LEVEL 3 HONOURS PSYCHOLOGY

Course Information Documentation 2016 -2017
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1 INTRODUCTION

1.1 WELCOME
Welcome to this Honours course in Psychology and congratulations on your success in being accepted. You should think of the two-year Honours Programme as a single course designed to teach you about the content of psychology in considerable breadth and depth and designed to enable you to develop the skills that psychologists require to evaluate and use this knowledge in a valid and effective way.

It is very important that you realise just how much you must take responsibility for your own education and development. We are here to facilitate, instruct and support within a structured environment, but you have to drive the process and become active in your own learning process. Just as you have to be active in developing your own education, you must take responsibility for organising your programme of study. There is a formal requirement to attend tutorials and other set small-group and individual teaching sessions.

1.2 COURSE TEAM

Dr Ian Bushnell  
Course Organiser  
Room 704  
58 Hillhead Street  
Tel: 0141-330 5526  
(ian.bushnell@glasgow.ac.uk)

Miss Donna Christie  
Course Administrator  
Room 239  
58 Hillhead Street  
Tel: 0141-330 5424  
(donna.carrick@glasgow.ac.uk)

Dr Eugene Dawydiak  
Part 1 Finals Exam Officer  
Room 437  
58 Hillhead Street  
Tel: 0141-330 4688  
eugene.dawydiak@glasgow.ac.uk)

Your first point of contact would normally be Donna who will deal with all your enquiries, however, Dr Bushnell can be contacted directly for more specific enquiries and/or problems.  

NB When it comes to your Part One Finals examinations, queries should be addressed to Dr Eugene Dawydiak and not to Dr Ian Bushnell.

1.3 SOCIAL
There will be an informal social gathering which will give you a valuable opportunity to meet other students in the honours class and some of the members of staff who will teach your course. It will be held in the Seminar Room, 58 Hillhead Street on Tuesday 20th September from 2pm until 4pm.
1.4 COURSE DOCUMENTATION

This Course Documentation sets out some information about the structure of your Level 3 Honours year in respect of courses and commitments. More details of Level 3 will be provided (added and amended) at various points throughout the year as will advance information about Level 4 when it becomes appropriate.

Any handouts such as this one are subject to change from time to time because the content of courses and syllabuses is under regular review and may alter. Check the date in the Footer of the web document for 'Last updated' to see if any revisions have been made.

We now use Moodle to host all our Honours Course Documentation and you should look to this location for a definitive statement of information relating to your course.

1.4.1 Caveat

When considering information, in general the following order of priority should be applied:

1. Formal announcements in class and emails to the class are likely to supersede other printed documents.
2. The web-based information will be kept as up-to-date as possible and will generally be more accurate than printed handouts – but check the date in the Footer Section on documents to clarify this.
3. Any printed material is only up to date at the time of preparation and the date of this will be shown in the Footer section.
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.

2 AIM AND OBJECTIVES OF HONOURS

2.1 AIMS

The honours degree programme may be completed in the College of Science & Engineering (leading to B.Sc.), Arts (leading to M.A.) or Social Science (leading to M.A. Soc. Sci.). It has the following aims:

• To provide a sound knowledge and critical understanding and awareness of theory and practice in the major areas of psychology.
• To develop specialist conceptual, analytic and practical skills relevant to pursuing a career in professional or academic psychology, or in related disciplines.
• To develop generic (transferable) intellectual and practical skills which are easily adaptable to the needs of the labour market, particularly those relating to analytic thinking, communication, presentation, quantitative methods, and to good teamwork in problem-solving environments.
• To provide an environment for the development of initiative, self-reliance, and critical ability from a solid foundation of knowledge, understanding and critical awareness.
• To develop enquiring, problem-oriented minds with sufficient awareness of the critical research and applications issues in psychology to enable successful pursuit of postgraduate work in psychology and related disciplines.
• To ensure coverage of material to satisfy the requirements of the accreditation body, the British Psychological Society for recognition of the course as supporting the Graduate Basis for Chartership for our students.

1 Courses may be cancelled, modified or replaced. Factors such as the arrival or departure of a member of staff may result in course changes (including withdrawal of 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.
2.2 **OBJECTIVES**
By the end of this course, students will have:

- Completed the statutory requirements of the course
- Met the objectives of the individual modules
- Successfully completed relevant Part 1 and Part 2 Finals assessments

2.3 **LEARNING AND TEACHING STRATEGIES**
Lectures will outline the programme and assessment methods, and introduce students to the appropriate range of textbooks and software learning support.

- Lectures will introduce students to the key theories and relevant experiments.
- Critical Reviews will give students the opportunity to research areas independently and evaluate relevant material beyond the lectures, and develop the skills of writing scientific material.
- MiniProjects/Lab projects will introduce students to key experiments in the field, develop data analysis skills, and teach report writing.
- MiniProjects/Lab projects will teach the skills of experimental design, organising ethically appropriate experiments with human subjects, analysing data, and report writing skills, and give students experience of group work and group based oral presentations.
- Mini (and Maxi projects in fourth year) will further develop the skills of experimental design, organising ethically appropriate experiments with human subjects, data analysis, and report writing skills.
- Web based resources will allow flexible access to support materials.
- Seminars and tutorials will develop students’ oral presentation skills, support key points in the lecture material, and support independent exploration and evaluation of key experiments and theories.
- Learning and teaching will be designed and implemented to be appropriate to all students needs.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Teaching &amp; Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing material, show basic familiarity with content</td>
<td>Lectures, tutorials, texts, web, journals</td>
<td>Unseen exam essays</td>
</tr>
<tr>
<td>Evaluate theory and experiments</td>
<td>Lectures, tutorials, critical review tutorials</td>
<td>Unseen exams, class essays, critical reviews</td>
</tr>
<tr>
<td>Design experiments, analyse data, write reports</td>
<td>Lab Classes, MaxiProject tutorials, statistics lectures</td>
<td>Mini and MaxiProject reports, lab report, statistics exam (open book)</td>
</tr>
<tr>
<td>Critical report writing</td>
<td>Tutorials, CR Course</td>
<td>Mini, MaxiProject reports tutorials, CR Course</td>
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<tr>
<td>Verbal presentation</td>
<td>Tutorials, Reading Party Presentation, Professional Skills</td>
<td>Reading Party</td>
</tr>
<tr>
<td>Career reflection, self-awareness, self-selling</td>
<td>Professional Skills</td>
<td>Professional Skills portfolio</td>
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<tr>
<td>Team working skills</td>
<td>CR Course, Reading Party</td>
<td>CR Course, Reading Party</td>
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2.4 COMMUNICATIONS
You will be communicated with mostly via Moodle-based documents and messages and oral communications in class time. It is your responsibility to access information, so our advice is clear:

• Attend lectures
• Read your emails - which you cannot do unless you keep your email inbox relatively clear for new mail
• Look at Moodle most days
• While most communication will be electronic, there is a physical noticeboard (in 58 Hillhead Street, ground floor through door to right after Reception) and relevant material will be posted from time to time.

2.4.1 Email Etiquette
If you want to send an email to the level 3 class it MUST be sent to Donna Carrick who will send it on your behalf if appropriate. If you want to send an email to the level 4 class or the academic staff in the School it MUST be sent to Lynda Young who will send it on your behalf if appropriate.

You must NOT send an email to level 1 or level 2 class aliases for any reason, including recruiting for subjects which should be done through the intranet, noticeboards and the subject database.

2.4.2 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.

2.5 LIBRARY

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/](http://www.gla.ac.uk/services/library/usingthelibrary/informationfornewstudents/) 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 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/subjectssupport/subjects/psychology/](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](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.
3 CAVEAT FOR JOINT HONOURS STUDENTS

Any student taking a joint honours degree must have a timetable in their other subject that does not clash with any of the required lectures or other organised class or small-group sessions for Psychology. A number of other Schools have recently made changes to their timetables that have created clashes. We reserve the requirement to specifically approve any scheduling conflicts and will ask any student to change their subject choice if any unapproved clash occurs. There is an official form available from Donna Carrick that must be properly completed and signed by relevant parties to seek permission for any clashes in timetable.

4 FORMAL REQUIREMENTS FOR HONOURS

The following information describes the current formal commitment required of each type or classification of student over the two Honours years. Changes are possible as determined by the Head of School:

4.1 SINGLE HONOURS

Students will complete the following in their Level 3 Year:
- 8 Level 3 Compulsory Modules (80 credits)
- 1 Honours Option (from Conceptual & Historical Issues in Psychology; Forensic Psychology & Biology of Mental Disorders; Positive Psychology) (10 credits)
- 1 Qualitative MiniProject (Semester 1) (10 credits)
- 1 Quantitative MiniProject (Semester 2) (10 credits)
- 1 Critical Review Course (Semesters 1 and 2) (10 credits)
- Reading Party (compulsory)

Students will complete the following in their Level 4 Year:
- 9 Option Modules (90 credits)
- 1 Maxi Project (30 Credits)
- Undergraduate Conference (compulsory)
- A viva may be undertaken under certain circumstances

4.2 JOINT HONOURS (EXCEPT WITH NEUROSCIENCE)

This programme is accredited as conferring eligibility for Graduate Membership of the British Psychological Society, and the Graduate Basis for Chartership. The latter is the first step towards becoming a Chartered Psychologist. In particular it should be noted that no Level 4 Options can be taken by a Joint Honours Student except joints with Neuroscience.

Students will complete the following in their Level 3 Year:
- 4 Level 3 Compulsory Modules
  - Individual Differences, Human Development, Statistics and Professional Skills (40 credits)
- 1 Qualitative MiniProject (Semester 1) (10 credits)
- 1 Quantitative MiniProject (Semester 2) (10 credits)
- 1 Critical Review Course (Semester 1 only) (formative)
- Reading Party (compulsory)

Students are required to take the following in their Level 4 Year:
- 3 Level 3 Compulsory Modules examined in Part One finals:
  - Physiological Psychology, Cognitive Psychology and Social Psychology (30 credits)
- 1 MaxiProject (30 credits)
- Undergraduate Conference (compulsory)
- A viva may be undertaken under certain circumstances
Modules will therefore be taken over two years, with exam dates as set by the Registrar’s Office. NB Timetable clashes are NOT accepted by the School of Psychology.

4.3 **JOINT HONOURS WITH NEUROSCIENCE**

This programme is accredited as conferring eligibility for Graduate Membership of the British Psychological Society, and the Graduate Basis for Chartership. The latter is the first step towards becoming a Chartered Psychologist.

Students will complete the following in their Level 3 Year:
- BIOL4234 Neuroscience 3A (60 credit course, Semester 1)
- BIOL4235 Neuroscience 3B (60 credit course, Semester 2)

Students are required to take the following in their Level 4 Year:
- 8 Level 3 Modules (80 credits):
  - Physiological Psychology, Cognitive, Social, Individual Differences, Human Development, Statistics, Professional Skills and Qualitative Mini Project
- 1 other Module (10 credits) from a choice of:
  - CHIP, Cognitive Neuroscience of Ageing, Cognitive Neuroscience: Insights into Brain Plasticity, Neuropsychological Deficits, Computational Neuroscience, fMRI, Neuroscience of Decision Making

Note: If you choose one of the neuroscience options you should remember that they are designed for students who have already completed level 3 and so you may be at a disadvantage. Since we cannot make allowances for this in your assessments, you should take this factor into account when deciding to go this route. The CHIP module does not presume level 3 completion, therefore if you are more comfortable with this, please select this instead.

- 1 MaxiProject (30 credits)
- Undergraduate Conference (compulsory)
- A viva may be required under certain circumstances

4.4 **NON-ACCREDITED DEGREE**

In certain circumstances, where an accredited degree is not required, it may be possible to register for a non-accredited joint degree with Psychology. In this programme, the level 3 year is as above, but in the level 4 year you would take 3 level 3 modules, and 3 level 4 options (replacing the maxi project). If you are considering this programme please discuss the issue with your Advisor of Studies and with the course tutor, as accreditation is required for most postgraduate careers in Psychology.

4.5 **SPECIAL COMBINATION – HONOURS IN PSYCHOLOGY + MODULES UP TO 60 CREDITS IN ANOTHER SCHOOL**

This programme is accredited as conferring eligibility for Graduate Membership of the British Psychological Society, and the Graduate Basis for Chartership. The latter is the first step towards becoming a Chartered Psychologist.

Students will complete 120 credits of Level 3 Psychology in their Level 3 Year:
- 8 Level 3 Compulsory Modules (80 credits)
- 1 Honours Option (from (1) Conceptual & Historical Issues in Psychology; (2) Forensic; (3) Psychology & Biology of Mental Disorders; (4) Positive Psychology) (10 credits)
- 1 Qualitative MiniProject (Semester 1) (10 credits)
- 1 Quantitative MiniProject (Semester 2) (10 credits)
• 1 Critical Review Course (Semesters 1 and 2) (10 credits)
• Reading Party (compulsory)

Students are required to take the following in their Level 4 Year:
• Up to a maximum of 60 credits in another school plus 3 Psychology Level 4 Options (30 credits)
• 1 MaxiProject (30 credits)
• Undergraduate Conference (Compulsory)
• A viva may be required under certain circumstances.

N.B. It is the student's responsibility to ensure they have permission from the other School and the approval of their Adviser of Studies. One concern is that the papers in the other School must be taken and examined in the Level 4 year. College rules may vary and the composition and course credits of Psychology Level 4 options/modules may be subject to change. NB Timetable clashes are NOT accepted by the School of Psychology.

4.6 SPECIAL COMBINATION - HONS IN OTHER SCHOOL + CREDITS IN PSYCHOLOGY
Application must be made through the Level 3 Course Organiser before 31st August. At the time of application, written confirmation must be supplied that the applicant's main honours School, their Adviser of Studies, and their College agree to the application. Examination must occur in the year that the courses are taken. No more than 30 credits can be taken in a single year. Only Level 3 Compulsory Modules courses are possible.

4.7 STUDY ABROAD IN THIRD YEAR HONOURS PSYCHOLOGY
Every year the School of Psychology allows some students to study abroad at a host university. In the past this has included universities in Europe, such as Universidad Complutense de Madrid, Spain; Katholieke Universiteit Leuven, Belgium; Radboud Universiteit Nijmegen, Netherlands, as well as further afield, e.g. University of Otago in New Zealand, University of New South Wales in Australia, and the University of California at either the Berkeley, Santa Barbara or San Diego campuses. The year abroad satisfies the requirements of the British Psychology Society. The programme has been in place for many years and the general consensus is that the year abroad is a rewarding and enriching experience. The member of staff to contact initially is Dr Lorna Morrow (lorna.morrow@glasgow.ac.uk)

5 QUALITY ASSURANCE AND ENHANCEMENT OF THE COURSE
There are two complementary mechanisms involving students for checking and improving the quality of courses: Class Representatives, and Course Evaluation Surveys.

5.1 STUDENT CLASS REPRESENTATIVES
In Level 3 we usually have two students representing the class from each of the three Colleges. Since the class is very diverse, it is good to have joint and single honours students taking part.

The role is to act as a conduit for information flow from the student body to the Course Coordinator and eventually to the Course Team and this will involve a number of informal and formal meetings each semester. Representatives attend 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.
In addition, Class Representatives are expected to contribute to Open Days and Applicants Days throughout the year by working on the Psychology information stand and encouraging other students to contribute.

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). Announcements will be made in class and emailed statements of request can be sent to ian.bushnell@glasgow.ac.uk including Name, College and Student Category information.

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. Open-ended responses 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.

6 GLASGOW UNIVERSITY BUDDY SCHEME

There will be a number of visiting international students intending to study Psychology with us in the next academic year. In an attempt to help them to settle in better, we will again be running our “Buddy” Scheme, whereby visiting students are paired with our own GU Psychology students who are in the same year group. This has been running for the past couple of years, and seems to be appreciated by the visiting students.

Thus, Lorna Morrow would like to invite you to consider volunteering to be a “GU buddy”, to help support our visiting students. This would be a great opportunity for you to:

- broaden your horizons by learning about another country and culture;
- practice talking about psychology in particular and academia in general to someone unfamiliar with our higher education system;
- serve to represent, and so be an ambassador for, the School of Psychology and the University of Glasgow to a visiting student;
- include an additional extra to your CV next year, at the all-important time of looking for jobs;
- make a new friend from a far-away land (!)
GU Buddies would be required to meet with the visiting student for around half an hour or so a week for the first few weeks, and thereafter as appropriate. Also, GU buddies should be available by e-mail to answer questions that the visiting student may have (anything from aspects of the course to where they can buy cutlery!). There will also be a forum set up on Moodle 2 or a Facebook group for visiting students and GU buddies, so your answers to questions posted by visiting students would also be very helpful. Ideally, GU buddies should also try to be available to attend a welcome reception for visiting students at some point (TBC) during Fresher’s week in order to meet their visiting student buddy for the first time, and also other visiting students.

Thus, while your support for visiting students would be much appreciated, it should not be an overwhelming or onerous commitment.

Please contact Lorna Morrow (lorna.morrow@glasgow.ac.uk) if this is something you would be interested in. Many thanks for considering this, as this really would serve the School of Psychology and the university and increase its international reputation.

7 GENERAL REQUIREMENTS FOR ASSESSED WORK

Please note these points:

• All written work will be handed to the Level 3 Course Administrator, Donna Carrick in Room 239 at Reception, 58 Hillhead Street by the designated deadline. After marking you will be advised from where it can be reclaimed, unless it forms part of finals assessment when you do not get the work back.

• Do not deliver work directly to the marker/supervisor, nor can you collect it directly from them.

• All coursework submitted should (unless otherwise advised) be word processed using A4 paper, 1.5-spaced text, and a standard font such as Arial, Geneva or Times Roman, with a standard point size of 11 for main text.

• If you have the facility for double-sided printing, this can be a helpful way of saving paper and is acceptable for all Level 3 work.

• Page numbers (right justified) are required and ideally they will be of the format shown in the Footer in this document, i.e. showing how many pages in the entire document as well.

• All work must be submitted with a title page: copy then adapt the proforma available on Moodle. This will include such things as the title, your Student number, your supervisor, the class and which piece of work this is, and anything else your tutor asks for.

• Critical Reviews and MiniProjects should also include an abstract

• There are regulations about covering similar topics in successive pieces of work. In Level 3, you cannot submit two CRs in the same broad area of Psychology, e.g. Cognitive or Clinical. You can repeat a broad topic area again in Level 4 for either your CR or MaxiProject.

• All submitted work except for the Professional Skills Portfolio must be passed through Urkund and you will be given guidelines on how to do this closer to submission times. The submission of your work will cover your acceptance of the University plagiarism guidelines. See section 6.2

• Your Professional Skills Portfolio must be submitted with a signed hard copy of the plagiarism page, this can be downloaded from Moodle.

• All written and oral work must be completed in the English language and adopt American Psychological Association (APA) conventions.
8 PLAGIARISM

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. All work submitted by students for assessment is accepted on the understanding that it is the student’s own effort.

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/sls/plagiarism/

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.
9 LEVEL 3 HONOURS DETAILS

9.1 LEVEL 3 COURSE STRUCTURE & TWO-PART FINALS
In the Level 3 year all teaching is on a modular basis. In your Level 3 year, you will take modules in 9 areas of psychology. Single Honours students choose 8 compulsory modules and 1 option. Details for other student categories are provided in this document. We operate a two-part finals system so that you typically take the first part of your Finals in your Level 3 year and the second part in your Level 4 year, both across the December and April/May diet.

In the Level 4 year, single honours students choose from a set of options, some of which take the Level 3 work to an advanced level and some of which have not been specifically taught before, but reflect the interests of different members of staff. Students are required to choose 9 of these courses.

9.2 LEVEL 3 PSYCHOLOGY – TIMETABLE 2016-2017
Note: This timetable is provisional at time of printing. Any changes/updates will be made through MyCampus. All room locations will be on your MyCampus timetable.

9.2.1 Level 3 Induction Lecture
There will be a level 3 Induction Lecture on Monday 19th September from 11am until 1pm.

9.2.2 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>Tue 1-2</th>
<th>Wed 11-12</th>
<th>Wed 12-1</th>
<th>Wed 1-2</th>
<th>Thu 12-1</th>
<th>Fri 12-1</th>
<th>Fri 1-3</th>
</tr>
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<tbody>
<tr>
<td>Sep 19</td>
<td>PVC 1</td>
<td>PVC 2</td>
<td>PS 1</td>
<td>PVC 3</td>
<td>Intro to CR/Mini</td>
<td>STATS 1</td>
<td>PVC 4</td>
<td></td>
</tr>
<tr>
<td>Sep 26</td>
<td>PVC 5</td>
<td>PVC 6</td>
<td>PS 2</td>
<td>PS 3</td>
<td>Qual Min/RM1</td>
<td>STATS 2</td>
<td>PVC 7</td>
<td></td>
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<td>Oct 03</td>
<td>PVC 8</td>
<td>PVC 9</td>
<td>PS 4</td>
<td>PS 5</td>
<td>Qual Min/RM1</td>
<td>STATS 3</td>
<td>PVC 10</td>
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<tr>
<td>Oct 10</td>
<td>PVC 11</td>
<td>PVC 12</td>
<td>PS 6</td>
<td>PS 7</td>
<td>CAREERS TALK</td>
<td>STATS 4</td>
<td>PVC 13</td>
<td></td>
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<tr>
<td>Oct 17</td>
<td>HD 1</td>
<td>HD 2</td>
<td>PS 8</td>
<td>PS 9</td>
<td>-</td>
<td>STATS 5</td>
<td>HD 3</td>
<td></td>
</tr>
<tr>
<td>Oct 24</td>
<td>HD 4</td>
<td>HD 5</td>
<td>PS 10</td>
<td>PS 11</td>
<td>-</td>
<td>READING PARTY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 31</td>
<td>HD 6</td>
<td>HD 7</td>
<td>-</td>
<td>-</td>
<td>HD 8</td>
<td>STATS 6</td>
<td>HD 9</td>
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<tr>
<td>Nov 07</td>
<td>HD 10</td>
<td>HD 11</td>
<td>-</td>
<td>-</td>
<td>HD 12</td>
<td>STATS 7</td>
<td>HD 13</td>
<td>L3 Exam Feedforward</td>
</tr>
<tr>
<td>Nov 14</td>
<td>CHIP 1</td>
<td>CHIP 2</td>
<td>CHIP 3</td>
<td>CHIP 4</td>
<td>-</td>
<td>STATS 8</td>
<td>CHIP 5</td>
<td></td>
</tr>
<tr>
<td>Nov 21</td>
<td>CHIP 6</td>
<td>CHIP 7</td>
<td>CHIP 8</td>
<td>CHIP 9</td>
<td>-</td>
<td>STATS 9</td>
<td>CHIP 10</td>
<td></td>
</tr>
<tr>
<td>Nov 28</td>
<td>CHIP 11</td>
<td>CHIP 12</td>
<td>CHIP 13</td>
<td>-</td>
<td>-</td>
<td>STATS 10</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Dec 05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>While there are no lectures in this period, Part One finals for Human Development, Conceptual and Historical Issues in Psychology, Perception and Visual Cognition and Statistics will be held. Dates to be advised by Registry.</td>
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<td></td>
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<tr>
<td>Dec 12</td>
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</tbody>
</table>

9.2.3 Additional MiniProject Sessions- Note Carefully
In addition to the MiniProject lectures in Semester 1 you will be expected to attend a lab session to support your data analysis. Students will be allocated a group at the start of Semester 1, and the time and location of your lab session will be communicated to the class via email.

9.2.4 Interviewer Group Sessions
As part of the Professional Skills course, you will attend a single 3-hour session with your Semester 1 CR group during which you will experience an interview and receive feedback. These sessions will be run towards the end of Semester 1 and at the start of Semester 2. Further details will be supplied.

9.2.5 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 for:
  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

9.2.6 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>
<th>Fri 12-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 09</td>
<td>ID 1</td>
<td>COG 1</td>
<td>PHYS 1</td>
<td>PHYS 2</td>
<td>SOC 1</td>
<td></td>
</tr>
<tr>
<td>Jan 16</td>
<td>ID 2</td>
<td>COG 2</td>
<td>PHYS 3</td>
<td>PHYS 4</td>
<td>SOC 2</td>
<td></td>
</tr>
<tr>
<td>Jan 23</td>
<td>ID 3</td>
<td>COG 3</td>
<td>PHYS 5</td>
<td>PHYS 6</td>
<td>SOC 3</td>
<td></td>
</tr>
<tr>
<td>Jan 30</td>
<td>ID 4</td>
<td>COG 4</td>
<td>PHYS 7</td>
<td>PHYS 8</td>
<td>SOC 4</td>
<td></td>
</tr>
<tr>
<td>Feb 06</td>
<td>ID 5</td>
<td>COG 5</td>
<td>PHYS 9</td>
<td>PHYS 10</td>
<td>SOC 5</td>
<td>Exam Feedback</td>
</tr>
<tr>
<td>Feb 13</td>
<td>ID 6</td>
<td>COG 6</td>
<td>PHYS 11</td>
<td>PHYS 12</td>
<td>SOC 6</td>
<td></td>
</tr>
<tr>
<td>Feb 20</td>
<td>ID 7</td>
<td>COG 7</td>
<td>PHYS 13</td>
<td>-</td>
<td>SOC 7</td>
<td></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>
<td></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>
<td></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>
<td></td>
</tr>
<tr>
<td>Mar 20</td>
<td>ID 13</td>
<td>COG 13</td>
<td>INTRO TO LEVEL 4</td>
<td>SOC 13</td>
<td>UG Conference</td>
<td></td>
</tr>
</tbody>
</table>

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

Key:
- COG = Cognitive
- PVC = Perception & Visual Cognition
- CHIP = Conceptual & Historical Issues in Psychology
- Phys = Physiological
- HD = Human Development
- PS = Professional Skills
- ID = Individual Differences
- Soc = Social
- Mini = MiniProject
- Stat = Statistics
9.3 **Honours Options Timetable**

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th>Weeks 1-5 (22-26)</th>
<th>Weeks 5-10 (27-31)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9th Jan to 10th Feb</td>
<td>13th Feb to 17th Mar</td>
</tr>
<tr>
<td>Mon 10-12</td>
<td>-</td>
<td>Psychology &amp; Biol of Mental Disorders</td>
</tr>
<tr>
<td>Tues 2-4</td>
<td>Forensic</td>
<td>-</td>
</tr>
<tr>
<td>Thurs 2-4</td>
<td>Positive Psychology</td>
<td>-</td>
</tr>
</tbody>
</table>

9.4 **Undergraduate Conference**

On the last day of Semester 2 there is an important event that Level 3 students attend. All Level 4 students will be presenting their MaxiProject work in oral papers and academic posters throughout the day. This is when Level 3 students have the opportunity to find out about the diversity of research work that can be supported by each member of staff and the depth and quality of work that is expected.

9.5 **Part One Finals**

Dates for December and April/May Finals are determined by Registry. We will not have these dates until well into each semester. Please make no travel arrangements until the dates have been formally confirmed.

9.6 **Overall Weightings of All Exams and Course Work for Single Honours**

Your overall performance in Level 3 (3 pieces of course work plus the Part One Finals (8 modules) and the Professional Skills Portfolio) is weighted as 40% of your overall final degree assessment. The other 60% comes from the Level 4 modules and the MaxiProject.

Critical Review 1 is assessed and contributes 30% of the overall Psychology Critical Review mark. Critical Review 2 is assessed and contributes 70% of the overall Psychology Critical Review mark and together they count as 10 credits. The Qualitative and Quantitative Mini Projects each count as 10 credits.

9.7 **Overall Weightings of All Exams and Course Work for Joint Honours**

Your overall performance in Level 3 completed over two years (examinations in 6 modules and the Professional Skills Portfolio, plus the Qualitative and Quantitative MiniProjects and the Level 4 Maxi Project) contributes 50% of your overall final degree assessment with the other 50% being provided by your other Joint Honours subject. The Psychology component is however weighted such that the assessments completed in your third year are weighted as 40% and those components in fourth year are collectively weighted as 60% of the Psychology component.

Critical Review 1 is a formative piece of work that links to BPS accreditation as do the Qualitative and Quantitative Mini Projects which each count as 10 credits.

9.8 **Special Combination (Psychology as Main Subject)**

Details as provided as above for Single Honours.

9.9 **Special Combination (Psychology as Secondary Subject)**

No Critical Review or MiniProject work is undertaken.

The marks for all course work are recorded and are considered in terms of you having performed to a sufficient standard to progress to the fourth year of study.
9.10  **CLASSIFICATION OF FINAL DEGREE AWARD, ZONES OF DISCRETION AND APPEALS PROCEDURES**

The following link will take you to an explanation of the criteria available to the Board of Examiners in considering students who do not achieve a clear first or 2:1 but who fall in the zones of discretion available to the exam boards  
[http://www.gla.ac.uk/media/media_124293_en.pdf#page=11&view=fitH,665](http://www.gla.ac.uk/media/media_124293_en.pdf#page=11&view=fitH,665)

Please be aware that consideration of students within these zones is at the discretion of the exam board it is not automatic so it is not the case that everyone in this zone will automatically be promoted. In addition you will see from the information on the link that final classifications are not 'rounded up' but rather that the board will use the criteria detailed in this link that are available to them to decide if promotion is appropriate.

The first criteria which is applied to all students in the zones of discretion is a review of their course grade profile – if a student has 50% or more of their grades across the two years of honours study in the higher classification the board may promote such candidates. However if there is more than one grade across the two honours years below a D3 the student will not be promoted.

The board will then consider the second criteria available - a review of unrounded means. The next two criteria (Borderline Vivas/Exit Velocity) are not appropriate within the School of Psychology and are not considered. The final criteria the Role of the External Examiner may be used in extraordinary circumstances that are not already covered by the proceeding criteria, other regulations such as good cause and his general role in the examination processes.

The information in the link above is from the University Guide to the Code of Assessment - Chapter 2 - Page 11. The guide also provides a useful example in this section on the calculation of GPA, this calculation includes your level 3 and level 4 honours courses. Please also remember that your level 3 work is weighted at 40% of your degree and your level 4 work is weighted at 60% of your degree classification.

In terms of how all exams are graded, as detailed in the level 4 handbook, all exams (and in fact all assessments) are graded in accordance with the University Code of Assessment  
[http://www.gla.ac.uk/services/senateoffice/policies/assessment/codeofassessment/](http://www.gla.ac.uk/services/senateoffice/policies/assessment/codeofassessment/)

In relation to the appeals process the SRC provide a very good information page on the University appeals process  
[http://www.src.gla.ac.uk/advice/academic/appeals/](http://www.src.gla.ac.uk/advice/academic/appeals/)

9.11  **IMPORTANCE OF FORMATIVE AND SUMMATIVE MARKING**

All marks will be used by staff to inform their references for further courses or for employment purposes.

9.12  **METHOD OF ASSESSMENT AND DEADLINES**

Some honours options have a continuous form of assessment to a maximum of 30% with the degree exam contributing 70%. A summary of these options is below. If the deadlines below change they will be announced in class and via email.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TYPE OF COURSEWORK</th>
<th>% OF OPTION</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forensic Psychology</td>
<td>GROUP CR</td>
<td>30%</td>
<td>12 noon 17th Feb</td>
</tr>
<tr>
<td>Positive Psychology</td>
<td>Electronic Presentation</td>
<td>30%</td>
<td>12 noon 17th Feb</td>
</tr>
</tbody>
</table>
10 LECTURE SUMMARIES

You will find an outline of all course aims and intended learning objectives in section 9, more in depth lecture summary details and information on course reading for each option can be found on the relevant Moodle page.

11 COURSE OUTLINES FOR 2016-2017

11.1 COMPULSORY MODULES

11.1.1 Cognitive Psychology (Dr Lorna Morrow & Dr Linda 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.

11.1.2 Human Development (Dr Ian Bushnell & Dr Kerry 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 the evidence for risk and protective factors in Alzheimer's disease.
11.1.3 Individual Differences (Dr Eugene 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
11.1.4 Perception and Visual Cognition (Dr Martin Lages, Dr Phil McAleer & Prof Frank Pollick)

**Aims:**
This course deals with advanced topics in human visual, auditory and multisensory perception and cognition. The content ranges from classical theories and experimental methods to the latest results and theoretical discussions in the field. It also relates these scientific concepts to our practical experience of how we perceive the world.

**Intended Learning Outcomes:**
Students will be able to:
- explain general principles of visual perception and how perception, cognition and action is linked together
- compare classical theories of perception and the assumptions they make on the nature of visual information
- describe and critically evaluate problems, theories and neuroscientific underpinning of binocular vision and stereopsis;
- define the main physiological pathways for visual motion and depth processing and their psychophysical correlates;
- describe phenomena of local and global motion processing;
- explain the role of eye movements in human visual perception and attention;
- critically discuss characteristics of perceptual learning, and contrast them with innate visual abilities
- describe and explain experimental paradigms and methods used to investigate visual memory and its neural underpinnings;
- describe the physiological basis of human hearing including the concepts of pitch and how sounds can be localized;
- discuss theories, concepts and experimental data related to voice and speech perception, including related disorders;
- describe the theoretical importance of embodied cognition and its potential role in the planning of movements;
- compare the advantages and disadvantages of combining information across the senses and how multisensory perception can be studied empirically;
- explain how perceptual cues are used to bring about the successful perception of social cues;
- apply theories of perception and cognition to the understanding of attention and consciousness.

11.1.5 Physiological Psychology (Prof Stephany Biello, Dr Lisa DeBruine & Dr Guillaume Rousselet)

**Aims:**
This course will promote an understanding of the psychobiological processes which impact on human development and the physiological bases of behaviour.

**Intended Learning Outcomes:**
Students will be able to:
- describe the basic anatomical structure of the brain, discuss the evidence that brain regions are specialised, describe the contribution of brain systems to the production of behaviour.
- describe the structure of cells within the nervous system, outline the structural components of neurones that are necessary for cellular communication.
- identify the synapse as a method used by neurones for communication, explain how complexity of interconnections allows transfer of information, describe how signal transduction events code specific information within the neuron.
• identify non synaptic methods of communication within the nervous system, describe how signal transduction events code specific information within the neuron.
• describe how guidance cues regulate the formation of axonal pathways, outline the factors regulating synapse formation,
• describe how the survival of neurones is regulated by environment.
• explain the neuroimaging and neuropsychological evidence to support adolescent brain maturation, outline the possible implications of significant brain development at this stage.
• identify the neuroimaging evidence that there is birth of new brain cells well into adulthood, describe changes in neuron growth after brain damage.
• explain the characteristic changes in brain and behaviour produced by normal ageing, discuss what changes in brain and behaviour with age tells us about the control of complex behaviour.
• describe in some detail (a) major evolutionary theories (e.g., sexual selection, inclusive fitness) and (b) major findings from evolutionary approaches in several areas of psychology (e.g. cognition, perception, social).
• evaluate how biological theories can inform psychology and explain common misperceptions of evolutionary approaches (e.g., the Naturalistic Fallacy).
• describe in some detail (a) how the different parts of the eye combine to produce a sharp retinal image; (b) the simplified circuitry of the primate retina; (c) the anatomical structure, and segregation of function within, the lateral geniculate nucleus and explain the concept of a receptive field.
• describe in some detail: (a) the simplified circuitry of the striate cortex, and how this contributes to receptive field structure and the parallel processing of visual information; (b) how circuitry and receptive-field structure differs in extra-striate cortical areas.
• explain key principals underlying the functional organisation of the ventral pathway.
• demonstrate awareness of key questions related to the perception of faces and objects and how they have been addressed at multiple scales in the brain.
• evidence critical thinking about whether a particular technique is appropriate to solve a given problem in cognitive neuroscience.

11.1.6 Professional Skills (Dr Ian Bushnell)
Aims:
Through lectures, workshops, tutorials 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 sell 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
• Make an effective application for a postgraduate level university course.
11.1.7 Qualitative Research Methods MiniProject
Aims:
To work in small groups to complete a mini-project using qualitative research methods
To write an individual and independent research report, this will not exceed 3000 words in length.

Intended Learning Outcomes:
Students will be able to:
• Design and run a research project using qualitative research methods.
• Analyse resultant research data using qualitative data analysis techniques.
• Compose and write up a lab report to an appropriate level.

11.1.8 Quantitative Research Methods MiniProject
Aims:
To work in small groups to complete a mini-project using quantitative research methods.
To write an individual and independent research report which will not exceed 3000 words in length, not including references and appendices.

Intended Learning Outcomes:
Students will be able to:
• Carry out appropriate background research.
• Design a research project using quantitative research methods.
• Identify and control for relevant variables.
• Be aware of and take into account ethical issues involved in quantitative research.
• Develop stimulus materials of high quality.
• Obtain appropriate participants.
• Execute procedures reliably and effectively to gather data.
• Analyse experimental data using R or SPSS and interpret the outputs.
• Write up their findings in a suitable research report.

11.1.9 Social Psychology (Dr Jason 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.

11.1.10 Statistics (Dr Dale Barr)

Aims:
To provide an understanding of the basic statistics appropriate to the analysis of Psychological experiments.

Intended Learning Outcomes:
Students will be able to:
• Appreciate different levels of measurement.
• Understand sampling from a population.
• Understand the basics of the General Linear Model (GLM).
• Be able to state what GLM is appropriate for different types of experimental designs.
• Know how to estimate parameters of a GLM using statistical software.
• Understand concepts of variance, variance partitioning, and sums of squares.
• Understand the use of test-statistic distributions: t, F, and Chi Square.
• Understand the appropriate interpretation of p values.
• Understand various measures of effect size and how to interpret them.
• Calculate and interpret confidence intervals.
• Calculate a one way ANOVA for independent samples.
• Be able to lay out and interpret ANOVA results in tabular form.
• Understand factors and factor levels.
• Understand multi-way factorial designs.
• Represent interactions graphically.
• Understand what main effects and interaction imply for psychological theory.
• Analyze designs using a mix of between- and within-subject factors.
• Understand when to apply planned and post hoc follow up tests.
• Know the pros and cons of each type of follow up test.
• Understand Pearson and Spearman correlations.
• Understand the components of the regression equation.
• Understand the meaning of the regression and residual sums of squares.
• Understand the use of model comparison for testing hypotheses.
• Explain the F-ratio for testing the significance of the regression equation.
• Appreciate the importance of using a reproducible workflow when performing analyses.

11.2 Optional Modules

11.2.1 Conceptual and Historical Issues in Psychology (CHIP) (Dr Steve Draper & Dr Eva Murzyn)

Aims:
This course aims to introduce students to 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. It then reviews those aspects of the philosophy of science relevant for psychological research. 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.

11.2.2 Forensic (Dr Ian Bushnell & Dr Margaret Martin)

Aims:
This module looks at ways that psychology can contribute to the legal system, informing the evidence process, witnessing and the courts.

Intended Learning Outcomes:
Students will be able to:
• Critically evaluate psychological profiling from the contrasting UK and USA perspectives
• Analyse and explain geographic profiling as a strategic information management system employed to support serial violent crime investigation, examining both quantitative (objective) scientific geographic techniques and qualitative (subjective) components e.g. a reconstruction and interpretation of the offender’s mental map
• Critically evaluate and describe the contribution of psychology to the detection of deception in the legal process including a wide variety of approaches adopted historically and currently

11.2.3 Positive Psychology (Dr Steve Draper)

Aims:
To introduce the field of positive psychology. To focus on the cases where practical exercises for individuals have been shown empirically to increase well-being. To develop critical thinking by addressing the nexus of self-help and empirical psychological science.

Intended Learning Outcomes:
Students will be able to:
• discuss a range of specific topics critically with respect to the evidence of its efficacy, alternative accounts of why it may be effective and to what extent it belongs in positive psychology or in some other area.
• discuss underlying themes that reappear under different guises: e.g. instant catastrophising reasoning, reflective writing, ancient religious practices reappearing as self-help.
11.2.4 Psychology & Biology of Mental Disorders (Dr Peter Uhlhaas)

Aims:
The course will examine and evaluate different approaches to understanding and treating common psychological disorders. The history of these will be considered along with the current forms of such models. The application of these models to treatments will be described and the effectiveness of the treatments assessed.

Intended Learning Outcomes:
Students will be able to:
- Describe medical and psychological models of mental disorders as well as discuss the ramifications of such approaches.
- Identify core symptoms and diagnostic approaches of major mental disorders.
- Evaluate the contribution of neurobiological and psychological factors in the emergence of affective, psychotic and personality disorders.
- Describe as well as evaluate different neuroimaging approaches and their application towards studying mental disorders.
- Discuss and summarize the application of psychological and medical interventions and their effects and mental and neural processes.

11.3 Level 3 Course Work

You will be assigned to a small group of students and will be allocated a member of staff for Session 1 and a different group and member of staff for Session 2. Each staff member will be responsible for the supervision of all aspects of your course work for a given term.

11.3.1 Level 3 Coursework Deadlines

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Critical Review 1</td>
<td>12 noon on Thursday 24th November 2016</td>
</tr>
<tr>
<td>Qualitative Mini Project (MP1)</td>
<td>12 noon on Thursday 19th January 2017</td>
</tr>
<tr>
<td>Critical Review 2</td>
<td>12 noon on Thursday 16th March 2017</td>
</tr>
<tr>
<td>Quantitative Mini Project (MP2)</td>
<td>12 noon on Thursday 23rd March 2017</td>
</tr>
<tr>
<td>PS Portfolio</td>
<td>12 noon on Tuesday 18th April 2017</td>
</tr>
</tbody>
</table>

11.3.2 Level 3 Optional Module Deadlines

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forensic Psychology GROUP CR</td>
<td>12 noon on Friday 17th Feb 2017</td>
</tr>
<tr>
<td>Positive Psychology Presentation</td>
<td>12 noon on Friday 17th Feb 2017</td>
</tr>
</tbody>
</table>

11.3.3 Deadlines and Penalties Applied

All coursework associated with your third year must be handed in to the School (via Donna Carrick) by a deadline date. The School cannot function properly if these deadlines are not met. 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 Ian Bushnell, for a deferral. In such cases you must produce evidence of the circumstances which prevent you from meeting the deadline and must do this in a very timely manner. These must be uploaded onto MyCampus. 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). 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. “Good Cause” is also referred to in Section 9.

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.

In summary, if you feel that you have a good reason for lateness then you should contact the Course Organiser, Dr Ian Bushnell, as soon as possible to inform him of the situation.

12 READING PARTY

This is an important part of the Level 3 course for Single and Joint Honours students only. It will be held in Session 1 (27th & 28th 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.

Here each student makes a presentation with his/her Critical Review group partners. The presentation topic will be organised by your Session 1 Supervisor. Presentations will take the form of short talks delivered at sessions attended by students, postgraduates and staff members. Each person is allocated 5 minutes to deliver his or her section of what needs to be an overall coherent group presentation. Further Details are provided in the Critical Review Course Guide which is available on Moodle2.

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.

13 PAL

Weekly PAL sessions will run from week 3 and it is highly recommended that you attend. Level 4 facilitators mentor you on core honours topics such as experimental design and statistics, professional skills, critical reviews, and lectures. These sessions are designed to accompany the on-going content taught by staff. Active participation in PAL sessions acts as solid preparation for forming your own study groups in level 4. Further information will be circulated to you via email and on Moodle 2 at the start of the session.

We also look for Level 3 volunteers who think that they would be a good PAL facilitator to help with the Level 2 class. You would be required to give 2 hours a week - one for the PAL session, and also a feedback session with myself and the other facilitators. All Class Representatives will be required to be involved with the scheme.
14 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.

The university has an excellent counselling and support service. The website address is: www.gla.ac.uk/services/counselling/

14.1 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 2610.

14.2 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

14.3 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.

Any candidate who does not attend all or part of the Level 3 Part 1 finals exams in the December and April/May diet will have credit refused (CR) and be unable to progress to level 4 unless they have "good cause". If "good cause" is established, then they may be required to attend a second special exam diet in August, in which case failure to attend without "good cause" would lead to credit being refused for the course.

The relevant Course Organiser for the degree exam period is the Exam Officer Dr Eugene Dawydiak, and it would be helpful if you notify him as well as documenting it online in accordance with the Student Absence Policy.

14.4 COMPLAINTS PROCEDURE

The University and School are 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/
15 CRITICAL REVIEW COURSE

Single honours students complete the full Critical Review Course during the year. This will include the submission of a critical review in each semester, the 1st critical review is worth 30% of the overall mark and the 2nd is worth 70%.

Joint Honours students complete the Semester 1 parts of the Critical Review Course as a formative feedback exercise, are marked and receive feedback.

Full details of this course are provided in a separate document on the Moodle2 site.

16 MINIPROJECTS

16.1 QUALITATIVE MINIPROJECT

In Semester 1 you will work in small groups to complete a MiniProject using qualitative research methods. The project will focus on sleep and health.

To complete this MiniProject you will work in your CR group and run a focus group using another CR group as participants. You will decide who has responsibility for asking the questions, taking care of ethical considerations and transcription. There will be 2 lectures to introduce you to the topic and qualitative research methods, and a lab session to help you begin the process of analysis. Each of you then writes your own independent research report that will not exceed 3000 words in length. You should allocate the equivalent of 1 day per week to the project. Details of the lab session times will be communicated to the class via email.

This research report will have the normal structure of Title, Abstract, Introduction, Methods, Analysis, Discussion, References and Appendices. A Moodle site has been set up to guide you through the processes of data-collection, analysis and write up: http://moodle2.gla.ac.uk/course/view.php?id=621

16.2 QUANTITATIVE MINIPROJECT

The second research project in Semester 2 is supported by your new CR Supervisor. This piece of work is a small group research project where the research is devised, developed and conducted in a group but the write-up itself must be your own individual effort so each of you writes your own independent research report, which will not exceed 3000 words in length. You should allocate the equivalent of 1 day per week to the project.

You may be guided towards the topic of the research project by your Supervisor and a number of standard ‘shell’ experiments have been created that could also form a starting point for you to design your own group study. Resources to support the design, methods, analysis and write up of your mini-project will be available on Moodle. Details of these resources will be communicated to the class.

16.3 PUBLICISING YOUR UNDERGRADUATE RESEARCH

There are various opportunities to disseminate your undergraduate research – more so at Level 4 with the MaxiProject, but also with your Level 3 CR2 perhaps. This can be very advantageous if you are thinking about a research career/Ph.D.

For example the British Psychological Society organises an Undergraduate Conference each year and you could present a paper or submit a poster (a summary of your research) with the help of your supervisor.
There are also publications focused on undergraduates, such as the Yale Review of Undergraduate Research in Psychology, a publication of Yale College. This is an annual journal that showcases the best and most original research in psychology conducted by undergraduates from around the world. Their goal is to contribute to scientific advancement by encouraging serious, quality research early on. They provide a platform for undergraduate scientists to share their findings, and aim to bring together a community of young psychologists from both the United States and abroad. Their website can be viewed at - http://www.yale.edu/yrurp/

Some journals now charge for publishing and the School of Psychology is not in a position to support such costs, however, your supervisor should be able to advise appropriately.
16.4 Psychological Research Using On-line Questionnaires - Use of SurveyMonkey by GU Students and Staff

The School of Psychology has a licence to use SurveyMonkey for on-line questionnaires. This has multiple potential uses. It also has potential drawbacks of which users and the supervisors of users need to be aware.

Access to the System
An application form to be completed by both the Student and their Supervisor is available from Donna Carrick in the admin office. Logon and Password information will then be distributed by Donna after approval by Ian Bushnell and not by any supervisor direct to a student or by any student to another. The Password will change on the 30th September each year and only people recorded on our central list will be issued with the new password.

Security/Ethics Concerns
1. The logon and password must never be shared.
2. Users must never look at the questionnaire or the data from anybody else’s questionnaire. This is a concern because the single logon system used by SurveyMonkey allows unlimited logons simultaneously and it would be unethical to look at other people’s work and especially their data, no matter that it is anonymised.
3. It is important that every questionnaire is created within a folder named after the member of staff supervising a student. This is critical to identify ‘ownership’.
4. This relates only to those people collecting potentially sensitive data or data that is not anonymised. If this refers to your work, please contact Dr Ian Bushnell to discuss workarounds.
5. Data integrity. Ensure that you have a copy of any questionnaire you create and once you move into data collection phase you should retrieve a copy of the results on a regular basis. We suggest at least once a week.

Copyright and Related Matters
This is a special aspect of the previous category. Under no circumstances can you duplicate copyright material and reproduce it in SurveyMonkey. Even if you obtained questionnaires that appear to be freely distributed on the Internet it is your responsibility to ensure that no copyright infringement is or has been taking place. Please discuss this with your Supervisor and appreciate that this is a very serious matter that will not be treated lightly.
Often you can approach researchers/academics for permission to use their questionnaire and an email from the author/authors is often acceptable as proof of permission but does not in itself constitute proof that the items can be legally reproduced. Publishers of psychometric tests employ sophisticated web trawling software to identify breeches of copyright.
17 SOFTWARE FOR DETECTING PLAGIARISM

The School requires that all coursework (except for the Professional Skills Portfolio) must be handed in through the University Software for Detecting Plagiarism following the procedure set out in emails to the class.

The University uses plagiarism detection software as one of the tools in combating plagiarism, but also for you to use in learning more about plagiarism. Students submit a draft of their coursework to this software which checks to see if it is copied from another source. The software then produces a report that tells the student if the 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 report and get advice on how to interpret it and avoid plagiarism. All work 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 you use the resources that are available before you submit your work 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.

This is a compulsory part of the course and if you do not properly submit your coursework to the site it will not be marked.

17.1 WORD LIMITS

Word limits are identified separately for each piece of work. Please note that the upper limit 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. You must add the word count on the title page of your report, word limit does not include any 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 of the report, the abstract (if required), citations in the text, and text in tables and graphs, etc.

18 EXAMINATIONS

What can be covered in examinations? The standard response is that anything in the learning objectives, anything covered in lectures, in handouts, or posted on the portal in place of or in addition to handouts, or covered in advised reading could potentially be the subject of an examination question. All exam papers now contain a choice of THREE questions. In past years, i.e. past papers, will show a choice of four.

18.1 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.

18.2 DECEMBER EXAMINATIONS

In December there will be degree examinations in Conceptual & Historical Issues in Psychology, Human Development, Statistics and Perception and Visual Cognition. The remaining courses will be examined in the April/May diet. Please note if any of the December exams are cancelled due to bad weather they will be rescheduled in April/May.

18.3 MARKING GUIDELINES

The University’s current marking guidelines can be found in the Code of Assessment within the University Calendar. An adapted version is given below.

<table>
<thead>
<tr>
<th>Primary verbal descriptors of attainment of intended Learning Outcomes</th>
<th>Honours Courses</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>First</td>
</tr>
<tr>
<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>
<td>Upper Second</td>
</tr>
<tr>
<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>
<td>Lower Second</td>
</tr>
<tr>
<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>
<td>Third</td>
</tr>
<tr>
<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>
<td>Weak</td>
</tr>
<tr>
<td>Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions</td>
<td>Poor</td>
</tr>
<tr>
<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>
<td>Very Poor</td>
</tr>
<tr>
<td>No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary</td>
<td>No Credit</td>
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<thead>
<tr>
<th>Primary Honours Class</th>
<th>Common University Scale²</th>
<th>Aggregation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>A1</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>A2</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>A3</td>
<td>20</td>
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<tr>
<td></td>
<td>A4</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>A5</td>
<td>18</td>
</tr>
<tr>
<td>Upper Second</td>
<td>B1</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>B2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>B3</td>
<td>15</td>
</tr>
<tr>
<td>Lower Second</td>
<td>C1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>C2</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>C3</td>
<td>12</td>
</tr>
<tr>
<td>Third</td>
<td>D1</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>D2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>D3</td>
<td>9</td>
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<tr>
<td>Weak</td>
<td>E1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>E2</td>
<td>7</td>
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<tr>
<td></td>
<td>E3</td>
<td>6</td>
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<tr>
<td>Poor</td>
<td>F1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>F2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>F3</td>
<td>3</td>
</tr>
<tr>
<td>Very Poor</td>
<td>G1</td>
<td>2</td>
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<tr>
<td></td>
<td>G2</td>
<td>1</td>
</tr>
<tr>
<td>No Credit</td>
<td>CR</td>
<td>0</td>
</tr>
</tbody>
</table>

² The Common University Scale is used by Registry for communicating individual module marks.
18.4 **EXTERNAL EXAMINER**
The external examiners for session 2016-17 are Professor Daryl O’Donnor, University of Leeds and Dr Ines Jentzsch, University of St Andrews.

18.5 **ILLNESS OR PROBLEMS WITH EXAM ATTENDANCE**
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. Further information can be found on Moodle.

18.6 **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.

18.7 **MERIT LIST**
The top quartile of Single Honours students in the distribution of marks in the Part One Finals will normally be placed on the Psychology School’s Merit List.

18.8 **CLASS PRIZES**

18.8.1 **Class Prize**
The top student, or students, based on overall performance in the Part One Finals will be awarded the Class Prize.

18.8.2 **Alastair Weir Prize**
The top student, or students, with the highest mark in Human Development will be awarded the Alastair Weir School Prize.

18.9 **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/support/tier4/
19 FEEDBACK CALENDAR

The School of Psychology has worked hard to provide opportunities for you to receive peer and staff feedback about all your areas of performance. The times at which this is provided by staff and the specific nature of this formative and summative feedback are provided in this Feedback Calendar:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Work start date</th>
<th>Hand in/Due date</th>
<th>Feedback available to students</th>
<th>Work marked by</th>
<th>Generic or individual comments</th>
<th>Written or oral feedback</th>
<th>Discussion of work with Supervisor</th>
<th>Discussion in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR 1</td>
<td>w/b 19/9/16</td>
<td>Thursday 24/11/16</td>
<td>Thursday 15/12/16</td>
<td>Tutor</td>
<td>Both</td>
<td>Both</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>MP 1</td>
<td>w/b 19/9/15</td>
<td>Thursday 12/01/17</td>
<td>Thursday 02/02/16</td>
<td>Lecturer</td>
<td>Both</td>
<td>Written</td>
<td>No</td>
<td>Yes</td>
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<tr>
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</tr>
<tr>
<td>CR 2</td>
<td>w/b 09/1/17</td>
<td>Thursday 16/3/17</td>
<td>Tuesday 18/4/16</td>
<td>Tutor</td>
<td>Both</td>
<td>Both</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP 2</td>
<td>w/b 09/1/16</td>
<td>Thursday 23/3/17</td>
<td>Tuesday 19/4/16</td>
<td>Tutor</td>
<td>Both</td>
<td>Written</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

CR 1 Feedback to be read, kept and re-read before preparing to write CR 2
CRs in Level 3 are important preparation for Literature Review in Level 4

MP 1 Feedback to be read, kept and re-read before preparing to write MiniProject 2
Mini Project in Level 3 is important preparation for MaxiProject in Level 4

19.1 FEEDFORWARD

While providing feedback is very helpful, we also want to ensure that you are aware of the expectations that we have for your performance. Thus we provide written learning objectives and advice in lectures that complements written objectives. We also provide criteria for examinations and for submitted class work.

In addition we have a scheduled class session in Semester 1 that is intended to help you deliver optimal performance in your Part One Finals.

19.2 PEER FEEDBACK

Level 3 Psychology students are encouraged to engage in Peer feedback. This is the process of you evaluating the qualities of the work of your peers, and providing feedback on the work, so that the authors can make changes before the deadline. This is encouraged on the basis of evidence from the teaching and learning literature that it can be effective, and also on the basis of feedback from our own L3 psychology students who generally found it helpful. The details of how this will be implemented will be presented at the start of the academic year.

N.B. (1) 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.
(2) Where possible, exemplars of previously completed work will be made available.
20 SUMMER VACATION SCHOLARSHIPS

Any Level 3 student who would like to work on a research project or gain work experience during the summer vacation should consider applying to the following sources for funding. It is recommended that students approach staff to discuss possible summer projects by November during their third year. Each year a considerable number of Psychology students have great success in obtaining summer funding which could amount to as much as £2000 per student. However, this is a competitive process and you should discuss opportunities with members of staff, especially Dr Kerry Kilborn (Kerry.kilborn@glasgow.ac.uk).

20.1 RESEARCH SCHOLARSHIPS

If you intend to apply for a vacation scholarship your first step must be to find a supervisor. Students are not allowed to apply direct to any of the funding bodies. The application has to be made by the supervisor of the project. The following bodies sponsored vacation scholarships in previous years:

20.1.1 The Wellcome Trust

Applications are taken for undergraduates to work on ‘medically-related’ research projects during the Summer vacation. The objective of the scholarship is to provide promising undergraduates with ‘hands on’ experience of research and to encourage them to consider a career in research. Preference is, therefore, be given to undergraduates without previous research experience. Undergraduates should be in the middle years of their degree studies and registered for a degree at a university within the UK or Republic of Ireland. The scholarships are available for up to eight weeks’ work. Please note that scholarships are not available to complete student ‘projects’ that are part of your normal degree work. Application forms are usually available in January and can be obtained through your proposed project supervisor. Please note that a supervisor can only nominate one student for a Wellcome Vacation Scholarship. The closing date for applications to be returned via your supervisor to Wellcome is likely to be in mid March.

20.1.2 The Carnegie Trust For The Universities Of Scotland

The Trust offers vacation scholarships for Scottish students who have shown exceptional merit at the University and who would like to devote their full time during some portion of the Summer vacation to a programme of study or research which will be of direct benefit to them in their academic work. The awards are available to undergraduates who will be of at least two years’ standing at the end of the current academic year. Those graduating in the current year who propose to proceed to research can be considered at the discretion of the Trustees. The maximum period of a Carnegie Trust scholarship is eight weeks. Application forms are usually available in December and can be obtained through your proposed project supervisor. The closing date for applications to be returned via your supervisor is likely to be in March.

20.1.3 Society of Biology

The Biology Undergraduate Research Bursaries Programme run by the Society of Biology in conjunction with the British Ecological Society, British Pharmacological Society, Genetics Society, Society for Endocrinology, Society for Reproduction and Fertility, the Physiological Society with the support of the Nuffield Foundation. Award: normally £180 per week for a period of between 6 and 8 weeks. Closing date is the end of March.

Further details:
http://www.societyofbiology.org/education/careers/placements/undergraduatestudentships

20.1.4 Sanford Vacation Scholarship

The School funds an undergraduate summer scholarship for a student seeking psychology-related work experience over the summer. The remit of the scheme is intentionally broad, in order to provide an opportunity to support projects that may not fit into other vacation scholarship schemes. Proposals are invited for projects involving any area of applied psychology such as occupational, counselling or clinical. Projects involving work with organisations that are outside the university research setting are encouraged. However,
proposals based on experimental research are also welcome. The maximum project duration of 8 weeks but shorter projects are also encouraged.

20.1.5 British Psychological Society
The aim of the British Psychological Society’s Research Assistantship Scheme is to provide undergraduates with “hands on” experience of research during the summer vacation, to gain an insight into scientific research and to encourage them to consider an academic career. The awards last for a period of 6-8 weeks. The positions will be awarded to members of the Society who are active researchers, who may then appoint a third year undergraduate student to become their Research Assistant in the summer break.

20.1.6 Experimental Psychology Society (EP:S)
This scheme will finance a bursary to support an undergraduate in the summer vacation immediately prior to their final year. Awards will be made to members of the Society and will provide up to 10 weeks’ support for their nominated undergraduate. It is intended that the bursaries be targeted at undergraduates who are considering a research career in experimental psychology (as defined by the content of the Society’s journals). The purpose of these bursaries is to allow the student to learn at first hand about experimental procedures and analyses employed in the host laboratory.

20.1.7 Glasgow Science Centre Vacation Scholarship
The GSC-Psychology Scholarship initiative provides a unique opportunity for a psychology honours student (levels 3 and 4) to collect data during the summer in a public setting. The scholar gains valuable experience in conducting research, and in communicating science to non-specialists. At this time, GSC benefits from hosting real science on-site. Visitors also benefit from participating in experiments and talking to students about the research. Awards are normally £150 per week to a maximum of 10 weeks. Deadline usually beginning of May.

Applications can be obtained through your proposed project supervisor. The closing date for applications to be returned via your supervisor will be early April. On completion of the project, the supervisor and student must complete the Final Report form and a poster must also be produced.

20.2 WORK EXPERIENCE SCHOLARSHIP

20.2.1 Additional Funding Schemes
There are a number of additional funding schemes which can provide one-off funding for summer vacation scholarships. In the past these have involved students being funded in work placements in the NHS or 3rd-sector, or in public engagement projects with the Glasgow Science Centre. Interested students should talk to potential supervisors about their interests with a view to developing bespoke applications in time for deadlines early in 2016.

20.3 SUMMER SCHOOLS

20.3.1 EFPSA - European Federation of Psychology Students' Associations
Quoting from their website: “This is a fantastic opportunity for you to gain practical research skills and to listen to the lectures of the truly best specialists of the field. Furthermore, your research projects, which will be started during the ESS, will then be carried out afterwards and, ultimately, will be published as a joint research in a scientific journal.”

http://www.efpsa.org/

Note, as state previously there may be costs involved in this process which the School of Psychology will not be able to help with directly.

I just thought I would let you know a little about how the EFPSA summer school went. It was held in a country estate in a town called Arcalia about two hours from Cluj-Napoca, Romania.
The time was split three ways, between lectures and workshops in the mornings being given by invited speakers from a range of disciplines within psychology (mostly clinical) each delivering a lecture followed by a workshop discussion in which the lecture was discussed openly amongst the students. Each lecture was related to the summer school theme of Social inequalities.

In the afternoons, time was spent on our assigned research groups. Each consisting of about 5 or 6 students and a supervisor. The topics of the research groups varied as much as the countries of the students who made them up. My own group were looking at danger appraisals and the impact of terrorism of different societies. The aim of the week spent with our research groups was to compile enough groundwork with which to return back to our home countries with the necessary knowledge with which to commence our research, all of which will be collected by the students, and then compiled and analysed as one source.

This research is set to commence immediately, with different participants in charge of different aspects of the report. The aim is to publish and possibly present the findings. The challenge is evident - convening 6 students in their final year, spread out from Finland to Poland, Turkey and the UK to work together - though I think the rewards are plain to see also.

The third side to the summer school revolved around the social activities and time spent with newly made friends.

I can honestly say that the week I spent in Romania was incredible. For anyone interested in pursuing a career in academia or in any aspect of psychology I can think of no better way to spend a week. It offered plenty of chances for meeting professionals already in your field of interest. It offered the opportunity to meet new friends who will happily put you up for a night should you ever find yourself in their home town, and it offered us the chance to create and get started on a very real piece of research, the likes of which first, second or third year psychology usually does not.

William Steele (previous 3rd year student)
21 GLASGOW UNIVERSITY PSYCHOLOGY SOCIETY (GUPS)

Aimed for all students studying Psychology at Glasgow University, GUPS is an exciting society which maintains two main goals. The first is delivering regular talks from Charted Psychologists in a wide range of areas. Based on what students want, past talks covered areas like Drugs & Addiction, and future ones will cover stimulating topics like Forensic Psychology. Also holding the wildest socials (like pub crawls and fundraisers) you’ll find on campus, GUPS strives itself on running events where everyone is welcome. So please don’t hesitate to get in contact - GUPS looks forward to welcoming you into the most exciting society on campus!

Glasgow University Psychology Society
Students Representative Council
University of Glasgow
John McIntyre Building
University Avenue
Glasgow
G12 8QQ
psychsoc4gu@yahoo.co.uk

22 BRITISH PSYCHOLOGICAL SOCIETY AND BPS SCOTTISH BRANCH

22.1 BRITISH PSYCHOLOGICAL SOCIETY (BPS)

Founded in 1901, this is the professional body which is central to the development of the profession of Psychology in the UK. The BPS states in its website that it exists to promote excellence and ethical practice in the science, education and practical applications of psychology (http://www.bps.org.uk/what-we-do/bps/bps).

Its aims are to:

- be the learned society and professional body for the discipline
- make psychology accessible to all
- promote and advance the discipline
- be the authoritative and public voice of psychology
- determine and ensure the highest standards in all we do.

There are three relevant membership grades that you should be aware of:

1. **Student Member** which is open to everyone studying on a Society accredited undergraduate degree or conversion course. The course at Glasgow is accredited and we strongly encourage you to join the Society - from only £19 per annum. Benefits of student membership include:

   a. Automatic membership of the Society’s Student Member Group (SMG)
   b. The Psychologist magazine every month, with the chance to write for ‘New Voices’ and win free membership
   c. PsychTalk, a newsletter written by students
   d. Exclusive discounts to books, journals and events
   e. The chance to transfer to graduate membership free of charge after completing your undergraduate degree or conversion course
   f. Recognition of belonging to a professional body, with the chance to join divisions and other groups
   g. Access to a range of high street discounts and offers.

Membership details, a downloadable Application Form in PDF or DOC format and an on-line application link are available at:
2. **Graduate Member** (MBPsS) which is the starting point to your career as a psychologist and is open to you on graduation.

3. **Chartered Member** (CPsychol), often referred to as the ‘gold standard’ of professional psychology. Chartered membership reflects the highest standard of psychological knowledge and expertise. In order to receive Graduate Basis for Chartered Membership (GBC) successful completion (2.2 or above) of a Society accredited undergraduate course is required. Successful completion of the Final Year Project (our MaxiProject) is also required.

Being a student member has numerous benefits, including membership of the Society’s Student Members Group (SMG) and a quarterly magazine with up-to-date information on careers in Psychology.

**22.2 BPS SCOTTISH BRANCH (BPS-S)**

The BPS Scottish Branch (BPS-S) belongs to one of the four regional groups of the Society. The aim of BPS Scotland is to promote and advance Psychology that is especially important for Scotland, with events all year round and a quarterly bulletin for its members. Assignment to the appropriate regional branch is automatic after becoming a member of the BPS. Third and Fourth year Psychology students of Scottish universities gather every year at the BPS-S Undergraduate Conference to present and observe the findings of final year projects. This is a great opportunity to practise public speaking and strengthen understanding of your own research findings. Abstracts are published in the Proceedings of the BPS.