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Level 3 – Psychological Studies
1. INTRODUCTION

1.1. WELCOME
Thank you for choosing Level 3 Psychological Studies a course in which we hope you will find the pleasure and interest of Psychology Level 1 and Level 2 greatly intensified. As of course you now know, Psychology is the science of mental life and behaviour, human and animal. Psychology Level 1 gave you a first overview of its methods and results; Psychology Level 2 took the story quite a bit further, Level 3 Psychological Studies covers a selection of key areas in some depth.

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. In it you will find an outline of the course and its various components but you can expect it to be supplemented from time to time by other documents which will be supplied as handouts at lectures and at tutorials.

This document was last updated on 26/01/2017. The information it contains was correct at the time of printing but is subject to modification as improvements in the course are made.

Your first point of contact would normally be Donna who will deal with all your enquiries, however, Dr Kilborn can be contacted directly for more specific enquiries and/or problems. NB When it comes to your examinations, queries should be addressed to Dr Eugene Dawydiak and not to Dr Kilborn.

1.2. PLACE OF THE COURSE IN THE DEGREE PROGRAMME
This third level course assumes a knowledge of psychology acquired at levels 1 and 2. Detailed entry requirements can be found in section 1.2.1.

1.2.1. Entry To Level 3 Psychological Studies
Entry to Level 3 Psychological Studies will be through successful completion of Level 1 and Level 2 Psychology.
You should also be aware that completion of the Psychological Studies course DOES NOT mean you are eligible for GBC. This means that this degree does not entitle you to join the British Psychological Society as a graduate member.

1.2.2. Induction Meeting
There will be an induction meeting for the Psychological Studies class on Friday 23rd September at 1pm in the Seminar Room, School of Psychology, 58 Hillhead Street.
1.3. **Courses**
You are required to take 7 Level 3 Psychology modules to complete this course. These are Cognitive Psychology, Social Psychology, Individual Differences, Human Development, Conceptual & Historical Issues in Psychology, Current Issues in Psychology, and Professional Skills. Additionally, you are required to attend a 12-week tutorial course which will produce a Group Research Report.

2. **Aims & Objectives**

2.1. **School Aims**
The specific aims of the school are:

- To provide the highest quality of research and of teaching and learning possible with the available resources in the academic discipline of Psychology at the undergraduate and postgraduate levels.
- To provide an up-to-date curriculum by responding to developments in the subject, and by exposing students to an environment in which advances in psychological research are being made. The curriculum is geared with the background of students in mind in terms of experience, qualifications and educational needs.
- To promote and enhance research capacity in key areas of strength within the School and to promote the development of research excellence in additional areas of psychology.
- To develop and enhance research and training links and collaborations with other research institutions in the UK and beyond.

2.2. **Aims Specific to Psychological Studies**
This course will develop the core areas of psychology at a level which reflects both recent academic research and applications of psychological findings. The academic modules reflect the breadth of psychological knowledge. Professional Skills represents a set of transferable skills of value ‘out there.’ The Reading Party offers a chance to work within a group and gain verbal presentation experience, in a social setting. The group research project will employ a team-based approach to data collection, and a strong emphasis on applying hypothesis-testing through the application of good design and statistics.

2.3. **Learning Objectives of the Course**
The learning objectives of this course are:

1. By building on the foundations laid in Psychology 1 and Psychology 2 to broaden and, especially, to deepen your knowledge of the subject area so that by the end of the course you will be able to summarise and discuss the theories and findings of psychologists who have conducted research in such areas as Cognitive, Social Psychology and Developmental Psychology.
2. Through the Group Research Project to develop such transferable skills as the design of experiments in the behavioural sciences, the writing of research reports and the discussion of results presented in such reports.
3. To increase your awareness of the many different ways in which the methods and results of Psychology are applied in the world outside the laboratory.

2.4. **Learning and Teaching Strategies**
Lectures will introduce the staff, outline the programme and assessment methods, and introduce students to the range of text books and software learning support. Lectures will introduce students to the key theories and relevant experiments. Coursework essays will give students the opportunity to independently research and evaluate relevant material beyond the lectures, and the skills of writing scientific material. The group research project will introduce students to key experiments in the field, develop data analysis skills, and teach report writing. Web based resources will allow flexible access to support materials. Learning and teaching strategies will be designed and implemented appropriate to all students needs.
### Learning Outcomes

<table>
<thead>
<tr>
<th>Description</th>
<th>Teaching &amp; Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing material, show basic familiarity with content</td>
<td>Lectures, texts, web, journals</td>
<td>Unseen exams, class essays</td>
</tr>
<tr>
<td>Evaluate theory and experiments</td>
<td>Lectures</td>
<td>Unseen exams, class essays</td>
</tr>
<tr>
<td>Design experiments, analyse data, write reports</td>
<td>Group Research Project, lectures, tutorials</td>
<td>Group Research Project</td>
</tr>
<tr>
<td>Critical report writing</td>
<td>Group Research Project, tutorials</td>
<td>Group Research Project</td>
</tr>
<tr>
<td>Verbal presentation</td>
<td>Tutorials, Reading Party</td>
<td>Reading Party</td>
</tr>
<tr>
<td>Career reflection: CV reports</td>
<td>Professional skills</td>
<td>Professional Skills Portfolio</td>
</tr>
<tr>
<td>Team working skills</td>
<td>Group Research Project, Reading Party</td>
<td>Group Research Project, Reading Party</td>
</tr>
</tbody>
</table>

### 3. Timetable

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Mon 1-2</th>
<th>Mon 2-4</th>
<th>Tue 1-2</th>
<th>Wed 11-12</th>
<th>Wed 12-1</th>
<th>Wed 1-2</th>
<th>Thur</th>
<th>Fri 12-1</th>
<th>Fri 1-3</th>
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<tbody>
<tr>
<td>Sep 19</td>
<td>-</td>
<td>CI 1</td>
<td>-</td>
<td>PS 1</td>
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<td>Sep 26</td>
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<td>CI 2</td>
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<td>PS 2</td>
<td>PS 3</td>
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<tr>
<td>Oct 03</td>
<td>-</td>
<td>CI 3</td>
<td>-</td>
<td>PS 4</td>
<td>PS 5</td>
<td>-</td>
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<tr>
<td>Oct 10</td>
<td>-</td>
<td>CI 4</td>
<td>-</td>
<td>PS 6</td>
<td>PS 7</td>
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<tr>
<td>Oct 17</td>
<td>HD 1</td>
<td>CI 5</td>
<td>HD 2</td>
<td>PS 8</td>
<td>PS 9</td>
<td>-</td>
<td>-</td>
<td>HD 3</td>
<td>-</td>
</tr>
<tr>
<td>Oct 24</td>
<td>HD 4</td>
<td>CI 6</td>
<td>HD 5</td>
<td>PS 10</td>
<td>PS 11</td>
<td>-</td>
<td>-</td>
<td>READING PARTY</td>
<td>-</td>
</tr>
<tr>
<td>Oct 31</td>
<td>HD 6</td>
<td>-</td>
<td>HD 7</td>
<td>-</td>
<td>HD 8</td>
<td>-</td>
<td>HD 9</td>
<td>-</td>
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<tr>
<td>Nov 07</td>
<td>HD 10</td>
<td>-</td>
<td>HD 11</td>
<td>-</td>
<td>HD 12</td>
<td>HD 13</td>
<td>L3 Exam Prep</td>
<td>-</td>
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<tr>
<td>Nov 14</td>
<td>CHIP 1</td>
<td>-</td>
<td>CHIP 2</td>
<td>CHIP 3</td>
<td>CHIP 4</td>
<td>-</td>
<td>CHIP 5</td>
<td>-</td>
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<tr>
<td>Nov 21</td>
<td>CHIP 6</td>
<td>-</td>
<td>CHIP 7</td>
<td>CHIP 8</td>
<td>CHIP 9</td>
<td>-</td>
<td>CHIP 10</td>
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<tr>
<td>Nov 28</td>
<td>CHIP 11</td>
<td>-</td>
<td>CHIP 12</td>
<td>CHIP 13</td>
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<tr>
<td>Dec 05</td>
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<td></td>
<td>While there are no lectures in this period. Exams for Human Development and for Conceptual and Historical Issues in Psychology will be held. Dates to be advised from Registry.</td>
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</table>

*NB: There will be a Careers Talk scheduled specifically for Psychological Studies students, date and time to be announced.*

**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</th>
<th>Mon 1-2</th>
<th>Tue 1-2</th>
<th>Wed 11-12</th>
<th>Wed 12-1</th>
<th>Thu 12-1</th>
</tr>
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<tbody>
<tr>
<td>Jan 09</td>
<td>ID 1</td>
<td>COG 1</td>
<td>-</td>
<td>-</td>
<td>SOC 1</td>
</tr>
<tr>
<td>Jan 16</td>
<td>ID 2</td>
<td>COG 2</td>
<td>-</td>
<td>-</td>
<td>SOC 2</td>
</tr>
<tr>
<td>Jan 23</td>
<td>ID 3</td>
<td>COG 3</td>
<td>-</td>
<td>-</td>
<td>SOC 3</td>
</tr>
<tr>
<td>Feb 30</td>
<td>ID 4</td>
<td>COG 4</td>
<td>-</td>
<td>-</td>
<td>SOC 4</td>
</tr>
<tr>
<td>Feb 06</td>
<td>ID 5</td>
<td>COG 5</td>
<td>-</td>
<td>-</td>
<td>SOC 5</td>
</tr>
<tr>
<td>Feb 13</td>
<td>ID 6</td>
<td>COG 6</td>
<td>-</td>
<td>-</td>
<td>SOC 6</td>
</tr>
<tr>
<td>Feb 20</td>
<td>ID 7</td>
<td>COG 7</td>
<td>-</td>
<td>-</td>
<td>SOC 7</td>
</tr>
<tr>
<td>Feb 27</td>
<td>ID 8</td>
<td>COG 8</td>
<td>ID 9</td>
<td>ID 10</td>
<td>SOC 8</td>
</tr>
<tr>
<td>Mar 06</td>
<td>ID 11</td>
<td>COG 9</td>
<td>COG 10</td>
<td>COG 11</td>
<td>SOC 9</td>
</tr>
<tr>
<td>Mar 13</td>
<td>ID 12</td>
<td>COG 12</td>
<td>SOC 10</td>
<td>SOC 11</td>
<td>SOC 12</td>
</tr>
<tr>
<td>Mar 20</td>
<td>ID 13</td>
<td>COG 13</td>
<td>-</td>
<td>SOC 13</td>
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</tbody>
</table>

Please note - changes to the timetable and Examination dates are always possible. Exam dates are only decided on by the University Examinations Office.

**Key:**  
COG = Cognitive; CHIP = Conceptual & Historical Issues in Psychology, CI = Current Issues in Psychology, HD = Human Development; ID = Individual Differences; PS = Professional Skills; SOC = Social;
4. Lecture Times and Locations

Locations and times are on MyCampus and will be updated throughout the year.

4.1. 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:
  - students who have been deemed so eligible by the University’s Disability Service; and
  - 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
5. Modules

5.1. Cognitive Psychology (Dr L. Morrow & Dr L. Moxey)

Aims:
In this course the key theories and experiments in cognitive psychology will be covered with a focus on the areas of memory, language and decision making.

Intended Learning Outcomes:
Students will be able to:
- describe and evaluate key theories on cognitive Psychology and link their evaluation to experimental evidence
- describe and evaluate how semantic information might be organised in the brain, with reference to the network model and category-specific deficits.
- discuss the factors that influence episodic encoding, storage, and retrieval, with reference to: theories and evidence; which areas of the brain might be involved; and what errors of memory suggest regarding the features and functioning of memory.
- understand the methods and concerns of research on language comprehension.
- recall some of the research on inferences in text understanding.
- recognise research on syllogistic and conditional reasoning.
- recall theories of decision making under uncertainty and related experimental evidence.

5.2. Concepts and Historical Issues in Psychology (Dr S. Draper & Dr E. Murzyn)

Aims:
This core course aims to introduce students to those aspects of the philosophy of science relevant for psychological research. It then reviews the recent history of Psychology in the 19th and 20th centuries and to explore this in the context of major schools of thought in Psychology. Students will learn to link present day research with the underlying historical debates. They will also be introduced to the varying systems and theories which still inform modern Psychology.

Intended Learning Outcomes:
Students will be able to:
- Outline and critically analyse the major historical developments in Psychology
- Describe the role played by key historical figures in the discipline
- Outline and analyse the role of Wundt and Structuralism
- Outline and analyse the role 19th century Functionalism
- Outline and analyse the contributions of Gestalt psychology
- Outline and analyse the role of Behaviourist theory in Psychology
- Analyse the origins of modern Cognitive Psychology
- Outline and analyse the influence of Freudian theory in Psychology, and subsequent developments in personality and psychopathology
- Outline and analyse examples of the misapplication of psychological science, including discussion of scientific sexism and racism.
5.3. **CURRENT ISSUES IN PSYCHOLOGY (DR J. BOHAN, DR K. KILBORN, DR P. McALEER, DR M. MARTIN, DR D. SIMMONS & DR S. DRAPER)**

**Aims:**
To acquaint the students with applications of Psychological theory in areas such as education, business, social policy and the treatment of psychological disorders especially those affecting children. To encourage critical evaluation of psychological theory in the context of important applications for social policy, for psychological health, for education and for business and industry.

**Intended Learning Outcomes:**
Students will be able to:
- Describe those areas of social, health education, and business where psychological theory has made important contributions.
- Evaluate the impact of differing theories in psychological positions on present key areas of social policy, health education, and business.
- Evaluate the theoretical basis and empirical effectiveness of psychological applications in the above areas.
- Write a critical report on application of psychology in at least one area of current societal importance such as in education, business, criminal justice, environment questions etc.

5.4. **GROUP RESEARCH PROJECT**

**Aims:**
To give students the experience of investigating a real research issue in Psychology
To provide them with the experience of collaborative work in a research context
To develop the knowledge and skill required to design, execute and write a psychological research report.

**Intended Learning Outcomes:**
Students will be able to:
- Identify a research question in Psychology and design a study using an appropriate methodology
- Justify the selection of research and procedures and measurements of good reliability and validity,
- Write an ethical approval application and successfully gain ethical approval
- Recruit subjects, explain research procedures and gather data
- Analyse data using appropriate statistics
- Write a final report structured using American Psychological Society protocols
- Collaborate successfully in a group to achieve the completion of the study.

Students will undertake a group based research project. This will involve hypothesis generation and testing, data gathering and analysis and report writing. A supporting element of the Group Research Project is the group presentation, focusing on the research question, and the selection of an appropriate design and methodology, to take place at the Reading Party in Semester 1. The final report will be individually written using group data and will be 7,000 words in length. The group project will be introduced, developed and supported in the tutorials. **Attendance at tutorials is obligatory, and essential for participation in the group project.**
5.5. **HUMAN DEVELOPMENT (DR I. BUSHNELL & DR K. KILBORN)**

**Aims:**
This module provides a review of developmental changes at various points in the human lifespan and presents relevant research and theories.

**Intended Learning Outcomes:**
Students will be able to:
- discuss research related to the causes and consequences of prematurity and research evaluating the effectiveness of intervention strategies.
- describe data collecting procedures in developmental psychology, especially with that related to early infancy.
- explain the developmental processes at work in infant perception.
- explain the early development of perception of the human face.
- define the key domains of developmental change in middle age.
- understand the theoretical and evidence base for middle life developmental change.
- explain and evaluate evidence from a range of empirical studies on age-related change.
- understand major developmental changes that occur in late life.
- describe the factors that contribute to cognitive and physical reserve.
- discuss is the evidence for risk and protective factors in Alzheimer’s disease.

5.6. **INDIVIDUAL DIFFERENCES (DR E. DAWYDIAK)**

**Aims:**
To fulfil the requirements of BPS regulations for a Psychology degree by providing coverage of individual differences in personality and intelligence, including coverage of the brain mechanisms involved in both.

**Intended Learning Outcomes:**
Students will be able to:
- Describe key trait theories of personality
- Review and evaluate evidence for the reliability and validity of personality traits
- Review and evaluate evidence on genetics and personality.
- Review and evaluate theory and research evidence for the evolution of personality traits
- Review and evaluate theory and relevant research evidence relating to the biological basis of personality.
- Describe practical applications of trait theory with emphasis on applications to mental health
- Describe and evaluate the Five Factor Model (FFM) as a framework for describing and explaining personality disorders (PD)
- Describe and evaluate relevant empirical testing of the FFM framework for PD
- Describe trait impulsivity, how it can be measured, and how it has been implicated in a range of health concerns
- Review and evaluate research evidence related to the association of impulsivity with key mental health concerns
- Evaluate evidence related to the investigation of sex differences in impulsivity
- Review theoretical perspectives on the function of disgust
- Describe and evaluate measurement instruments of disgust sensitivity
- Evaluate evidence related to the investigation of sex differences in disgust sensitivity
- Review and evaluate research evidence related to the association between disgust and key mental disorders.
- Outline the central theorists and key concepts in the history of intelligence theory and testing
- Describe and evaluate Gardner’s ‘Multiple Intelligences’ theory
- Evaluate the relationship between processing speed and intelligence
- Review and evaluate evidence related to the brain mechanisms involved in intelligence
5.7. **Professional Skills (Dr I. Bushnell)**

**Aims:**
Through lectures, workshops, and practical exercises, to develop self-awareness and awareness of the requirements of appropriate sections of the postgraduate education and graduate work sectors. To raise the level of those skills required to successfully obtain further education places or graduate employment in a competitive marketplace.

**Intended Learning Outcomes:**
Students will be able to:
- Prepare and present an effective oral presentation.
- Describe and communicate the skills of a graduate with a psychology background.
- Demonstrate knowledge of potential employers’ views of graduates.
- Write a self-review document showing self-awareness and create a Life History.
- Analyse jobs - job descriptions and person specifications.
- Create Curriculum Vitae that sells ones skills to future employers.
- Explain how to avoid common mistakes and how to follow current “best practice”.
- Explain the use of Objective Assessment Tools and their limitations.

5.8. **Social Psychology (Dr J Bohan)**

**Aims:**
The aims of this course are to provide a broad-based understanding of classic and contemporary psychological theory and research in the Social Psychology which will cover key research in social thinking, influence, and inter-group behaviour.

**Intended Learning Outcomes:**
Students will be able to:
- Critically understand and have awareness of current issues in key social psychological research, including; appreciation of contemporary cross-cultural research; the role of minorities in social influence; the definition and categorisation of groups and group behaviour; critical appreciation of leadership; social influence and inter-group behaviour.
- Describe and evaluate major models and theories within social psychology, including social identity theory, social comparison theory, self-perception theory.
- Summarise, criticise and discuss issues relating to classic and contemporary social psychological research.
- Critically analyse the role of culture in social behaviour with a focus on the difference between collectivist and individualistic cultures.
- Apply their specialist knowledge to real-world situations.
- Explain the main theories of social facilitation and social loafing.
- Analyse key issues in study of group behaviour such as communication, status, roles and leadership.
- Evaluate the empirical evidence of theories and intergroup conflict comparing realistic conflict theory with that of social categorisation theory.
- Analyse critically evidence where social psychology has helped solve an applied problem such as leadership education or prejudice.
6. **Course Work to be Completed by the Student**

1. All written work will be handed to the course administrator, Donna Carrick by the designated deadline.
2. Do not deliver work directly to the marker/supervisor, nor can you collect it directly from them.
3. All work submitted should (unless otherwise advised) use A4 paper 1.5-spaced text, a standard font such as Arial, Geneva or Times Roman (Times seems to get more words per page), with a point size of 12. Page numbers (right justified) are VERY desirable, and a title page that will explain what the document is: include the title of your work, your name, your ID number, your supervisor’s name, the date of completion and what piece of work it is (e.g. Essay, Portfolio, Group Research Project), in addition a separate plagiarism declaration (see section 4.2.3) is required if the work is NOT submitted through the plagiarism detection software. Group Research Project, at least, should also include an abstract.

4. Current Issues Essays must be submitted electronically through the plagiarism detection software package that compares your submitted work with a vast database of published work as well as work submitted as part of degree courses in other academic institutions around the world. The level of similarity and the sections of text that are similar or identical to that already in the database will be identified. You will have the opportunity to resubmit your work if you submit the first version in sufficient time to do so. Further details will be provided on Moodle in due course.

You are required to submit:
- Two 3,000 word class essays based on the questions set for the module in Current Issues in Psychology by the due dates.
- a Professional Skills portfolio in Semester 2
- a Group Research Project of 7000 words in Semester 2
- in addition you are required to attend the Reading Party, and contribute to a group presentation based on the Group Research Project, see section 5.10.

6.1.1. **Title Page for Submission of Class/Assessed work**

All class/assessed work should be submitted with a proper title page attached. You can download a copy of this from Moodle. Please note that work without the proper title page will not be accepted. N.B. It is important that your ID number appears at the top right hand of the page.

6.1.2. **Deadlines and Penalties for Coursework**

Coursework and other material completed during the academic year needs to be handed in to the course administrator Donna Carrick, Room 239, 58 Hillhead Street by a deadline date. The School cannot function properly if these deadlines are not met. The dates are detailed below.

If you are not able to meet a coursework deadline or you anticipate that you will not be able to meet a deadline you can apply to the Course Organiser, Dr Kerry Kilborn, for a deferral. In such cases you must produce evidence of the circumstances which prevent you from meeting the deadline, this evidence must be uploaded onto MyCampus and these circumstances will be discussed by a small committee including the Course Organiser. Please note that the length of any deferral is dependent on the particular circumstances and cannot in any case be longer than 3 working days.

If you miss a deadline, penalties will be applied to your work. 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
- 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 course work 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 and the Guide to the Code of Assessment
http://www.gla.ac.uk/media/media_124293_en.pdf#page=2&view=fitH,530

Briefly, ‘good cause’ means illness or other adverse personal circumstances affecting a candidate. A chronic medical condition is not itself considered good cause although a short-term exacerbation of such a condition might be judged so. For ‘good cause’ to be established you must provide evidence, where ‘evidence’ means a report describing the medical condition or other adverse personal circumstances, with supporting evidence from an ‘appropriate person’ as defined in the University’s Student Absence Policy. Where the report refers to a medical condition of more than five days’ duration the report must be completed by an appropriate medical practitioner.

If you are unable to apply for a deferral until after the deadline itself, relief from a late penalty will normally be granted only where the circumstances preventing the candidate from submitting work on time also prevented the application for a deferral of the deadline.

If you feel that you have a good reason for lateness then you should contact the Course Organiser, Dr Kerry Kilborn, as soon as possible to inform him of the situation.

CI in Psychology Essay 1  in by 12 noon on Tuesday 15th November 2016
CI in Psychology Essay 2  in by 12 noon on Tuesday 29th November 2016
Group Research Project  in by 12 noon on Tuesday 14th March 2017
Professional Skills Portfolio  in by 12 noon on Tuesday 18th April 2017

6.2. FORMATIVE PRESENTATIONS: THE READING PARTY

A new feature of the course this year is the Reading Party. It will be held in Session 1 (27-28 October 2016) and involves a two-day residential visit to a Study Centre (8:45am start on the first day and 18:00 return to the university the next day). The location is Dounan’s Centre, Aberfoyle, which is usually very scenic at this time of year.

Each student will make a presentation with his/her Group Project partners. The presentation will focus on the topic of the Group Project, in particular on the identification of a research question in Psychology, and the selection of a research design and procedures and measurements of good reliability and validity. This will be organized in tutorials by your Supervisor.

Presentations will take the form of short talks delivered at sessions attended by other students from the Psychological Studies course, postgraduates and staff members. Each person is allocated 5 minutes to deliver his or her section of an overall coherent group presentation. Although these presentations do not count towards your final grade for the course, you will receive feedback both on your presentation skills and on the content of your talk. This is an important exercise both in developing presentation skills and also in preparing for the write up of the Group Research Project. Further details will be provided in tutorials.

The Reading Party is an invaluable opportunity to get to know fellow students and staff. There are usually “challenge” events of an outdoor nature requiring appropriately wind and weatherproof clothing and footwear. Students are responsible for organising the evening entertainment session that has taken various forms in the past including sketches, songs, dancing and quiz shows.

Attendance is compulsory and students with jobs and other commitments must make suitable arrangements well in advance.

6.3. GROUP RESEARCH PROJECT

There is a strong practical component to this course. In the first few weeks of Semester 1 you will start your Group Research Project, involving you working with small groups of students on an assigned experiment, collecting and analyzing data. The group project will be introduced, developed and supported in the tutorials; attendance at tutorials is obligatory, and essential for participation in
the group project. Each of you then writes your own detailed report, due in Semester 2. The word processed report should be about 7000 words (see section 5.8)

6.4. **DEGREE EXAMINATION**

There will be 5 components of examination. Professional Skills and Current Issues will not be assessed through a course-ending examination. Each of the 5 modules will be assessed in a separate examination.

- Conceptual & Historical Issues in Psychology (Examined in the December diet)
- Human Development (Examined in the December diet)
- Cognitive Psychology
- Individual Differences
- Social Psychology

Note these exam papers will be in the format of answering ONE question from a choice of THREE. Some past papers will show a choice of four.

6.4.1. **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.

6.4.2. **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.

6.5. **Course Work and Examination Weighting**

The final examinations will contribute 42% to the final assessment. The remainder will be computed as follows: group research project 25%, 2 essays 12.5% each, Professional Skills portfolio 8%.

In order to pass, students must perform adequately on each of the 5 degree exams where adequately is normally defined as achieving at least an eight point average across all questions, and at least 7 points for all sections of the exam.

6.6. **Tutorials**

Students will meet in 12 tutorials regularly over the two Semesters. A member of staff will facilitate these classes. The initial aim of these tutorials is to discuss and organise the Group Research Project, including the group presentation at the Reading Party. Later on in the term other issues will be considered.

Attendance at these tutorials is compulsory, as all of the organisation of the Group Research Project will be done during them. They are also an important forum for discussion of any issues that may arise from the course.

6.7. **Class Feedback**

Questionnaires are administered during the academic year to elicit student response to lecture content and delivery, tutorial teaching and the laboratory programme. You will also be asked to provide feedback on the assessment procedure from time to time.

7. **Assessment**

Assessments derived from coursework/classwork are returned with a single grade for each module by the School to the Registry who hold your record of final grades for the different courses you take.

7.1. **Grading Work**

A common grading scale is used for assessing each piece of work in Psychology 1A/1B and 2A/2B and Level 3 Psychological Studies whether, for example, the work is a class essay, a report of an experiment, an essay answer in an examination. The grading scale we use is common throughout the university.

7.1.1. **Grading Scale**

<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 judgement 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>
</tr>
<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>
</tbody>
</table>
### Level 3 – Psychological Studies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Scores</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Good</td>
<td>14, 13, 12</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>D</td>
<td>Satisfactory*</td>
<td>11, 10, 9</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>
</tr>
<tr>
<td>E</td>
<td>Weak</td>
<td>8, 7, 6</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>F</td>
<td>Poor</td>
<td>5, 4, 3</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>G</td>
<td>Very Poor</td>
<td>2, 1</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>H</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>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.

### 7.2. External Examiner

The External Examiner is asked to approve the content of the degree examination papers and the general level of marking, in both the class and degree examinations. He/she is also asked to guide the School in those cases where special circumstances, such as disability, illness or family problems, may have affected a student’s performance. The External Examiners for 2016-17 are Professor Daryl O’Donnor, University of Leeds and Dr Ines Jentzsch, University of St Andrews.

### 7.3. Relevant University Rules

#### 7.3.1. Credit and Credit Transfers

Please refer to the relevant sections of the University Calendar.

#### 7.3.2. Re-assessment in a Module

Please refer to the relevant sections of the University Calendar.
7.3.3. Plagiarism

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/

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.

The University also uses a web resource to combat plagiarism. Students submit their coursework via the website which checks to see if it is copied from another source, including other students’ work. It then produces an Originality Report that tells the student how much of their coursework appears plagiarised from other sources. You will be provided with detailed instructions on how to submit your work and how to interpret your Originality Report. For each piece of coursework you will have an opportunity to submit a draft, gain feedback, and resubmit a final copy. When you submit your draft, the software will help you identify where you may not have appropriately referenced work from other sources but it will not identify inappropriate collaboration with other students at this stage (although it will identify it after all student work is submitted in the final copy for marking) so it is very important that you check for this form of plagiarism independently. Verbally discussing ideas with peers is a really good way to help develop your understanding, but please remember that where the coursework is an individual assignment you should complete the written submission independently. It is a good idea to avoid sharing your written work with other students to help avoid cases of inappropriate collaboration.

All the Originality Reports will be examined by the department for evidence of plagiarism. If the Originality Report indicates that there is strong evidence of plagiarism the department will take action in line with the University guidelines. This can include being awarded a zero mark for the coursework and being reported to the Senate Office. It is therefore vitally important that you make sure that you use the resources that are available so that you avoid these penalties.

We have prepared resources to help you interpret your Originality Report and advice on how to avoid plagiarism that are available on moodle. Also there will be PAL sessions where you can turn up with your Originality and get advice on how to interpret it and avoid plagiarism. All efforts are made to ensure that the rules and procedures are clear, please do avail of these resources.

This is a reminder regarding 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.
8. **OTHER INFORMATION**

8.1. **STAFF LOCATION**
Details of how and where to contact individual lecturers and other members of the School of Psychology are provided in Sections 1.1 and 7.9.

All members of staff post notices on their office doors indicating the times at which they undertake to be available to see students. If a notice is not visible, please contact Donna Carrick.

8.2. **HEALTH AND 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 they may be asked to participate in.

The undergraduate degree in Psychology at Glasgow does not involve dissection of animals or involve animal experiments. Moreover, no invasive procedures are 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 duty technician and have the matter entered in the safety log book.

8.3. **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. First, as noted above, the lecturers are available for consultation at appointed hours that are displayed on their office doors. Secondly, there is the possibility of e-mail contact with your designated CR supervisor and, of course, with any of the lecturing staff.

8.4. **ILLNESS, ABSENCE AND PERSONAL PROBLEMS**
Students must complete a MyCampus absence report for any significant absence from the University. Supporting documentary evidence will be required and should be scanned electronically and linked to the MyCampus absence report.

For detailed information about the Student Absence Policy and how to submit medical evidence via MyCampus please see

www.gla.ac.uk/media/media_129312_en.pdf

8.4.1. **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.

8.4.2. **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 – Kerry Kilborn or the School Exams Officer – Niamh Stack, email: kerry.kilborn@glasgow.ac.uk, Niamh.Stack@glasgow.ac.uk

How to notify the School if work is submitted late:

- Without prejudice to the regulations governing good cause for late submission of coursework, a student who is unable to submit coursework by the published deadline, or who anticipates being unable to so submit, may apply for a deferral of the deadline, or exemption from the penalties.
- You must upload the good cause onto MyCampus.
- The outcome of the application will be determined at the discretion of the course convenor who will require to 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.
- Deferral of the submission deadline, or 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 deferral or 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.

‘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.

8.5. 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.

8.5.1. 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 1. Training and support for this role are supplied by the SRC (Student Representative Council).

8.5.2. 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 Director 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. Each survey will have a way of stopping reminders by saying it is not applicable e.g. by stating that the student did not attend that part of the course. All problems with surveys or reminders should be reported to "coursesurveys@psy.gla.ac.uk", and will be attended to promptly.

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), and whenever a lecturer completes their part of a course (so that you can give an opinion while they are fresh in your mind). 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.

8.6. 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.

8.7. Library & Computers

Library and Computer Facilities are generally shared with the student body as a whole.

8.8. Notification and Documentation of Degree Examination Results

Please note that examination marks are final: marks have been approved by a Board of Examiners which includes the External Examiner. Lecturers are therefore not individually responsible for paper grades and students should on no account seek to discuss paper marks with lecturing staff.

This information is the best available when this handbook was printed, but may change during the year. Notification is controlled by Registry, and the School does not necessarily have the best information. When the exam results are calculated, they must be discussed and finally approved by an examiners' meeting. These are then sent to Registry.
8.9. **Contacting Staff**

When you wish to contact members of staff, there are a number of routes open to you:

The Class Co-Ordinator in 2016-2017 is Dr Kerry Kilborn. The administrator with special responsibility for the Level 3 Psychological Studies administration is Donna Carrick (tel: 0141-330 5424, email: donna.carrick@glasgow.ac.uk)

- Electronic Mail - we have set up a very comprehensive e-mail system for the use of students and staff. By logging on to any computer in our extensive network, you can send and receive a broad range of messages to and from any other Level 3 Psychological Studies student, postgraduate, research assistant or staff member of the School of Psychology. You will learn the advantages of this system very rapidly and it is our preferred method for most communications. Indeed we are moving as far as possible towards a paperless office for intraschool communications.
- Face-to-face - each member of staff has “clinic hours” each week when they guarantee to be in their room, or when students can sign up for appointments. Normally you will find a notice on the individual’s door or you may have to see their secretary.
- Letter or Note - you can write a note and post it or leave it on a staff member’s door or in their pigeonhole. Email is more sensible and flexible most of the time.

8.10. **Major Information Sources**

8.10.1. Announcements

Most announcements will be made through the relevant Moodle Pages. Please check these regularly.

8.10.2. Email

The Email system will also be used for information exchange. Please try to log-in every day, we use email to communicate a wide range of critical information. The Level 3 class will use the Common Student Environment implemented in the Open Clusters. Obtaining access will be covered at the Registration Class.

8.10.3. WWW Site

The School has a Web Site that you can access and which increasingly holds teaching-related information. The site address is: http://www.psy.ac.uk

8.11. **Class Representatives - Staff/Student Liaison**

Class representatives are elected, they become members of the body entitled to be present (and vote) at School meetings. Through the representative, 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 term. 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. These representatives are also members of their respective Faculty administrative bodies. An election will be held in class during the second week of the October term. Training and support for this role are supplied by the SRC. Class Representatives wishing to book a room for a meeting should arrange this through the Course Secretary.

8.12. **Disability**

The School Disability Co-ordinator is Dr Maria Gardani. 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.

8.13. **Inter-Library Loans**

Normally in carrying out coursework, students will not be funded for inter-library loans. They are expected to complete their work using the resources available locally.
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/

8.15. 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.
9. SAMPLE DEGREE EXAM QUESTIONS

You can find past exam papers in the library. Also please note that past exam papers are not always a guide to future exams, as both syllabus and format may have changed since then. Any indications in this handbook, course handouts, or announcements supersede past papers as a guide. Note this year your exam papers will have a choice of THREE questions, where some past papers will show a choice of four.

10. 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/informationformnewstudents/

You can take a guided tour of the Library check the Library home page 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 search box system (available from the Library 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 the search box 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 PsycInfo 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/subjectssupport/subjects/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 by e-mail on roma.thompson@glasgow.ac.uk or by telephone on extension 6711.
11. **STUDENT REPRESENTATIVE COUNCIL (SRC)**

11.1. **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 MacIntyre Building on University Avenue.

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