LEVEL 4 HONOURS
PSYCHOLOGY

Course Information
Documentation
2016 -2017
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1. INTRODUCTION

1.1. WELCOME

Welcome to the next stage of your honours course in Psychology. The Level 4 course is focused on deepening your knowledge of selected areas of Psychology, areas that are determined by your interest and the research interests of the School.

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.

1.2. COURSE TEAM

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Course Tutor
Room 530
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Ms Lynda Young
Course Administrator
Room 241
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(lynda.young@glasgow.ac.uk)

Dr Niamh Stack
Exams Officer
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58 Hillhead Street
Tel: 0141 330 5170
(niamh.stack@glasgow.ac.uk)

Your first point of contact would normally be Lynda Young who will deal with all your enquiries, however, Dr. Moxey can be contacted directly for more specific enquiries and/or problems and Dr. Stack can be contacted about any questions to do with exams or your degree qualification.

1.3. ENTRY INTO LEVEL 4

Although the Honours Programme extends over two years, entry into the final Level 4 year is not automatic. If your performance at Level 3 has been unsatisfactory you may be refused admission into Level 4.

Normally candidates will sit their examinations in the same year in which they take the Level 3 or Level 4 course.

1.4. COURSE DOCUMENTATION

This Course Documentation sets out the structure of Level 4 in respect of courses and commitments. It is designed to provide a brief and succinct coverage of the essential information. It is not comprehensive and often within this documentation you will be directed to other resources for further details. These in the main will be available on Moodle.

1.5. CAVEAT

Every effort has been made to ensure the accuracy of the information in this handbook at the time of production. However the content of courses and syllabuses is under regular review and may change from time to time with some courses being cancelled, modified or replaced. Other factors such as the arrival or departure of a member of staff may result in course changes (including the 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. In general the following order of priority should be applied:

- Announcements and handouts supersede other documents such as this handbook.
- This handbook is only up to date at the time of production (September 2016)

1.6. **OPTION CHOICES FOR LEVEL 4 – 2016/2017**

The options intended to be offered in Level 4 are shown in table 1. Single honours students should select 9 options, joint honours students do not take any Level 4 options, although they are required to do a maxi project. You will have pre-registered for the options at the beginning of the summer, and you must register them when you enrol on My Campus.

You must ensure that you attend the relevant meetings. Note that the order of options below does NOT reflect the order in which the exams will be scheduled in the finals.

**Table 1: Course Options available in Level 4 (2016-2017)**

<table>
<thead>
<tr>
<th>Advanced Statistics</th>
<th>Forensic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Topics in Evolutionary Psychology</td>
<td>Interaction and Communication</td>
</tr>
<tr>
<td>Applied Qualitative Methods in Psychology</td>
<td>Language and Meaning</td>
</tr>
<tr>
<td>Atypical Development</td>
<td>Leadership</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
<td>Literature Review</td>
</tr>
<tr>
<td>Current Trends in Clinical Psychology</td>
<td>Neuropsychological Deficits</td>
</tr>
<tr>
<td>Cognitive Neuroscience of Ageing</td>
<td>Neuroscience of Decision Making</td>
</tr>
<tr>
<td>Cognitive Neuroscience: Insights into Brain Plasticity</td>
<td>Positive Psychology</td>
</tr>
<tr>
<td>Computational Neuroscience</td>
<td>Psychology and Biology of Mental Disorder</td>
</tr>
<tr>
<td>Concepts and Empirical Results in Education</td>
<td>Sleep and Circadian Timing</td>
</tr>
<tr>
<td>Consciousness (School of Humanities)</td>
<td>Social Cognition</td>
</tr>
<tr>
<td>fMRI</td>
<td>From Visual Awareness to Free Will</td>
</tr>
</tbody>
</table>

1.7. **PAL**

You will have the opportunity to act as a PAL facilitator for students in lower levels. This is an excellent opportunity for your CV and to work with other students in an active peer discussion environment. Details of how to become a PAL facilitator will be circulated to you via email at the start of the semester.

1.8. **LIBRARY MATTERS**

Every year we have problems with key texts being unavailable in sufficient quantities. The Library operates a system that automatically buys in new copies when there are a certain number of requests for a particular book. In other words, if you cannot get hold of a book, place a request for it and the more people that do this, the more copies will appear. This can happen quite quickly and is thus well worth doing.
2. AIMS AND OBJECTIVES OF HONOURS

2.1. AIMS

The honours degree programme may be carried out 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 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 Graduate Membership for the student.

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 introduce the staff, outline the programme and assessment methods, and introduce students to the range of text books and software learning support. Lectures will introduce students to the key theories and relevant experiments. Literature Review Essays will give students the opportunity to research independently and evaluate relevant material beyond the lectures, and acquire the skills of writing scientific material. Web based resources will allow flexible access to support materials. Maxi projects in Level 4 will further develop the skills of experimental design, organising ethically appropriate experiments with human subjects, data analysis, and report writing skills. Learning and teaching will be designed and implemented to be appropriate to all students’ needs.
### 2.4. 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>
<th>Common University Scale &amp; Aggregation Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary Honours Class</td>
<td>Common University Scale*</td>
</tr>
<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>
<td>A1</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>A2</td>
</tr>
<tr>
<td></td>
<td>A3</td>
<td>A3</td>
</tr>
<tr>
<td></td>
<td>A4</td>
<td>A4</td>
</tr>
<tr>
<td></td>
<td>A5</td>
<td>A5</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>
<td>B1</td>
</tr>
<tr>
<td></td>
<td>B2</td>
<td>B2</td>
</tr>
<tr>
<td></td>
<td>B3</td>
<td>B3</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>
<td>C1</td>
</tr>
<tr>
<td></td>
<td>C2</td>
<td>C2</td>
</tr>
<tr>
<td></td>
<td>C3</td>
<td>C3</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>
<td>D1</td>
</tr>
<tr>
<td></td>
<td>D2</td>
<td>D2</td>
</tr>
<tr>
<td></td>
<td>D3</td>
<td>D3</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>
<td>E1</td>
</tr>
<tr>
<td></td>
<td>E2</td>
<td>E2</td>
</tr>
<tr>
<td></td>
<td>E3</td>
<td>E3</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>
<td>F1</td>
</tr>
<tr>
<td></td>
<td>F2</td>
<td>F2</td>
</tr>
<tr>
<td></td>
<td>F3</td>
<td>F3</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>
<td>G1</td>
</tr>
<tr>
<td></td>
<td>G2</td>
<td>G2</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>
<td>0</td>
</tr>
</tbody>
</table>

*The Common University Scale is used by Registry for communicating individual module marks.
3. **FORMAL REQUIREMENTS FOR HONOURS**

The following information describes the current formal commitment required of each type or classification of student over the 2 honours years. Changes are possible as determined by the Head of School.

3.1. **SINGLE HONOURS**

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:
- 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

3.2. **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. It should be noted that no Level 4 Options can be taken by a Joint Honours Student.

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 set by Registry. NB Timetable clashes are NOT accepted by the School of Psychology.
3.3. **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. It should be noted that no Level 4 Options can be taken by a Joint Honours Student.

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

### 3.3.1. **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 already stated, 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 Level 4 course tutor, as accreditation is required for most postgraduate careers in Psychology.

### 3.4. **SPECIAL COMBINATION – HONS 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 and 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.

3.5. 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. LEVEL 4 COURSE WORK

4.1. METHOD OF ASSESSMENT AND DEADLINES

A number of options have a continuous form of assessment to a maximum of 100%. A summary of these options is below. All other options consist of 100% examination assessment. 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>Leadership</td>
<td>GROUP CR</td>
<td>30%</td>
<td>12 noon 28th Oct</td>
</tr>
<tr>
<td>Applied Qualitative Methods</td>
<td>Secondary Analysis of</td>
<td>40%</td>
<td>12 noon 28th Oct</td>
</tr>
<tr>
<td></td>
<td>Qualitative Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Trends in Clinical Psychology</td>
<td>GROUP Case Study Report</td>
<td>30%</td>
<td>12 noon 28th Oct</td>
</tr>
<tr>
<td>Sleep &amp; Circadian Timing</td>
<td>GROUP Case Study Report</td>
<td>30%</td>
<td>12 noon 2nd Dec</td>
</tr>
<tr>
<td>Advanced Statistics</td>
<td>Weekly Homework</td>
<td>100%</td>
<td>Weekly</td>
</tr>
<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>
<tr>
<td>Autism Spectrum Disorder</td>
<td>Oral Presentation or Podcast</td>
<td>30%</td>
<td>12 noon 17th Feb</td>
</tr>
<tr>
<td>Social Cognition</td>
<td>GROUP Research Proposal</td>
<td>100%</td>
<td>12 noon 24th March</td>
</tr>
</tbody>
</table>
4.2. **Modules Examined in the December Diet**

Most modules are examined in the April/May diet, however those modules which are taught in the first block of the first semester and have an exam component are usually examined in the December diet. This year the modules with an exam component that will be examined in the December exam diet are:

- ATEP
- AQM
- Atypical Development
- Current Trends
- fMRI
- Leadership

Note: If any of these examinations are cancelled due to adverse weather or unforeseen circumstances they will be postponed to the April/May diet.

4.3. **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 individual psychology students for the purposes of supporting their personal learning.
- Copyright of content used in lectures is protected.
- Any use of course materials (including lecture recordings) other than for a student's personal use in relation to their studies or any unauthorised distribution of course materials (e.g. on forums, social media or the internet) will be considered a serious breach of the Code of Student Conduct and will be subject to disciplinary action.
- The use of recording devices, such as voice or visual recording, is permitted in this course only to:
  - students who have been deemed so eligible by the University’s Disability Service; and
  - students given permission in advance by the staff member conducting the teaching session
- These recordings are subject to the conditions laid out in the relevant document on Moodle. No recordings are allowed until you have read the terms and conditions in this document.
- The lecture recording policy can be found here: [http://www.gla.ac.uk/media/media_359179_en.pdf](http://www.gla.ac.uk/media/media_359179_en.pdf)

4.4. **Quality Assurance and Enhancement of the Course**

There are two complementary formal mechanisms involving students for checking and improving the quality of courses: class representatives, and course evaluation surveys.

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

Student representatives of the class (class reps) are elected at the beginning of the academic year. These representatives are invited to School Meetings and are encouraged to act generally as mediators between the class as a whole and the staff, as individuals or as a School – thus, through the representatives, class views can be given at these meetings and details of other school business relayed back. Meetings with the course organiser and course team are held as and when needed, at least one per semester. It is expected, however, that a more informal dialogue is continued with the course organiser and that most problems are dealt with at this level. In addition, Class Representatives are expected to contribute to Open
Days and Applicants Days throughout the year by helping with the Psychology information stand.
Students can either be nominated or nominate themselves after the induction class in September. To nominate please send an email to linda.moxey@glasgow.ac.uk with Name, College and Student Category information. 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).

4.4.2. 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 Teaching staff on the team, The Director of Teaching and Learning and the School’s Quality Assurance Officer and are the subject of discussion at meetings of the Staff-Student Committee, as well as at Staff meetings. Responses to them will be fed back to students through the course moodle sites. 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 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 course. Surveys will often be quick to fill in (sometimes very quick), apart from open-ended questions asking for not just a click but for a typed reply. Typically only a minority of students type in an open-ended response and yet these are often the most influential, and we particularly welcome such contributions. Survey responses are always anonymous: teaching staff cannot link a response to the student who gave it.

5. LECTURE SUMMARIES

You will find an outline of all course aims and intended learning objectives in section 6, more in depth lecture summary details and information on course reading for each option can be found on the relevant Moodle page.
6. COURSE OUTLINES 2016-17

6.1. Advanced Statistics (Dr D Barr)

Aims:
This course aims to teach students to use mixed-effects regression to analyse complex datasets in psychology and cognitive neuroscience. Mixed effects modelling is a framework that extends General Linear Models by allowing for multiple sources of variation (e.g., subjects and stimuli). The framework allows for the expression a broad variety of research designs, with traditional approaches (ANOVA, multiple regression) appearing as special cases.

Intended Learning Outcomes:
Students will be able to:
• identify the appropriate random effects structure for a given sampling design and express this structure in R command syntax;
• estimate parameters in a generalized linear mixed effects model using the lme4 package in R;
• interpret random and fixed effect parameter estimates in the output from a mixed-effects regression, including logistic regression models;
• assess the presence of multicollinearity and suggest strategies for reducing it.

6.2. Advanced Topics in Evolutionary Psychology (Dr L DeBruine)

Aims:
The aim of this course is to provide students with a theory-based overview of topics in evolutionary behavioural sciences and to offer the opportunity to apply this knowledge and critical thinking skills to in-depth study of subfields of evolutionary psychology, with particular attention to issues of the appropriateness of the study population and generalizability.

Intended Learning Outcomes:
Students will be able to:
• explain how basic evolutionary principles, such as natural selection, sexual selection, and inclusive fitness theory, inform the study of human behaviour;
• review the evidence supporting predictions from evolutionary theories in human behaviour, including in the areas of social behaviour, perception and cognition;
• evaluate new scientific evidence in light of evolutionary principles;
• generate testable predictions about human behaviour from these principles;
• critique experimental and non-experimental evidence from diverse study populations.
6.3. **APPLIED QUALITATIVE METHODS IN PSYCHOLOGY (Dr K Reid & Dr D Elliot - Education)**

**Aims:**
This course aims to prepare students to design, execute and evaluate a range of qualitative methods suited to different aspects of psychological enquiry.

**Intended Learning Outcomes:**
Students will be able to:
- Identify and select appropriate data collection techniques that best suit the purpose of qualitative enquiry (e.g. Interviews, Focus Groups, Observation, Internet, Primary/Secondary data)
- Describe and evaluate the different epistemological principles underpinning different qualitative analysis techniques
- Select appropriate techniques and methods suited to qualitative research analysis (Discourse Analysis, IPA and Grounded Theory)
- Appraise indices of rigour and quality when reviewing research papers which utilise qualitative methods
- Describe and evaluate the role of computer aided analysis in qualitative methods

6.4. **ATYPICAL DEVELOPMENT (Dr N Stack)**

**Aims:**
The aim of this course is to provide an understanding of the abilities of children whose development is in some way atypical. It will examine the origins and identification of different forms of atypical development and investigate the psychological and social impact for children.

**Intended Learning Outcomes:**
Students will be able to:
- identify the different methodological and ethical complexities associated with research into atypical development:
- demonstrate an understanding of the role of the environment and genetics in atypical development;
- discuss issues related to identification of, and provision for, children demonstrating an atypical developmental trajectory

6.5. **AUTISM SPECTRUM DISORDER (Dr D Simmons & Prof F Pollick)**

**Aims:**
Introduces students to the broad range of current research on autism spectrum disorders (ASDs).

**Intended Learning Outcomes:**
Students will be able to:
- be aware of the advantages and disadvantages of current definitions of ASD and diagnostic techniques.
- be able to critically assess current psychological/cognitive theories of ASD.
- be able to critically assess current neural theories of ASD.
- have a detailed knowledge of potential causes of ASD
- have a detailed knowledge of the social and scientific importance of ASD.
6.6. **COGNITIVE NEUROSCIENCE OF AGEING (DR K KILBORN, PROF L MUCKLI & DR G ROUSSELET)**

**Aims:**
This course provides an introduction to the field of cognitive ageing, with a particular emphasis on age-related neuronal changes. Examples from the literature will be discussed, showing how the structural and functional alterations of neuronal networks affect cognitive performance in healthy and pathological ageing.

**Intended Learning Outcomes:**
Students will be able to:
- Describe influential theories of cognitive & neuronal ageing.
- Contrast longitudinal and cross-sectional approaches to the study of age-related brain changes and their interpretation.
- Critically appraise the main limitations of current cognitive ageing research.
- Explain the main age-related neuronal structural and functional changes, and their relationship to behaviour.
- Describe current theories regarding the etiology of age-associated neurodegenerative diseases.

6.7. **COGNITIVE NEUROSCIENCE: INSIGHTS INTO BRAIN PLASTICITY (PROF G THUT)**

**Aims:**
This course will survey recent advances in understanding the brain-behaviour relationship by non-invasive transcranial brain stimulation, complemented by classical neuropsychological and modern neuroimaging approaches. Rather than focusing mainly on functional deficits, the course will highlight paradoxical (sometimes productive) effects of stimulation/lesions and use these as windows to introduce some of the key aspects of brain organization.

**Intended Learning Outcomes:**
Students will be:
- introduced to non-invasive brain stimulation techniques (including TMS, tDCS, tACS) that are widely used in the cognitive sciences as neurocognitive probes, as well as to their relation with other neuroimaging approaches.
- introduced to functions that can be uncovered by brain-stimulation/disruption or peripheral lesions (peripheral visual pathways), due to the potential of the brain to cope with interference or deafferentiation (plasticity).
- able to discuss the implications of these observations on current models of brain organization across different cognitive domains (attention, motor control, interhemispheric interactions, multisensory integration)
- introduced to current experimental approaches in clinical neurorehabilitation that use current concepts in brain plasticity for neuromodulation to bias brain reorganization in desired directions.
- able to appreciate the complexity of brain organization at the macroscopic level (network of brain areas).
6.8. COMPUTATIONAL NEUROSCIENCE (PROF C KAYSER)

Aims:
This module provides an introduction to computational neuroscience, in particular to the problem of how individual neurons/neural networks transmit and exchange information and the analytical techniques that can be used to characterize these computational processes. Examples will be used to illustrate the fundamental principles underlying neural information processing, their relevance to interpreting neurophysiological and neuroimaging experiments and to understanding brain function in health and disease.

Intended Learning Outcomes:
Students will be able to:
- review the basic physiology behind nerve cell activity and categorize the physiological processes by which neurons encode and transmit information
- illustrate different alternative hypotheses about how neurons transmit information
- describe the role of oscillations in neural information processing and in communication between brain areas
- explain the technique of reverse correlation and identify the relevant applications of this in sensory and cognitive neuroscience
- explain the reasons for performing single trial analysis of neural data and why this is helpful for understanding brain function
- describe the method of stimulus decoding and reconstruction
- define the concept of mutual information and use this on example data
- discuss how the method of pattern classification can be applied to imaging data
- distinguish different computational tools for data analysis and appraise their (dis-)advantages
- identify how macroscopic activity arises from small neural networks
- evaluate the advantages from measuring either single neurons or neuroimaging signals
- design data analysis using the learned computational methods

6.9. CONCEPTS AND EMPIRICAL RESULTS IN EDUCATION (DR S DRAPER)

Aims:
This course introduces some of the biggest published effects in teaching methods in higher education, such as Mazur who increased the amount learned on his level 1 course by a factor of nearly three times. It introduces several important educational theories from the literature applying to HE: Laurillard's model, deep and shallow learning, Perry's model. It requires students to apply these to specific course designs, and use them to critique those designs; but equally, to critique the theories by identifying concerns and issues not covered by the theories.

Intended Learning Outcomes:
Students will be able to:
- Discuss the extent to which learning in HE is:
  - a basic mental function
  - a problem-solving activity
  - a social transaction
- Briefly describe and critically comment on some of the biggest educational effects reported; and some of the notable absences of evidence
- For a selection of topics and theories: describe them, discuss connections between them, give examples, and where possible connect them to their own experience.
- Discuss the extent to which any of the theories is complete, the challenges offered by the various other issues covered, and the prospects for an eventual complete, unified theory of learning and teaching in HE
6.10. **CONCEPTUAL AND HISTORICAL ISSUES IN PSYCHOLOGY**  
*(DR S DRAPER & DR E 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.

6.11. **CONSCIOUSNESS (SCHOOL OF HUMANITIES)**

**Aims:**
To develop an understanding of the study of consciousness from the multidisciplinary perspectives of philosophy, neuroscience, and psychology.

**Intended Learning Outcomes:**
Students should be able to:
- Critically assess what might be meant by 'consciousness' and 'self-consciousness'.
- Discuss the role that emotion plays in our understanding of the nature of consciousness.
- Critically discuss the problems posed for the study and understanding of consciousness by the unconscious.
- Provide a rudimentary account of the anatomy and workings of the nervous system.
- Critically discuss what is known about the brain as the possible seat of consciousness.
- Describe and discuss different approaches for examining conscious phenomena.
- Discuss the role that the study of pathologies plays in our understanding consciousness.
- Expound and critically evaluate evolutionary theories of consciousness.
- Expound and evaluate social theories of consciousness.
- Critically evaluate some aspects of the relationship between language and consciousness.
6.12. CURRENT TRENDS IN CLINICAL PSYCHOLOGY (Dr M Gardani & Dr M Martin)

Aims:
To develop students' knowledge in current trends in Clinical Psychology. To equip them with the skills relevant to assessing the effectiveness of present and new interventions.

Intended Learning Outcomes:
Students will be able to:
- Discuss the development of psychology based interventions and their theoretical underpinnings
- Evaluate clinical intervention in a range of clinical settings and disorders
- Review and compare practical implementations of a range of psychological interventions.
- Discuss current guidelines for treatment of complex psychological disorders

6.13. fMRI (Prof L Muckli, Dr J Goense & Prof F Pollick)

Aims:
Functional brain imaging has become an essential tool in Biopsychology and Neuroscience that has changed the way we think about the brain today. This course aims to give an in-depth introduction to the basics of functional magnetic resonance imaging (fMRI). The course will cover physical and physiological basics of the fMRI-signal, experimental strategies, and analysis principles.

Intended Learning Outcomes:
Students will be able to:
- introduce the physical and physiological basics of fMRI imaging
- read about the current models explaining neurovascular coupling: the link between neuronal activity and influx of oxygenated blood.
- discuss experimental design issues of fMRI research
- get hands on experience with the analysis of fMRI sample data
- evaluate fMRI research in light of newly acquired knowledge about the basics of the BOLD-signal

6.14. FORENSIC (Dr I Bushnell & Dr M 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
6.15. FROM VISUAL AWARENESS TO FREE WILL (DR M LAGES)

Aims:
The aims of this course is to explain and discuss classic and recent psychological and neuroscientific studies that investigate visual awareness and voluntary decisions. We will cover the main philosophical, psychological, and neuroscientific aspects of research on visual awareness, voluntary and spontaneous actions and decisions, and their implications on the concept of free will. At the end of the course students should be able to independently evaluate new research developments and potential applications in this field.

Intended Learning Outcomes:
Students should be able to:
- describe and discern basic philosophical constructs surrounding the idea of awareness and free will
- describe and evaluate the concept of visual awareness and to recognize associated research paradigms
- explain the difference between visual awareness and attention
- detect methodological challenges and limitations when predicting psychological states and behaviour from neuroscientific measurements
- describe and illustrate basic principles of predicting behaviour (machine learning) and to apply these principles to different domains (legal, security, market research, learning and teaching)
- critically and independently evaluate pros and cons of new research and applications in this field

6.16. INTERACTION AND COMMUNICATION (PROF S GARROD)

Aims:
The course will explore recent research on linguistic communication and interaction. It will consider both one-way communication and two-way communication. It will also explore non-linguistic forms of communication, such as graphical communication and communication with manual gestures. The course will provide a thorough foundation enabling the student to understand specific processes of human communication.

Intended Learning Outcomes:
Students will be able to:
- understand the difference between one-way and two-way communication processes.
- appreciate the role of joint action in two-way communication processes.
- understand how joint action affects language processing.
- understand the relation between communication and group decision-making.
- understand the relationship between different forms of communication.

6.17. LANGUAGE AND MEANING (DR J BOHAN & DR L MOXEY)

Aims:
The aim of this course is to develop students understanding of language processing and theories of meaning. We will talk about research on the meanings and functions of different types of words. Different methodological techniques will be explained and we will consider the different empirical questions these techniques afford. The neurophysiology of language will be discussed and we will consider current explanations of language related components, e.g. N400 and P600. We will also discuss our understanding of shallow processing, pragmatics and framing effects in language comprehension.
Intended Learning Outcomes:
Students will be able to:
• Describe research on word meaning.
• Explain different theories of meaning and discuss their advantages and disadvantages.
• Explain how different levels of semantic analysis are related to one another.
• Explain different methodological techniques in language research. Understand the main
language related ERP components, e.g. N400 and P600. Identify ERP correlates of
semantic and syntactic violations and explain the significance of these in terms of language
processing.
• Interpret the issues involved in shallow processing and explain the experimental evidence
illustrating this.
• Explain the difference between semantic and pragmatic processes with reference to
current research

6.18. LEADERSHIP (DR I BUSHNELL)

Aims:
This module considers how leadership can be understood from the psychological perspective.

Intended Learning Outcomes:
Students will be able to:
• demonstrate a credible view about what leadership is and how it is different from
management.
• demonstrate a credible view about why after thousands of years of interest and very
many years of systematic research, we do not appear to be close to really understanding
why some people succeed as a leader and others do not?
• demonstrate a credible view about whether or not leadership is inborn or can be
developed in individuals.
• answer questions about how people’s views of leadership have altered across time and
what the main kinds of leadership theories are, along with their strengths and limitations.
• answer questions about what evidence there is that there are specific traits that are
universally found in good leaders.
• answer questions about how theories of psychopathy may be relevant to leadership.
• answer questions about how the situation or context can alter the effectiveness of
particular leadership styles.
• answer questions about what is meant by New Leadership approaches and how these
theories have been developed and applied to real world situations.
• answer questions about how culture can be measured and categorised and how these
categorisations might impact upon leadership.

6.19. LITERATURE REVIEW

Aims:
To teach the student how to criticize and evaluate a group of empirical studies in Psychology.
To provide the students with generic skills involved in analysing original sources and providing
a detailed analysis of technical documentation. To develop the student's knowledge in a key
research area of psychology. To develop the student’s skills in drawing conclusions about the
course of future research based on existing research in an area of psychology. To teach the
student how to organise their evaluation into a professional level communicative document

Intended Learning Outcomes:
Students will be able to:
• Read and evaluate a core of empirical studies which examine a recent theoretical issue
within Psychology and produce an evaluative report of professional standard based on the
core studies.
Deadline for Handin:
The deadline for handing in your review is in the first week of semester 2, (12 noon on Wednesday 11th January 2017) so it is essentially a first semester option.

6.20. NEUROPSYCHOLOGICAL DEFICITS (DR M HARVEY)

Aims:
The aim of this course is to introduce students to some major neuropsychological disorders and to outline how an understanding of these deficits can inform our understanding of brain function and enlighten cognitive neuroscience. Impairments of higher visual functions such as agnosia, optic ataxia and hemispatial neglect shall be presented in detail and their relevance to models of brain function outlined. Students will also become familiar with cognitive neuropsychological tests.

Intended Learning Outcomes:
Students will be able to:
• Understand prominent models of brain function
• Critically evaluate the strengths and weaknesses of such models
• Evaluate evidence for and against blindsight, optic ataxia
• Critically assess the different models/level of explanation of the phenomena
• Discuss the symptoms in relation to brain function
• Reflect critically on the models of vision presented and discuss alternatives
• Describe the disorder and the changing interpretations over time
• Will be encouraged to evaluate the different interpretations of the syndrome
• Give presentations based on the previous modules
• Critically discuss findings

6.21. NEUROSCIENCE OF DECISION MAKING (DR M PHILASTIDES)

Aims:
This course provides an introduction to the neuroscience of decision making, in particular the neural principles underlying perceptual as well as reward- and value-based decisions. Perceptual decisions involve choices based on ambiguous sensory evidence whereas reward- and value-based decisions hinge largely on probabilistic evidence and subjective preferences associated with potential choices. In addition, the role of training in perceptual decision making and the influence of reinforcement-learning in reward-based choices are discussed in the context of optimising decision-related processing. Important methodological considerations on how the relevant neural data are collected and analysed, including some computational modelling work, are also explored. The course draws mostly on recent research reports from both the human and non-human primate literature to illustrate the brain networks and the fundamental principles underlying decision-related processing and their relevance to interpreting neurophysiological and neuroimaging experiments and to understanding brain function in health and disease.

Intended Learning Outcomes:
Students will be able to:
• distinguish between different forms of decision making problems (e.g. perceptual vs reward-based decisions) and in different domains (e.g. visual, auditory, somatosensory)
• identify the brain networks involved in early encoding of the evidence associated with different decision alternatives and identify the brain networks and the mechanistic details of how evidence associated with different alternatives is combined to form a decision
• review the latest literature on decision making and interrogate new proposals on the neurophysiological basis of human and non-human primate decision making
• describe the main principles of sequential sampling models of decision making
• illustrate the importance of signal detection theory in decision neuroscience
• describe the main principles of traditional reinforcement learning mechanisms in reward-based decision making and their neural correlates
• explain the computational and mechanistic details of speed/accuracy trade-off in perceptual decision making
• describe how basic decision making is affected in populations with brain trauma or disease
• design simple behavioural paradigms to probe the behavioural and neural correlates of decision making and recognise how interventional techniques (TMS, electrical stimulation, brain lesions) are used to establish causal relationships in neural networks
• describe the influence of important decision modulators (e.g. advice, risk, time, genes, etc) on behavioural choice
• distinguish different analytical approaches for data analysis and different human neuroimaging techniques for data acquisition and appraise their (dis-) advantages
• explain how activity from small groups of neurons manifests itself at the level of macroscopic activity recorded using neuroimaging
• explain the reasons for performing single trial analysis of neural data and why this is helpful for understanding brain function

6.22. POSITIVE PSYCHOLOGY (DR S 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.

6.23. PSYCHOLOGY & BIOLOGY OF MENTAL DISORDERS (DR P 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
6.24. SLEEP AND CIRCADIAN TIMING (PROF S BIELLO, DR M GARDANI & DR H WOODS)

Aims:
This course aims to provide an overview of current study within the fields of sleep and circadian timing. It will examine the biological, psychological and social impacts of disruption of sleep and circadian timing focusing on mechanism of action and treatment.

Intended Learning Outcomes:
Students will be able to:
- recognise the physiological and psychological mechanisms responsible for healthy sleep and circadian timing;
- identify the main areas where breakdown in healthy sleep systems may occur;
- recognise the health and psychological sequelae of disorders of sleep and circadian timing;
- relate in both scientific and lay terms the impact of sleep and circadian timing in daily life.

6.25. SOCIAL COGNITION (DR R JACK & PROF B JONES)

Aims:
To obtain an overview of key areas of social cognition, sample some real-life problems involving social cognitive considerations and appreciate the social cognitive mechanisms in topics such as interpersonal attraction, the self and clinical disorders.

Intended Learning Outcomes:
Students will be able to:
- Explain and evaluate the cognitive distortions involved in perceiving the social world
- Explain and evaluate the role of emotional and motivational factors in social cognition.
- Evaluate the relevance of social cognition in certain clinical disorders
- Evaluate the role of social cognition in how we organise our self concept
- Evaluate social cognitive factors in interpersonal attraction

6.26. THE MAXI PROJECT

6.26.1. AIMS
To develop in students the ability to express a testable hypothesis and subject it to empirical evaluation using psychological methods. To develop the skills involved in analysing data and writing a scientific report.

6.26.2. INTENDED LEARNING OUTCOMES
Students will be able to:
- write an evaluative introduction to a research problem in Psychology
- design testable hypotheses which derive from their review
- test and statistically evaluate the hypotheses using appropriate experimental and statistical techniques
- write a scientific document based on the evidence they have gathered and their subsequent analysis of the data

6.26.3. SCOPE
Whether you are a Single, Joint Honours (unless you have consulted the course tutor about a non-accredited joint degree) or Special Combination (main subject Psychology) student you must carry out a Maxi Project. It is a BPS requirement that students pass the empirical project in order to be eligible for the Graduate Basis for Chartered membership, so this is an important part of your degree programme. The maxi project is a substantial empirical project carried out over the year, and is usually completed individually, although there is scope for some portions
of the project to be carried out in groups. For more information on this see the document "Maxi starter pack" on Moodle.

6.26.4. Supervisor

You will have chosen or been allocated your supervisor by the time you reach Level 4. Your supervisor’s role in the project is to provide an appropriate level of guidance over the project. You should meet to
- Discuss the topic
- Agree a timetable/plan
- Agree the design
- Agree on which subjects to use and how to recruit
- Hand in your project proposal and discuss it
- Discuss the statistical analysis of data.

Your supervisor may give you written or spoken feedback on a draft version of all sections of the project except the discussion which must be entirely your own work. Students should be fully aware that the project is their responsibility.

6.26.5. Participants

To recruit participants you can advertise on one of the noticeboards on Level 5 of the Boyd Orr Building. These are situated outside the labs where potential participants in Levels 1-3 are likely to see them. You can also advertise on the Psychology Subject Pool page. A link to this is on the L4 Maxi Project Moodle page.

6.26.6. Ethical Clearance

All maxi projects require ethical review before you start carrying out your project. The approval form can be downloaded from the Moodle page along with the BPS guidelines. If you answer “yes” to questions 1-8 and “no” to questions 9-12, then both you and your supervisor should simply sign the form and submit it to Lynda Young. If you answer “no” to any of questions 1-8 and/or “yes” to any of questions 9-12 then the form must also be signed by a member of the Ethics committee, your supervisor will help you with this. If you are working with animals you must speak with Professor Stephany Biello who will ensure you complete the correct Home Office paperwork. A copy of this paperwork can be submitted in place of the ethics form.

You will all have to read through the BPS ethical guidelines on carrying out psychology experiments with human subjects.

Your signed ethics form MUST be handed in to Lynda Young by Friday 13th January 2017 AT THE VERY LATEST. Note, your maxi cannot be marked unless the form has been completed and handed in to the school.

6.26.7. Word Limit and Write Up

Your project report should be modelled on standard journal format. Your supervisor may give you written or spoken feedback on a draft version of all sections of the project except the discussion which must be entirely your own work. Make sure to hand this in well before the deadline however since each supervisor has many students and it is not possible to give feedback if everyone hands in their draft a week before the deadline. Help with your maxi write up can be found on the Advanced Report Writing guide available on moodle.

Your write up should be an absolute maximum of 11,000 words. Please note that long reports are not necessarily good ones. This limit includes all the citations or references within the text but not the actual reference section. It does not include references, appendices, or tables that would normally appear in appendices, but it does include the abstract and tables required in the results section. Students who exceed this length will lose marks.
6.26.8. URKUND SUBMISSION
Full Urkund submission instructions will be posted on the relevant Moodle page.

6.26.9. MAXI HAND-IN
One bound copy of the Maxi Project should be handed in to Lynda Young by **12 noon on Wednesday 15th March 2017**. On the same day you should email an electronic copy to your supervisor. Please see section 7.6 on regulations regarding coursework deadlines.

6.26.10. BINDING
The Maxi can be bound in two ways:
- Traditional hard binding with your ID number printed down the spine
- Soft binding can be used, however, you MUST have your ID number down the spine (use sellotape, sticky label, etc, but ensure your ID number is clearly visible on the spine)

6.26.11. CONFERENCE
During the two week period following the hand in of your report, and before the end of semester 2 there will be an undergraduate research conference, where you will be asked either to give a talk or to present a poster. The format of this conference will be very similar to psychology conferences attended by leading researchers, and we hope that you will really enjoying both presenting your own work and reading/hearing about the work carried out by some of your class-mates.

For those of you who also want to present your work at the BPS undergraduate conference we particularly recommend choosing the talk option as this is an excellent opportunity to practise your talk and get valuable feedback! But even if you don’t want to go to the BPS conference, this internal conference is an opportunity to get feedback on your project, and will give you practice presenting your work to other people and receive feedback from your peers on your presentation skills. Even if you plan to do something other than psychology next year there is a good chance that your final year project will be a topic covered in job interviews, for example, and it is important to be able to explain your work to interested others. It would also be a good idea to mention on your CV that you presented at this conference!

Both formats, but perhaps particularly the poster, will give you practice at dealing with questions on the spot about technical issues. Obviously this is likely to be important in interviews and other professional occasions, and you will have had few opportunities to practise this.

Details of the conference, about the oral and poster presentations, will be given in the second semester and you will be asked to submit a proposal for either a talk or a poster at that time. There are resources available on moodle to help you with your presentation: and support sessions detailing how to go about producing a talk/poster will also be provided in semester 2.

6.26.12. THE MARKING PROCESS
All maxi project reports are marked by two markers – your supervisor, and a second marker. Each of these marks is worth 40% of the overall grade which you will receive for your project. The reports are marked blind in the sense that each marker is not made aware of the mark awarded by the other marker. However if the marks of your supervisor and the second marker are not in broad agreement this will prompt a discussion, and the marks may be altered by one, both or neither of the markers as a result of the discussion. Your supervisor will also award you a mark (worth 20% of the overall grade for your maxi project) based on the way you carried out your research – research skills which may not be evident from your report.

Further details of the maxi project marking process will be given at the part 2 finals meeting in semester 1 (details to be advertised).
Once the degree results are published you can pick up your maxi project from Lynda Young’s office. You will also be able to collect your professional skills portfolio which was completed in Level 3. The electronic version is the property of the School and will be kept for the use of future students and staff.

6.26.13. SUPPORT FOR MAXIS

The School has developed several means of supporting students in completing their maxis:

**Small Maxi Grants:**
The School provide small grants to help students complete their maxi. The funding comes from the University Settlement who are a charity connected to the University that funds projects that support the “Social Good” of the people of Glasgow. This means that the funding will be focused on MaxiProjects that in some way support this aim. In essence this means projects from areas such as Social, Clinical, Development and Educational Psychology.

**Photocopying:**
The School provides free photocopying of consent forms, questionnaires or other stimuli materials. To use this facility contact please collect the card from the general office, you must leave your ID card.

**Psychometric Tests:**
The School has a small number of psychometric tests that students can use for their projects. To find out if the School has a test that you would like to use then contact Dr Margaret Martin.

**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**
Logon and Password information must be distributed by Dr Ian Bushnell and not by any supervisor direct to a student or any student to another.
The Password will change on the 30th September each year and only people on a central list will be issued with the new password.

**Security/Ethics Concerns**
Number 1 concern is that the logon and password are never shared.
Number 2 concern is that 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.
Number 3 concern relates only to those people collecting potentially sensitive data or data that is not anonymised. If this refers to your work, please contact Ian Bushnell to discuss workarounds.
Number 4 is data retention. 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. I 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 breaches of copyright.
E-Prime workshops
During the first semester there will be some workshops (advertised via email) to support those of you who want to use E-Prime to run your experiments. These workshops can help you to modify the basic E-Prime scripts available to level 3 undergraduates (which you may have used last year) so that you can use them for your experiment. If your experiment requires a radically different script you will need the support of your supervisor.

Statistical support:
The School runs a series of drop in work shops from late January until mid March. These allow students to seek advice from staff and post-grads within the School concerning the analysis of their data. It is important to note that these classes are meant to supplement not replace your supervisor’s advice on statistics. Details of the times and locations of these workshops will be given nearer the time. It is also important that before attending a statistics workshop, you should download a stats proforma from Moodle, fill in the details of your project design, and have these confirmed by your supervisor. If you don’t do this, and you have misunderstood your design, the statistics advisers may give you inappropriate advice!

Honours Laboratory:
There are statistics labs running SPSS provided for the use of honours students in the Boyd Orr Building, Level 5.

Undergraduate conference support:
The School will provide support sessions for the conference presentations, covering how to prepare and give a conference talk, and how to produce a poster. These sessions will be advertised and run during the second semester.

7. GENERAL COURSEWORK INFORMATION

7.1. 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.
7.2. **SOFTWARE FOR DETECTING PLAGIARISM**

All written coursework is to be submitted through Urkund, the University software for detecting plagiarism. The reports that the website produces will then be examined by the Course Organiser and if there is evidence of plagiarism then action will be taken in line with the University’s Guidelines.

7.3. **GENERAL REQUIREMENTS FOR ASSESSED WORK**

All written work will be handed to Lynda Young, room 241, 58 Hillhead Street by the designated deadline.

1. Do not deliver work directly to the marker/supervisor.
2. All work submitted should (unless otherwise advised) use A4 paper 1.5-spaced text, a standard font such as Arial, Geneva or Times Roman (Times seems to get more words per page), with a point size of at least 11. Page numbers (right justified) are VERY desirable. All work must be submitted with a title page attached that will explain what the document is. Critical reviews and maxis, at least, should also include an abstract.
3. Each piece of work should avoid being about a topic identical to one that you have already submitted.

7.4. **TITLE PAGE FOR SUBMISSION OF ALL COURSEWORK**

All class and assessed work must be submitted with a proper title page attached. This can be downloaded from the Documentation section of moodle. Please note that work without the proper title page will not be accepted. It is important that your ID number is printed on the TOP RIGHT HAND SIDE of your title page.

7.5. **COURSEWORK DEADLINES**

Critical reviews, maxi projects, and other coursework associated with your final year option courses must be handed in to the School (via Lynda Young) 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, Linda Moxey, for a deferral. In such cases you must produce evidence of the circumstances which prevent you from meeting the deadline, and these circumstances will be discussed by a small committee including the course organiser. Please note that the length of any deferral is dependant 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:

**Code of Assessment – Penalties for the late submission of coursework (s. 16.25-16.28)**

Penalties are applied where coursework is submitted after the submission deadline, with any work that is submitted more than five days late being graded H. A new amendment to these rules accommodates the practice of rapid turnaround of feedback in some assessments. In such cases late work will be graded H within five days if it is submitted after feedback has been provided to the cohort.

16.26 Except as modified by 16.27 - 16.28, the primary grade and secondary band awarded for coursework which is submitted after the published deadline will be calculated as follows:

a) in respect of work submitted not more than five working days after the deadline:
i) the work will be assessed in the usual way, and 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;

ii) where work is submitted after feedback on that work (which may include grades) has already been provided to the student class, grade H will be awarded. Feedback may be provided to the student class less than five working days after the submission deadline in relation to no more than 25% by weight of a course’s summative assessment.

b) grade H will be awarded where work is submitted more than five working days after the deadline.

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 (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 support evidence from an ‘appropriate person’ as defined in the University’s Student Absence Policy. For more information on ‘Good cause’ please see the relevant section on Moodle. Evidence must be provided within 7 days of the deadline (unless you also have good reason (with evidence) relating to the delay in providing evidence). Where the report refers to a medical condition of more than five days’ duration the report must be completed by an appropriate medical practitioner.

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

If you feel that you have a good reason for lateness then you should contact the Course Organiser, Linda Moxey, as soon as possible to inform her of the situation.

8. PART 2 FINAL EXAMINATIONS

Each single honours student must complete:

- 1 Maxi Project
- Undergraduate Conference Attendance
- All relevant option examinations
- Any coursework associated with chosen options

8.1. THE MAXI AND OPTIONS

In Level 4, each student takes a maxi project and 9 options, selected from those offered without restriction except possibly from room capacity constraints. Each will be separately assessed and listed on your transcript.

8.2. EXAM REGISTRATION/TIMETABLE

You will be automatically registered for examinations in the options you have chosen. **It is your responsibility to ensure that your options are correctly listed on MyCampus.** The dates of the Final Examinations are decided by the University Examination Office, not the School. They will be posted by the Examinations Office on the web and elsewhere and you must watch out for this; we are not informed first. Last year’s times are not a good guide. It is important to keep watching the Registry website throughout the year, but especially in the period immediately prior to the examinations.
8.3. **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.

8.4. **OVERALL WEIGHTINGS OF ALL EXAMS AND COURSE WORK**  
A meeting is held in Semesters 1 and 2 to inform you specifically about final exams and various aspects of the marking process, including the calculation of your final degree classification which is outlined below:

**8.4.1. SINGLE HONOURS STUDENTS**  
In level 3 you will be awarded marks for the following:
- 9 modules = 90 credits
- 1 Qualitative mini project = 10 credits
- 1 Quantitative mini project = 10 credits
- 1 Critical Review Course = 10 credits

The 120 credits for your level 3 year contribute 40% of your overall grade for degree classification.

In level 4 you will be awarded marks for the following:
- 9 options = 90 credits
- 1 Maxi Project = 30 credits

The 120 credits for your level 4 year contribute 60% of your overall grade for degree classification.

**8.4.2. JOINT HONOURS STUDENTS (EXCEPT WITH NEUROSCIENCE)**  
In level 3 you will be awarded marks for the following:
- 4 modules = 40 credits
- 1 qualitative mini project = 10 credits
- 1 quantitative mini project = 10 credits

The 60 credits for your level 3 year contribute 40% of the overall grade you will receive for Psychology in your degree classification. This is equivalent to 20% of the degree classification you will get for your whole degree (including Psychology plus your other subject).

In level 4 2016-17 you will be awarded marks for the following:
- 3 modules from Level 3 = 30 credits
- 1 maxi project* = 30 credits

The 60 credits you take in your level 4 psychology course will contribute 60% of the overall grade you receive from psychology. This is equivalent to 30% of the degree classification you will get for your whole degree (including Psychology plus your other subject).

* If you have agreed with the course tutor that you would prefer to take the non-accredited option for honours Psychology, then you will select 3 modules from Level 3 and 3 options from Level 4 with no maxi project.
8.4.3. JOINT HONOURS WITH NEUROSCIENCE

In level 3 you will be awarded marks for the following:
• 120 Credits from Neuroscience

In level 4 you will be awarded marks for the following:
• 8 Modules = 80 credits
• 1 Qualitative Mini Project = 10 credits
• 1 maxi project* = 30 credits

* If you have agreed with the course tutor that you would prefer to take the non-accredited option for honours Psychology, then you will select 3 modules from Level 3 and 3 options from Level 4 with no maxi project.

The final Honours classification is based on performance in the courses taken in Year 3 (50%) and Year 4 (50%). Each component course contributes in proportion to its credit rating.

8.5. CLASSIFICATION OF 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

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. 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 their 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/

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/
8.6. **A WARNING**

Please note that although it is natural for students to engage in ‘question spotting’ there are no guarantees about the questions in terms of how closely they will follow the pattern or emphases of the course content. At Level 4 question setters are encouraged to set broad critical questions that allow you to demonstrate your knowledge across the course rather than in one specific topic. There are no certainties in ‘what will come up’ – technically, it is even open to the External Examiner to put in questions of their own, if they should so wish, although this privilege has not been exercised for as long as any of us can remember!

8.7. **JOINT HONOURS STUDENTS**

As outlined in Section 3.2 students doing Joint Honours will take the Level 3 Cognitive, Physiological Psychology and Social Psychology courses. These courses are examined in the Level 3 exams. Joint Honours students complete a Maxi project if your degree is accredited. If you have agreed with the course tutor that you would prefer to take the non-accredited see section 8.4.2.

8.8. **DICTIONARY WAIVER FORM**

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

The procedure to use a language dictionary is as follows:

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

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

8.9. **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.

9. PRIZES

Prizes awarded by the School

There are five prizes awarded by the School to the best students in the Level 4 class (the decisions are made at the Board of Examiners’ Meeting):

- **The Henry J. Watt Prize** is awarded to the student with the best psychology finals performance, as decided at the Examiners’ meeting.
- **BPS Undergraduate Prize** awarded to the best student in each accredited institution
- **The Pickford Prize** awarded to the best student of the year, preferably in Social Psychology.
- **The Thouless Prize** awarded to the best Level 4 Critical Review.
- **The Callum Neil Airth Award** awarded to the best Level 4 Maxi Project.
- **The School of Psychology Distinguished Firsts List** awarded to the top 25% of first class honours students.

Nationally Awarded Prizes

The School may nominate, at the Board of Examiners’ Meeting, a maxi-project to be submitted for the EPS/British Science Association Undergraduate Project Prize. The Experimental Psychology Society in collaboration with the British Science Association awards an annual prize to the best undergraduate project in experimental psychology submitted from a UK psychology honours degree programme. There are also national prizes awarded by the BPS for the best final year project in Psychobiology and Sport and Exercise Psychology. Nomination for both these awards is at the discretion of the Board of Examiners.

10. 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.

10.1. DIABILITY

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.

10.2. 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](http://www.gla.ac.uk/media/media_129312_en.pdf)
10.3. **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.

10.4. **COMPLAINTS PROCEDURE**

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

10.5. **FACEBOOK ETIQUETTE**

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

11.1. 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 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 £25 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, and a downloadable Application Form in PDF or DOC format and an on-line application link are available at: http://www.bps.org.uk/what-we-do/membership/student-member/student-member

1. Graduate Member (MBPsS) which is the starting point to your career as a psychologist and is open to you on graduation.

2. 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.

11.2. 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.
12. FEEDBACK CALENDAR

<table>
<thead>
<tr>
<th>COURSEWORK</th>
<th>HAND-IN</th>
<th>FEEDBACK RETURNED (if handed in on time)</th>
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<tbody>
<tr>
<td>Leadership CR</td>
<td>28th October</td>
<td>w/b 21st November</td>
</tr>
<tr>
<td>AQM Project</td>
<td>28th October</td>
<td>w/b 21st November</td>
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<tr>
<td>CTCP Project</td>
<td>28th October</td>
<td>w/b 21st November</td>
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<tr>
<td>Sleep Report</td>
<td>2nd December</td>
<td>w/b 9th January</td>
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<tr>
<td>Advanced Stats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature Review</td>
<td>11th January</td>
<td>w/b 6th February</td>
</tr>
<tr>
<td>Forensic CR</td>
<td>17th February</td>
<td>w/b 13th March</td>
</tr>
<tr>
<td>Positive Presentation</td>
<td>17th February</td>
<td>w/b 13th March</td>
</tr>
<tr>
<td>ASD Podcast</td>
<td>17th February</td>
<td>w/b 13th March</td>
</tr>
<tr>
<td>Social Cog</td>
<td>23rd March</td>
<td>w/b 17th April</td>
</tr>
</tbody>
</table>

Advanced Stats Homework: Homework assignments for this course will be due on a weekly basis, they will be submitted in class and feedback will be provided within 2 weeks.

13. TIMETABLE FOR LEVEL 4 – 2016-17

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Weeks 1-5 (6-10)</th>
<th>Week 6-10 (11-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19 Sept to 21 Oct</td>
<td>24 Oct to 25 Nov</td>
</tr>
<tr>
<td>Mon 2-4</td>
<td>Leadership</td>
<td>Advanced Stats</td>
</tr>
<tr>
<td>Tues 10-12</td>
<td>Computational Neuroscience (week 10 only)</td>
<td>Computational Neuroscience (excl. week 14)</td>
</tr>
<tr>
<td>Wed 11-1</td>
<td>Applied Qualitative Methods</td>
<td>Cog Neuroscience of Ageing</td>
</tr>
<tr>
<td>Wed 2-4</td>
<td>Atypical Development</td>
<td>Neuropsychological Deficits (weeks 12-15)</td>
</tr>
<tr>
<td>Thurs 10-12</td>
<td>Current Trends Clinical Psych</td>
<td>Sleep &amp; Circadian Timing</td>
</tr>
<tr>
<td>Thurs 2-4</td>
<td>fMRI (except week 7)</td>
<td>Sleep &amp; Circadian Timing (week 15 only -24/11) fMRI (week 11 only -27/10)</td>
</tr>
<tr>
<td>Fri 10-12</td>
<td>Advanced Topics in Evolutionary Psychology</td>
<td>Neuropsychological Deficits (week 11 only)</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Weeks 1-5 (22-26)</td>
<td>Weeks 6-10 (27-31)</td>
</tr>
<tr>
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<tr>
<td></td>
<td>9 Jan to 10 Feb</td>
<td>13 Feb to 17 Mar</td>
</tr>
<tr>
<td>Mon 10-12</td>
<td>Interaction &amp; Communication</td>
<td>Psychology &amp; Biol of Mental Disorders</td>
</tr>
<tr>
<td>Mon 2-4</td>
<td>Cog Neuro: Insights into Brain Plasticity</td>
<td></td>
</tr>
<tr>
<td>Tues 2-4</td>
<td>Forensic</td>
<td>Social Cognition</td>
</tr>
<tr>
<td>Wed 2-4</td>
<td>Visual Awareness to Free Will</td>
<td>Concepts &amp; Empirical Results in Education</td>
</tr>
<tr>
<td>Thurs 9-11</td>
<td>Language &amp; Meaning</td>
<td></td>
</tr>
<tr>
<td>Thurs 2-4</td>
<td>Positive Psychology</td>
<td>Decision Neuroscience</td>
</tr>
<tr>
<td>Fri 10-12</td>
<td>Autism Spectrum Disorder</td>
<td></td>
</tr>
</tbody>
</table>

The week after the end of Level 4 lectures may be used to fit in revision lectures. You should plan holidays accordingly.

Consciousness (run though School of Humanities) normally takes place Mondays and Thursdays at 1pm in Semester 1.

This timetable is provisional and may change, ALL changes will be through MyCampus so you should check this regularly. The mobile app provides the most up to date information on any room changes.