation by group members and response to questions.

Assessment regulations.

The standard University assessment regulations apply for this assessment. Please note that in line with the University common assessment regulations failure to submit coursework (i.e. non-submission) could lead to you failing the module. Details of assessment regulations are available at: [www.derby.ac.uk/academic-regulations](http://www.derby.ac.uk/academic-regulations) **(sections F and E)**. Work Submitted late will marked according to University regulation, please see <http://www.derby.ac.uk/deadlines>.

**Understanding and Managing Coursework Assessment checklist**

This brief checklist is designed to help you avoid some of the common mistakes which can lose you marks on your coursework. After you have completed your coursework assignment, then check through your work and ‘tick off’ each point once you are sure you have fully addressed that aspect.

**Coursework One**

YOU NEED TO THEN SUBMIT THE COMPLETED CHECK LIST WITH YOUR COURSEWORK.

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|  | Have you kept to the word limit of 2000 words (+/- 10%) |
|  | Have you included an appropriate title? |
|  | Have you included an appropriate abstract that summarizes the study? |
|  | Have you included an introduction that justifies the inclusion of all of the variables (and any interactions, if appropriate to the design)? |
|  | Have you included a method section that could allow the study to be replicated if given to another researcher? |
|  | Have you included an appropriately reported results section that reports an analysis appropriate for the design? |
|  | Have you included a discussion that relates the findings from your study back to the previous research covered in the introduction? |
|  | Have you referred to a range of contemporary sources? |
|  | Have you correctly cited these references? |
|  | Have you correctly presented these references alphabetically using APA style? |
|  | Have you provided a rationale for each of your variables? |
|  | Have you proof read your work and checked your spellings and punctuation? |
|  | Have you utilized the assessment rubric to ensure you have correctly addressed the coursework grading criteria? |