TAUGHT COURSES COVERED BY THE PROCEDURES

The following degrees are offered within the School:

**Undergraduate:**

- M.A. Honours degree in Psychology. Single Honours
- B.Sc. Honours degree in Psychology. Single Honours
- M.A. Honours degree in Psychology. Joint Honours (various)
- M.A.Soc.Sci. Honours degree in Psychology. Joint Honours (various)
- B.Sc. Honours degree in Psychology. Joint Honours (various)
- M.A. Honours degree in Psychology. Special Combination
- B.Sc/M.A./M.A. Soc Sci. Honours degree in Psychology (non-accredited)
- B.Sc. designated degree in Psychology

We also play a part in the broader academic provision of the University by offering Psychology as a subject up to level 2 in the MA., MA.Soc.Sci. and BSc. programmes.

**Postgraduate:**

The School offers three taught Masters degrees:

- M.Sc. in Research Methods of Psychological Science,
- M.Sc. in BrainSciences and MSc in Psychological Science (conversion).
- Our PGT courses and supervision are also offered on the MSc in Psychological Studies (conversion) programme (owned by School of Education).
QUALITY ASSURANCE PROCEDURES

The School of Psychology and Institute of Neuroscience and Psychology is committed to maintaining its academic standards across all courses and enhancing the quality of its learning and teaching provision. Our Quality Assurance procedures are monitored by the School’s Quality Assurance Officer, Course Tutors, and Director of Teaching and ensure that the School’s processes for quality assurance and enhancement conforms to the University of Glasgow’s Academic Quality Framework. This has clear guidelines governing:

- Regular course reviews (Course and programme design and approval; Student feedback and representation; Staff-student liaison committees);
- Annual reviews (Annual monitoring reports; External examiners);
- Periodic reviews (Periodic subject review);
- External reviews (BPS accreditation).

REGULAR

Regular activities that the School/INP engage in ensuring quality involve the procedures for approving course and programme design and approval, engagement with Students in terms of soliciting feedback and ensuring representation/consultation on teaching matters. This section will focus more on information provided for students and procedures ensuring student engagement/representation and feedback. This will briefly review the procedures for course design and approval, for fuller information please consult the Academic Quality Framework.

COURSE DESIGN AND APPROVAL

The University’s procedures for the design and approval of new courses exist to ensure academic standards are set at the appropriate level. Key stakeholders who are consulted prior to a new course/programme being established are, students, external examiners, accrediting bodies (i.e. BPS), RIO (Recruitment and International Office), appropriate College representatives. Proposals are initiated by individuals, course teams and the School’s Teaching Management Group (TMG). All new developments are scrutinised by TMG and are consistent with university guidelines on consultation, resourcing and if necessary marketing and costing. Some proposals originate in response to student feedback, others to developments in the discipline and others in response to new sources of student demand. The relevant student groups are consulted on all new course and major changes to programmes. This is done through the student representatives on the Staff Student Liaison Committee (SSLC) and also forums on Moodle are set up to gather comments on the proposed changes. Following the consultation the course and programme changes are then registered on PIP by the Teaching Administrator and therefore begin the College course and programme approval process.

INFORMATION FOR STUDENTS

Course documentation is published for all taught courses. Digital copies are emailed to all students enrolled on each course and are made available to potential Students via the School website, all Academic Staff, the Subject Librarian, the BPS, External Examiners, for the Colleges of Arts, Science and Engineering, and Social Sciences, for the Quality Assurance Office and the University Bookshop. The course documentation is also made
Quality Assurance Procedures

available on the School VLE, Moodle.
All course documentation is prepared so as to meet the recommended University guidelines and covers all essential programme and course information, and relevant School, College/University information. Specifically this includes: a welcome address from the course lead and administration support; explanation of the place of the course in the degree programme, including necessary prerequisites and rights of progress; the aims and learning objectives of the course in terms of the attainment of knowledge, understanding and skills; teaching hours specifying the teaching methods used; details of course requirements and class examinations; structure of the degree examinations and assessment procedures; assessment and feedback procedures; a feedback calendar; details of course texts and key required reading; quality assurance and assessment procedures including staff-student committee roles; relevant contact information and student support; information pertaining to the subject governing body the British Psychological Society accreditation of the degree; and any additional information which the School considers useful.

STUDENT FEEDBACK

Student Representatives
The School is committed to the principle of students engagement in quality matters at all levels. We utilise student feedback to guide us and Student Representatives are elected during the first 3 weeks of the first term of each academic session, and they are encouraged to attend appropriate SRC training courses. There must be at least one Student Representative from each of the relevant Colleges contributing Students to the course - Arts, Science and Engineering and Social Science.

Representatives are identified to other Students with appropriate contact details on the School VLE, Moodle pages. Representatives are encouraged to hold feedback surgeries held in the Boyd Orr psychology teaching hub rooms, and solicit information via the class facebook pages.

While Representatives are elected for each College, they are expected to receive information and hold a dialogue with Students from any College. The School ensures that Student Representatives have meeting space when required (for example, booking teaching space in the Psychology Teaching Hub)

The Course Tutor responsible for organising the course provides such assistance as required to facilitate elections and awareness in the Student body of their Representatives.

Student Representatives on the Staff/Student Liaison Committees
There is a Staff/Student Committee for every taught course. The membership of these includes: Course tutors, staff members teaching on the course and all Student Representatives from the course. The Directors of Teaching and Learning Enhancement, and the Head of School may attend any meeting.

The committees exist to provide a forum for consultation between undergraduate Students and Academic Staff on the structures, aims, learning objectives, content, modes of assessment and facilities for all the undergraduate courses provided by the School, and to foster better understanding between undergraduate students and Academic Staff.
Committees normally meet once during each semester, but can meet more often at the
discretion of the Course Tutor, the Director of Teaching, the Head of School or at the
request of the Student members. The written agenda for the meeting is circulated in
advance. Items for the agenda can be proposed by any member of the committee. Student
Representatives are asked to canvass their classmates for points to raise, concerns, fears
and plaudits. Meetings are chaired by the Course Tutor or by his/her nominee. Written
minutes are circulated after each meeting and emailed to the class and posted on the
Student Voice and Moodle. Action taken in the light of committee proceedings is reported
to the committee as soon as is possible thereafter. The proceedings of the committee are
considered by the School’s staff meeting and its Teaching Management Group and are
taken into account when the School’s academic strategy and practice are determined.

**Student Representatives on Staff and School Meetings**
The School has a joint School of Psychology and Institute of Neuroscience and Psychology
Staff Meeting scheduled each semester as part of its management process. Student
Representatives from all taught courses and postgraduate categories are invited to attend.

**Student Representatives on Teaching Management Group**
The School has a monthly meeting of the Teaching Management Group with a remit to
monitor, review and manage all aspects of taught provision in the School. Attending these
meetings are the Course Tutors, the Directors of Learning and Teaching and Learning and
Teaching Enhancement, Exam and QA officers, the Teaching Administrator, and student
representatives. An agenda is circulated in advance and items can be proposed by any
member. Key issues discussed are QA, library issues, external affairs and reports from
each class tutor.

**Engaging with and Enhancing Student Feedback**
Student feedback is obtained for all undergraduate courses by means of online
questionnaires via EvaSys. All responses are anonymous. The content and procedure are
subject to modification and improvement from year to year and differ from class to class
as follows:

- At Levels 1 and 2 evaluations are administered at the end of each academic block.
  Evaluations are send out at the end of teaching prior to the exam period. The
  School response is posted on Moodle and the Student Voice prior to the
  commencement of the subsequent semester. Evaluations from previous years are
  available to current student cohorts. The School uses the core set of questions as
directed by University Policy, and the inclusion of ad hoc questions as determined
by the course lead. Further evaluations may also be administered at suitable points
through the academic year to assess teaching innovation/enhancements, the
purpose of which is to obtain student feedback on the quality and content of
teaching.

- At Level 3 / 4 Psychology (Honours and Designated Degrees) the evaluation
  procedures is identical to L1 and 2, except that each module is evaluated

**What does the School do with Student Feedback?**
The results of these questionnaires are reviewed by Dr Margaret Martin (for Levels 1 and
2, and Post-Graduate teaching) and Dr Niamh Stack (for Levels 3 and 4).
The Director of Teaching and the Head of School receive a copy of the data. Personal feedback is returned to the individual lecturers and aggregated data is considered by the Teaching Management Group and circulated to staff. A summary of issues is presented at the staff meeting. A response to the evaluation is prepared by the course leads and posted on the School’s Moodle page and Student Voice.

**Other Forms of Student Feedback**

All members of the School encourage Students to seek assistance from them with immediate and pressing problems: all Academic Staff have designated Office Hours but they can also be contacted at other times by means of an appointment via a School Secretary or especially by email or note. Students are encouraged to raise relevant issues and difficulties directly with any member of teaching staff they have contact with, as and when such problems arise so that they can be dealt with directly. If this is inappropriate, or if the difficulty cannot be solved at this level, it is then referred to the relevant Course Tutor and, thereafter, to the Director of Teaching and then to the Head of School if necessary. Moodle forums allow students to comment / ask questions. These forums are monitored and allow staff to respond directly to concerns raised by students.

A number of course Social events are organised at the beginning of semester 1, for Level 3 and 4 Honours Students, Level 3 Designated Degree students, and students on Post-Graduate courses. All staff and postgraduates are also invited. While this is primarily intended to give Students a chance to meet each other and find out more about their intending course in an informal way, during the two or three hours many aspects of students’ educational experience within the School can be highlighted.

In Levels 1 and 2 a Merit List reception is organised by Class Tutors, who invite students who have earned an overall A grade to attend a reception attended by the Director of Teaching and staff, GTAs are also invited. This is primarily to award them their Certificates of Academic Excellence, but students can also discuss issues directly with staff.

In Level 3, a Reading Party is held at a residential location for two days and one night, with staff and postgraduates attending. This also provides an excellent forum for the informal transmission of information about the current and previous years’ educational experiences.

Exam preparation sessions are provided across all years. In level 1 this occurs in tutorial groups, and in Levels 2, 3 and 4 there are lecture based exam Q & A sessions. In addition, all exam markers prepare a generic feedback which is published on Moodle. Current students have access to previous years’ feedback.

**EVALUATION OF TEACHING – ENSURING AND ENHANCING STANDARDS**

**Student Evaluations**

Student evaluations provide an important source of information on teaching quality and are carefully scrutinised by the Director of Learning and Teaching, and Course leads. All statistics for a given teacher are returned to that teacher. All data is available to the Head of School and the Director of Teaching, who may offer advice and encouragement about improvements. More general feedback about teaching quality is made available to all
members of the School through the procedures as outlined in the above section on student feedback.

**Course Documentation**

All course documentation (which includes information about course aims and objectives, teaching methods, etc.) is reviewed annually by the relevant Course Tutors, QA Officer, Director of Teaching and teaching administrators.

Intended learning objectives and lecture content are reviewed by lecturing staff and published in the course documentation (ILOs) and the relevant Lecture Moodle pages (ILOs and Lecture summaries).

All course documentation is published on the School website and Moodle pages.

**Course Grades**

Overall course grades are published on My Campus. Individual results for all coursework, and a breakdown of exam performance by paper/section, is published on the School of Psychology student intranet site (e.g. in Level 1 students are provided with an individual grade for essay and MCQ performance). This allows students to track their own performance on all areas of the course and sections of the exam. All exam grades, including pass rates, distribution of results by category and levels of achievement, are scrutinised by the Course Tutor, Exam Officers and the Course Team (the members of staff involved in teaching the course) and the Teaching Management Group. These form part of the report on Annual Course Monitoring Report.

**Moderating Marking Standards**

All marking is “moderated” so that a sample is second marked and the marks of the two Markers compared. Where discrepancies become obvious the Course Tutors (Levels 1 and 2) and Examinations Officer (Levels 3 and 4) investigates these and the markers confer and decide whether all marks should be changed or not. Should there be consistent problems with any Marker, this would be highlighted.

The following steps define the School’s Moderating procedures:

1. The Course Secretary records questions answered on a central database before sending scripts and marksheet to each Marker.
2. Each Marker has approximately 7 days to mark their allocation exam scripts and 14 days for coursework and to return scripts with feedback and marksheet.
3. Grades are entered into the database.
4. The Course Administrator selects a sample of scripts across the grade bands for moderation, following the rule - 10% of scripts for each marker on each course with a required minimum of 10 where available.
5. The Moderator receives scripts plus the marking scale and feedback from the first marker. These are returned to the Course Secretary within approximately 4 days.
6. The Course Administrator enters marks from the Moderator into the database, who has additional information about the distribution of marks/summary statistics from Marker and Moderator then identifies unacceptable discrepancies.
7. If first and second markers grades are discrepant by more than 2 fine grades the Course Tutor / Exams Officer will instigate a discussion between Marker and Moderator to identify potential problems (with the option of one or both markers remarking all their
scripts on that question)
8. The External Examiner can be consulted if required.
9. The Examiners’ Meeting will be provided with statistics on all marking and moderating which will enable overall monitoring and feedback on a year-by-year basis.

Graduate Teaching Assistants – Supporting High Quality Teaching
The School and the College of Science and Engineering provide formal training sessions (usually in October) for all GTAs and Part-time Teaching Staff. GTAs are encouraged to attend additional Developing as a Teacher (DAT) courses and to complete Glasgow University’s Recognising Excellence in Teaching (RET) qualification delivered by the Learning and Teaching Centre. GTAs largely teach alongside teaching staff in labs and tutorials and are provided by additional in-class support by the GTA co-ordinator and Teaching Team.

SCHOOL ENHANCEMENT PROCEDURES
Quality enhancement is the process of improving the teaching and learning environment. The School’s quality assurance procedures ensure that teaching and learning environment is regularly monitored to ensure teaching standards are maintained (as outlined in this document). However, the School is strongly committed to enhancing the student learning experience and over recent years has introduced innovative learning and teaching practices. These enhancements have included a full review of assessment and feedback procedures, so that in Levels 1 and 2 major pieces of coursework feedback is provided for each advertised marking criteria, technology has been employed to return feedback sooner, and generic feedback provided on all exam and coursework. A variety of assessment methods are employed, including group Critical Reviews (L3), reviewing case studies (L4) and creating podcasts, writing wikis (L4) to name a few. Active learning strategies have been employed in lectures including the use of in-class responses systems to allow class quizzes, class discussions/debates, to promote greater engagement in the learning process. To support staff in developing this work the School formed the Teaching Development Group which meets monthly to discuss teaching innovation.

Teaching Development Group
The school has a monthly meeting of the Teaching Development Group to discuss teaching innovation and enhancement. All academic staff are invited to attend, as well as administration and IT technical support. An agenda is circulated in advance and items can be proposed by any member. The Group is organized and chaired by the Director of Learning Enhancement.

STUDENT SUPPORT MECHANISMS

Procedures for Monitoring Student Progress
Supporting students throughout the course is a priority for all staff. Course tutors and administrators carefully monitor the progression of students. Progression rules are clearly laid out in the course documentation. This lists all coursework requirements and the progression rules for current and future years of study. Attendance is taken for small group teaching in the large classes of L1 and 2. If students fail to attend they are emailed and instructed to attend future classes. In later years, practical work is in smaller groups and supervisors contact students who do not attend. Failure to attend is reported to Class Tutors. Irregular attendance will elicit a written
response for an explanation and, if necessary, reports to the Student’s Advisor of Studies. Students who do not reach the appropriate course grades are encouraged to attend markers’ surgeries to discuss their work and ways that they can improve. Students who fail to submit coursework are contacted by the Course Tutor and reminded of course submission rules and the consequences of non-completion. In the case of all courses, written coursework and/or projects (whether or not they are formally assessed) provide an important opportunity to offer Students feedback on progress. Students who have failed to satisfy course requirements may be asked to meet their Course Tutor to discuss problems and to work out a way to catch up within a mutually agreed time. At this point, Advisers are notified that progress has not been sufficient. If a Student subsequently continues to fail to meet course requirements and/or fails to catch up with work as mutually agreed, s/he may, at the discretion of the Head of School, and after consultation with the Student's Adviser, be excluded from the class and from the final degree examinations. Where a Student fails to make satisfactory progress during the Level 3 year, he/she may be required by the Head of School, or may him/herself choose, to exit the degree at the end of Level 3 without honours. This is organised in conjunction with the Chief Advisers for the College.

**Assigned Member of Staff**

All Students are assigned to a member of staff who is responsible for monitoring and advising on progress. In the case of the Level 1 and Level 2 courses, this is the Tutor of the learning set/tutorial group to which the Student has been assigned. These Tutors report directly to the Teaching Co-ordinator.

In Level 3 honours, it is the Course Tutor who is the assigned member of staff who in turn is advised by the tutors responsible for the critical reviews and miniproject. For BSc Psychological Studies, Level 3, it is the Course Tutor who is the assigned member of staff who in turn is advised by the tutor who is responsible for the dissertation. At Level 4, it is the Course Tutor who is the assigned member of staff, who in turn is advised by the staff responsible for the individual options taken by the Student and especially by the Maxi Project Supervisor, who see each student individually.

**Availability of Staff**

All members of Academic Staff have designated Office Hours and an email address. Each also has an arrangement whereby they can be contacted out with these times, either directly or with the mediation of a School Secretary.

**ANNUAL COURSE REVIEW**

**ANNUAL COURSE MONITORING REPORTS**

Every taught course is required to complete an Annual Course Monitoring Report as part of the College and university quality assurance procedures. This is scrutinised by the Teaching Management Group and presented to a staff meeting before being sent to the College Quality Assurance Officer for his consideration. Up till now comments from the College QA is fed back to TMG and informs decision making on enhancement in assessment, curriculum development and student communication as well as new course
proposals.

**EXTERNAL EXAMINERS**

In 2016/17 the School has one external examiner covering Levels 1 and 2, two examiners covering Levels 3 and 4, and one Examiner for taught Post-Graduate courses (except PGT Psychological Studies (conversion) which has two externals).

External examiners evaluate the quality of course provision and are consulted on all matters related to course design & delivery. Their role is to comment on appropriateness of course syllabus and learning objectives. They are consulted in cases where new courses are to be introduced and any significant modifications to existing courses. They comment on assessment procedures, report on candidate standards, and compare these to similar courses in other UK HE institutions and published national subject benchmark statements. They attend appropriate Board of Examiners’ meetings and produce a written report for the Principal. External examiners are governed centrally by the University and fuller details are specified on the University’s Quality Assurance Office Web Page (http://www.gla.ac.uk/services/senateoffice/)

**PERIODIC COURSE REVIEW**

**PERIODIC SUBJECT REVIEW**

Periodic Subject reviews normally take place every six years. The reviews focus on the School’s delivery of teaching, learning and assessment as well as quality enhancement and assurance matters. The School of Psychology will undergo its PSR in 2017.

**EXTERNAL COURSE REVIEW**

The School has BPS accreditation for its single and joint Honours Psychology degree programmes. This accreditation is reviewed on a five yearly basis. The most recent review cycle was conducted in 2015 and the School was successfully accredited.