LEVEL 2A/2B PSYCHOLOGY

Course Information
Documentation
2016 -2017
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1. **INTRODUCTION**

1.1. **WELCOME TO PSYCHOLOGY LEVEL 2**

Thank you for choosing Psychology Level 2A/2B, a course in which we hope you will find the pleasure and interest of Psychology Level 1A/1B greatly intensified. As you now know, Psychology is the science of mental life and behaviour, human and animal. Psychology Level 1A/1B gave you a first overview of its methods and results; Psychology Level 2A/2B takes the story quite a bit further, as you will see as you read on through this course documentation.

Dr Maxine Swingler is the Level 2 Course Tutor, and Ms Lynda Young is the currently the course administrator. Your point of contact is Lynda Young (Lynda.young@glasgow.ac.uk) who will deal with all your enquiries, however, Dr Swingler (maxine.swingler@glasgow.ac.uk) can be contacted directly for more specific enquiries and/or problems.

Many of the things you need to remember as you proceed with the course are detailed in this document so it is very important to keep a copy for reference. In it you will find an outline of the course and its various components.

This document was last updated on 26/01/2017. Every effort has been made to ensure the accuracy of the information in this handbook at the time of going to press. However the content of courses, syllabuses and the process of assessment are under regular review and are subject to modification as improvements in the course are made. Thus there may be changes from time to time with some components being cancelled, modified or replaced. Also other factors such as industrial action or the departure of a member of staff may result in it not being possible to offer a course. Courses offered may also be subject to a minimum or maximum 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.

This handbook will not normally be updated throughout the year, thus you can expect it to be supplemented from time to time by other documents such as e-mails, notes on MyCampus or on the Level 2 Psychology Moodle site, announcements and/or handouts at lectures/labs, which supersede other documents such as this handbook.

1.2. **PLACE OF THE COURSE IN THE DEGREE PROGRAMME**

This second level course assumes a background in Psychology equivalent to the Psychology Level 1A/1B course offered by this School. The course is intended to serve students who plan to go on to Honours in the subject and also those who do not wish to pursue their study of Psychology further.

The course consists of two modules:

- **2A:** Biological, Cognitive and Experimental
- **2B:** Social, Developmental and Applied

It is possible to leave the course after successful completion of Psychology Level 2A with 30 credits for the course. However, it is not possible to progress to Level 3 Psychology without successfully completing both modules 2A and 2B.

Please note that progression to the Psychology Honours Programme requires the student to satisfy several criteria outlined in section 1.2.1.

Progression to the Psychological Studies (non-honours) Level 3 course is dependent on successful completion of Level 2A/2B.

1.2.1. **Entry to the Honours Programme**

The L3 honours course can confer eligibility for Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (subject to the requirements of obtaining at least a lower second class honours degree and passing the empirical project). Attaining GBC status is an important consideration for those who wish to pursue a career in Psychology.

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

1. you must have gained at your first attempt a Level 2 pass at Grade B2 (averaged over modules 2A and 2B).
2. you must have fulfilled the college regulations for progression to Honours.
Students who do not satisfy each of these two conditions will not normally be allowed into Level 3 honours Psychology. Dr Margaret Martin handles entry to honours and she can provide further information if required - Margaret.S.Martin@glasgow.ac.uk.

You will submit an "intention to study honours" online form. This form will be available on the intranet and it MUST be completed if you want to continue to honours. You will be emailed further information nearer the time of application in 2017.

Students who are unable to take up a place they have been offered on a Psychology course but who wish to defer taking up the place for 12 months can only do so after discussion with the Course Organiser (Dr Ian Bushnell) and with their written permission. Permission for deferment must be sought and obtained by the beginning of the academic term in which the place would have normally been taken up. If permission is not sought and obtained, the School cannot guarantee to make the place available in subsequent years. This is particularly important in the case of students who want to defer entry to honours after being awarded an honours place. Dr Ian Bushnell (ian.Bushnell@glasgow.ac.uk) is the L3 Course Organiser, and Miss Susan Christie (Susan.Christie@glasgow.ac.uk) is the L3 course administrator, they can provide further information if required.

1.2.2. Entry To Level 3 Psychological Studies

Entry to Level 3 Psychological Studies (non-honours) will be through successful completion of Level 1 and Level 2 Psychology. You should be aware that you will NOT be eligible for GBC (Graduate Basis for Chartered Membership with the British Psychological Society) upon completion of the Psychological Studies course (see section below). Dr Kerry Kilborn is the Course Organiser for this course and he can provide further information - Kerry.Kilborn@glasgow.ac.uk.

1.3. TIER 4 PROGRESSION

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

2. OVERVIEW OF THE PSYCHOLOGY LEVEL 2 COURSE

The Psychology course consists of lectures and practical laboratories. Assessment includes coursework (laboratory portfolios) and examinations. More information about both the structure of the course and the assessment is provided in the sections below. Each semester’s course (2A/2B) is worth 30 credits.

2.1. PSYCHOLOGY 2A & PSYCHOLOGY 2B AIMS AND OBJECTIVES

2.1.1. Aims

The aim is to broaden and, especially, to deepen knowledge of the subject area by building on the foundations laid in Psychology 1A and 1B. Also the aim is also to develop the student's knowledge of core material in the areas of biological, cognitive and research planning and design broadly defined. A further aim is to provide students with fundamental research skills relevant to the British Psychological Society core strands, including instruction in and exposure to psychological research design and research methods, conduct of experimentation, data gathering, knowledge of statistical analyses, and scientific writing.

To provide via the laboratory experience both a demonstration of psychological phenomena and instruction in practical skills involved in conducting experiments with human subjects for psychological experimentation, including use of relevant statistical packages. In addition to building research skills and knowledge, the practical labs are designed as a complementary component, to support and integrate theoretical and practical knowledge acquired from the modules taught in 2A and 2B. Teamwork is encouraged by means of group work conducted in the lab.

The lectures form part of a programme which leads to an Honours degree that can confer eligibility for Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (BPS, subject to certain requirements); however the course is also intended for students who wish to take only Psychology Level 2. It would also serve therefore as an extension of knowledge in the field for students taking the course as part of the general degree or as an outside subject in another honours programme.

2.1.2. Objectives

Students at the end of this course will be equipped with skills and knowledge to:

- summarise a broad range of psychological theories and research findings in each core topic; cognitive psychology, psychobiology, perception, research planning and design, social, developmental, individual differences, applied psychology, statistics & research methods, using concrete examples from the British Psychological Society core strands.
- critically evaluate theories in psychology in terms of their internal coherence and methodological underpinnings with reference to fundamental aspects of psychological research.
- prepare written reports relevant for psychological research to summarise empirical work, with a focus on research designs specific to addressing psychological questions.
- operate within a team to complete in-class exercises addressing psychological issues using theoretical knowledge and practical research skills relevant in psychological research.
- Assessment of & support in achieving learning outcomes
- The aims of the course are provided in the following table, alongside the intended learning outcomes (ILOs), how students’ attainment of the ILOs will be supported, and how this will be assessed. The University of Glasgow graduate attributes are the academic abilities, personal qualities, and transferable skills which all students will have the opportunity to develop as part of their University of Glasgow experience. See [http://www.gla.ac.uk/students/attributes/yourattributes/](http://www.gla.ac.uk/students/attributes/yourattributes/)

In Level 2 Psychology, you will develop these attributes as you progress through the course and you will be provided with opportunities to reflect on these attributes in the practical course. Examples are provided in the table below.

<table>
<thead>
<tr>
<th>Aims</th>
<th>Intended Learning Outcomes (ILOs)</th>
<th>Teaching &amp; Learning</th>
<th>Assessment</th>
<th>Graduate Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aims of this course are:</td>
<td>By the end of this course students will be able to:</td>
<td>How students’ achievement of the ILOs will be supported:</td>
<td>How students’ achievement of the ILOs will be assessed:</td>
<td>How students’ achievement of the ILOs map onto specific Graduate Attributes</td>
</tr>
<tr>
<td>To broaden and deepen students’ knowledge and comprehension of the main areas and concepts of Psychology</td>
<td>Describe and summarise a broad range of psychological theories and research findings in each core topic, using concrete examples from the BPS core areas.</td>
<td>Lectures, labs, course texts, web resources</td>
<td>Exam essays, research reports, lab multiple choice quizzes, group presentation</td>
<td>Subject Specialists, Investigative</td>
</tr>
<tr>
<td>To develop students’ critical thinking skills</td>
<td>Evaluate theories in psychology in terms of their internal coherence and methodological underpinnings with reference to fundamental aspects of psychological research</td>
<td>Lectures, labs, course texts, web resources</td>
<td>Exam essays, research reports, group presentation</td>
<td>Independent and Critical Thinkers.</td>
</tr>
<tr>
<td>To develop students’ research skills</td>
<td>Find and discuss relevant research literature</td>
<td>Labs, web resources</td>
<td>Exam essays, research reports, group presentations</td>
<td>Resourceful and Responsible.</td>
</tr>
<tr>
<td></td>
<td>Design experiments and evaluate experimental design</td>
<td>Lectures, labs, course texts</td>
<td>Exam essays, research reports, lab multiple choice quizzes</td>
<td>Ethically and Socially Aware.</td>
</tr>
<tr>
<td></td>
<td>Analyse, interpret, present, and discuss data</td>
<td>Lectures, labs, course texts, lab resources</td>
<td>Exam essays, research reports, lab multiple choice quizzes</td>
<td>Investigative, Confident</td>
</tr>
<tr>
<td>To enhance students’ academic communication skills, both written and oral</td>
<td>Discuss theories and research findings</td>
<td>Labs, web resources</td>
<td>Exam essays, research reports, group presentation</td>
<td>Effective Communicators</td>
</tr>
<tr>
<td></td>
<td>Write academic literature - prepare written research reports relevant for psychological research to summarise empirical work, with a focus on research designs specific to addressing psychological questions.</td>
<td>Labs, web resources</td>
<td>Research reports</td>
<td>Independent and Critical Thinkers. Reflective Learners.</td>
</tr>
</tbody>
</table>
3. Lecture Information

3.1. Timetable

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

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

<table>
<thead>
<tr>
<th>Week beg.</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THUR</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Sep (wk 0)</td>
<td>NO TEACHING – MY CAMPUS REGISTRATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 Sep (wk 1)</td>
<td>Perception 1</td>
<td>Res Plan &amp; Des 1</td>
<td>Stats &amp; RM 1</td>
<td>Perception 2</td>
<td>Perception 3</td>
</tr>
<tr>
<td>26 Sep (wk 2)</td>
<td>Perception 4</td>
<td>Exper Des 2</td>
<td>Exper Des 3</td>
<td>Perception 5</td>
<td>Perception 6</td>
</tr>
<tr>
<td>03 Oct (wk 3)</td>
<td>Perception 7</td>
<td>Stats &amp; RM 2</td>
<td>Stats &amp; RM 3</td>
<td>Perception 8</td>
<td>Perception 9</td>
</tr>
<tr>
<td>10 Oct (wk 4)</td>
<td>Perception 10</td>
<td>Exper Des 4</td>
<td>Stats &amp; RM 4</td>
<td>Cognitive 1</td>
<td>Cognitive 2</td>
</tr>
<tr>
<td>17 Oct (wk 5)</td>
<td>Cognitive 3</td>
<td>Exper Des 5</td>
<td>Stats &amp; RM 5</td>
<td>Cognitive 4</td>
<td>Cognitive 5</td>
</tr>
<tr>
<td>24 Oct (wk 6)</td>
<td>Cognitive 6</td>
<td>Exper Des 6</td>
<td>Stats &amp; RM 6</td>
<td>Cognitive 7</td>
<td>Cognitive 8</td>
</tr>
<tr>
<td>31 Oct (wk 7)</td>
<td>Cognitive 9</td>
<td>Exper Des 7</td>
<td>Stats &amp; RM 7</td>
<td>Cognitive 10</td>
<td>Psychobiology 1</td>
</tr>
<tr>
<td>07 Nov (wk 8)</td>
<td>Psychobiology 2</td>
<td>Exper Des 8</td>
<td>Stats &amp; RM 8</td>
<td>Psychobiology 3</td>
<td>Psychobiology 4</td>
</tr>
<tr>
<td>14 Nov (wk 9)</td>
<td>Psychobiology 5</td>
<td>Exper Des 9</td>
<td>Stats &amp; RM 9</td>
<td>Psychobiology 6</td>
<td>Psychobiology 7</td>
</tr>
<tr>
<td>21 Nov (wk 10)</td>
<td>Psychobiology 8</td>
<td>Exper Des 10</td>
<td>Stats &amp; RM 10</td>
<td>Psychobiology 9</td>
<td>Psychobiology 10</td>
</tr>
<tr>
<td>28 Nov (wk 11)</td>
<td>NO TEACHING</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>07 Dec (wk 12)</td>
<td>NO TEACHING – EXAM PERIOD</td>
<td></td>
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</tr>
<tr>
<td>15 Dec (wk 13)</td>
<td>NO TEACHING – EXAM PERIOD</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Note there are additional report writing workshops in Week 6 which will appear in your MyC timetable.

SEMESTER 2
PLEASE NOTE SPRING VACATION IS 27 MARCH 2017 - 14 APRIL 2017, 17th April and 1st May are public holidays.

<table>
<thead>
<tr>
<th>Week beg.</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THUR</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>09 Jan (wk 14)</td>
<td>Social 1</td>
<td>Social 2</td>
<td>Stats &amp; RM 11</td>
<td>Social 3</td>
<td>Social 4</td>
</tr>
<tr>
<td>16 Jan (wk 15)</td>
<td>Social 5</td>
<td>Social 6</td>
<td>Stats &amp; RM 12</td>
<td>Social 7</td>
<td>Social 8</td>
</tr>
<tr>
<td>23 Jan (wk 16)</td>
<td>Social 9</td>
<td>Social 10</td>
<td>Stats &amp; RM 13</td>
<td>Applying 1</td>
<td>Applying 2</td>
</tr>
<tr>
<td>30 Jan (wk 17)</td>
<td>Applying 3</td>
<td>Applying 4</td>
<td>Stats &amp; RM 14</td>
<td>Applying 5</td>
<td>Applying 6</td>
</tr>
<tr>
<td>06 Feb (wk 18)</td>
<td>Applying 7</td>
<td>Applying 8</td>
<td>Stats &amp; RM 15</td>
<td>Applying 9</td>
<td>Applying 10</td>
</tr>
<tr>
<td>13 Feb (wk 19)</td>
<td>Individual Diff 1</td>
<td>Individual Diff 2</td>
<td>Stats &amp; RM 16</td>
<td>Individual Diff 3</td>
<td>Individual Diff 4</td>
</tr>
<tr>
<td>20 Feb (wk 20)</td>
<td>Individual Diff 5</td>
<td>Individual Diff 6</td>
<td>Stats &amp; RM 17</td>
<td>Individual Diff 7</td>
<td>Individual Diff 8</td>
</tr>
<tr>
<td>27 Feb (wk 21)</td>
<td>Individual Diff 9</td>
<td>Individual Diff 10</td>
<td>Stats &amp; RM 18</td>
<td>-</td>
<td>Developmental 1</td>
</tr>
<tr>
<td>06 Mar (wk 22)</td>
<td>Developmental 2</td>
<td>Developmental 3</td>
<td>Stats &amp; RM 19</td>
<td>Developmental 4</td>
<td>Developmental 5</td>
</tr>
<tr>
<td>13 Mar (wk 23)</td>
<td>Developmental 6</td>
<td>Developmental 7</td>
<td>Stats &amp; RM 20</td>
<td>Developmental 9</td>
<td>Developmental 10</td>
</tr>
<tr>
<td>20 Mar (wk 24)</td>
<td>Progression Meeting and Exam Revision</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>17 Apr</td>
<td>NO TEACHING – REVISION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 Apr</td>
<td>NO TEACHING – EXAM PERIOD</td>
<td></td>
<td></td>
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<tr>
<td>01 May</td>
<td>NO TEACHING – EXAM PERIOD</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>08 May</td>
<td>NO TEACHING – EXAM PERIOD</td>
<td></td>
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<tr>
<td>15 May</td>
<td>NO TEACHING – EXAM PERIOD</td>
<td></td>
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</tr>
</tbody>
</table>

Note there are additional report writing workshops in Week 19 which will appear in your MyC timetable.

3.2. Lecture Times and Locations

Lectures take place at 10 a.m. Monday to Friday inclusive. Locations will be confirmed on MyCampus, and may be subject to change.

3.3. Lecture Summaries and Reading Lists

Further details regarding lecture summaries and reading lists can be found on the relevant Moodle page http://moodle2.gla.ac.uk/my/ and University Library reading list. The Level 2 Psychology reading list can be found here: http://readinglists.glasgow.ac.uk/lists/BA202477-0463-5344-4F9F-201C7F71036B.html
4. **PRACTICAL LABORATORIES**

The School of Psychology has worked hard to ensure that our students receive the highest quality in research training. This training begins in level 1 and is continued throughout your studies. Our aim is to ensure that our students have a full understanding of the importance of research methods and statistics in psychology and that they will develop a broad range of appropriate research skills.

In level 2, students will be required to complete a series of 8 Laboratory Projects - four in Semester 1 and four in Semester 2, finishing with a group project. These lab projects will run over two weeks and students must attend for a 2 hour session each week. The topic of each lab mirrors the lecture module being taught at that time, and labs also support learning of the topics taught in the Statistics and Research Methods lectures. In addition, students are required to complete a group project/presentation in each semester. At the beginning of the first semester, students will register for the Psychology 2A and 2B course and can choose a practical lab time through MyCampus. All lab practicals take place in room 603, Boyd Orr.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Title</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 Sep - 07 Oct (wks 2 &amp; 3)</td>
<td>Research Planning &amp; Design</td>
<td>2A</td>
</tr>
<tr>
<td>10 Oct - 21 Oct (wks 4 &amp; 5)</td>
<td>Cognitive Psychology</td>
<td>2A</td>
</tr>
<tr>
<td>24 Oct - 04 Nov (wks 6 &amp; 7)</td>
<td>Psychobiology</td>
<td>2A</td>
</tr>
<tr>
<td>07 Nov - 18 Nov (wks 8 &amp; 9)</td>
<td>Perception</td>
<td>2A</td>
</tr>
<tr>
<td>21 Nov - 25 Nov (wk 10)</td>
<td>Group project presentations</td>
<td>2A</td>
</tr>
<tr>
<td>16 Jan - 27 Jan (wks 15 &amp; 16)</td>
<td>Social Psychology</td>
<td>2B</td>
</tr>
<tr>
<td>30 Jan - 10 Feb (wks 17 &amp; 18)</td>
<td>Applying Psychology</td>
<td>2B</td>
</tr>
<tr>
<td>13 Feb - 24 Feb (wks 19 &amp; 20)</td>
<td>Individual Differences</td>
<td>2B</td>
</tr>
<tr>
<td>27 Feb - 10 Mar (wks 21 &amp; 22)</td>
<td>Developmental Psychology</td>
<td>2B</td>
</tr>
<tr>
<td>13 Mar - 17 Mar (wk 23)</td>
<td>Group project presentations</td>
<td>2B</td>
</tr>
</tbody>
</table>

5. **COURSE ASSESSMENT**

5.1. **HOW THE FINAL COURSE GRADE IS DERIVED**

The overall assessment for each module is derived from grades from the following: (i) the degree exam, (ii) coursework, which comprises the laboratory portfolio. More details of the weightings of these grades in making up the single course grade are shown in the following figure.

**MODULE 2A**

<table>
<thead>
<tr>
<th>Course Grade 100%</th>
<th>Degree exam 70%</th>
<th>Paper 1</th>
<th>Paper 2 (Stats &amp; Res Methods) 50%</th>
<th>20%</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
<td>Report</td>
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<td></td>
<td></td>
<td>Quiz 1</td>
<td>2%</td>
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<td></td>
<td></td>
<td></td>
<td>Quiz 2</td>
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<td></td>
<td></td>
<td>Quiz 3</td>
<td>2%</td>
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<tr>
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<td></td>
<td>Quiz 4</td>
<td>2%</td>
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<td></td>
<td></td>
<td></td>
<td>Group project</td>
<td>2%</td>
</tr>
</tbody>
</table>

**MODULE 2B**

<table>
<thead>
<tr>
<th>Course Grade 100%</th>
<th>Degree exam 70%</th>
<th>Paper 1</th>
<th>Paper 2 (Stats &amp; Res Methods) 50%</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Report</td>
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<td>Quiz 1</td>
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<td>Quiz 2</td>
<td>2%</td>
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<td>Quiz 3</td>
<td>2%</td>
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<td></td>
<td></td>
<td></td>
<td>Quiz 4</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group project</td>
<td>2%</td>
</tr>
</tbody>
</table>

These components are described briefly below. Please do not underestimate the importance of the individual components that appear to make only a very minimal contribution to the course grade.
5.2. **COURSEWORK REQUIREMENTS**

The coursework component for each semester comprises the laboratory portfolio.

### 5.2.1. Laboratory Portfolio

There is a laboratory portfolio to be completed based on the work of each module. The laboratory portfolio consists of:

- 8 multiple choice quizzes - There will be a short Multiple Choice Quiz (MCQ) associated with each Laboratory Project (4 in each semester) which will be completed in the lab before you leave the session.
- The group project presentation – this is done in your lab in semesters 1 and 2.
- 2 research reports - In addition to the lab quizzes, two of the Laboratory Projects will be written up as full reports (one in Semester 1 and one in Semester 2). Guidance on report writing will be given in the appropriate labs. The research report format is as follows: maximum of 2,500 words (see section 5.2.2), 12 point Times New Roman, 1.5 spacing with 1” margins. Dates for the submission can be found below.

### 5.2.2. Word Limits

The word limit for the research reports is 2,500 words. Please note that this is an *absolute* maximum (there is no +10% allowance), and so any text that goes over this word limit will not be read or marked (which will make your research report read as though it’s incomplete). You must add the word count on the title page of your report. The word limit does not include the reference section (which should be removed before submitting through the software), but includes all other text (i.e. *everything* apart from the reference section) - the title of the report, the abstract, citations in the text, and text in tables and graphs, etc.

### 5.2.3. Title Page for Submission of Coursework

Research reports should be submitted with a proper title page attached. These will be made available for download on the Psychology Moodle nearer to the submission deadlines. The title page will include your ID number, date, research report title, and the word count (not including the reference section, see section above for more info). Please note that work without the proper title page will not be accepted.

### 5.2.4. How to Avoid Plagiarism

Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own, without acknowledgement of the sources. Special cases of plagiarism can also arise from one student copying another student’s work or from inappropriate collaboration. For full details of the University’s rules on plagiarism please refer to [http://www.gla.ac.uk/services/senateoffice/studentcodes/students/studentconduct/](http://www.gla.ac.uk/services/senateoffice/studentcodes/students/studentconduct/)

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

The university also uses a web resource to combat plagiarism. Students submit their coursework via the website which checks to see if it is copied from another source, including other students’ work. It then produces an Originality Report that tells the student how much of their coursework appears plagiarised from other sources. In Level 2A and 2B the research reports must be submitted to the software before you hand in your physical copy of the coursework to the labs. You will be provided with detailed instructions on how to submit your work and how to interpret your Originality Report. For each piece of coursework you will have an opportunity to submit a draft, gain feedback, and resubmit a final copy. When you submit your draft, the software will help you identify where you may not have appropriately referenced work from other sources but it will not identify inappropriate collaboration with other students at this stage (although it will identify it after all student work is submitted in the final copy for marking) so it is very important that you check for this form of plagiarism independently. Verbally discussing ideas with peers is a really good way to help develop your understanding, but please remember that where the coursework is an individual assignment you should complete the written submission independently. It is a good idea to avoid sharing your written work with other students to help avoid cases of inappropriate collaboration.

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

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

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

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

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

5.2.5. Deadlines for Research Reports

Coursework and other material completed during the academic year needs to be handed in to the School by a deadline date. The School cannot function properly in terms of providing timely feedback to students if these deadlines are not met. The dates are detailed here:

<table>
<thead>
<tr>
<th>COURSEWORK 2A</th>
<th>HAND-IN DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research report 1</td>
<td>To be completed by 8 November 2016 (wk 8)</td>
</tr>
<tr>
<td>COURSEWORK 2B</td>
<td>HAND-IN DATE</td>
</tr>
<tr>
<td>Research report 2</td>
<td>To be completed by 28 February 2017 (wk 21)</td>
</tr>
</tbody>
</table>

5.2.6. Penalties for late submission

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

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

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

Further details on penalties for late submission of coursework can be found at:

http://www.gla.ac.uk/media/media_124293_en.pdf

5.3. DEGREE EXAMINATIONS

In each of Psychology 2A and 2B the exam will consist of two papers. Paper 1 will be a two hour paper, comprising four sections based on the lecture modules for that semester (excluding Statistics and Research Methods). Each section will consist of three essay questions, candidates will be required to attempt one question from each different section. Paper 2 will be a one hour exam examining the Statistics and Research Methods module for that semester. There will be one question that may have multiple components, and may assess knowledge from throughout the module.

The degree exam will examine the curriculum for the semester in which the module took place – thus the distribution of topics across papers will be:

Module 2A
- Paper 2: Statistics and Research Methods I (duration – 60 mins)

Module 2B
- Paper 1: Applying, Social, Individual Differences, Developmental (duration – 120 mins)
- Paper 2: Statistics and Research Methods II (duration – 60 mins)

Exam essay questions will assess the main learning objectives as indicated in this Course Documentation and any subsequent amendments.

Paper 1 (both semesters) is a traditional, unseen exam.

Paper 2 (both semesters), that assesses Statistics and Research Methods, has an “open book” format. This means that you are allowed to take any hard copy books and notes (no ebooks or notes on tablets or computers are permitted) that you want to the exam. You are also permitted to take a calculator. Please note standard basic calculators and/or scientific/programmable calculators are permitted. However, calculators through mobile phones or other portable or hand-held electronic aids (e.g. laptops, tablets or smart watches) with a facility for either textual storage or display, or for graphical display, are excluded from use in examinations.

The degree examinations for Psychology 2A and Psychology 2B are in December and end April/May respectively, with resits normally held in late July/August. However, this is subject to change and exact dates will be announced by Registry at the appropriate times. Please do not make travel or other arrangements before dates are confirmed.

5.3.1. Dictionary Waiver Form

You are entitled to use a language dictionary in your examination if English is not your first language. However, there are a number of important points to note with regard to student conduct. You are not permitted to bring notes into an examination with you; this includes ANY notes or annotations inside a dictionary that is in your possession. If you are found to have notes or annotations in a dictionary (or elsewhere) in the examination room, regardless of whether or not they are relevant, used or consulted, you will be reported to the Senate Office under the University's Code of Student Conduct. Penalties levied by the Assessors for Student Conduct for such offences typically include a mark of zero for the examination with no opportunity to resit. This could have the consequence that you will not qualify for your degree.
The procedure to use a language dictionary is as follows:
You will need to complete the dictionary waiver form (found on Moodle) to indicate that you are intending to use a dictionary in the exam. On the form you must list all the exams/dates/times when you intend to use the dictionary. On the form you will be asked to clearly indicate that you understand that only a standard language dictionary can be used. On the form you will also confirm that you clearly understand that the dictionary must be free of any annotations and that you are clear as to the consequences of any being found.
Your completed form must be completed and submitted to the School of Psychology Office by the date indicated nearer the time of examinations.
Once you have submitted the form you can then take your dictionary directly to the exam venue. At the start of each exam, the member of School staff attending will have a list of approved dictionaries, only those for which we have dictionary form will be permitted for use.

5.3.2. Exams Only Candidates
Students who are sitting the degree exams as exam only candidates (i.e. students who have completed all coursework requirements from a previous year with permission to carry it forward) should note the degree exams are based on the syllabus for the current semester, thus students should ensure they have a copy of the current course handbook which has details of the syllabus as well as the format of the degree exams.

5.3.3. Access to Exam Scripts
A student may view their exam script up to two weeks after the exam marks have been published. You should email the Office Manager, Lynda Young (Lynda.Young@glasgow.ac.uk) stating your name, ID number and the scripts you want to see. Scripts will be available to view within 2 working days. We will email you with a time to come in when you will be given 30 minutes to look at the scripts. You will not be allowed access to your scripts out with these times. You must bring your University student card with you for identification purposes. Typically you will be allowed to read through your script under supervision, which is to prevent the possibility of tampering with the script. Please note that it is not possible to scan scripts and send them to you, nor can you photograph them. There will be no individual verbal feedback from any member of staff on specific exam scripts however written generic exam feedback will be provided to all students on all exams to help them reflect on their performance and prepare for future exams. For your information no academic marker will have written any comments or marks on the scripts. Students for whom the paper is a resit are entitled to individual feedback. This can be arranged by your individual Course Tutor.

5.3.4. Publication of Past Papers
Examples of Degree examination papers from previous years can be found in the University Library. You may find it helpful to consult these, but please remember that past exam papers are not always a guide to future exams - lecture modules may vary from year to year as does exam format. Thus not all past paper questions will still be relevant, and these are superseded by any differences of syllabus or exam format by both this handbook and any course handouts and announcements.

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

5.5. SUMMARY OF THE UNIVERSITY ASSESSMENT POLICY

5.5.1. Grading Scale
A common grading scale is used for assessing each piece of work in Psychology 2A/2B whether, for example, the work is a research report of an experiment, an essay answer in an examination or a stand-up presentation in a lab. The grading scale we use is common throughout the university. Below you will find information to allow you to acquaint yourself with the grading procedure.

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

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

### 5.5.1. Publication of Degree Results

Your final grade that is a measure of your performance on Psychology 2A/2B is returned by the School to the Registry who holds your record of final grades for the different courses you take. Students’ examination results will be published on their MyCampus record. The School is not allowed to release the overall results directly or by telephone.

### 5.5.2. Minimum Requirement for Credit

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

For example, on this course, 30% of the assessment is achieved by way of coursework and 70% in the form of a final examination. If a student took the examination but failed to submit several components of coursework amounting to more than 25% (e.g. the research report - 20%, and 3 lab quizzes – 2% each), he or she would not meet this requirement. In such situations students will be returned as Credit Refused and fail to receive the appropriate credits for the module. Students who have failed to meet the 75% threshold due to missed coursework must contact the Course Tutor. Please note that practical lab classes cannot be reassessed later. In exceptional circumstances the Course Tutor may arrange alternative assessments in lieu of practical classes, however this will not apply in situations where the student has missed a number of pieces of work.

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

### 5.5.3. Re-assessment in a Module

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

We have an external examiner who is responsible for ensuring the examination process is conducted fairly and to an absolute standard. The external examiner is asked to approve the content of the degree examination papers and the general level of marking in the degree examinations. She is also asked to guide the School in those cases where special circumstances, such as disability, illness or family problems, may have affected a student’s performance. For session 2016-17 the level 2A and 2B external examiner is Dr Ruth Filik, Lecturer, University of Nottingham.

5.5.5. Appeals Procedure

The University has a standard appeals procedure that is set out in detail on the Senate Office web page:

www.gla.ac.uk/services/senateoffice/workingwithstudents/academicappeals/ then click ‘How to appeal against an academic decision’.

In this document it makes it clear that appeals will not be entertained against marks or decisions of examiners, or other matters of academic judgement. Proper grounds for appeal, which this document makes clear, are medical/personal, or procedural.

The document also states that an appeal against an assessment should be made to the appropriate Appeals Committee within two weeks of the posting of the mark.

6. Additional Relevant University Guidance and Rules

6.1. Credit and Credit Transfers

Please refer to the relevant sections of the University Calendar.

6.2. Attendance

The School has been recording attendance at labs for some time. Attendance at lectures and labs strongly correlates with overall performance on the course so you should make an effort to attend all sessions. Absences should be covered by the appropriate documentation (see information below).

6.3. Personal recording of Lectures, Seminars and Tutorial Guidelines

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.

6.4. Problems, Guidance, etc.

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

6.4.1. 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. Attendance is compulsory in practical labs, and will be monitored.

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. 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.
6.5. **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/).

6.6. **Health and Safety Policy**

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

The undergraduate degree in Psychology at Glasgow does not involve dissection of animals nor does it require animal experimentation. Moreover, no invasive procedures are used on human participants. All apparatus used in experiments has been safety checked and approved. It is unlikely, therefore, that a student will encounter any problems. Nevertheless, any student who believes there is a health or safety threat should raise the issue with the course organiser and have the matter entered in the safety log book.

6.7. **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.

7. **Quality Assurance and Enhancement**

7.1. **Student Feedback of the Course**

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

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

Student representatives of the class (class reps) are elected at the beginning of the academic year. These representatives are invited to School Meetings and are encouraged to act generally as mediators between the class as a whole and the staff, as individuals or as a School – thus, through the representatives, class views can be given at these meetings and details of other school business relayed back. Meetings with the course organiser and course team are held as and when
needed, at least one per semester. It is expected, however, that a more informal dialogue is continued with the course
organiser and that most problems are dealt with at this level.

Students can either be nominated or nominate themselves. Arrangements for an election will be made early in semester
1. Training and support for this role are supplied by the SRC (Student Representative Council).

7.3. **British Psychological Society**

Both psychology single and joint honours courses at the University of Glasgow are accredited by the British Psychological
Society. Undergraduate programmes are accredited against the requirements for the Society’s Graduate Basis for
Chartered Membership (GBC), the curriculum requirements for which are derived from the Quality Assurance Agency’s
subject benchmark statement for psychology.

8. **Communications**

8.1. **Announcements**

The most reliable means of supplying information to the class is via Moodle, thus we, the School, will use it to maintain
contact with you. You should therefore log in regularly, i.e. at least once a week. **Please check your University e-mail
account regularly and ensure there is sufficient space to receive new mail. Do NOT use hotmail to contact staff
as replies do not always reach hotmail accounts.**

Some verbal announcements will also be made at lectures.

8.2. **Contacting Staff**

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

All lecturers teaching the Level 2 course have arranged to set aside at least one hour a week when they can be approached
by Level 2 students who have enquiries about the course. These times are listed on each lecturer’s web page (see
http://www.psy.gla.ac.uk/staff/) and some will operate an appointments system. Any problems with obtaining a
consultation should be taken up with the course organiser.

9. **Support**

9.1. **Assistance in the Psychology Computer Labs**

General Teaching Assistants (GTAs) are post-graduate students who we employ to help teach on the undergraduate
programme. GTAs are situated in the lab office. The psychology labs (Level 5, Boyd Orr building) are open Monday –
Thursday from 10am – 4.45pm and Friday from 10am – 2.45pm.

9.2. **Moodle**

The School has a number of Moodle sites supporting students with a wealth of information including - notices, lecture
notes, aids to writing research reports, exam revision tips, stats help, and a forum. Students can login to
http://moodle2.gla.ac.uk/my/ via their GUID and password. There are 3 dedicated Moodle sites to support Level 2
Psychology students: Level 2 Course Information & Practical Laboratories, Level 2 Lectures & Level 2 Statistics and
Research Methods.

9.3. **PAL (Peer Assisted Learning) Scheme**

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

9.4. **Disability**

The School Disability Co-ordinator is Dr Maria Gardani She liaises with the Student Disability Service and is the person to
contact if you have any questions about special needs provision. Contact: Room 454, 58 Hillhead Street, email:
Maria.Gardani@glasgow.ac.uk; tel: 0141-330 3610.

9.5. **Student Representative Council (SRC) - How the SRC Can Help YOU**

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

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

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

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

10. OTHER INFORMATION

10.1. PARTICIPATION IN EXPERIMENTS
The School of Psychology regards being an experimental subject as an important part of training for students. While in Level 1 you were obliged to do this as part of your course, in Level 2 you are invited to participate in experiments for the experience of this, and participants are paid in cash (at the rate of £6 per hour). Please sign up on the School of Psychology Participant Pool - https://intranet.psy.gla.ac.uk/subject-pool/web/

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

10.3. COMPUTERS & LIBRARY RESOURCES FOR PSYCHOLOGY STUDENTS
The main University Library is the twelve-storey building located at the top of Hillhead Street next to the School of Psychology. Your ID card is also your Library card and you need it to get into the building. It’s open from 7:15am to 2am, seven days a week for 361 days of the year. We have a web page specifically for new students http://www.gla.ac.uk/services/library/usingtheLibrary/informationfornewstudents/ You can take a guided tour if you want, check our Facebook page or webpage for times.
Study spaces are zoned red, amber and green to indicate silent, quiet and group study areas. Different areas may have individual study carrels, group study rooms and social seating areas. To book a group study room speak to the staff at the Welcome desk on Level 2.

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

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

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

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

Throughout the academic year Heather, working with academic staff, provides support via e-mail, face to face appointments and through providing help online. The Psychology Subject page, containing the link to the online course, can be found on the Library website at: http://www.gla.ac.uk/services/library/howtofindinformation/whatyoursubject/psychology/
We have reciprocal arrangements for you that allow you to use the library resources of Strathclyde and Glasgow Caledonian Universities as well as others based around the UK. To see a full list of these go to http://www.sconul.ac.uk/sconul-access and select the options that apply to you, for example full time undergraduate at the University of Glasgow.

11. Feedback

Feedback is an ongoing, important part of learning. Practical classes are all part of feedback, as are more informal discussions with your lab tutor and peer group. Remember, however, that feedback is only of use if it is read, digested and acted on - feedback should actually serve as feedforward, i.e. any feedback you receive should inform future work. Therefore, please be sure to read coursework, group project, and exam feedback and reflect upon this to improve future work as you prepare this. In Level 2, students are supported in this via practical class activities, workshops jointly run by SLS and psychology staff, and online resources. Online resources include marking criteria, feedback sheets, generic feedback from previous years, course materials and the report writing guide.

11.1. Types of Feedback

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

- Summative grades – this is the first thing that you will look at, is it an A, B, or C. We use the University grading scale summarised in section XX below. Each grade category reflects the attainment level of the intended learning outcomes that you have achieved. Please read through these so that you fully understand what these categories refer to and what you need to achieve them.

- Research reports – Feedback for reports is provided in a number of ways:
  - Elective Feedback. Students specify which area they would like feedback on, before submitting their research report.
  - Report structure. Students will be provided with a standardised feedback sheet, including guidance on how to structure a report and feedback will focus on how well this has been achieved.
  - Individual written comments on what was done well, what did the student work harder on, specific points where feedback was requested, and how to improve for future reports.
  - Generic feedback is collated from all markers, outlining what was done well and areas for improvement, and posted on Moodle after coursework is returned.

- Group Project – group projects require students to work collaboratively on researching a topic in the course and delivering a talk. Tutors will provide support and formative feedback through discussion in labs and in written summative feedback after the group presentation.

- MCQs – Practical classes are assessed via MCQs. All students sit the same test, however each class runs for two weeks. To ensure that you get the best feedback possible, you will receive your score at the end of the test. When the practical class has finished after two weeks you will then be able to log back into the quiz to see which questions you got right/wrong. This must be at the end of the quiz to ensure fairness for all students.

- Practical labs – the practical classes teach you a range of research skills that are highly transferable to other subjects and careers. You will receive personal feedback from other staff members working in these classes. They will check your work but it is your responsibility to ask them questions on any point that you do not understand. Discussion with staff members is a key part of the formative feedback process.

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

- Staff interaction – you should view all interactions with staff members as feedback. This may be face-to-face after lectures, in labs and tutorials, but feedback may also be provided via email or on Moodle discussion forums. All students have the opportunity to meet with the marker and discuss their research report and feedback comments via marking surgeries. Availability of the markers for marking surgeries are provided after coursework is returned. Before meeting with the marker, students are expected to; re-read the report writing guide and their feedback comments, read a journal article, and specify which aspects of the report they want feedback on.
- Exam Feedback – feedback will be provided by giving students a breakdown of grades (for each essay) and markers will provide written generic feedback based on student performance that will highlight key issues to consider. This feedback will be posted on Moodle after course grades have been posted on MyCampus.

### 11.2. Feedback Calendar

<table>
<thead>
<tr>
<th>Level 2A</th>
<th>Work hand in date</th>
<th>Feedback available date wb=week beginning</th>
<th>Marked by</th>
<th>Mark given yes/no</th>
<th>Generic/Individual</th>
</tr>
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<tbody>
<tr>
<td>Quiz 1</td>
<td>26/09/16-7/10/16</td>
<td>wb 10/10/16</td>
<td>online</td>
<td>yes</td>
<td>Individual</td>
</tr>
<tr>
<td>Quiz 2</td>
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<td>wb 24/10/16</td>
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<td>yes</td>
<td>Individual</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>24/10/16-4/11/16</td>
<td>wb 7/11/16</td>
<td>online</td>
<td>yes</td>
<td>Individual</td>
</tr>
<tr>
<td>Research report 1</td>
<td>15 Nov</td>
<td>wb 06/12/16 (if handed in on time)</td>
<td>staff</td>
<td>yes</td>
<td>both</td>
</tr>
<tr>
<td>Quiz 4</td>
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<td>Group Project</td>
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<td>Wb 5/12/16</td>
<td>staff</td>
<td>yes</td>
<td>Individual</td>
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</table>

<table>
<thead>
<tr>
<th>Level 2B</th>
<th>Work hand in date</th>
<th>Feedback available date</th>
<th>Marked by</th>
<th>Mark given yes/no</th>
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<td>Wb 13/02/2017</td>
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<td>Research report 2</td>
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<td>Quiz 4</td>
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<tr>
<td>Group Project</td>
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<td>Wb 27/03/2017</td>
<td>staff</td>
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<td>Individual</td>
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</tbody>
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