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1. INTRODUCTION

1.1. WELCOME TO PSYCHOLOGY LEVEL 2
Welcome to Level 2 Psychology here at the University of Glasgow. We hope that you find this course stimulating both personally and intellectually as we expand on the interest of Psychology you gained in Level 1. As you now know, Psychology is the science of behaviour, human and animal, and where Level 1 gave you a broad overview of its methods, findings and application, Level 2 takes the story quite a bit further. Many of the important aspects of the course, including outline, modules and assessments, are detailed in this document so it is important to keep a copy for reference. Our course administrator is Amanda Lynch. I am the Course Lead for the coming year and can be contacted directly for more specific enquiries and/or problems. Whilst we are always happy to answer any questions please do give two to three working days to respond; we will always do our best to get back to you. Finally, can I take this opportunity to wish you a truly fantastic year! We have designed a course that we believe will make you an excellent student, not just of Psychology, but of life in general. The skills you develop this year do not just apply to our lecture halls and laboratories; they will benefit you in whatever the next step of your career turns out to be. Make the most of this year and challenge yourself to become the best version of you!

Dr Carolina Kuepper-Tetzel
Level 2 Course Lead

1.2. MAIN CONTACTS

Level 2 Course Lead
Dr Carolina Kuepper-Tetzel (Dr CKT)
Carolina.Kuepper-Tetzel@glasgow.ac.uk

Pre-Honours Course Administrator
Amanda Lynch
Amanda.Lynch@glasgow.ac.uk

Please note: This document was last updated on 17/09/2020 and 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. In addition, 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. The School, therefore, reserves the right without notice to vary the content of its courses and syllabuses, and the right to cancel or modify the courses, syllabuses and facilities described in this handbook. Please note that this handbook will NOT 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 on the Level 2 Psychology Moodle site, announcements on Moodle and Teams, and/or handouts, which supersede other documents such as this handbook.

1.3. CAVEAT
When considering information, in general the following order of priority should be applied:
1. Formal announcements in class, emails, on Teams or Moodle to the class are likely to supersede other printed documents.
2. The web-based information will be kept as up-to-date as possible and will generally be more accurate than printed handouts – but please check the date in the Footer Section on documents to clarify this.
3. Any printed material is only up to date at the time of preparation and the date of this will be shown in the Footer section.
4. Past exam papers are obviously only a rough guide to future exams, and are superseded by any differences of syllabus or exam format by both this handbook and any course handouts and announcements.

1.4. PLACE OF THE COURSE IN THE DEGREE PROGRAMME
This Level 2 course assumes a background in Psychology equivalent to the Psychology Level 1A/1B course offered by the School. The course is intended to serve students who plan to go on to Honours in the subject as well as those who do not wish to pursue their study of Psychology further.

The course consists of two modules:
- Psychology 2A (PSYCH2010)
- Psychology 2B (PSYCH2011)

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

1.5. 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 sitting, 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 (margaret.s.martin@glasgow.ac.uk) handles entry to Honours and can provide further information if required. You will also need to submit an "Intention to Study Honours" online form. This form will be available on the School’s intranet and it MUST be completed if you want to continue to honours. You will be emailed further information nearer the time of application.

Students who have been offered a place on the Psychology Honours course but who wish to defer taking up the place for 12 months can only do so after discussion with the Level 3 Course Lead 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 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 Eugene Dawydiak (eugene.dawydiak@glasgow.ac.uk) is the Level 3 Programme Lead and can provide further information on Level 3 if required.

1.6. ENTRY TO LEVEL 3 PSYCHOLOGICAL STUDIES (NON-HONOURS)
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 Lorna Morrow (lorna.morrow@glasgow.ac.uk) is the Level 3 Psychological Studies Programme Lead for this course, she can provide further information.

1.7. 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.

1.8. GDPR
The General Data Protection Regulation (GDPR) came into effect in May 2018. Along with the new Data Protection Act 2018, this marks a significant update to data protection laws and changes in how the University stores personal data. For information on what this means for students, please visit the Data Protection and Freedom of Information Office section of the University website: https://www.gla.ac.uk/myglasgow/dpfoioffice/guidanceforstudents/. For details of the University’s Student Privacy Notice please see: https://www.gla.ac.uk/media/media_590481_en.pdfhttps://www.gla.ac.uk/myglasgow/careers/privacy/studentprivacynotices/
2. OVERVIEW OF THE PSYCHOLOGY LEVEL 2 COURSE
The Level 2 Psychology course consists of a combination of lectures and practical laboratories with assessment through ongoing coursework 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. AIMS
The overall aim is to broaden and enhance your knowledge of the subject area by building on the foundations laid in Level 1 Psychology focussing on core material in the areas including biological, cognitive, perception, social, developmental and individual differences as well as research planning, design and analysis. A further aim is to provide you with an understanding of the fundamental research skills relevant to the British Psychological Society core strands, including instruction in and exposure to psychological research design and research methods (Qualitative and Quantitative), conduct of experimentation, data gathering, knowledge of statistical analyses, and scientific writing.

Laboratory experience is provided as a demonstration of psychological phenomena and instruction, developing an understanding of the skills involved in conducting experiments with human subjects for psychological experimentation, including the use of relevant statistical packages. In addition to building research skills and knowledge, the practical labs serve as a complementary component to support and integrate theoretical and practical knowledge discussed in your lectures. Finally, we strongly encourage teamwork through interacting with your peers in the labs. 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.

2.2. INTENDED LEARNING OUTCOMES
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, Statistics & Research Methods, both Quantitative and Qualitative, 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 to psychological research.
### 2.2.1. 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 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 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, Personal Reflection</td>
<td>Exam Essays, Research Reports, Multiple-Choice Quizzes, Lab Homework Exercises</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, Personal Reflection</td>
<td>Exam Essays, Research Reports, Multiple-Choice Quizzes, Lab Homework Exercises</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</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 Homework Exercises</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 Homework Exercises</td>
<td>Investigative and 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</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, Lab Homework Exercises</td>
<td>Independent and Critical Thinkers, Reflective Learners</td>
</tr>
</tbody>
</table>
3. TEACHING DELIVERY IN FACE OF COVID-19

The current position in Scotland is that Universities must maintain physical distancing on their campuses. This is a rule established by the Scottish Government and public health authorities to reduce the risk of transmission of the coronavirus. We hope that these measures will be relaxed as progress is made in combating the virus in Scotland. But for the time being, the implication of this for teaching and learning is significant - it is impossible to bring large groups of students together safely for lectures and labs in Semester One. Decisions on semester two will come from the centre of the University later in the year as we continue to follow Governmental guidance.

We can assure you that this decision towards remote delivery of core teaching was not taken at all lightly and at the heart of the decision was the safety of you as students and of us as staff. We are also so aware that every one of you is still very much in different situations in different countries with different demands on you and your time and for some travel will be difficult, for some caring responsibilities will be challenging, for some there are health concerns and shielding requirements. Given all these factors we wanted to ensure that learning remains open and accessible for all and the best way that we can achieve this is by ensuring all our learning outcomes and core teaching can be achieved flexibly through remote delivery in semester one. In practice this means that everything you need to do that is core to your psychology degree will be delivered through online lectures and labs in Semester One.

However one really important thing about this, we have not simply shifted everything on line without thought or consideration, all the staff in the School and Institute have spent the past four months thinking about how what they teach can be amended and spent time and energy changing their plans for this alternative format to provide you with the best learning experience and to allow us to continue to engage actively with each other as a community. They have come up with creative solutions that employ technology, but which are also embedded in solid pedagogical research and which will allow us to continue to actively learn together. Everything you need to learn and study (books, journals, labs resources, dissertation and group work supervision, skills and pastoral support) will be available online in semester one.

We also know that for many of you coming to Glasgow and coming to campus for quiet study space and to see others is still really important and to reassure you although the core teaching will be online, campus is and will be open in keeping with Government directives and made as safe and accessible as possible. You will be able to book study spaces, you will be able to access sports facilities and the library (in keeping with Government guidance). All of the spaces which would normally be used for teaching will be repurposed to accommodate current social distancing restrictions and provide as many on campus experiences for those who wish that option. There will also be cross university face to face small extra-curricular activities available for those who wish these which will explore issues of common interest to us as a university such as sustainability and well-being. Within the school we are also endeavouring to have face to face opportunities for support sessions in parallel to equivalent online support sessions for those here who would wish that face to face option.

So, in summary, the School and Institute have worked hard to make sure your learning opportunities are ready for you to hit the ground running on September 21st wherever you are and whatever your learning context is. Please understand that we 100% wish you could all be here physically with us in Glasgow from September 21st. 2020. But we know that you are all in very different situations just now so we want you to have a lot of freedom and flexibility around that learning so that you can do it from where you are or from here in Glasgow as suits you, so that you can do it synchronously with us or asynchronously with us if that is what is needed for you right now. But what we are committed to is that no matter where you are learning from or when, that you will feel part of our everyday Glasgow lives and continue to have the very best learning experience we can offer.
In Level 2, students will have lectures and practical laboratories (labs). Students will be required to complete a series of labs across the semester - nine in Semester 1 and nine in Semester 2. 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; this is the lab you should attend for that semester and given our focus on group work, it is important that you do. Here is the outline of the current plans for teaching delivery (status: August 2020).

3.1. PLAN FOR LECTURE DELIVERY IN SEMESTER 1

Lectures will take place on Zoom 10am from Monday to Friday inclusive. During the lectures on Zoom, the lecturer will stream pre-recorded lecture videos and engage in discussions and activities with the students. The Zoom link to the lecture sessions can be found on the Level 2A Moodle page.

3.2. PLAN FOR LAB DELIVERY IN SEMESTER 1

Students will be required to complete a series of nine labs across the semester. Labs combine two delivery formats: (1) There are short pre-recorded videos of the didactic components of the labs covering both writing and data skills. Students are expected to have watched these videos prior to attending their weekly lab sessions. (2) There are weekly 1-hour lab sessions in Gather.Town that will build on the pre-recorded videos and engage students in various activities fostering writing and data skills. Students are encouraged to ask questions and work on their group projects. More details on the labs is provided in section 5 and on the Level 2A Moodle page.

3.3. PLAN FOR LECTURE DELIVERY IN SEMESTER 2

If we return to face-to-face teaching delivery (please read statement above): Lectures take place at 10am Monday to Friday inclusive. All locations will be shown on your MyCampus Timetable, please note these are subject to change, so please do check regularly. Details on the lectures can be found on the Level 2B Moodle page.

3.4. PLAN FOR LAB DELIVERY IN SEMESTER 2

If we return to face-to-face teaching delivery (please read statement above): Students will be required to complete a series of nine labs across the semester. The labs are 2-hour sessions each week with approximately one hour focussing on writing skills and one hour focussing on data skills. All labs are scheduled to take place on campus, however more details will be provided nearer the time and updates will be found on the Level 2B Moodle page.
4. LECTURE INFORMATION

4.1. TIMETABLE

These timetables show the provisional schedule for 2020/2021. Please note that changes to the timetable and to Examination dates are always possible.

<table>
<thead>
<tr>
<th>Week</th>
<th>Starts</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>14 Sep</td>
<td>No Teaching – MyCampus Registration</td>
<td>No Teaching – MyCampus Registration</td>
<td>No Teaching – MyCampus Registration</td>
<td>No Teaching – MyCampus Registration</td>
<td>No Teaching – MyCampus Registration</td>
</tr>
<tr>
<td>1</td>
<td>21 Sep</td>
<td>Intro to Level 2 &amp; Research Plan &amp; Des 1 (Dr Kuepper-Tetzel)</td>
<td>Stats Analysis &amp; Des 1 (Dr McAleer)</td>
<td>Individual Differences 1 (Dr Stevenson)</td>
<td>Cognitive Psychology 1 (Dr Kilborn)</td>
<td>Developmental Psychology 1 (Dr Horlin)</td>
</tr>
<tr>
<td>2</td>
<td>28 Sep</td>
<td>Research Plan &amp; Des 2 (Dr Kuepper-Tetzel)</td>
<td>Stats Analysis &amp; Des 2 (Dr McAleer)</td>
<td>Individual Differences 2 (Dr Stevenson)</td>
<td>Cognitive Psychology 2 (Dr Kilborn)</td>
<td>Developmental Psychology 2 (Dr Horlin)</td>
</tr>
<tr>
<td>3</td>
<td>5 Oct</td>
<td>Research Plan &amp; Des 3 (Dr Kuepper-Tetzel)</td>
<td>Stats Analysis &amp; Des 3 (Dr McAleer)</td>
<td>Individual Differences 3 (Dr Stevenson)</td>
<td>Cognitive Psychology 3 (Dr Kilborn)</td>
<td>Developmental Psychology 3 (Dr Horlin)</td>
</tr>
<tr>
<td>4</td>
<td>12 Oct</td>
<td>Research Plan &amp; Des 4 (Dr Kuepper-Tetzel)</td>
<td>Stats Analysis &amp; Des 4 (Dr McAleer)</td>
<td>Individual Differences 4 (Dr Stevenson)</td>
<td>Cognitive Psychology 4 (Dr Kilborn)</td>
<td>Developmental Psychology 4 (Dr Horlin)</td>
</tr>
<tr>
<td>5</td>
<td>19 Oct</td>
<td>Research Plan &amp; Des 5 (Dr Paterson)</td>
<td>Stats Analysis &amp; Des 5 (Dr McAleer)</td>
<td>Individual Differences 5 (Dr Stevenson)</td>
<td>Cognitive Psychology 5 (Dr Kilborn)</td>
<td>Developmental Psychology 5 (Dr Horlin)</td>
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<tr>
<td>6</td>
<td>26 Oct</td>
<td>READING WEEK</td>
<td>No Teaching – Revision</td>
<td>No Teaching – Revision</td>
<td>No Teaching – Revision</td>
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<tr>
<td>7</td>
<td>2 Nov</td>
<td>Research Plan &amp; Des 6 (Dr Paterson)</td>
<td>Stats Analysis &amp; Des 6 (Dr McAleer)</td>
<td>Individual Differences 6 (Dr Nordmann)</td>
<td>Cognitive Psychology 6 (Dr Kilborn)</td>
<td>Developmental Psychology 6 (Dr Horlin)</td>
</tr>
<tr>
<td>8</td>
<td>9 Nov</td>
<td>Research Plan &amp; Des 7 (Dr Paterson)</td>
<td>Stats Analysis &amp; Des 7 (Dr McAleer)</td>
<td>Individual Differences 7 (Dr Nordmann)</td>
<td>Cognitive Psychology 7 (Dr Kilborn)</td>
<td>Developmental Psychology 7 (Dr Horlin)</td>
</tr>
<tr>
<td>9</td>
<td>16 Nov</td>
<td>Research Plan &amp; Des 8 (Dr Paterson)</td>
<td>Stats Analysis &amp; Des 8 (Dr McAleer)</td>
<td>Individual Differences 8 (Dr Nordmann)</td>
<td>Cognitive Psychology 8 (Dr Kilborn)</td>
<td>Developmental Psychology 8 (Dr Horlin)</td>
</tr>
<tr>
<td>10</td>
<td>23 Nov</td>
<td>Research Plan &amp; Des 9 (Dr Paterson)</td>
<td>Stats Analysis &amp; Des 9 (Dr McAleer)</td>
<td>Individual Differences 9 (Dr Nordmann)</td>
<td>Cognitive Psychology 9 (Dr Kilborn)</td>
<td>Developmental Psychology 9 (Dr Horlin)</td>
</tr>
<tr>
<td>11</td>
<td>30 Nov</td>
<td>Wrap-Up &amp; Exam Prep &amp; Progression (Dr Kuepper-Tetzel + Dr Martin)</td>
<td>No Teaching – Revision</td>
<td>No Teaching – Revision</td>
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<td>Stats Analysis &amp; Des 17</td>
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29 Mar – 16 Apr: Spring Vacation

26 Apr – 21 May: No Teaching – Exam Period
4.2. LECTURE TIMES AND LOCATIONS
Lectures take place at 10 a.m. Monday to Friday inclusive. All locations will be shown on your MyCampus Timetable, please note these are subject to change so please do check regularly.

4.3. LECTURE SUMMARIES AND READING LISTS
Further details regarding Lecture summaries and reading lists can be found on the relevant Level 2 Psychology Moodle pages https://moodle.gla.ac.uk/login/index.php and University Library reading lists. Links to these will be supplied throughout the year through Teams and Practical Sessions. Please join the Level 2 team on Teams and check for updates regularly, as this is our main means of communication with you.

5. PRACTICAL LABORATORIES
The School of Psychology has worked hard to ensure that our students receive the highest quality research training; both in terms of analysis and communication. This training begins at Level 1 and is continued throughout your studies. Our aim is to ensure that you have a full understanding of the importance of research methods and statistics in Psychology and that you develop a broad range of appropriate research skills.

In Level 2 you will be required to complete a series of labs across the semester - nine in each semester. Lab sessions take place each week and focus on research communication and data skills. Additional key themes of research comprehension/interpretation and evaluation will also be covered. The actual topics of each will be detailed on our Moodle pages but overall, they will be aimed at helping to consolidate and build on theory and concepts introduced in the lecture series. In regards ongoing assessment associated with the labs you will be required to complete a Research Report in each semester as well as 4 Lab homework assignments. 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; this is the lab you should attend for that semester and given our focus on group work, it is important that you do.

6. COURSEWORK AND EXAM

6.1. 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, and (iii) open-book, online multiple-choice quizzes. These pieces are broken up and weighted as follows:

<table>
<thead>
<tr>
<th>Module 2A</th>
<th>Course Grade 100%</th>
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<tbody>
<tr>
<td>Laboratory Portfolio 44%</td>
<td>Research Report 30%</td>
</tr>
<tr>
<td></td>
<td>4 x Lab Homework Exercises (3.5% each) 14%</td>
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<tr>
<td>Multiple-Choice Quizzes 6%</td>
<td>3 x Multiple-Choice Open-Book, Online Quizzes (2% each) 6%</td>
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<tr>
<td>Degree exam 50%</td>
<td>Paper 1 (Individual Diff + Cognition + Developmental) 36%</td>
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<td>Paper 2 (Stats + Res Planning &amp; Design) 14%</td>
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<table>
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<tr>
<th>Module 2B</th>
<th>Course Grade 100%</th>
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<tr>
<td>Laboratory Portfolio 44%</td>
<td>Research Report 32%</td>
</tr>
<tr>
<td></td>
<td>3 x Lab Homework Exercises (4% each) 12%</td>
</tr>
<tr>
<td>Multiple-Choice Quizzes 6%</td>
<td>3 x Multiple-Choice Open-Book, Online Quizzes (2% each) 6%</td>
</tr>
<tr>
<td>Degree exam 50%</td>
<td>Paper 1 (PsychBio + Perception + Social) 36%</td>
</tr>
<tr>
<td></td>
<td>Paper 2 (Stats + Qual Methods) 14%</td>
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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.
6.2. LABORATORY PORTFOLIO

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

- **Four Lab Homework Exercises** – There will be a series of short assignments based around statistics, research methods and the use of R/RStudio. In semester 1, there will be an assignment associated with each lab but only those associated with Labs 3, 5, 7 and 9 are summative, will be assessed and count towards your overall grade. All other labs, i.e. Labs 1, 2, 4, 6, and 8, the assessments are formative and not to be submitted. For semester 2, there will be an assignment associated with each lab but only those associated with Labs 1, 3, 5 and 7 are summative, will be assessed and count towards your overall grade. For all other labs the assessments are formative and not to be submitted. For the summative labs, you will be given access to the assignment at that lab and it should be submitted prior to the start of your lab the following week; i.e. if your Lab is Monday at 12pm, then your Lab 3 assignment must be completed and submitted no later than 11:59am the following Monday, the start of Lab 4, and so on for each other lab slot. See the Feedback calendar at the end of this document for a guide on return of grades.

- **Research Reports** – You will write two research reports – one for each semester. Guidance on report writing, and submission format, will be given in the appropriate labs and through Moodle. Dates for submission can be found below.

- **Formative Personal Reflection on Research Reports** – a short formative assignment asking you to reflect on, and make use of, the skills you have develop across the semester. One per semester, further details will be made available on Moodle.

6.2.1. WORD LIMIT

The word limits for the Research Report in Semester 1 is 2000 words, and 3000 words in Semester 2. The reports progress in complexity from semester 1 to semester 2 – allowing you to increase your writing and data skills. Please note that this is an absolute maximum (there is no +10% allowance), 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 Title or any Reference section but includes all other text within the document (i.e. everything apart from the Title and the Reference sections) – including subheadings, citations in the text, and text in Tables and Figures, etc.

6.2.2. COURSEWORK SUBMISSION

Your coursework will be marked electronically in TurnItIn and you will be asked to submit through Moodle assignment activities. Assignment activities usually open about 1 week before assignments are due and consist of a draft submission for self-checking similarity and a final submission activity that will be your assessed work.

6.2.3. CORRECT FILE SUBMISSION

You will be asked to submit your coursework through a Moodle assignment submission link for electronic marking (meaning that we use digital technology during the marking process). Assignment submission links will normally open about 1 week before assignments are due. In the case that coursework is subject to similarity checking through Turnitin, we will make available a draft submission for self-checking similarity, and a final submission that will be assessed. For other assignments there will be only one assignment link. Please note: It is your responsibility to ensure that the correct file has been uploaded to the final submission, so check carefully that it is the correct version before you submit for marking. The following appears in the Guide to the Code of Assessment (Chapter 2, p4) https://www.gla.ac.uk/media/Media_124293_smxx.pdf

‘Where an on-line submission is found to be incorrect, e.g. a blank document or a file that cannot be opened, it will be considered as not submitted. Any corrected submission received after the coursework deadline will be subject to a late penalty in line with §16.27. Staff are under no obligation to check submissions before marking but should take steps to alert students to any difficulties as soon as they are identified.’

6.2.4. TITLE PAGE FOR SUBMISSION OF COURSEWORK

Research Reports should be submitted with a proper Title Page attached to it. These will be made available for download on the Psychology Moodle pages nearer to the submission deadlines. The Title Page should include your GUID number, research report title, and the word count (not including the Title and Reference sections, see section above for more info). Please note that work without the proper Title Page will not be accepted.
6.2.5. PLAGIARISM

The University of Glasgow takes a very strong line against plagiarism. The University’s degrees and other academic awards are given in recognition of a student's personal achievement. All work submitted by students for assessment is accepted on the understanding that it is the student’s own effort.

Plagiarism is defined as the submission or presentation of work, in any form, which is not one’s own, without acknowledgement of the sources. Special cases of plagiarism can also arise from one student copying another student's work or from inappropriate collaboration. For full details of the university’s rules on plagiarism please refer to https://www.gla.ac.uk/myglasgow/leads/students/plagiarism/

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

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

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

To support students in learning more about plagiarism and how to avoid it the Learning enhancement and Academic Development Service has created guidelines and exercises for understanding plagiarism, accessible on their website.

Software for detecting plagiarism: All written coursework is to be submitted through Turnitin which is the University software for detecting similarity with other sources. You will find Moodle activity for submitting coursework for electronic marking and similarity checking. The similarity reports that the software produces are one of the sources examined by the Course Lead to assess evidence of plagiarism. In cases of suspected plagiarism action will be taken in line with the University's Guidelines. Students in the School of Psychology will be able to submit one copy of their work in a draft submission to self-check for similarity and deal with any cases of accidental plagiarism. With draft submissions there will be guidelines about how to approach instances of similarity and these guidelines take into account whether the assignment involved group work, was an individual piece and also what characteristics of the assignment is. Please note that draft and final submissions activities on Moodle must be used only for the intended assignment and you should never use another student’s account.

6.2.6. DEADLINES

Coursework and other material completed during the academic year need to be submitted via Moodle by a deadline date. The School cannot function effectively if these deadlines are not met, as we cannot guarantee return of feedback and grades in time to enable you to use the feedback moving forward. The dates are detailed at the end of this document.

6.2.7. 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).
- Where feedback is provided to the student class within 5 working days of submission, for pieces of work less than 25% of the course’s summative assessment, any late submissions 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

6.2.8. LATE/MISSED COURSEWORK OR MISSED EXAM DUE TO GOOD CAUSE
It is your responsibility to bring any factors that may have affected your academic performance to the attention of the University and you must do this as soon as possible. The Code of Assessment which is published in Section 16 of the Fees and General Information section of the University Calendar covers incomplete assessment and Good Cause (paragraphs 16.45 – 16.53). Click here for the University Regulations (previously University Calendar).

Below is a summary of the key points. If you are unclear about anything please contact your Course Lead – Dr Carolina Kuepper-Tetzel (carolina.kuepper-tetzel@glasgow.ac.uk) or the School Exams Officer – Professor Dr Niamh Stack (niamh.stack@glasgow.ac.uk).

How to notify the School if work is submitted late:
- All coursework submitted late will be penalised in line with University regulations unless Good Cause is established. See below for a definition of Good Cause.
- To submit a Good Cause form, go to the Student Centre on MyCampus and select My Good Cause. You should also upload any supporting evidence.
- Good Cause forms must be completed within a week of the assessment date.
- All Good Cause applications will be considered by, the course convener, this is the Course Lead, Dr Carolina Kuepper-Tetzel, however, all final decisions will be made by the Board of Examiners.
- The outcome of the application will be determined at the discretion of the course convener who must be satisfied that the candidate submitting the application has been prevented by circumstances beyond his or her control from submitting the relevant work on time.
- Exemption from a late penalty will be commensurate with the duration of the circumstances causing the late submission and will be subject to a limit of three working days.
- Where the application for exemption from penalties is not submitted until after the deadline for submission of the work itself, relief from a late penalty will normally be granted only where the circumstances preventing the candidate from submitting work on time have also prevented application for a deferral of the deadline for submission.
- Deadlines for the submission of coursework which are to be formally assessed are published in this course documentation, and work which is submitted later than the deadline will be subject to penalty as set out above.
- Feedback will be provided for all coursework submitted late.
- In the case of missed examinations, a grade of CW (Credit Withheld) will be returned unless Good Cause is established for why the assessment was missed. If Good Cause is established, then the student will be returned as MV. The student will then be required to sit the examination in the August diet if they wish to progress to the next year of study. If the student has initially been returned as CW, their performance in the August diet will be capped at 9.0, if they have been returned as MV their grade will be uncapped.

Good Cause means illness or other adverse personal circumstances affecting you and resulting in you, missing an examination, failing to submit coursework on time, or clearly prejudicing your performance in the assessment. Chronic illness is not covered unless there has been a short-term worsening of the condition which specifically affects an assessment. If it is accepted that your assessment was affected by good cause, the work in question will be set aside and you will (as far as is practicable) be given another opportunity to take the assessment with the affected attempt discounted. Please note that Boards of Examiners are not permitted to award marks based on undemonstrated performance and therefore your grade(s) will not be increased because your performance was impaired by medical or other personal circumstances.

**Time Limit:** You must notify the University no later than one week (i.e. within 7 days) after the date of an examination or the due date for submission of the assessment affected. The information you provide will be treated confidentially. Please do not shy away from divulging important information. It will be treated sensitively. Without your information, the Board of Examiners will not be able to take the matter into account. Furthermore, you will not be able to appeal against your assessment result on the grounds of adverse medical or personal circumstances unless you can provide a good reason why this information could not be presented in time.

### 6.3. MULTIPLE-CHOICE QUIZZES

These online multiple-choice quizzes are intended to give you an indication of your understanding of the lecture content as you progress through the course, and to consolidate lecture material. Quizzes contain 12 to 20 multiple-choice questions. These are open book quizzes and can be completed from any PC with internet access. There are three quizzes per semester. The quizzes are hosted on Moodle and will take place on the Friday of weeks 3, 6, and 10. Quizzes are available for 24 hours, i.e. from Friday 12am to Friday 11:59pm on the respective week. For each quiz, you will be given two attempts.
and you will be awarded the highest grade. From when you start a quiz, you will have 30 minutes to complete each attempt.

*How to use the two attempts to your benefit?*

For the first attempt, we ask you to answer the questions from memory (without checking your notes or any lecture material). For the second attempt, you are welcome to consult your material if you are uncertain about some answers. The reason for this procedure is that your learning will benefit from trying to remember as much as possible from memory instead of looking up information. Retrieval from memory is the best practice to enhance your performance on the material on future tests.

Quizzes can ONLY be taken during the set 24-hour period. Should you encounter any technical problems, please contact the course lead, Dr Carolina Kuepper-Tetzel. Please make sure you include a full description of the problem in your email with a screenshot so that we can help you. Please do not start quizzes at the last minute. It is your responsibility to make sure you have enough time to complete the quiz and to contact someone if you run into technical problems. If you are unable to complete a quiz due to illness or another mitigating circumstance, you can submit a Good Cause form. Please consult the assessment and feedback schedule below for dates.

### 6.4. Degree Examinations

#### 6.4.1. Degree Examinations (COVID-19 adjustment) in Semester 1

The exam will consist of two papers. Both exam papers will run as 24-hour exams, which means that you will have access to your notes and other sources of information. The 24-hour time period is to allow flexibility with time zones and access to technology and appropriate study environments. You are expected to spend approximately four hours on Paper 1 and two hours on Paper 2, although this will not be monitored. Any student found to have conferred with other students during the examination process may be referred to Senate under the Student Code of Conduct. More information about the exam is provided in the assessment information sheets and there will be a dedicated exam preparation lecture towards the end of the semester. On the day of the exam, students will be able to download the paper from Moodle and then have 24 hours to complete and submit their answers. The two papers will not be run during the same 24-hour period.

- **Paper 1:** This will be a 24-hour paper, comprising no more than three sections based on the Lecture modules for that semester (excluding Statistical Analysis and Design I and Research Planning and Design). In Paper 1, each section will consist of three essay questions, and candidates will be required to attempt one question from each different section. Exam essay questions will assess the main learning objectives as indicated in this Course Documentation and any subsequent amendments. A word count will probably be set for Paper 1 and this will be communicated as soon as we have the final confirmation.

- **Paper 2:** This will be a 24-hour paper examining Statistical Analysis and Design I and the Research Planning and Design. There will typically be one or two questions with multiple components and assesses knowledge from throughout the two relevant modules for that semester.

#### 6.4.2. Degree Examinations (non-COVID-19 adjustment)

The exam will consist of two papers.

- **Paper 1:** A two-hour, unseen (traditional) exam, comprising no more than three sections based on the Lecture modules for that semester (excluding Statistical Analysis and Design Module and Research Planning and Design Module in Semester 1, and excluding Statistical Analysis and Design Module and Qualitative Analysis and Design Module in Semester 2). In Paper 1, each section will consist of no more than four essay questions, normally three, and candidates will be required to attempt one question from each different section. Exam essay questions will assess the main learning objectives as indicated in this Course Documentation and any subsequent amendments.

- **Paper 2:** A one-hour, open-book exam examining the Statistical Analysis and Design module for that semester as well as the Research Planning and Design Module in Semester 1, and the Qualitative Analysis and Design Module in Semester 2. There will typically be one or two questions that may have multiple components and may assess knowledge from throughout the two relevant modules for that semester. Due to the open-book exam format, students are allowed to take any hard copy books and notes (no ebooks or notes on tablets or computers are permitted) that they want to the exam. They 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 exam will examine the curriculum for the semester in which the module took place – thus the distribution of topics across papers will primarily focus on the areas below. However, students are encouraged to think of the integration of modules when answering exam questions and essays, and in particular, basic knowledge of research methods and statistics should be considered across both modules.

- **Module 2A**
  - **Paper 1**: Individual Differences, Cognitive, Developmental,
  - **Paper 2**: Statistical Analysis and Design I, Research Planning & Design

- **Module 2B**
  - **Paper 1**: Perception & Visual Cognition, Psychobiology, Social
  - **Paper 2**: Statistical Analysis and Design II, Qualitative Analysis & Design

### 6.4.3. TIMING
Degree examinations are normally held in December for Module 2A and May for Module 2B. Resits are normally held in August. All degree examination times are announced by Registry.

### 6.4.4. 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.

### 6.4.5. PUBLICATION OF PAST EXAM 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.

### 6.4.6. PUBLICATION OF DEGREE EXAMINATION RESULTS
Students’ examination results will be published on their MyCampus record. The School is not allowed to release results directly or by telephone.

### 6.4.7. EXTERNAL EXAMINER
We have an External Examiner who is responsible for ensuring the examination process is conducted fairly and to an absolute standard. For session 2020-21, the level 2A and 2B external examiner is Dr. Robert Nash, University of Aston.

### 7. 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 serve as feedforward, i.e. any feedback you receive should inform future work. Therefore, please be sure to read all coursework and exam feedback and reflect upon this to improve your future work. In Level 2, students are supported in this via practical class activities, workshops run by staff and students, and online resources. Online resources include marking criteria, feedback sheets, generic feedback from previous years, course materials and writing guides.

#### 7.1. 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. Note that not all are used within a given module, but it is worth being aware of them all in advance.
• **Summative Grades** – We use the University grading scale summarised in section 8.1. 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* – as a class, students can specify an area they would like feedback on before submitting their research report.
  
  ▪ *Report structure* – students will be given guidance throughout the year on how to structure a report and continual feedback on to achieve this.
  
  ▪ *Individual Written Comments* – can cover 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* – can be collated from all markers, outlining what was done well and areas for improvement. Typically posted on Moodle after coursework is returned.

• **Group Project** – group projects require students to work collaboratively on researching a topic in the course. Tutors will provide support and formative feedback through discussion in Labs.

• **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 peers and from staff members working in these classes. They will help you progress with 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. Remember though that just asking for the answer isn’t learning; often staff will help you think about how to move on rather than give you a definitive answer.

• **Practical Lab Assignments** – Students will receive generic feedback from staff, based on which parts students found manageable and challenging, on each assignment after the assignment has been submitted. Students will also receive feedback on their own individual assignment in regard to which parts they completed successfully.

• **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 are also valuable feedback.

• **Staff Interaction** – All interactions with staff members is considered feedback. This may be face-to-face after Lectures, in Labs and Tutorials, even passing in the corridor, but feedback may also be provided via email or on Teams. All students have the opportunity to meet with the marker and discuss their research report and feedback comments via marking surgeries, office hours, or more suitable time arranged by email. Availability of the markers for feedback is provided after coursework is returned. Before meeting with the marker, generally students are expected to: re-read their notes on report writing and as well as the feedback comments, read a related journal article in comparison to their own work, and to specify which aspects of the report they want feedback on.

• **Exam Feedback** – Students are given 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.

### 7.2. ASSESSMENT AND FEEDBACK CALENDAR

<table>
<thead>
<tr>
<th>Level 2A</th>
<th>Work Hand In Date</th>
<th>Feedback Available Date if submitted on time</th>
<th>Marked By</th>
<th>Mark Given Yes/No</th>
<th>Generic/Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Report 1</td>
<td>13 Nov 2020</td>
<td>7 Dec 2020</td>
<td>Staff</td>
<td>Yes</td>
<td>Both</td>
</tr>
<tr>
<td>Assignment for Lab 3</td>
<td>Wb 19 Oct 2020: 1 minute prior to your Lab 4 time slot</td>
<td>2 Nov 2020</td>
<td>Staff</td>
<td>Yes</td>
<td>Both</td>
</tr>
<tr>
<td>Assignment for Lab 5</td>
<td>Wb 2 Nov 2020: 1 minute prior to your Lab 6 time slot</td>
<td>16 Nov 2020</td>
<td>Staff</td>
<td>Yes</td>
<td>Both</td>
</tr>
<tr>
<td>Assignment for Lab 7</td>
<td>Wb 16 Nov 2020:</td>
<td>30 Nov 2020</td>
<td>Staff</td>
<td>Yes</td>
<td>Both</td>
</tr>
</tbody>
</table>
8. SUMMARY OF THE UNIVERSITY ASSESSMENT POLICY

8.1. 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 report, Lab Portfolio Assessments, an essay answer in an examination, or a stand-up Presentation in a Tutorial. The grading scale we use is common throughout the university.

<table>
<thead>
<tr>
<th>Level 2B</th>
<th>Work Hand In Date</th>
<th>Feedback Available Date if submitted on time</th>
<th>Marked By</th>
<th>Mark Given</th>
<th>Generic/ Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Report 2</td>
<td>5 Mar 2021</td>
<td>7 April 2021</td>
<td>Staff</td>
<td>Yes</td>
<td>Both</td>
</tr>
<tr>
<td>Assignments for Lab 2</td>
<td>Wb 1 Feb 2021: 1 minute prior to your Lab 3 time slot</td>
<td>15 Feb 2021</td>
<td>Staff</td>
<td>Yes</td>
<td>Both</td>
</tr>
<tr>
<td>Assignments for Lab 4</td>
<td>Wb 15 Feb 2021: 1 minute prior to your Lab 5 time slot</td>
<td>1 Mar 2021</td>
<td>Staff</td>
<td>Yes</td>
<td>Both</td>
</tr>
<tr>
<td>Assignments for Lab 7</td>
<td>Wb 15 Mar 2021: 1 week prior to your Lab 8 time slot</td>
<td>29 Mar 2021</td>
<td>Staff</td>
<td>Yes</td>
<td>Both</td>
</tr>
<tr>
<td>Multiple-Choice Quizzes</td>
<td>5 Feb 2021, 26 Feb 2021, 19 Mar 2021</td>
<td>After the quiz closes</td>
<td>Software</td>
<td>Yes</td>
<td>Generic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Grade</th>
<th>Gloss</th>
<th>Secondary Band*</th>
<th>Aggregation Score</th>
<th>Primary verbal descriptors of attainment of Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>A1</td>
<td>22</td>
<td>Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgment relating to key issues, concepts and procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A4</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A5</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>B1</td>
<td>17</td>
<td>Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Good</td>
<td>C1</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></td>
<td></td>
<td>C2</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Satisfactory</td>
<td>D1</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></td>
<td></td>
<td>D2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D3</td>
<td>9</td>
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<tr>
<td>Grade</td>
<td>Description</td>
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<td>-------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Weak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1</td>
<td>8</td>
<td>Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E2</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E3</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1</td>
<td>5</td>
<td>Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Very Poor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G1</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>
<td></td>
<td></td>
</tr>
<tr>
<td>G2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td>CREDIT REFUSED</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>
<td></td>
<td></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.

### 8.2. 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, 50% of the Assessment is achieved by way of coursework and 50% 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), they 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.

### 9. ADDITIONAL RELEVANT UNIVERSITY GUIDANCE AND RULES

#### 9.1. CREDIT AND CREDIT TRANSFERS

Please refer to the relevant sections of the University Calendar.

#### 9.2. 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. 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 Regulations.

www.gla.ac.uk/myglasgow/senateoffice/policies/assessment/codeofassessment

#### 9.3. ATTENDANCE
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).

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

9.5. AN IMPORTANT NOTE ON PUBLISHED COURSE INFORMATION
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 and syllabuses is under regular review and may change from time to time with some courses being cancelled, modified or replaced. In addition, 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 number of students in any one year. The School, therefore, reserves the right without notice to vary the content of its courses & syllabuses and the right to cancel or modify the courses, syllabuses and facilities described in this handbook.

In general, the following order of priority should be applied:
1. This handbook is up to date as of the start of Semester 1 only and will not be updated throughout the year.
2. Any changes will be communicated to students via MyCampus, Moodle, class emails and electronic notices, Lecture announcements, and handouts.
3. Announcements and handouts supersede other documents such as this handbook.
4. Past exam, papers are obviously only a rough guide to future exams and are superseded by any differences of syllabus or exam format by both this handbook and any course handouts and announcements.
5. Lecturers will provide detailed Lecture summaries for their courses and post on Moodle.

9.6. SOCIAL MEDIA ETIQUETTE
Social networks provide an excellent resource for sharing ideas/concerns, accessing information and building friendships but it is important to also be aware of the potential pitfalls of this resource. Note the excellent advice provided by the SRC on how to avoid some of the potential pitfalls of Social Networking, this can be accessed at the following link https://www.glasgowstudent.net/advice/health-and-safety/social-networking.

We want to ensure that you are aware of this advice so that you do not intentionally or unintentionally infringe the University’s Student Code of Conduct by making comments that are inappropriate or potentially intimidating or threatening to others. As highlighted within this advice from the SRC it is important to remember that comments you make on these social networks are more permanent and less private than you may think. Anyone can for example at any time take a screenshot of comments you make on Social Media and forward these at any time to people beyond the Social Media group members such as other students, university staff or a future employer. So, although you may write something without thinking and remove it later – it may have already had a negative impact on another individual and a record of it may already exist so it is very important to give due consideration to your activities in these contexts. The SRC Student Advice centre is also happy to talk to anyone who has concerns in relation to this issue http://www.glasgowstudent.net/advice.

The School and the University are keen to ensure that a safe learning environment is provided to all students free from any intimidating or bullying behaviour subsequently action will be taken against students alleged to have breached this Code, further information on the Student Code of Conduct is available here: http://www.gla.ac.uk/services/senateoffice/studentcodes/students/studentconduct.

A suspected breach of the Code can be reported by any student or member of staff in the University and associated bodies, or a member of the public. For example, instances of alleged bullying can be reported by any individual who has witnessed and has evidence of this behaviour not just the alleged subject of this intimidating behaviour. Any evidence of such behaviours, such as the example of Social Media screenshots above, will be passed to the Senate Assessor for Conduct who will decide whether
it merits consideration under the Code of Student Conduct and, where appropriate, what actions need to be taken against students who are deemed to have breached this Code. We hope this information is useful to you in your use of social networks.

9.7. USE OF COURSE MATERIALS AND PERSONAL RECORDING OF LECTURES, SEMINARS AND TUTORIALS
In using course materials and Lecture recordings/media, students are agreeing to the following terms and conditions of use:

1. Course materials available on Moodle including Lecture slides; Lecture recordings; information to support the Lecture course; project materials; and data files; should only be accessed and downloaded by those students enrolled on the course.
2. Use of such materials should be in relation to the course and used solely by psychology students for the purposes of supporting their learning.
3. Copyright of content used in Lectures is protected.
4. Any use of course materials (including Lecture recordings) other than for a student's personal use in relation to their studies or any unauthorised distribution of course materials (e.g. on forums, social media or the internet) will be considered a serious breach of the Code of Student Conduct and will be subject to disciplinary action.
5. The use of recording devices, such as voice or visual recording, is permitted in this course only to:
   6. students who have been deemed so eligible by the University's Disability Service; and
   7. students given permission in advance by the staff member conducting the teaching session
8. These recordings are subject to the conditions laid out in the relevant document on Moodle. No recordings are allowed until you have read the terms and conditions in this document.

The Lecture recording policy can be found here: http://www.gla.ac.uk/media/media_359179_en.pdf.

9.8. PROBLEMS, GUIDANCE, ETC…
The School’s hope is that you will enjoy the course of study offered and pass the examinations set. We work hard to create an inclusive community and we very much hope you feel a sense of belonging and that you always have someone to speak to when needed. 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. As noted above, the lecturers are available for consultation at appointed hours, which can be found on the School of Psychology webpage, to discuss course content. In addition, there is the possibility of e-mail contact with your any of the lecturing staff. If the problem is more general (concerning the whole course), or is personal in nature, then please feel free to contact Dr Carolina Kuepper-Tetzel for advice and support.

9.8.1. ILLNESS, ABSENCE AND PERSONAL PROBLEMS
For any significant absence from the University, you must complete a MyCampus Absence Report. Supporting documentary evidence will be required and should be scanned electronically and linked to the MyCampus Absence Report. For detailed information about the Student Absence Policy and how to submit medical evidence via MyCampus please see: www.gla.ac.uk/media/media_129312_en.pdf.

9.9. 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.
Psychology does not require dissection of animals nor does it require animal experimentation as part of its undergraduate degree. Moreover, there are no invasive procedures used on human subjects. All apparatus used in experiments has been safety checked and approved. It is unlikely therefore that a student will encounter any problems. Nevertheless, any student who believes there is a health or safety threat should raise the issue with the course lead and have the matter noted appropriately.
10. QUALITY ASSURANCE AND ENHANCEMENT OF THE COURSE

10.1. STUDENT FEEDBACK OF THE COURSE
You 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.

10.2. 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 related back. Meetings with the course lead 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 lead 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).

11. BRITISH PSYCHOLOGICAL SOCIETY

11.1. GRADUATE BASIS FOR ChARTERSHIP
In order to eventually work as a Chartered Psychologist in the UK, the British Psychological Society requires students to complete a degree course which gives them Graduate Basis for Chartership with the society. Both psychology single and joint honours courses at the University of Glasgow confer this. The minimum pass Level for GBC eligibility is a Lower Second Honours degree.

Where a joint honours student performs at least at a Lower Second Level in Psychology but is brought down to a Third by their other honours subject, they may be considered as eligible for GBC.

The Practical component at honours (we call this the Dissertation) must be passed for GBC. Further information may be obtained by referring to the BPS website: www.bps.org.uk.

11.2. UNDERGRADUATE MEMBERSHIP OF THE BPS
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.

12. COMMUNICATIONS AND SUPPORT

12.1. COMMUNICATION VIA TEAMS
We will use Microsoft Teams as the discussion forum to answer student questions and share additional resources pertaining to lectures, labs, coursework, and exams. A Level 2 team channel has been created and students are required to join the team. We will post Important announcements via this channel as well. The Level 2 team channel is meant to be used as a discussion platform to engage students and as a way to send announcements to students. More info on how to access the team on Moodle.

12.2. COMMUNICATION VIA 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 log in to https://moodle2.gla.ac.uk/login/index.php via their GUID and password. The most relevant to you will be the Level 2 dedicated pages and general Psychology Information pages.

12.3. CONTACTING STAFF & EMAIL ETIQUETTE
You must use your University of Glasgow account when contacting staff by email. This will ensure that messages are not removed by the University IT anti-spam software. Emails originating from other internet service provider accounts may get through, but there is no guarantee. You should always
complete the subject field to indicate the content of the message. Emails directed to the Level 2 Course Lead or Level 2 teaching staff should always have “Level 2 Psychology” in the subject line followed by a meaningful keyword on the issue. Staff will usually respond within three working days. If you write an email that requires an immediate response, you may find that the staff member is away from their computer on that day or sees your email only later and cannot respond. Although we will do our best to address your email as quickly as possible, delays can occur. If you have not received a reply after three working days, feel free to send a reminder email. If you still have not received response, please contact the Course Lead.

A couple of words on email etiquette. Email etiquette is a crucial transferable skill that is important to acquire and that will help you in your professional work. Take time to compose your email carefully. Consider emails as the modern format of a formal letter. An email to staff comes with a proper salutation, honorific, and name of the staff you are addressing the email to (“Hi there” is not a proper way to start an email to staff, for example). Next, provide some info on who you are and provide background for your request. Then, state your request or question and sign the email with your name. If you are unsure on how to address a staff member and you contact them for the first time, go with the most formal way to address them (”Hi/Dear Dr/Prof XXX”). When they reply to your email, pay attention on how they sign their email. This tells you how they want to be addressed to. A cheat sheet on email etiquette for students can be found here. If you want more resources on email etiquette, please check out this blog post.

12.4. PASTORAL RESOURCES
There are a range of pastoral support and student guidance systems in place for students on the M.Sc. programme:

**Course Lead:** As mentioned in the introduction, Level 2 Course Lead is Dr Carolina Kuepper-Tetzel. She may be called upon to advise students as a group or individually on their performance, queries, concerns or complaints about the programme.

**Course Lecturers:** All Lecturers can be contacted by students during term time at their appointed office hours each week. These times are listed on the staff pages of the website [www.gla.ac.uk/schools/psychology/staff](http://www.gla.ac.uk/schools/psychology/staff), and some will operate an appointments system. Any problems with obtaining a consultation should be taken up with the Course Lead. Students are encouraged to approach lecturers with any concerns about issues relating to a particular course or to discuss progress. Lecturers can provide advice on assignments and feedback on work where appropriate.

**Effective Learning Adviser:** The College of Science & Engineering employs an Effective Learning Adviser whose role is to assist students, particularly mature students and non-graduates, to maximise their potential. The Effective Learning Adviser runs regular study skills workshops and students may self-refer or be referred by the Course Lead for one-to-one sessions. Contact Dr Jessica Bownes at [jessica.bownes@glasgow.ac.uk](mailto:jessica.bownes@glasgow.ac.uk). (See also: [http://www.gla.ac.uk/myglasgow/leads/students/](http://www.gla.ac.uk/myglasgow/leads/students/).) More information about these classes will be made available on Moodle.

**Student Disability Adviser:** The University’s Disability Service helps applicants with a disability to assess the range of facilities available and provides advice on sources of support. The University has experience of supporting students with a range of disabilities including sight, hearing, mobility difficulties and a number of unseen disabilities including dyslexia. Support includes special teaching materials and equipment (including computers), flexible assessment and examination procedures and financial support. For further information, contact Disability Service, 65 Southpark Avenue, on 0141 330 5497 ([disability@glasgow.ac.uk](mailto:disability@glasgow.ac.uk)). If you have received exam support (e.g. extra time) on a previous course or at another institution, please notify the School as we will contact Disability Service to ensure that your exam support is arranged in good time for any exam you may take during your M.Sc.. The Disability Coordinator for Psychology is Dr Maria Gardani ([maria.gardani@glasgow.ac.uk](mailto:maria.gardani@glasgow.ac.uk), tel: 0141 330 3610). Information for students with a disability and special needs at University of Glasgow can be found on the web at: [http://www.gla.ac.uk/services/disability/](http://www.gla.ac.uk/services/disability/)

**Mental Health Crisis:** Disability Service provide a website on Mental Health Crisis, this contains information for an emergency situation on campus, further details can be found on the website here: [https://www.gla.ac.uk/myglasgow/disability/mentalhealth/](https://www.gla.ac.uk/myglasgow/disability/mentalhealth/)

**Care at Psychology:** The School also offers support for students who feel they cannot cope/are overwhelmed/are alone. This service provides a place to talk in confidence; advice on sources of help available; advice on how to deal with the Good Cause procedures; and help communicating with course tutors, other Schools and units. Please contact [care@psy.gla.ac.uk](mailto:care@psy.gla.ac.uk).
12.5. 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.

12.6. STUDENT REPRESENTATIVE COUNCIL (SRC) - HOW THE SRC CAN HELP

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 employs 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 Monday – Friday 11:30 am – 4 pm. You can also contact this service via advice@src.gla.ac.uk.

Vice-President (Education): The VP Education 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-education@src.gla.ac.uk or by dropping in to the SRC offices in the McIntyre Building on University Avenue. This and all other information about the SRC is available from www.glasgowstudent.net.

13. OTHER INFORMATION

13.1. 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 Campus Card is also your Library card and you need it to get into the building. It’s open from 7:15 am to 2 am, seven days a week for 361 days of the year. Information can be found on the web page for new students: https://www.gla.ac.uk/myglasgow/library/help/
Guided Tours are available; check the Library’s Facebook (www.facebook.com/uofglibrary) or webpage (www.gla.ac.uk/services/library) 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.

The Library has two collections with multiple copies of Psychology 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.
- The **One Week Psychology collection** is on Level 8, books from here must be taken to Level 2 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, this also searches a collection of 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 Roma Thompson, the College Librarian.

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

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

Throughout the academic year Ms Roma Thompson, 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: https://www.gla.ac.uk/myglasgow/library/help/subjects/psychology/.

We have reciprocal arrangements for you that allow you to use the library resources of Strathclyde and Glasgow Caledonian Universities as well as others based around the UK. To see a full list of these go to http://www.sconul.ac.uk/sconul-access and select the options that apply to you, for example, full-time undergraduate at the University of Glasgow.

Students experiencing any problems in using the Library or finding material can contact Ms Roma Thompson. She has an office on Level 8 of the Library and can be contacted by e-mail on roma.thompson@glasgow.ac.uk or by telephone on extension 6711.

13.2. APPEALS PROCEDURE
The University has a standard appeals procedure that is set out in detail on the Senate Office web page: https://www.gla.ac.uk/myglasgow/senateoffice/policies/uniregs/regulations2019-20/feesandgeneral/assessmentandacademicappeals/reg28/. 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 10 working days of the posting of the mark. Students might find it useful to approach the Director of Teaching or the Course Lead for informal advice.