LEVEL 1A/1B PSYCHOLOGY

Course Information Documentation 2016 -2017
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1 INTRODUCTION

1.1 WELCOME FROM YOUR CLASS TUTOR

I want to welcome you to the study of Psychology at Glasgow University. Our team know you have made the right choice in studying here and I hope that you benefit from the course both intellectually and in terms of personal development. The following document tells you what our expectations are of you as a student and also states the obligations that the School has towards you. The course is designed to develop not only your knowledge and understanding of psychological theory and research but also your psychological literacy skills. Psychological literacy refers to the idea that having a strong understanding of human behaviour helps us to understand ourselves and others better. This knowledge is not just academic but can be applied to real world settings to make us more effective members of communities and workplaces. This course will introduce you to the basic concepts of modern Psychology and will reflect the range of interests held by modern researchers. As part of this you will begin to develop knowledge and skills that are transferrable out with Psychology, these include understanding research methods and how we can learn new things; literacy skills in how to summarise information and construct coherent arguments; critical thinking skills and evaluation; numeracy skills in how to compute statistics and present and interpret numerical information in coherent ways. These skills are essential not just to those students wishing to pursue a career in Psychology but can complement other subjects as well as other areas of our lives. This course is accessible to anyone with a good secondary education. There are no intellectual pre-requisites as such although some knowledge of biology and of statistics can be helpful. The document deals with all the things you need to know in order to carry out your role as a student. It deals with the aims and objectives of the course, your obligations in terms of Lectures, Tutorials, Supported and Independent learning, Health and Safety Policy, and what to do if you have problems. Many of the things you need to remember as you proceed with the course are spelt out in this document so it is very important to keep a copy for reference. Our course administrator contact is currently Lynda Young who will deal with all your enquiries and I will be contactable with more specific issues. It is as up-to-date as possible and was last revised on 26/01/2017.

We look forward to working with you over the coming academic year!
Dr Heather Cleland Woods
Level 1 Course Tutor

1.2 MAIN CONTACTS

Heather Cleland Woods                                       Lynda Young (temporary)
Course Tutor          Course Administrator
Tel: 0141 330 6276          Tel: 0141 330 5089
Heather.Woods@glasgow.ac.uk         Lynda.young@glasgow.ac.uk

This Course Documentation, sets out the structure of your course and commitments. It provides an overview of what is ahead, however some details may be added later or modified as circumstances change. Any course changes will NOT be updated in this document during the academic year. If any changes occur they will be communicated to students via My Campus, email from the course organiser and on the psychology Moodle sites.

1.3 ENTRY INTO THE COURSE AND PRE-REQUISITES

Entry to the course is through admission to the University for an undergraduate degree. There are no qualifying courses. Entry to the course is guaranteed to new university entrants up to a class limit of 600, with priority given to students who have put the UCAS Psychology code on their UCAS form as part of their application to the Glasgow University.

1.4 WHAT THE COURSE QUALIFIES YOU FOR

Psychology Level 1A/1B is the first year of a four-year honours degree in Arts, Science and Social Science which leads to the Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (BPS). Attaining GBC status is essential for those who wish to pursue a career in Psychology.

The course consists of two modules:

- 1A: Biological and Experimental
- 1B: Social, Developmental, Health and Individual Differences

Students normally complete both modules 1A and 1B. However, it is possible to leave after successful completion of module 1A with twenty credits and whatever grade award has been achieved.

Many students will intend to progress from Psychology 1A/1B to Psychology 2A/2B and thus to a single or joint honours degree in Psychology. Others will be happy to complete Psychology 1A or Psychology 1A/1B as part of another degree structure. If you intend to advance to one of the honours programmes you should be aware of the progress rules which are laid out in section 15.
2 PSYCHOLOGY AIMS & OBJECTIVES

Psychology 1A/1B provides an introduction and overview of the main areas and concepts of Psychology. Lectures will introduce students to the key theories and relevant experiments. Coursework essays will give students the opportunity to research independently and evaluate relevant material beyond the lectures, and develop skills in writing scientific material.

Practicals will introduce students to key experiments in the field, develop research skills, and teach report writing. Web-based resources will allow flexible access to support materials. Tutorials will develop communication and critical thinking skills as well as students’ oral presentation skills.

<table>
<thead>
<tr>
<th>Aims</th>
<th>Intended Learning Outcomes (ILOs)</th>
<th>Teaching &amp; Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To broaden and deepen students’ knowledge and comprehension of the main areas and concepts of Psychology</td>
<td>Describe psychological theories and research findings</td>
<td>Lectures, labs, tutorials, course texts, web resources</td>
<td>Exam essays, Literature review essays, Lab portfolio</td>
</tr>
<tr>
<td>To develop students’ research skills</td>
<td>Evaluate psychological theories and research findings</td>
<td>Lectures, labs, tutorials, course texts, web resources</td>
<td>Exam essays, Literature review essays, Lab portfolio</td>
</tr>
<tr>
<td>To develop students’ practical research skills</td>
<td>Find and discuss relevant research literature</td>
<td>Labs, tutorials, web resources</td>
<td>Exam essays, Literature review essays, Lab portfolio</td>
</tr>
<tr>
<td></td>
<td>Design experiments and evaluate experimental design</td>
<td>Lectures, labs, course texts</td>
<td>Exam essays, Lab portfolio</td>
</tr>
<tr>
<td></td>
<td>Analyse, interpret, present, and discuss data</td>
<td>Lectures, labs, course texts</td>
<td>Exam essays, Lab portfolio</td>
</tr>
<tr>
<td>To enhance students’ academic communication skills, both written and oral</td>
<td>Discuss theories and research findings</td>
<td>Tutorials, labs, web resources</td>
<td>Exam essays, Literature review essays, Lab portfolio, Group presentation</td>
</tr>
<tr>
<td></td>
<td>Write academic literature</td>
<td>Tutorials, labs, web resources</td>
<td>Literature review essays, Lab portfolio</td>
</tr>
</tbody>
</table>

3 LECTURES

3.1 Timetable

This timetable shows the provisional schedule for 2016/2017. Please note that changes to the timetable and to Examination dates are always possible.

SEMMESTER 1
PLEASE NOTE CHRISTMAS VACATION IS 19 DECEMBER 2016 - 6 JANUARY 2017

<table>
<thead>
<tr>
<th>Week beg.</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Sep (wk 0)</td>
<td>NO TEACHING – MY CAMPUS REGISTRATION</td>
<td>Experimental Design &amp; Stats</td>
<td>Experimental Design &amp; Stats</td>
</tr>
<tr>
<td>19 Sep (wk 1)</td>
<td>Welcome</td>
<td>Cognitive Neuroscience</td>
<td>Cognitive Neuroscience</td>
</tr>
<tr>
<td>26 Sep (wk 2)</td>
<td>Biology – Brain</td>
<td>Biology – Brain</td>
<td>Experimental Design &amp; Stats</td>
</tr>
<tr>
<td>03 Oct (wk 3)</td>
<td>Biology – Brain</td>
<td>Biology – Brain</td>
<td>Experimental Design &amp; Stats</td>
</tr>
<tr>
<td>10 Oct (wk 4)</td>
<td>Biology – Brain &amp; Behaviour</td>
<td>Experimental Design &amp; Stats</td>
<td>Biology – Learning</td>
</tr>
<tr>
<td>17 Oct (wk 5)</td>
<td>Biology - Learning</td>
<td>Biology - Learning</td>
<td>Biology - Learning</td>
</tr>
<tr>
<td>07 Nov (wk 8)</td>
<td>Memory</td>
<td>Language</td>
<td>Language</td>
</tr>
<tr>
<td>14 Nov (wk 9)</td>
<td>Memory</td>
<td>Memory</td>
<td>Memory</td>
</tr>
<tr>
<td>21 Nov (wk 10)</td>
<td>Language</td>
<td>Language</td>
<td>Language</td>
</tr>
<tr>
<td>28 Dec (wk 11)</td>
<td>NO TEACHING – REVISION</td>
<td>NO TEACHING – EXAM PERIOD</td>
<td>NO TEACHING – EXAM PERIOD</td>
</tr>
</tbody>
</table>
SEMESTER 2
PLEASE NOTE SPRING VACATION IS 27 MARCH 2017 - 14 APRIL 2017, 17th April and 1st May are public holidays.

<table>
<thead>
<tr>
<th>Week beg.</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
</tr>
</thead>
<tbody>
<tr>
<td>09 Jan (wk 14)</td>
<td>Thinking</td>
<td>Thinking</td>
<td>Thinking</td>
</tr>
<tr>
<td>16 Jan (wk 15)</td>
<td>Health Psychology</td>
<td>Health Psychology</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>23 Jan (wk 16)</td>
<td>Individual Differences</td>
<td>Individual Differences</td>
<td>Individual Differences</td>
</tr>
<tr>
<td>30 Jan (wk 17)</td>
<td>Individual Differences</td>
<td>Individual Differences</td>
<td>Individual Differences</td>
</tr>
<tr>
<td>06 Feb (wk 18)</td>
<td>Human Development</td>
<td>Human Development</td>
<td>Human Development</td>
</tr>
<tr>
<td>13 Feb (wk 19)</td>
<td>Human Development</td>
<td>Human Development</td>
<td>Human Development</td>
</tr>
<tr>
<td>20 Feb (wk 20)</td>
<td>Social Psychology</td>
<td>Social Psychology</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>27 Feb (wk 21)</td>
<td>Social Psychology</td>
<td>Social Psychology</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>06 Mar (wk 22)</td>
<td>Abnormal Psychology</td>
<td>Abnormal Psychology</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>13 Mar (wk 23)</td>
<td>Abnormal Psychology</td>
<td>Abnormal Psychology</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>20 Mar (wk 24)</td>
<td>Abnormal Psychology</td>
<td>Abnormal Psychology</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>17 Apr</td>
<td>NO TEACHING – REVISION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 Apr</td>
<td>NO TEACHING – EXAM PERIOD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01 May</td>
<td>NO TEACHING – EXAM PERIOD</td>
<td></td>
<td></td>
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<tr>
<td>08 May</td>
<td>NO TEACHING – EXAM PERIOD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 May</td>
<td>NO TEACHING – EXAM PERIOD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.2 LECTURE TIMES AND LOCATION

There are two presentations of lecture each day on Monday, Tuesday and Wednesday. Since the same lecture is given on these two occasions, you should attend only one session per day.

<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>09:00-10:00</td>
<td>TBC through MyCampus</td>
</tr>
<tr>
<td>Mon</td>
<td>17:00-18:00</td>
<td>TBC through MyCampus</td>
</tr>
</tbody>
</table>

3.3 COURSE TEXT


All lecture courses unless otherwise stated are supported by this text which is available from the John Smith book shop in the Fraser Building.

4 PSYCHOLOGY 1A - BIOLOGICAL AND EXPERIMENTAL, AIMS AND OBJECTIVES

4.1 AIMS

The aim of this course is to introduce students to core material in the area of biological, cognitive and experimental Psychology broadly defined, including exposure to the conduct of experimentation, data gathering and analysis. The course also teaches practical skills involved with experiments employing human participants, focussing on research design, statistical analysis, and professional standards in the communication of research findings. Communication skills are also encouraged by means of regular tutorials and group discussions/presentations.

Although the lectures, together with Psychology 1B, form part of a programme which leads to an Honours degree with the Graduate Basis for Chartership with the BPS, the course is also intended for students who wish to exit after Psychology 1A. It therefore can serve as an introduction to the field for students taking the course as part of the general degree or as an outside subject in another honours programme.

4.2 OBJECTIVES

By the end of this course students will be able to:
- Describe, explain, and evaluate a broad range of theories and research findings in Psychology which will introduce students to Research Methods; Biological Psychology; Perception and Visual Cognition; Human Memory; and, Language.
- Discuss and evaluate the methodological bases for psychological research.
- Explain the nature of experimentation in Psychology.
- Practice and understand experimental and statistical methods in an applied and practical context.
- Report empirical work adopting professional standards.
- Discuss and critically evaluate psychological ideas in a written format.
- Express and explain psychological ideas orally in front of an audience.
- Summarise and critically evaluate psychological theories and research findings in an unseen examination.
5 PSYCHOLOGY 1B - SOCIAL, DEVELOPMENTAL, HEALTH AND INDIVIDUAL DIFFERENCES, AIMS AND OBJECTIVES

5.1 AIMS

The aim of this course is to introduce students to core material in the area of Social Psychology; Health Psychology; Human Development; Individual Differences; and, Abnormal Psychology broadly defined, including exposure to the conduct of experimentation, data gathering and analysis. The course also teaches practical skills involved with experiments employing human participants, focussing on research design, statistical analysis, and professional standards in the communication of research findings. Communication skills are also encouraged by means of regular tutorials and group discussions/presentations.

Although the lectures form part of a programme which eventually lead to an Honours degree with the Graduate Basis of registration for the BPS, together with Psychology 1A, it would also serve as an introduction to the field for students taking the course as part of the general degree or as an outside subject in another honours programme.

5.2 OBJECTIVES

By the end of this course students will be able to:

- Describe, explain, and evaluate a broad range of theories and research findings in Psychology which will introduce students to Social Psychology; Health Psychology; Human Development; Individual Differences; and, Abnormal Psychology.
- Discuss and evaluate the methodological bases for psychological research.
- Explain the nature of experimentation in Psychology.
- Practice and understand experimental and statistical methods in an applied and practical context.
- Report empirical work adopting professional standards.
- Discuss and critically evaluate psychological ideas in a written format.
- Express and explain psychological ideas orally in front of an audience.
- Summarise and critically evaluate psychological theories and research findings in an unseen examination.

6 RESEARCH SKILLS AND PRACTICAL LABORATORIES

The School of Psychology aims to provide our students with a rigorous training in psychological research methods. This training begins in level 1 and your research skills are developed throughout your studies. This element of the course will teach you the importance of research methods and data analysis in Psychology. This is achieved by:

- A series of 5 lectures on experimental design and statistics will develop your theoretical understanding of research issues.
- You will complete six practical classes, taught in small groups, which are designed to introduce you to different experimental designs, data analysis, research methods, skills in the professional presentation of research findings and communication of results. These classes place a heavy emphasis on skills acquisition (e.g. how to illustrate data, compute and interpret statistics) and critical appreciation of research issues (developed through peer interaction, supported learning and independent learning).
- You will participate in on-going school research. Participating in on-going research is an essential part of your research methods training. This allows you to observe real research in practice as well as being able to fully appreciate the participant’s experience in the research process. You will discuss your experience in small-group activities.

The Psychology Laboratory course is held in lab 517, on Level 5 of the Boyd Orr Building, please refer to the Feedback Calendar at the end of this document for dates. There are 3 labs per semester. Each lab runs for a period of two weeks and you attend only one session during this period. You will sign up for your lab sessions on My Campus. The laboratory will be open Monday to Thursday from 10am to 4.45pm and Friday 10am to 2.45pm. If there are any changes to the laboratory opening times you will be notified. All materials for the labs will be made available on the psychology practical Moodle site. There is a summary at the end of this document detailing when practical classes run and course work completion dates.

The School of Psychology regards being an experimental subject as a valuable part of training for students. This is where you can gain first hand experience of a research study and discuss the research with the researcher. In addition, many of our studies will pay you for your contribution (at the rate of £6 per hour). To sign up for experiments you need to become a member of the School of Psychology’s Participant Pool - https://intranet.psy.gla.ac.uk/subject-pool/web/
Please contact the course tutor, Dr Woods in case of any difficulties. Students with disabilities, such as visual impairment, will be treated as exceptional cases, and should contact Dr Maria Gardani, School Disability Co-ordinator, Maria.Gardani@glasgow.ac.uk about this as soon as possible. Suitable arrangements will be made for all students to take part in the research environment of the school.

The lab course is assessed in a number of ways. Formative feedback is provided by lab teachers who will support you throughout the class activities. Each practical is assessed via relevant tasks which you will complete either in class or as homework which will form your lab portfolio. Each class will be structured around three main themes: data, the portfolio and communication and interpretation. These themes will enable you to identify the requirements of the task, the skill it is designed to develop and the nature of the feedback you will receive. We have also prepared a number of resources supporting Psychological Literacy which are available on our Moodle pages.

7 TUTORIALS

When you register for your practical classes on My Campus you will be automatically entered into a tutorial group. These classes will run at the same time as your practical class but on alternate weeks. There are 4 tutorials per semester and these run every three weeks. Information on tutorial topics will be placed on Moodle. Tutorials involve small group activities covering a range of different skills and exam preparation topics. Students will also complete a group project in each semester which is a short Psychology-related talk, which is assessed and contributes to your final grade.

8 COURSE WORK

The coursework that must be completed by students are:

8.1 LITERATURE REVIEW ESSAYS

You are required to complete 1 literature review essay as part of course work requirements for each module 1A and 1B. A list of essay titles will be published at the start of the semester. Essays should be a maximum of 1500 words long (not including reference section) and completed essays should be handed in to a member of staff in the Psychology Laboratory (room 517, level 5 Boyd Orr building) who will record the date and time of submission. Essays should not be placed anywhere else. Guidance will be given on essay writing in tutorials and on moodle where assessment criteria will also be posted. Essay format is as follows: 12 point Times New Roman, 1.5 spacing with 1” margins. Essays must also be submitted through our plagiarism software, further details about this will be on the Moodle website.

8.2 LABS AND PORTFOLIO ACTIVITIES

You are required to complete all six labs and the associated assessments. Guidance on these assessments will be provided in labs, tutorials and support materials placed on the level 1 Psychology Moodle site where assessment criteria will also be posted.

8.3 URKUND - SOFTWARE FOR DETECTING PLAGIARISM

The University uses plagiarism detection software called Urkund, as one of the tools in combatting plagiarism, but also for you to use in learning more about plagiarism. Students submit a draft of their coursework to Urkund which checks to see if it is copied from another source. The software then produces a report to tell the student if work has any “word for word” matches with sources on the web or in other publications. We have prepared resources to help you interpret your report and advice on how to avoid plagiarism which are available on the Psychology Moodle and library websites. Also there will be PAL sessions where you can turn up with your assessment and get advice on how to interpret it and avoid plagiarism. Assessments may be submitted twice, the first as a draft submission which will provide you with feedback, and then as a final copy of your work. The final reports produced will be examined by the School for evidence of plagiarism. If the software indicates that there is strong evidence of plagiarism the School will take action in line with the University guidelines. This can include being awarded a zero mark for the work and being reported to the Senate Office. It is therefore vitally important that you make sure that there are errors that appear in your work and that they are available before you submit your assessment so that you avoid these penalties. Instructions for how to submit your work to the plagiarism software will be made available by your course administrator when they share details of your assignments. Please follow the instructions carefully.

8.4 WORD LIMITS FOR COURSEWORK

The word limit for literature review essays is a maximum of 1500 words. Please note that this is an absolute maximum (there is NO +10% allowance), and so any text that goes over this word limit will not be read or marked (which will make your work read as though it’s incomplete). You must add the word count on the title page of your work. The word limit does not include the reference section (which should be removed before submitting through the software), but includes all other text (i.e. everything apart from the reference section), the title and citations in the text.

Group Projects As part of the tutorial course, students will complete a group project in each semester. This is a short Psychology-related talk which is researched and delivered as part of a small group of students assigned in your tutorial class. Tutors will provide additional information on this and additional guidance provided on Moodle where assessment criteria will also be posted.
8.5 **Formative Assessment**

Formative assessment will be provided in small group teaching as well as providing guidance on essay writing skills under exam conditions. You will be given the opportunity for your groups, which will be established in the practical classes, to submit a formative lab report at the end of Psychology 1B. This will be based on the research you have worked within the practical course and should be completed as a group, no individual reports will be accepted. Feedback will be given on these reports during staff office hours or a time arranged with a member of staff. Information on this will be shared via Moodle in semester 2.

8.6 **Deadlines**

Coursework and other material completed during the academic year need to be handed in to the School by a deadline date. The School cannot function effectively if these deadlines are not met as we cannot then guarantee we can return feedback and grades within an acceptable turnaround time to enable you to use the feedback moving forward. The dates are detailed at the end of this document.

The University has compulsory regulations covering the late submission of work as follows:

- work submitted not more than five working days after the deadline will be assessed in the usual way (if good cause is established)
- the primary grade and secondary band so determined will then be reduced by two secondary bands for each working day (or part of a working day) the work was submitted late.
- work submitted more than five working days after the deadline will be awarded Grade H (zero).

Penalties for late submission of coursework will not be imposed if good cause is established for the late submission in terms of the definitions and procedures set out in the University Calendar.

Further details on penalties for late submission of coursework can be found at: [http://www.gla.ac.uk/media/media_124293_en.pdf](http://www.gla.ac.uk/media/media_124293_en.pdf)

8.7 **Late Course Work or Missed Exam Due To Good Cause**

It is your responsibility to bring any factors that may have affected your academic performance to the attention of the University and you must do this as soon as possible. The Code of Assessment which is published in Section 16 of the Fees and General Information section of the University Calendar covers incomplete assessment and good cause (paragraphs 16.45 – 16.53). [Click here for Senate Calendar](#)

Below is a summary of the key points if you are unclear about anything please just contact your Year Tutor – Heather Cleland Woods or the School Exams Officer – Niamh Stack, email: [Heather.Woods@glasgow.ac.uk](mailto:Heather.Woods@glasgow.ac.uk), [Niamh.Stack@glasgow.ac.uk](mailto:Niamh.Stack@glasgow.ac.uk)

How to notify the School if work is submitted late:

- All coursework submitted late will be penalised in line with University regulations unless Good Cause is established. See below for a definition of Good Cause.
- To submit a Good Cause form, go to the Student Centre on My Campus and select My Good Cause. You should also upload any supporting evidence.
- Good Cause forms must be completed within a week of the assessment date.
- All Good Cause applications will be considered by, the course convener, this is the Year Tutor, Dr Heather Woods, however all final decisions will be made by the Board of Examiners.
- The outcome of the application will be determined at the discretion of the course convener who must be satisfied that the candidate submitting the application has been prevented by circumstances beyond his or her control from submitting the relevant work on time.
- Exemption from a late penalty will be commensurate with the duration of the circumstances causing the late submission, and will be subject to a limit of three working days.
- Where the application for exemption from penalties is not submitted until after the deadline for submission of the work itself, relief from a late penalty will normally be granted only where the circumstances preventing the candidate from submitting work on time have also prevented application for a deferral of the deadline for submission.
- Deadlines for the submission of coursework which are to be formally assessed are published in this course documentation, and work which is submitted later than the deadline will be subject to penalty as set out above.
- Feedback will be provided for all coursework submitted late.
- In the case of missed examinations a grade of CW (Credit Withheld) will be returned unless Good Cause is established for why the assessment was missed. If Good Cause is established then the student will be returned as MV. The student will then be required to sit the examination in the August diet if they wish to progress to the next year of study. If the student has initially been returned as CW, their performance in the August diet will be capped at D3, if they have been returned as MV their grade will be uncapped.

‘Good Cause’ means illness or other adverse personal circumstances affecting you and resulting in you either, missing an examination, failing to submit coursework on time, or clearly prejudicing your performance in the assessment. [Chronic
illness is not covered unless there has been a short term worsening of the condition which specifically affects an assessment]. If it is accepted that your assessment was affected by good cause, the work in question will be set aside and you will (as far as is practicable) be given another opportunity to take the assessment with the affected attempt discounted. Please note that Boards of Examiners are not permitted to award marks on the basis of undemonstrated performance and therefore your grade(s) will not be increased because your performance was impaired by medical or other personal circumstances.

Time Limit You must notify the University no later than one week (i.e. within 7 days) after the date of an examination or the due date for submission of the assessment affected. The information you provide will be treated confidentially. Please do not shy away from divulging important information. It will be treated sensitively. Without your information the Board of Examiners will not be able to take the matter into account. Furthermore, you will not be able to appeal against your assessment result on the grounds of adverse medical or personal circumstances unless you can provide a good reason why this information could not be presented in time.

8.8 Feedback

We provide you with feedback on coursework and exams. You should use feedback to reflect on how your knowledge and skills are progressing and how to approach and improve your future work. This will also be helped by the portfolio of work which you will build over 1A and 1B.

The timing of when you receive feedback varies depending on the assessment. The turnaround time for receiving feedback for essays is obviously later than on-line assessments because the feedback you will receive will be more detailed and subsequently it takes us longer to assess these pieces of work. This additional time is also required to ensure that all the necessary quality assurance procedures have been completed which we have implemented to guarantee the high quality and consistency of our marking procedures. However we work hard to return feedback to you as quickly as possible. At the end of this document there is a summary of when you must complete all coursework and when you can expect grades and feedback to be returned to you.

Feedback is designed to help you reflect on your work rather than to give you an impression of what the "right answer" is. The marker will comment on what they think has gone well with your work and what can be improved. You should use these comments to reflect on your work. When you are given feedback, for example on essays, you should read both the marker's comments and your original work. This will help you to understand the comments better but also help you to identify how to improve your future work as the coursework is designed to build on each other and help you develop your critical thinking, knowledge and skills. If you are unclear and wish additional feedback on coursework (please note this is not for exam performance) then a meeting can be arranged with the marker. Before this will be arranged you will have to identify how to improve your future work as the coursework is designed to build on each other and help you develop your critical thinking, knowledge and skills. If you are unclear and wish additional feedback on coursework (please note this is not for exam performance) then a meeting can be arranged with the marker. Before this will be arranged you will have to identify how to improve your future work as the coursework is designed to build on each other and help you develop your critical thinking, knowledge and skills.

Over the year we will provide you with a lot of feedback but it might not always be obvious that what we are providing is actually feedback. To help identify all the sources of feedback available to you we have summarised this below:

- **Summative grades**– this is the grade given to your work such as an A, B, or C. We use the University grading scale summarised in section 11 below. Each grade category reflects the attainment level of the intended learning outcomes that you have achieved. Please read through these so that you fully understand what these categories refer to and what you need to achieve them.

- **Literature review essays**– these pieces of coursework require you to research and summarise psychological ideas and arguments, and present these in a well-written, logical and coherent document. You will receive as part of your feedback a short summary of key points which a marker would expect to see in an answer if appropriate (this is not always possible because some questions will not have one specific answer but can be answered in many different ways), there will be written comments on the feedback sheet which will point what you have done well and areas that need improvement. It is important you read these extensive comments to help you reflect on your strengths and areas for developing in preparing for the next assignment.

- **Practical class assessments**– the practical classes teach you a range of research and psychological literacy skills that are highly transferable to other subjects and careers. You will receive feedback from staff members working in these classes. They will check your work but it is very effective in developing your understanding if you ask them questions on any point that you do not understand. Discussion with staff members is a key part of the formative feedback process. Feedback for tasks you complete as part of your portfolio and assessment is similar to the essays except this will be broken down into the relevant theme it addresses. For example, if you produce a figure from data you gathered, the feedback you receive will be directly relevant to that task. Students will be provided with guidance on how to structure and communicate research so feedback will focus on how well this has been achieved. Again interpreting and communicating research is a key skill of psychological literacy and one you will develop over the four year programme so it is important to read and act on the feedback as you progress through the course.

- **Group Project**– group projects require students to work collaboratively on researching and delivering a talk on a research topic. Tutors will provide support and formative feedback through discussion in tutorials and in written summative feedback at the end of the presentation.

- **Exams**– feedback will be provided by giving students a breakdown of grades (for essay and MCQ elements); markers will provide written generic feedback based on student performance that will highlight key issues to consider. This feedback will be posted after course grades have been posted on MyCampus.
• Tutorials – tutorials allow you to discuss a range of different issues, some set by your tutor, but these are also forums for you to ask questions in a friendly and supportive environment. You should view these discussions as opportunities for formative feedback on an ongoing basis throughout the academic year.

• Peer discussion – peer discussion is also a form of feedback. Much of the small group exercises require you to work closely with other students, listening to other learners’ views and comments is also valuable feedback.

• Staff interaction – you should view all interactions with staff members as feedback. This may be face-to-face after lectures, in labs and tutorials, but feedback may also be provided via email or on Moodle discussion forums.

8.9 DOCUMENTING YOUR COURSEWORK

8.9.1 Title Page for Submission of Coursework

All coursework should be submitted with a proper title page statement attached. This will include your ID numbers, date, assessment title and the number of words. These will be made available for download on the Psychology Moodle page nearer to the submission deadlines. Please note that work without the proper title page will not be accepted.

8.9.2 Plagiarism Page for Submission of Coursework

The University of Glasgow takes a very strong line against plagiarism. The University’s degrees and other academic awards are given in recognition of a student’s personal achievement. You will be asked to accept the University’s Rules on Plagiarism when you submit your assignment through the plagiarism software.

Plagiarism is defined as the submission or presentation of work, in any form, which is not one’s own, without acknowledgement of the sources. Special cases of plagiarism can also arise from one student copying another student’s work or from inappropriate collaboration.

For full details of the university’s rules on plagiarism please refer to:
http://www.gla.ac.uk/services/senateoffice/studentcodes/students/studentconduct/

This is a reminder of the University's policy on plagiarism. You cannot receive credit for work that is not your own, so it is not permitted to submit unacknowledged or incorrectly referenced material. It is also not permitted to submit material taken from another person's work, or from work you have submitted yourself at another time.

A range of websites now offer 'custom writing services' which they claim do not constitute cheating and promise to be plagiarism-free. Some of these providers have been advertising their services around the University campus. If you ask someone else to write your work for you, it is cheating, regardless of the reassurances on these websites. You are not allowed to submit work that has originated from one of these sites. All work you submit must be your own.

If you submit plagiarised work, or work written for you by another person or organisation, you are committing a serious breach of the Student Code of Conduct and will be subject to a conduct penalty. Such a penalty could lead to you being unable to complete your degree, or even permanent expulsion from the University. Please ask yourself if it is worth the risk.

You can see the plagiarism statement in full here
http://www.gla.ac.uk/media/media_413985_en.pdf#page=53&view=fitH,225

9 EXAMINATIONS

At the end of each module, 1A and 1B, there is a degree examination. This examination contributes 50% towards your overall assessment for the module. In the degree examination for Psychology 1A and Psychology 1B, you will be set 80 multiple choice questions (MCQ) component and a choice of 7 essay questions, and you will be required to complete one of them. Both components contribute equally to the degree examination grade (i.e. 50% each in terms of the Degree Exam). The degree exam will examine the curriculum for the Semester in which the module took place, i.e module 1A: Semester 1 and module 1B: Semester 2. Essay-type questions and multiple choice questions will be targeted on the main learning objectives as indicated in this Course Documentation and any subsequent amendments. For information regarding failure to attend the exam, please refer to the University’s absence policy for further details www.gla.ac.uk/media/media_129312_en.pdf

9.1 DICTIONARY WAIVER FORM

You are entitled to use a language dictionary in your examination if English is not your first language. However, there are a number of important points to note with regard to student conduct. You are not permitted to bring notes into an examination with you; this includes ANY notes or annotations inside a dictionary that is in your possession. If you are found to have notes or annotations in a dictionary (or elsewhere) in the examination room, regardless of whether or not they are relevant, used or consulted, you will be reported to the Senate Office under the University’s Code of Student Conduct. Penalties levied by the Assessors for Student Conduct for such offences typically include a mark of zero for the examination with no opportunity to resit. This could have the consequence that you will not qualify for your degree.

The procedure to use a language dictionary is as follows:
You will need to complete the dictionary waiver form (found on Moodle) to indicate that you are intending to use a dictionary in the exam. On the form you must list all the exams/dates/times when you intend to use the dictionary. On the form you will be asked to clearly indicate that you understand that only a standard language dictionary can be used. On the form you will also confirm that you clearly understand that the dictionary must be free of any annotations and that you are clear as to the consequences of any being found.

Your completed form must be completed and submitted to the School of Psychology Office by the date indicated nearer the time of examinations. Once you have submitted the form you can then take your dictionary directly to the exam venue. At the start of each exam, the member of School staff attending will have a list of approved dictionaries, only those for which we have dictionary form will be permitted for use.

9.2 Access to Exam Scripts

A student may view their exam script up to two weeks after the exam marks have been published. You should email the Office Manager, Lynda Young (Lynda.Young@glasgow.ac.uk) stating your name, ID number and the scripts you want to see. Scripts will be available to view within 2 working days. We will email you with a time to come in when you will be given 30 minutes to look at the scripts. You will not be allowed access to your scripts out with these times. You must bring your University student card with you for identification purposes.

Typically you will be allowed to read through your script under supervision, which is to prevent the possibility of tampering with the script. Please note that it is not possible to scan scripts and send them to you, nor can you photograph them. There will be no individual verbal feedback from any member of staff on specific exam scripts however written generic exam feedback will be provided to all students on all exams to help them reflect on their performance and prepare for future exams. For your information no academic marker will have written any comments or marks on the scripts. Students for whom the paper is a resit are entitled to individual feedback. This can be arranged by your individual Course Tutor.

10 Overall Assessment

The overall assessment for each module is derived from 3 grades: (i) a single grade for the degree exam, (ii) a single grade for the Laboratory Portfolio and (iii) a single grade for the class essay

The weightings of these 3 grades in making up the single Course Grade are shown in the following figure.

### MODULE 1A

<table>
<thead>
<tr>
<th>100% =</th>
<th>Degree exam 50% =</th>
<th>MCQs 25%</th>
<th>Essay 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework 50% =</td>
<td>Essay 25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Portfolio 25% =</td>
<td>Lab 1 activity 6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab 2 activity 6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab 3 activity 6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group project 7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MODULE 1B

<table>
<thead>
<tr>
<th>100% =</th>
<th>Degree exam 50% =</th>
<th>MCQs 25%</th>
<th>Essay 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework 50% =</td>
<td>Essay 20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Portfolio 30% =</td>
<td>Lab 1 activity 7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab 2 activity 7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab 3 activity 7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group project 7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio reflection 2%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please do not underestimate the importance of the components that appear to make only a minimal contribution to the Course Grade.

Please note: We have an extensive moderation procedure in coursework and exams to ensure consistency across markers and assignments. We take these procedures extremely seriously so that we can ensure that marking is fair, reliable, and valid. All markers have a sample of their work moderated (ie second marked) by another member of staff to ensure that marking standards conform across the teaching team. In addition, a sample of all coursework and exam papers is given to our External Examiner who evaluates the marking standards and consistency on the programme.
10.1 **MERIT LIST**

Students who achieve an overall 'A' grade in either module will be placed on our Academic Merit List and will be awarded a Certificate for Academic Excellence.

10.2 **COURSEWORK REQUIREMENTS**

To be recognised as someone who has duly performed the work of the course and is therefore eligible to sit the Degree Examination you need to satisfy the following requirements for each of Modules 1A and 1B:

1. Submit the lab portfolio assessments and meet all deadlines for submission.
2. Complete all labs.
3. Submit one literature review essay per semester, meeting deadline for submission.
4. Attend tutorials & complete one group project per semester.

All students must complete a literature review essay in each module and the practical class based portfolio assessments. If you think illness or other serious circumstances will prevent you completing any aspect of the course then you should immediately contact your adviser of studies and the Course Tutor. You will then be advised on what course of action you should take.

Requirements for the award of a degree, diploma or certificate include the attainment of a prescribed number of credits. The award of credit is a different process from the award of a grade for a course. No matter what grade is awarded for a course a candidate will be awarded credit for it which counts towards fulfilment of the credit requirements for an award. The basic requirement which must be fulfilled before a student is awarded credit for a course is that he or she has completed at least 75% of the assessment for the course.

For example, on this course, 50% of the assessment is achieved by way of coursework and 50% in the form of a final examination. If a student took the examination but failed to submit several components of coursework amounting to more than 25% (e.g. in 1B the essay - 20%, and a lab portfolio assessment – 3% each), he or she would not meet this requirement. In such situations students will be returned as Credit Refused and fail to receive the appropriate credits for the module. Students who have failed to meet the 75% threshold due to missed coursework must contact the Course Tutor. Please note that practical lab classes cannot be reassessed later. In exceptional circumstances the Course Tutor may arrange alternative assessments in lieu of practical classes, however this will not apply in situations where the student has missed a number of pieces of work.

These rules only apply to cases where failure to submit coursework or attempt other assessments is not explained by good cause. Where good cause is shown for failing to complete assessments the good cause rules explained in Chapter 5 of the Code of Assessment will apply.

10.3 **TIMING**

Degree examinations are normally held in December for Module 1A and May for Module 1B. Resits are normally held in August. All degree examination times are announced by Registry.

10.4 **MCQ ANSWER SHEETS**

The multiple choice questions set in examinations are scored by a machine which reads pen marks you make on a special Answer Sheet to indicate which of the alternatives you have chosen. An example of an MCQ sheet completed in the appropriate way will be available during tutorials several weeks before the first exam and it will save you valuable time on the day of the exam if you study it carefully in advance.

10.5 **EXAMS ONLY CANDIDATES**

Students who are sitting the degree exam as exam only candidates (i.e. students from a previous year with permission) should note that the degree exam is based on the syllabus for the current Semester, students should ensure they have a copy of the current course handbook which has details of the syllabus as well as the format of the degree exam.

The course information can also be found on the school’s website at [http://www.psy.gla.ac.uk/students/](http://www.psy.gla.ac.uk/students/)

10.6 **PUBLICATION OF DEGREE EXAMINATION RESULTS**

Students’ examination results will be published on their MyCampus record. The School is not allowed to release results directly or by telephone.
11 HOW YOUR WORK WILL BE ASSESSED

The exam rationale is to test students' basic knowledge and understanding of psychological concepts. The ability to demonstrate this is also assessed through literature review and lab portfolio assessments. Ability to express concepts verbally will be tested by the student’s performance in tutorials especially in the group presentations. Practical research skills are taught via a laboratory-based series of experiments, and supported by a series of lectures. Research skills are developed via labs and assessed via the lab portfolio assessments.

Attendance at tutorials, laboratories and lectures is an essential part of the learning experience and of your student contract. Attendance will therefore be monitored and a register taken at tutorials/labs.

11.1 GRADING SCALE

A common grading scale is used for assessing each piece of work in Psychology 1A/1B whether, for example, the work is a literature review essay, lab portfolio assessments, an essay answer in an examination, or a stand-up presentation in a tutorial. The grading scale we use is common throughout the university.

<table>
<thead>
<tr>
<th>Primary Grade</th>
<th>Gloss</th>
<th>Secondary Band</th>
<th>Aggregation Score</th>
<th>Primary verbal descriptors of attainment of Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>A1</td>
<td>22</td>
<td>Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgment relating to key issues, concepts and procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A3</td>
<td>20</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>A4</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A5</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>B1</td>
<td>17</td>
<td>Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Good</td>
<td>C1</td>
<td>14</td>
<td>Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C2</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Satisfactory#</td>
<td>D1</td>
<td>11</td>
<td>Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure</td>
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<tr>
<td></td>
<td></td>
<td>D2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Weak</td>
<td>E1</td>
<td>8</td>
<td>Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Poor</td>
<td>F1</td>
<td>5</td>
<td>Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Very Poor</td>
<td>G1</td>
<td>2</td>
<td>Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
<td>0</td>
<td>No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary</td>
</tr>
<tr>
<td>CR</td>
<td>CREDIT REFUSED</td>
<td></td>
<td></td>
<td>Failure to comply, in the absence of good cause, with the published requirements of the course or programme, and/or a serious breach of regulations.</td>
</tr>
</tbody>
</table>

*The Secondary Band indicates the degree to which the work possesses the quality of the corresponding descriptor.
#This gloss is used because it is the lowest grade normally associated with the attainment of an undergraduate award.
12 RELEVANT UNIVERSITY RULES

12.1 CREDIT AND CREDIT TRANSFERS

Please refer to the relevant sections of the University Calendar.

12.2 RE-ASSESSMENT IN A MODULE

If students fail to meet the threshold grade D at the end of each module they will be given the opportunity to improve their grade by resitting the module examination. There is no reassessment opportunity for coursework. If students fail to meet the minimum 75% threshold of completed coursework to earn course credit the Course Tutor will advise on whether the student can complete outstanding coursework. In some situations, such as practical labs, reassessment will not be possible, and if appropriate the course tutor may arrange an alternative assessment opportunity. Please refer to the relevant sections of the University Calendar http://www.gla.ac.uk/services/senateoffice/policies/calendar/calendar2016-17/feesandgeneral/assessmentandacademicappeals/codeofassessment/#/provisionforreassessment.

12.3 COMPLAINTS PROCEDURE

The University and School is committed to providing an excellent educational experience for our students. The University has a duty to maintain and enhance the quality of its provision and to provide an effective system for handling complaints. The University has a Complaints Procedure which allows complainants to raise matters of concern without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected. Further details about the University Complaints procedure can be found on the Senate Office website, http://www.gla.ac.uk/services/senateoffice/studentcodes/students/complaints/.

12.4 AN IMPORTANT NOTE ON PUBLISHED COURSE INFORMATION

Every effort has been made to ensure the accuracy of the information in this handbook at the time of going to press. However the content of courses and syllabuses is under regular review and may change from time to time with some courses being cancelled, modified or replaced. Also other factors such as industrial action or the departure of a member of staff may result in it not being possible to offer a course. Courses offered may also be subject to a minimum number of students in any one year. The School therefore reserves the right without notice to vary the content of its courses & syllabuses and the right to cancel or modify the courses, syllabuses and facilities described in this handbook.

In general the following order of priority should be applied:

1. This handbook is up to date as of the start of semester 1 only and will not be updated throughout the year.
2. Any changes will be communicated to students via My Campus, class emails and electronic notices, lecture announcements, and handouts.
3. Announcements and handouts supersede other documents such as this handbook.
4. Past exam papers are obviously only a rough guide to future exams, and are superseded by any differences of syllabus or exam format by both this handbook and any course handouts and announcements.
5. Lecturers will provide detailed lecture summaries for their courses and post on Moodle.

12.5 FACEBOOK ETIQUETTE

Social networks provide an excellent resource for sharing ideas/concerns, accessing information and building friendships but it is important to also be aware of the potential pitfalls of this resource. Note the excellent advice provided by the SRC on how to avoid some of the potential pitfalls of Social Networking, this can be accessed at the following link https://www.glasgowstudent.net/advice/health-and-safety/social-networking/.

We want to ensure that you are aware of this advice so that you do not intentionally or unintentionally infringe the University’s Student Code of Conduct by making comments that are inappropriate or potentially intimidating or threatening to others. As highlighted within this advice from the SRC it is important to remember that comments you make on these social networks are more permanent and less private than you may think. Anyone can for example at any time take a screenshot of comments you make on facebook and forward these at any time to people beyond the facebook group members such as other students, university staff or a future employer. So although you may write something without thinking and remove it later – it may have already had a negative impact on another individual and a record of it may already exist so it is very important to give due consideration to your activities in these contexts. The SRC Student Advice centre is also happy to talk to anyone who has concerns in relation to this issue http://www.glasgowstudent.net/advice/.

The School and the University are keen to ensure that a safe learning environment is provided to all students free from any intimidating or bullying behaviour subsequently action will be taken against students alleged to have breached this Code, further information on the Student Code of Conduct is available here: http://www.gla.ac.uk/services/senateoffice/studentcodes/students/studentconduct/.

A suspected breach of the Code can be reported by any student or member of staff in the University and associated bodies, or a member of the public. For example, instances of alleged bullying can be reported by any individual who has witnessed and has evidence of this behaviour not just the alleged subject of this intimidating behaviour. Any evidence of such behaviour, such as the example of facebook screenshots above, will be passed to the Senate Assessor for Conduct
who will decide whether it merits consideration under the Code of Student Conduct and, where appropriate, what actions need to be taken against students who are deemed to have breached this Code.

We hope this information is useful to you in your use of social networks.
13 SUPPORT & COMMUNICATIONS

13.1 ASSISTANCE IN THE PSYCHOLOGY COMPUTER LABS
Graduate Teaching Assistants (GTAs) are post-graduate students who we employ to help teach on the undergraduate programme. GTAs are situated in the Teaching Hub and will endeavour to answer general queries. The psychology labs are open Monday – Thursday from 10am – 4.45pm and Friday from 10am – 2.45pm.

13.2 PAL (PEER ASSISTED LEARNING) SCHEME
Weekly PAL sessions will run from week 3 and it is highly recommended that you attend. This is an opportunity to attend a “no staff, just students” informal environment, where student facilitators in higher levels mentor you on topics such as essay and report writing, experimental design and statistics, and study skills. PAL is intended to enhance understanding of your core objectives, and compliment lecture, tutorial and lab content. Further information will be circulated to you via email at the start of the Semester.

13.3 ANNOUNCEMENTS
Oral announcements will be made at lectures but not everyone attends every lecture and the most reliable means of supplying information to the class is via e-mail or via Moodle forums. All other information can be found on the student moodle site.

13.4 CONTACTING STAFF
You should use the e-mail facilities to handle basic academic enquiries. Staff e-mail addresses can be found here http://www.psy.gla.ac.uk/staff/.

13.5 MOODLE
The School has a moodle site for supporting students with notices, lecture notes, tutorial information, aids to writing in Psychology and a forum. The Psychology Moodle page can be found at: http://moodle2.gla.ac.uk/course/category.php?id=760.

13.6 AVAILABILITY OF LECTURERS FOR CONSULTATION
All lecturers teaching the Level 1 Course have arranged to set aside at least one hour a week when they can be approached by Level 1 students who have enquiries about the course. These times are listed on each lecturer’s door and some will operate an appointments system. Any problems with obtaining a consultation should be immediately taken up with the Course Organiser.

13.7 E-MAIL
You should use the e-mail facilities to handle basic academic enquiries. We, the School, will use it to maintain contact with you. You should therefore log in regularly, i.e. at least once a week. Please check your University e-mail account regularly and ensure there is sufficient space to receive new mail. Do NOT use hotmail to contact staff as replies do not always reach hotmail accounts.

13.8 PAST EXAM PAPERS
Examples of past papers can be found in the University Library. Please note only essay exam questions are published, not MCQ papers.
14 FURTHER INFORMATION

14.1 EXTERNAL EXAMINER
We have an external examiner who is responsible for ensuring the examination process is conducted fairly and to an absolute standard. For session 2016-17 the level 1A and 1B external examiner is Dr Ruth Filik, Lecturer, University of Nottingham.

14.2 APPEALS PROCEDURE
The University has a standard appeals procedure that is set out in detail on the Senate Office web page:
www.gla.ac.uk/services/senateoffice/workingwithstudents/academicappeals/
then click ‘How to appeal against an academic decision’.
In this document it makes it clear that appeals will not be entertained against marks or decisions of examiners, or other matters of academic judgement. Proper grounds for appeal, which this document makes clear, are medical/personal, or procedural.
The document also states that an appeal against an assessment should be made to the appropriate Appeals Committee within two weeks of the posting of the mark. Students might find it useful to approach the Director of Teaching or the Course Organiser for informal advice.

14.3 ATTENDANCE
The School has been recording attendance at tutorials and labs for some time.
Attendance at lectures, tutorials and labs strongly correlates with overall performance on the course so you should make an effort to attend all sessions. Absences should be covered by the appropriate documentation. Please see section on Illness, Absence and Personal Problems for guidance.

14.4 PROBLEMS, GUIDANCE, ETC.
The School’s hope is that you will enjoy the course of study offered and pass the examinations set. However, students can encounter a range of difficulties during a course. Some may not be very serious, e.g., feeling that the course is not quite what you expected: in that case you should say so in your response to the course evaluation questionnaire. Some problems may be more serious: illness, family or social problems, difficulty in understanding the material, or just feeling anonymous in a large impersonal institution. In such cases, you may understandably feel a need for a more individual form of help or assistance, and although the class is large, there are many ways in which you can make contact with members of staff. As noted above, the lecturers are available for consultation at appointed hours that are displayed on their office doors. Your tutor can also point you towards appropriate help. The course organiser is also available either by email or in his office.

14.5 ILLNESS, ABSENCE AND PERSONAL PROBLEMS
Students must complete a My Campus absence report for any significant absence from the University. Supporting documentary evidence will be required and should be scanned electronically and linked to the My Campus absence report. For detailed information about the Student Absence Policy and how to submit medical evidence via My Campus please see www.gla.ac.uk/media/media_129312_en.pdf

14.6 CONSIDERATION OF MEDICAL AND OTHER RELEVANT EVIDENCE
Please refer to the Code of Practice on Incomplete Assessment and Good cause which can be found in the University Calendar, under General Information for Students.

14.7 DISABILITY
The School Disability Co-ordinator is Dr Maria Gardai. She liaises with the Student Disability Service and is the person to contact if you have any questions about special needs provision. Contact: Room 445, 58 Hillhead Street, email: maria.gardani@glasgow.ac.uk tel: 0141-330 3610.

14.8 QUALITY ASSURANCE AND ENHANCEMENT OF THE COURSE
There are two complementary formal mechanisms involving students for checking and improving the quality of courses: class representatives, and course evaluation surveys.

14.8.1 Class Representatives - Staff/Student Liaison
Student representatives of the class (class reps) are elected at the beginning of the academic year. These representatives are invited to School Meetings and are encouraged to act generally as mediators between the class as a whole and the staff, as individuals or as a School – thus, through the representatives, class views can be given at these
meetings and details of other school business relayed back. Meetings with the course organiser and course team are held as and when needed, at least one per semester. It is expected, however, that a more informal dialogue is continued with the course organiser and that most problems are dealt with at this level. Students can either be nominated or nominate themselves. Arrangements for an election will be made early in semester. Training and support for this role are supplied by the SRC (Student Representative Council).

14.8.2 Course Evaluation Surveys By Students

Students are asked to offer an evaluation of various aspects of the course (lecture content and delivery, the laboratory programme, the assessment procedure) through the completion of questionnaires administered during the academic year. The results are scrutinised by the School’s Quality Assurance Officer and are the subject of discussion at meetings of the Staff-Student Committee, as well as at Staff meetings. Responses to them will be fed back to students in the class. Over the years a number of improvements in the course have been prompted by student opinion expressed in this way.

Surveys will mostly be done online (as this seems most convenient for both students and staff), and automatic email reminders sent. It is a requirement for all students to fill them in. This is important to give confidence to students, teaching staff, and various higher layers of university quality assurance that we are neither ignoring issues which many students have shown concern about, nor making changes that affect all students based on what only one or two students have expressed an opinion about.

The main times to expect surveys are at the end of each semester, sometimes at mid-semester (to ask whether anything needs adjusting during the course). Surveys will often be quick to fill in (sometimes very quick), apart from open-ended questions asking for not just a click but for a typed reply. Typically only a minority of students type in an open-ended response and yet these are often the most influential, and we particularly welcome such contributions. Survey responses are always anonymous: teaching staff cannot link a response to the student who gave it.

The result of each survey and the School response will be published on Moodle and on the Student Voice webpage.

14.9 Health & Safety Policy

The University has a policy regarding the health and safety of staff and students. This covers all activities undertaken as part of the teaching process, from the condition of the steps in the lecture theatre to the handling of hazardous substances and the implementation of possibly hazardous procedures. All students have the right to seek assurances on the safety of any activities in which they may be asked to participate.

Psychology does not require dissection of animals nor does it require animal experimentation as part of its undergraduate degree. Moreover there are no invasive procedures used on human subjects. All apparatus used in experiments has been safety checked and approved. It is unlikely therefore that a student will encounter any problems.

Nevertheless any student who believes there is a health or safety threat should raise the issue with the course organiser and have the matter entered in the safety log book.

14.10 Use of Course Materials and Personal Recording of Lectures, Seminars and Tutorials

In using course materials and lecture recordings/media, students are agreeing to the following terms and conditions of use:

• Course materials available on Moodle including: lecture slides; lecture recordings; information to support the lecture course; project materials; and data files; should only be accessed and downloaded by those students enrolled on the course.

• Use of such materials should be in relation to the course, and used solely by psychology students for the purposes of supporting their learning.

• Copyright of content used in lectures is protected.

• Any use of course materials (including lecture recordings) other than for a student's personal use in relation to their studies or any unauthorised distribution of course materials (e.g. on forums, social media or the internet) will be considered a serious breach of the Code of Student Conduct and will be subject to disciplinary action.

• The use of recording devices, such as voice or visual recording, is permitted in this course only to:
  o students who have been deemed so eligible by the University's Disability Service; and
  o students given permission in advance by the staff member conducting the teaching session

• These recordings are subject to the conditions laid out in the relevant document on Moodle. No recordings are allowed until you have read the terms and conditions in this document.

• The lecture recording policy can be found here: http://www.gla.ac.uk/media/media_359179_en.pdf
15 PROGRESSION FROM PSYCHOLOGY 1

The progression information below may change, especially for progression into later years. Any changes will be updated on My Campus. More detailed course information is available from course handbooks which can be found on the School of Psychology’s website, www.psy.gla.ac.uk/students.

15.1 Psychology 2A and Psychology 2B (2nd Year)

To gain entry to Psychology 2A a student will have passed Psychology 1A/1B at an average of grade B3 or better. Any remaining places will be allocated via a waiting list. Class sizes in Level 2 are limited to 300 students. Students who aim to progress to Honours level will be given priority with remaining places offered to students wishing to extend their knowledge of Psychological research.

15.2 Deferment of Entry to Psychology 2A/2B

Students who are unable to take up a place they have been offered in Psychology 2A/2B but who wish to defer taking up the place for 12 months can only do so after discussion with the Course Organiser and with written permission. Permission for deferment must be sought and agreed by the beginning of the academic term in which the place would have normally been taken up. If permission is not sought, the School cannot guarantee to make the place available in subsequent years.

15.3 Progression to Level 3

Entry into Psychology Level 3 is guaranteed to Level 2 applicants who satisfy both of the following two conditions:

1. you must have gained at your first attempt a Level 2 Pass at Grade B2. (Averaged over modules 2A and 2B).
2. you must have fulfilled the regulations for progression to Honours.

Students who do not satisfy each of these two conditions will not normally be allowed into Level 3 honours Psychology.

The overall grade at Level 2 is made up as follows:

• Laboratory Portfolios in Psychology 2A/2B contribute 30 %
• Degree examinations in Psychology 2A/2B contributes 70 %

15.4 Psychology Level 4

In-depth “options” are offered in final honours, with single honours students currently selecting 9 from a range of 21.

15.5 Tier 4 Progression

As a Tier 4 sponsor the University of Glasgow are unable to continue visa sponsorship for a student who has been withdrawn from their studies by the University, or is undertaking an academic appeal against the withdrawal, as they will not be studying full-time and as such no longer fulfil the requirements of the immigration rules as a student. If you are a Tier 4 student and are unclear of any of the regulations on progression please check here http://www.gla.ac.uk/services/registry/tier4/
16 BRITISH PSYCHOLOGICAL SOCIETY

16.1 GRADUATE BASIS FOR CHARTERSHIP

In order to eventually work as a Chartered Psychologist in the UK, the British Psychological Society requires students to complete a degree course which gives them Graduate Basis for Chartership with the society. Both psychology single and joint honours courses at the University of Glasgow confer this. The minimum pass level for GBC eligibility is a Lower Second Honours degree.

Where a joint honours student performs at least at a Lower Second level in Psychology, but is brought down to a Third by their other honours subject, they may be considered as eligible for GBC.

The Practical component at honours (we call this the Maxi Project) must be passed for GBC. Further information may be obtained by referring to the BPS website: www.bps.org.uk

16.2 UNDERGRADUATE MEMBERSHIP OF THE BPS

The British Psychological Society accepts undergraduate members at low cost. There are many advantages to membership, including a monthly journal, appointments memoranda and access to low-cost major journals in key areas of psychology.

17 LIBRARY RESOURCES FOR PSYCHOLOGY STUDENTS AT GLASGOW UNIVERSITY

The main University Library is the twelve-storey building located at the top of Hillhead Street next to the School of Psychology. Your ID card is also your Library card and you need it to get into the building. It’s open from 7.15am to 2am, seven days a week for 361 days of the year. We have a web page specifically for new students http://www.gla.ac.uk/services/library/usingthelibrary/informationfornewstudents/ You can take a guided tour if you want, check our Facebook page or webpage for times.

Study spaces are zoned red, amber and green to indicate silent, quiet and group study areas. Different areas may have individual study carrels, group study rooms and social seating areas. To book a group study room speak to the staff at the Welcome desk on Level 2.

We have two collections with multiple copies of your recommended texts.

- High Demand Collection (housed on Level 3) is a self issue and self return area with books available for 4hr or 24hr loan
- One Week Psychology collection is on level 8, books from here must be taken to Level two if you want to borrow them

Our Quicksearch system (available from the home page) helps you to find books by author, title and/or keywords, we also have over 800,000 electronic books. You can recall books that are out on loan and are encouraged to do so as this alerts the Library to the fact that more copies are needed. Psychology related books can be in other sections like physiology so make use of Quicksearch to find books on your topic. If you experience problems finding information that you need for your course please contact Roma Thompson, the College Librarian.

58,000 electronic journals are also available via the Library system. You can sometimes find journal articles via Google but it’s better to learn to look for the title of the journal and access them via the Library system if you want the full text quickly and free of charge. Various databases such as Web of Science and PsychInfo are available to help you discover relevant journal articles on your topic. All the databases, eBooks and most ejournals can be used off campus by using your GUID to log into them. These resources are very useful in carrying out the Critical Reviews that form part of the continuous assessment.

The University Library has over 800 networked PCs that are available throughout the building along with wi-fi, scan, print, copy, power and charge facilities. Help with connection to wi-fi on your laptop, tablet or smartphone is available from the IT support staff.

Throughout the academic year Roma, working with academic staff, provides support via e-mail, face to face appointments and through providing help online. The Psychology Subject page, containing the link to the online course, can be found on the Library website at: http://www.gla.ac.uk/services/library/howtofindinformation/whatsyoursubject/psychology/

We have reciprocal arrangements for you that allow you to use the library resources of Strathclyde and Glasgow Caledonian Universities as well as others based around the UK. To see a full list of these go to http://www.sconul.ac.uk/sconul-access and select the options that apply to you, for example full time undergraduate at the University of Glasgow.

Students experiencing any problems in using the Library or finding material can contact Roma. She has an office on level 8 of the Library and can be contacted by e-mail on roma.thompson@glasgow.ac.uk or by telephone on extension 6711.
18 STUDENT REPRESENTATIVE COUNCIL (SRC)

18.1 HOW THE SRC CAN HELP YOU

Student Representatives:
During the early weeks of each course, you will select student representatives who receive training from the SRC and represent your views on Staff-Student Liaison Committees. The role of these students is very important and it’s imperative that you let them know when things are going well and not so well with your course so that they can keep the school informed on everything from teaching to facilities, to ensure that there is continuous improvement.

Advice Centre:
The SRC employ professional advisers to help you through any problems you might be having. These can range from welfare issues such as money and accommodation to representation in academic appeals and disciplinary matters. This is a free service, no appointment is necessary and their doors are open from 10-4 (Mon-Thurs) and 10-3 (Fri). You can also contact this service via advice@src.gla.ac.uk.

Vice President (Learning and Development):
The VP Learning oversees the whole student representative system, including providing the training. (S)He also represents the views of all students to the University on a variety of Committees. If you have a matter relating to your education, which you feel requires attention, do not hesitate to get in touch via vp-learning@src.gla.ac.uk or by dropping in to the SRC offices in the John McIntyre Building on University Avenue.

This and all other information about the SRC is available from our website at www.glasgowstudent.net.

19 LOCATION OF SCHOOL OF PSYCHOLOGY AND LABS
## 20 LEVEL 1A/1B PSYCHOLOGY WORK RECORD (2016 - 2017)

<table>
<thead>
<tr>
<th>COURSEWORK 1A</th>
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<tr>
<td>Lab 1 (available from Oct 3 to Oct 14)</td>
<td>To be completed by 14th October</td>
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<tr>
<td>1A Literature Review</td>
<td>To be submitted by 1st November</td>
</tr>
<tr>
<td>Lab 2 (available from Oct 24 to Nov 4)</td>
<td>To be completed by 4th November</td>
</tr>
<tr>
<td>1A Group Project</td>
<td>To be completed in w/b 7th November</td>
</tr>
<tr>
<td>Lab 3 (available from Nov 14 to Nov 25)</td>
<td>To be completed by 25th November</td>
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<tr>
<th>COURSEWORK 1B</th>
<th>HAND-IN DATE</th>
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<tr>
<td>Lab 1 (available between 23rd January and February 3rd)</td>
<td>To be completed by 3rd February</td>
</tr>
<tr>
<td>1B Literature Review</td>
<td>To be submitted by 21st February</td>
</tr>
<tr>
<td>Lab 2 (available between 13th February and 24th February)</td>
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<tr>
<td>1B Group Project</td>
<td>To be completed in w/b 27th February</td>
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<tr>
<td>Lab 3 (available between 6th March and 17th March) and Lab portfolio reflection</td>
<td>To be completed by 17th March</td>
</tr>
<tr>
<td>Formative group research report (optional and does not contribute to grade)</td>
<td>To be submitted by 24th March</td>
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# Feedback Calendar for 2016-17

## Level 1A

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<tr>
<th>Assignment</th>
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<th>Feedback available date</th>
<th>Marked by</th>
<th>Mark given yes/no</th>
<th>Comments generic/individual</th>
<th>Written or oral</th>
<th>Discussion individual or class</th>
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<tbody>
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<td>In class tutor</td>
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<td>yes</td>
<td>both</td>
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<tr>
<td>Literature Review</td>
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<td>W/b 21st Nov</td>
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<td>written</td>
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<tr>
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<td>In class tutor</td>
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<tr>
<td>Group Project</td>
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<td>W/B 28th Nov</td>
<td>tutor</td>
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<tr>
<td>Lab 3</td>
<td>14th - 25th Nov</td>
<td>In class tutor</td>
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<td>Yes</td>
<td>both</td>
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</tbody>
</table>

N.B. Feedback is an ongoing, important part of learning. Tutorials are all part of feedback, as are more informal discussions with your tutor and peer group. Remember, however, that feedback is only of use if it is read, digested and acted on.
## LEVEL 1B

<table>
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<tr>
<th>Assignment</th>
<th>Work hand in date</th>
<th>Feedback available date</th>
<th>Marked by</th>
<th>Mark given yes/no</th>
<th>Comments generic/individual</th>
<th>Written or oral</th>
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</thead>
<tbody>
<tr>
<td>Lab 1</td>
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<td>Literature Review</td>
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<tr>
<td>Lab 2</td>
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<td>tutor</td>
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<td>both</td>
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<tr>
<td>Group Project</td>
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<td>W/B March 21</td>
<td>tutor</td>
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<td>both</td>
<td>written</td>
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<tr>
<td>Lab 3</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; - 17&lt;sup&gt;th&lt;/sup&gt; March</td>
<td>In class</td>
<td>tutor</td>
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<td>yes</td>
<td>both</td>
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<tr>
<td>Formative group report</td>
<td>24&lt;sup&gt;th&lt;/sup&gt; March</td>
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<td>Staff</td>
<td>yes</td>
<td>generic</td>
<td>both</td>
</tr>
</tbody>
</table>

N.B. Feedback is an ongoing, important part of learning. Tutorials are all part of feedback, as are more informal discussions with your tutor and peer group. Remember, however, that feedback is only of use if it is read, digested and acted on.