Level 1A/1B PSYCHOLOGY
[PSYCH1001/PSYCH1002]

Course Handbook
2021 – 2022
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1. INTRODUCTION

1.1. WELCOME TO PSYCHOLOGY LEVEL 1

I want to welcome you to the study of Psychology at the University of Glasgow. Our team know you have made the right choice in studying here and I hope that you benefit from the course both intellectually and in terms of personal development. The following document tells you what our expectations are of you as a student and states the obligations that the School has towards you. The course is designed to develop not only your knowledge and understanding of psychological theory and research but also your psychological literacy skills. Psychological literacy refers to the idea that having a strong understanding of human behaviour helps us to understand ourselves and others better. This knowledge is not just academic but can be applied to real world settings to make us more effective members of communities and workplaces. This course will introduce you to the basic concepts of modern Psychology and will reflect the range of interests held by modern researchers. As part of this you will begin to develop knowledge and skills that are transferable outwith Psychology, these include understanding research methods and how we can learn new things; literacy skills in how to summarise information and construct coherent arguments; critical thinking skills and evaluation; numeracy skills in how to compute statistics and present and interpret numerical information in coherent ways. These skills are essential not just to those students wishing to pursue a career in Psychology but can complement other subjects as well as other areas of our lives. This course is accessible to anyone with a good secondary education. There are no intellectual pre-requisites as such although some knowledge of biology and of statistics can be helpful. The document deals with all the things you need to know in order to carry out your role as a student. It deals with the aims and objectives of the course, your obligations in terms of Lectures, Labs, Supported and Independent learning, Health and Safety Policy, and what to do if you have problems. Many of the things you need to remember as you proceed with the course are spelt out in this document, so it is very important to keep a copy for reference. Our course administrator is Lucy Aldebert. I will be contactable with more specific issues.

We look forward to working with you over the coming academic year!

Dr Emily Nordmann, Level 1 Course Lead

1.2. MAIN CONTACTS

Emily Nordmann       Lucy Aldebert
Course Lead       Pre-Honours Course Administrator
emily.nordmann@glasgow.ac.uk       Lucy.Aldebert@glasgow.ac.uk

Please note: This document was last updated on 20/10/2021 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 1 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 and emails and Teams messages 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. **ENTRY INTO THE COURSE AND PRE-REQUISITES**

Entry to the course is through admission to the University for an Undergraduate Degree. There are no qualifying courses. Entry to the course is guaranteed to new University entrants up to a class limit of 700, with priority given to students who have put the UCAS Psychology code on their UCAS form as part of their application to Glasgow University.

1.5. **WHAT THE COURSE QUALIFIES YOU FOR**

Psychology Level 1A/1B is the first year of a four-year Honours degree in Arts, Science and Social Science, which leads to the Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (BPS). Attaining GBC status is essential for those who wish to pursue a career in Psychology.

The course consists of two modules:
- Psychology 1A [PSYCH1001]: Biological and Cognitive
- Psychology 1B [PSYCH1002]: Social, Developmental and Mental Health & Wellbeing

Students normally complete both modules 1A and 1B. However, it is possible to leave after successful completion of module 1A with twenty credits and whatever grade award has been achieved. Many students will intend to progress from Psychology 1A/1B to Psychology 2A/2B and thus to a single or joint honours degree in Psychology. Others will be happy to complete Psychology 1A or Psychology 1A/1B as part of another degree structure. If you intend to advance to one of the honours programmes you should be aware of the progress rules which are laid out in section 15.

1.6. **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: [https://www.gla.ac.uk/myglasgow/registry/tier4/responsibilities/](https://www.gla.ac.uk/myglasgow/registry/tier4/responsibilities/)

1.7. **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/](https://www.gla.ac.uk/dpfoioffice/guidanceforstudents/). For details of the University’s Student Privacy Notice please see: [University of Glasgow - MyGlasgow - Data Protection & Freedom of Information Office - GDPR - Privacy notices and templates](https://www.gla.ac.uk/myglasgow/dpfoioffice/guidanceforstudents/)
2. OVERVIEW OF THE PSYCHOLOGY LEVEL 1 COURSE

Psychology 1A/1B provides an introduction and overview of the main areas and concepts of Psychology. Lectures will introduce students to the key theories and relevant experiments. Coursework will give students the opportunity to research independently and evaluate relevant material beyond the lectures, and develop skills in communicating scientific material. Practical Lab classes will introduce students to key experiments in the field, develop research skills, develop communication and critical thinking skills as well as students’ oral presentation skills. Web-based resources will allow flexible access to support materials.

<table>
<thead>
<tr>
<th>Aims</th>
<th>Intended learning outcomes (ILOs)</th>
<th>Teaching &amp; learning</th>
<th>Assessment</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>Students’ achievement of the ILOs will be supported by:</td>
<td>Students’ achievement of the ILOs will be assessed by:</td>
</tr>
<tr>
<td>To broaden and deepen students’ knowledge and comprehension of the main areas and concepts of Psychology</td>
<td>Describe psychological theories and research findings</td>
<td>Lectures, practical labs, course texts, web resources</td>
<td>Exam essays, essays, Lab portfolio</td>
</tr>
<tr>
<td>To develop students’ research skills</td>
<td>Evaluate psychological theories and research findings</td>
<td>Lectures, practical labs, course texts, web resources</td>
<td>Exam essays, essays, Lab portfolio</td>
</tr>
<tr>
<td>To develop students’ practical research skills</td>
<td>Find and discuss relevant research literature</td>
<td>Practical labs, web resources</td>
<td>Exam essays, essays, Lab portfolio</td>
</tr>
<tr>
<td>Design experiments and evaluate experimental design</td>
<td>Lectures, practical labs, course texts</td>
<td>Exam essays, Lab portfolio</td>
<td></td>
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<tr>
<td>Analyse, interpret, present, and discuss data</td>
<td>Lectures, practical labs, course texts</td>
<td>Exam essays, Lab portfolio</td>
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<tr>
<td>Discuss theories and research findings</td>
<td>Practical labs, web resources</td>
<td>Exam essays, essays, Lab portfolio, Group presentation</td>
<td></td>
</tr>
<tr>
<td>To enhance students’ academic communication skills, both written and oral</td>
<td>Write academic literature</td>
<td>Practical labs, web resources</td>
<td>Essays, Lab portfolio</td>
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3. PSYCHOLOGY 1A – BIOLOGICAL AND COGNITIVE

3.1. AIMS
To introduce students to core material in the area of biological and cognitive psychology broadly defined, including an introduction to research methods in Psychology. This includes learning programming in R and a practical introduction to data wrangling, working with real and messy data to ensure in a suitable format for analysis, and visualisation. The course also teaches practical skills focussing on research methods, basic data management skills and professional standards in the communication of research based critical evaluation. Communication skills are also encouraged by means of regular practical classes and group discussions/presentations. Groupwork is a core part of the course and students will work in small teams during practical labs.

Although the lectures, together with Psychology 1B, form part of a programme which leads to an Honours degree with the Graduate Basis for Chartership with the BPS, the course is also intended for students who wish to exit after Psychology 1A. It therefore can serve as an introduction to the field for students taking the course as part of the general degree or as an outside subject in another honours programme.

3.2. INTENDED LEARNING OUTCOMES
- By the end of this course students will be able to:
- Describe, explain, and evaluate a broad range of theories and research findings in Psychology which will introduce students to Research Methods; Biological Psychology; Perception and Visual Cognition; Human Memory; and, Language.
- Discuss and evaluate the methodological bases for psychological research.
- Explain the nature of current and historical issues in Psychology as a field.
- Practice and understand data wrangling and visualisation with real, large data in a practical context using the programming language R.
- Report empirical work adopting professional standards.
- Discuss and critically evaluate psychological ideas in a written format.
- Express and explain psychological ideas orally in front of an audience.
- Summarise and critically evaluate psychological theories and research findings in an examination.
- Operate within a team to complete in-class exercises addressing psychological issues using theoretical knowledge and practical research skills relevant in psychological research.

4. PSYCHOLOGY 1B - SOCIAL, DEVELOPMENTAL, HEALTH & WELLBEING

4.1. AIMS
The aim is to introduce students to core material in the area of social, developmental psychology, mental health and wellbeing, inclusive of individual differences, and research methods broadly defined. Practical labs will include the continuation of data wrangling, visualisation, as well as the introduction of probability and data analysis using the programming language R. The course also continues to develop skills of professional standards in the communication of research critical evaluation and self-reflection on skill development. Communication skills are also encouraged by means of regular practical classes and group discussions/presentations. Groupwork is a core part of the course and students will work in small teams during practical labs.

Although the lectures form part of a programme which eventually leads to an Honours degree with the Graduate Basis of registration for the BPS, together with Psychology 1A, it would also serve as an introduction to the field for students taking the course as part of the general degree or as an outside subject in another honours programme.

4.2. INTENDED LEARNING OUTCOMES
By the end of this course students will be able to:
- Describe, explain, and evaluate a broad range of theories and research findings in Psychology which will introduce students to Social Psychology; Human Development; Mental Health and Wellbeing (inclusive of Individual Differences); and Research Methods.
- Discuss and evaluate the methodological bases for psychological research.
- Explain the nature of current debates in Psychology.
- Practice and understand data wrangling, visualisation and probability using the programming language R.
• Report research based critical evaluation adopting professional standards.
• Conduct and write-up a group research project proposal and orally disseminate the descriptive results.
• Summarise and critically evaluate psychological theories and research findings in an examination.
• Operate within a team to complete in-class exercises addressing psychological issues using theoretical knowledge and practical research skills relevant in psychological research.
• Engage in groupwork on a semester-long project involving topic exploration, research question conceptualisation, methods description, and data wrangling/analysis.

5. INTRODUCTION TO BIOLOGICAL AND COGNITIVE PSYCHOLOGY

5.1. AIMS
The aim of this course is to introduce students to core material in the areas of biological and cognitive psychology. Appropriate research methods and key theories will be covered throughout.

The course is intended for students who are visiting from overseas universities. It can serve as an introduction to the field for students taking the course as part of their psychology degree at their home university, or as an outside subject in another degree programme.

5.2. INTENDED LEARNING OUTCOMES
Students at the end of this course will be equipped with skills and knowledge to:
• Describe, explain, and evaluate a broad range of theories and research findings in Psychology which will introduce students to Biological Psychology; Perception and Visual Cognition; Human Memory; and, Language.
• Discuss and evaluate the methodological bases for psychological research.
• Summarise and critically evaluate psychological theories and research findings in an examination.

6. TEACHING DELIVERY IN FACE OF CURRENT COVID-19 GOVERNMENT GUIDANCE
In Scotland, we have currently moved beyond level 0 which means that several restrictions have been lifted and we are hopeful of seeing continuing return to life as it was pre-pandemic. However, the Scottish Government continues to be cautious and therefore the University are still taking steps to ensure everyone’s safety while continuing to provide learning and UofG community opportunities for you while keeping health, safety and wellbeing as the highest priority.

Some of the ways we are doing this are outlined here. Of course, any questions you may have can be addressed to your programme lead and we understand that both staff and students may have concerns about health/safety and travel restrictions. We will work as a community to ensure learning is open and accessible to all. Please do let your programme lead know if you have any questions or concerns.

There continues to be a blended approach to learning and teaching in some contexts. Where classes are less than 50 people, so this will include labs, group work, dissertation supervision for example, these will be held on campus. Classes such as lectures where more than 50 students are enrolled, will continue to be held online using the format we have become familiar with over the past year. Whether the class or activity is on-campus or online will be indicated on your timetable. Those classes that are held on-campus will be in rooms that have increased ventilation, have enhanced cleaning procedures in place as well as hand sanitiser available. 1m social distancing will also be in place in on-campus classes.

Face masks will be mandatory when moving around indoors on campus but of course exemptions apply. In our classes which are held on campus, both staff and students are asked to wear face coverings at all times. We have tested teaching delivery whilst wearing a mask and a microphone, where available, which works very well so pleased be reassured that we have spent time ensuring that the adaptations we are making are effective.

Learning is a big part of your experience as part of the School of Psychology and Neuroscience community but also connecting with staff, other students in your year as well as those you can support you with your experience and be supported by those ahead of you in their time with us. During the pandemic, we have worked to ensure online delivery offers the best learning experience for our students whilst also ensuring our School's community can still connect whether online or on-campus. We will continue to do this with the plan, in the hope that it continues, that we can meet in small
groups on campus but when that is not possible we will make suitable adaptations to ensure accessibility to all aspects of our provision for everyone. This will be taken into account as part of our teaching but also something to think about when working with other students, such as small group work and study groups.

We understand that we continue to live in times where the landscape is changing regularly and we all hope that we can all be back on campus all of the time very soon. However, the University continues to be guided by the Scottish Government and holds our health, safety and wellbeing at the centre of their plans for the coming academic year. Communication and connection have never been so important as they have been over the past year so we ask that we make a commitment to each other and keep lines of communication open. We make the commitment to you to share information as soon as we have it on the developments related to restrictions and our provision and we ask that you commit to coming through our office doors, virtually or on-campus, so we can work together on making this year a great time to be part of UofG Psychology and Neuroscience.

6.1. PLAN FOR LECTURE DELIVERY IN SEMESTER 1 AND 2

Lectures are timetabled for 9am and 1pm on Monday to Wednesday inclusive. Students will be enrolled in either the 9am or 1pm slot. The 9am lectures are asynchronous Online Anytime classes where students can engage with pre-recorded lectures at a time of their choosing. The 1pm lectures will take place on Zoom as a “watch party”, where the lecturer will stream the 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 1A Moodle page and the watch parties will also be recorded.

6.2. PLAN FOR PRACTICAL LAB DELIVERY IN SEMESTER 1

Students will be required to complete a series of labs across the semester. Labs combine two delivery formats: (1) One-hour weekly labs (starting in week 2) held on-campus (2) one-hour weekly labs (starting in week 2) held on Zoom for students who are unable to travel to Glasgow in time for the beginning of the semester due to travel restrictions. The labs will help support and develop academic writing and data skills that are linked to the main assessments of the course. Students are encouraged to ask questions and work in groups. More detail on the labs is provided on the Level 1 Moodle page.

6.3. PLAN FOR PRACTICAL LAB DELIVERY IN SEMESTER 2

Students will be required to complete a series of labs across the semester. The labs are one-hour sessions every week. 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 1 Moodle page.
7. LECTURE INFORMATION

7.1. TIMETABLE

This timetable shows the provisional schedule for 2021/2022. Please note that changes to the timetable and to Examination dates are always possible.

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Week beginning</th>
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<td>13 Sep</td>
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<td>20 Sep</td>
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<td>25 Oct</td>
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7.2. LECTURE TIMES AND LOCATION

Lectures take place at 1pm. Monday to Wednesday inclusive. The Zoom links for lectures will be available on Moodle.

7.3. COURSE TEXT

From 2021-2022 we will be using two open-access textbooks for level 1 psychology. You can access these both free of charge online, but there are also print copies available for purchase if you would really like a hard copy (although we'd encourage you to wait and see how much you use either book before spending any money!).

- Textbook 1: OpenStax Psychology (2nd Edition)
- Textbook 2: Discover Psychology 2.0 - A Brief Introductory Text | Noba
8. RESEARCH SKILLS AND PRACTICAL LABORATORIES

The School of Psychology and Neuroscience aims to provide our students with a rigorous training in psychological research methods. This training begins at level 1 and your research skills are developed throughout your studies. This element of the course will teach you the importance of research methods and data management in Psychology. This is achieved by:

- A series of Lectures on experimental design and statistics aimed to develop your theoretical understanding of research issues.
- You will complete practical Lab classes in each module, taught in small groups, which are designed to introduce you to different experimental designs, data, research methods, skills in the professional presentation of research findings and communication of results. These classes place a heavy emphasis on skills acquisition (e.g. how to visualise data) and critical appreciation of research issues (developed through peer interaction, supported learning and independent learning).
- You will participate in ongoing school research, an essential part of your research methods training. This allows you to observe real research in practice as well as being able to fully appreciate the participant’s experience in the research process. You will discuss your experience in small-group activities.

Please contact the course tutor, Dr Nordmann in case of any difficulties. Students with disabilities, such as visual impairment, will be treated as exceptional cases and should contact the disability service about this as soon as possible. Suitable arrangements will be made for all students to take part in the research environment of the school.

The practical Lab course is assessed in a number of ways:

- Formative feedback is provided by Lecturers and GTAs who will support you throughout the class activities
- Each practical is assessed via relevant tasks which you will complete either in class or as homework which will form your Lab portfolio.
- Each week will be structured around two main themes: academic writing and data skills. These themes will enable you to identify the requirements of the task, the skill it is designed to develop and the nature of the feedback you will receive.
- Students will also complete a group project in each Semester. This will be assessed and contributes to your final grade.

Assessment criteria can be found on Moodle. Lab dates are listed in your MyCampus timetable. We have also prepared a number of resources supporting Psychological Literacy which are available on our Moodle pages.
9. COURSE WORK

9.1. 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) the Laboratory Portfolio and (iii) the class essay/report. The weightings of these 3 grades in making up the single course grade are shown in the following figure.

**PSYCH 1A COURSEGRADE**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree exam</td>
<td>50%</td>
</tr>
<tr>
<td>Lab Portfolio</td>
<td>25%</td>
</tr>
<tr>
<td>Essay</td>
<td>25%</td>
</tr>
</tbody>
</table>

**PSYCH 1B COURSEGRADE**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree exam</td>
<td>50%</td>
</tr>
<tr>
<td>Lab Portfolio</td>
<td>30%</td>
</tr>
<tr>
<td>Essay Report</td>
<td>20%</td>
</tr>
</tbody>
</table>

Please do not underestimate the importance of the components that appear to make only a minimal contribution to the Course Grade. Please note: We have an extensive moderation procedure in coursework and exams to ensure consistency across Markers and assignments. We take these procedures extremely seriously so that we can ensure that marking is fair, reliable, and valid. All Markers have a sample of their work moderated (i.e. second marked) by another member of staff to ensure that marking standards conform across the teaching team. In addition, a sample of all coursework and exam papers is given to our External Examiner who evaluates the marking standards and consistency on the programme.

9.2. COURSEWORK REQUIREMENTS

To be recognised as someone who has duly performed the work of the course and is, therefore, eligible to sit the Degree Examination you need to satisfy the following requirements for each of Modules 1A and 1B:

1. Submit the Lab portfolio assessments and meet all deadlines for submission.
2. Complete all labs.
3. Submit one essay/report per semester, meeting deadline for submission.
4. Complete one group presentation per semester.
All students must complete an essay/report in each module and the practical class based portfolio assessments. If you think illness or other serious circumstances will prevent you completing any aspect of the course then you should immediately contact your adviser of studies and the Course Lead. You will then be advised on what course of action you should take.

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 they have 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. in 1B the report- 20%, and a Lab portfolio assessment– 5% each), 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 Lead. Please note that some practical Lab assessments may not be possible to reassess. In exceptional circumstances, the Course Lead 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.

9.3. HOW YOUR WORK WILL BE ASSESSED

The exam rationale is to test students’ basic knowledge and understanding of psychological concepts. The ability to demonstrate this is also assessed through essay/report writing and Lab portfolio assessments. Ability to express concepts verbally will be tested by the student’s performance in practical Lab classes and in the group projects. Practical research skills are taught via practical Lab class based activities and supported by a series of lectures. Research skills are developed via labs and assessed via the Lab portfolio assessments.

9.4. ESSAY/REPORT

You are required to complete one Essay in 1A and one report in 1B, as part of coursework requirements. The essay title and report topic will be published at the start of each semester. Both the essay and the report should be a maximum of 1,500 words long and completed essays and reports should be uploaded via the correct link on the Psychology Moodle pages which will record the date and time of submission. Essays and reports for marking should not be submitted by any other method, however, they must also be submitted through our plagiarism software; further details about this will be on the Moodle website.

Guidance will be given on essay writing in practical classes and on Moodle where you can find detailed assessment and feedback information sheets.

9.5. LABS AND PORTFOLIO ACTIVITIES

You are required to complete all labs and the associated assessments. Guidance on these assessments will be provided in labs, and support materials placed on the level 1 Psychology Moodle site where assessment criteria will also be posted.

9.6. WORD LIMIT

For up to date information regarding word limit please consult the relevant assessment information sheet(s) on Moodle.

9.7. COURSEWORK SUBMISSION

Your coursework will be marked electronically 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.
**9.8. 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.’

**9.9. TITLE PAGE FOR SUBMISSION OF COURSEWORK**

Essays and 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, date, essay or 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.

**9.10. 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.

**9.10.1. 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 activities for submitting coursework for electronic marking and similarity checking. The similarity reports that the software produces is 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 and Neuroscience 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 the 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.

9.11. GROUP PROJECTS
As part of the Practical Labs, students will complete a group project in each semester. This is a short talk, blog post, or poster given by the group which is researched and delivered in your Practical Lab class. Staff will provide additional information on this alongside guidance provided on Moodle, where assessment criteria will also be posted.

9.12. DEADLINES
In times of illness or other adverse circumstances, Good Cause is the University's process for making appropriate allowance for assessments or exams, such as waiving a late penalty for submission of coursework. Good Cause claims are submitted via MyCampus. Your course lead is permitted by the University to consider and grant extensions of up to 5 working days. The School of Psychology and Neuroscience use the MyCampus good cause system to keep tight records of all extension requests and to ensure no penalties are applied in error. Having all good cause claims in one central space rather than email and other means of communication enables us to see all extension requests clearly, react promptly and ensure confidentiality. Please submit any extension requests through the MyCampus good cause system selecting ‘Request extension to coursework submission date’. This is where your course lead will respond and confirm a revised submission date if accepted. If you feel an extension is necessary, it can help to also have a check in with your course lead to help you plan completion of the assessment so please do feel free to drop into their office hours.

9.13. 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.

9.14. LATE COURSE WORK 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 Regulations covers incomplete assessment and Good Cause. Click here for the University Regulations.

Below is a summary of the key points. If you are unclear about anything please contact your Class Lead – Dr Emily Nordmann (Emily.nordmann@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 Year Lead, Dr Emily Nordmann, 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 five 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 five working days (i.e. usually one week) 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.

### 10. DEGREE EXAMINATIONS

At the end of each module, 1A and 1B, there is a degree examination. This examination contributes 50% towards your overall assessment for the module. In the degree examination for Psychology 1A and Psychology 1B, you will be set 80 multiple choice questions (MCQ) component and a choice of essay questions, and you will be required to complete one of them. The essay contributes 75% of the overall exam grade and the MCQ component contributes 25%. The degree exam will examine the curriculum for the Semester in which the module took place, i.e. module 1A: Semester 1 and module 1B: Semester 2. Essay-type questions and multiple choice questions will be targeted on the main learning objectives as indicated in this Course Documentation and any subsequent amendments. For information regarding failure to attend the exam, please refer to the University’s absence policy for further details [Academic Policies and Procedures (gla.ac.uk)](https://www.gla.ac.uk)

#### 10.1. OPEN BOOK EXAMINATION

The exam will be a 24-hour open-book exam, 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 two-hours completing the exam, although this will not be monitored. You will submit the essay portion of your exam on Moodle via Turnitin to allow for similarity checking and you will complete the MCQ portion of the exam on Moodle via a Moodle quiz where you will be required to sign a declaration that you have completed the exam independently. 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.

#### 10.2. TIMING

Degree examinations are normally held in December for Module 1A and May for Module 1B. Resits are normally held in August. All degree examination times are announced by Registry.
10.3. EXAMS ONLY CANDIDATES
Students who are sitting the degree exam as exam only candidates (i.e. students from a previous year with permission) should note that the degree exam is based on the syllabus for the current Semester, 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 exam. The course information can also be found on the school’s website at: https://www.gla.ac.uk/schools/psychology/teaching/currentstudentscourseinformation/

10.4. 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. Note, only essay questions will be published as past papers, not multiple choice questions.

10.5. 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.

10.6. 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 2021-22, the level 1A and 1B external examiner is Dr Robert Nash, University of Aston.

11. FEEDBACK
Feedback is an ongoing, important part of learning. Practical classes are all part of feedback, as are more informal discussions with your Lab Tutor and peer group. Remember, however, that feedback is only of use if it is read, digested and acted on - feedback should actually serve as feedforward, i.e. any feedback you receive should inform future work. Therefore, please be sure to read all coursework and exam feedback and reflect upon this to improve your future work. In Level 1, 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.

11.1. TYPES OF FEEDBACK
Over the year we will provide you with regular feedback but it might not always be obvious that what we are providing is actually feedback. To help identify all the sources of feedback available to you we have summarised this below. 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 5.6. 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.

- **Essays and Reports** – Feedback for essays and 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 work.
  - **Report structure** – students will be given guidance throughout the year on how to structure an essay and 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 regards 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** – you should view all interactions with staff members as 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 Moodle discussion forums. 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** – feedback will be provided by giving students a breakdown of grades (for each essay) and markers will provide written generic feedback based on student performance that will highlight key issues to consider. This feedback will be posted on Moodle after course grades have been posted on MyCampus.

### 12. ASSESSMENT AND FEEDBACK CALENDAR

<table>
<thead>
<tr>
<th>LEVEL 1A</th>
<th>Weighting</th>
<th>HAND IN</th>
<th>FEEDBACK AVAILABLE IF SUBMITTED ON TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Skills homework 1</td>
<td>0%</td>
<td>Friday 22nd October</td>
<td>Monday 1st November</td>
</tr>
<tr>
<td>Coursework Essay</td>
<td>25%</td>
<td>Friday 12th November</td>
<td>Monday 6th December</td>
</tr>
<tr>
<td>Data Skills homework 2</td>
<td>5%</td>
<td>Friday 5th November</td>
<td>Immediate after deadline</td>
</tr>
<tr>
<td>Group project</td>
<td>5%</td>
<td>Final lab class w/c 22nd November</td>
<td>15 working days after presentation</td>
</tr>
<tr>
<td>Data Skills homework 3</td>
<td>5%</td>
<td>Friday 26th November</td>
<td>Friday 10th December</td>
</tr>
<tr>
<td>MCQs</td>
<td>3%</td>
<td>Friday 3rd December</td>
<td>Immediate after deadline</td>
</tr>
<tr>
<td>Peerwise</td>
<td>3%</td>
<td>Friday 3rd December</td>
<td>n/a</td>
</tr>
<tr>
<td>Research Participation</td>
<td>4%</td>
<td>Friday 3rd December</td>
<td>n/a</td>
</tr>
<tr>
<td>End of semester exam</td>
<td>50%</td>
<td>December exam diet</td>
<td>After January exam board</td>
</tr>
</tbody>
</table>

**N.B.** Feedback is ongoing, important part of learning. Tutorials are all part of feedback, as are more informal discussions with your tutor and peer group. Remember, however, that feedback is only of use if it is read, digested and acted on.

<table>
<thead>
<tr>
<th>LEVEL 1B</th>
<th>Weighting</th>
<th>HAND IN</th>
<th>FEEDBACK AVAILABLE IF SUBMITTED ON TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Skills homework 1</td>
<td>5%</td>
<td>Friday 28th January</td>
<td>Immediately after deadline passes</td>
</tr>
<tr>
<td>Report</td>
<td>20%</td>
<td>Friday 4th March</td>
<td>Monday 28th March</td>
</tr>
<tr>
<td>Data Skills homework 2</td>
<td>5%</td>
<td>Friday 11th February</td>
<td>By Friday 25th February</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>5%</td>
<td>Final lab class, w/c 14th March</td>
<td>15 working days after presentation</td>
</tr>
<tr>
<td>Data Skills homework 3</td>
<td>5%</td>
<td>Friday 11th March</td>
<td>By Friday 25th March</td>
</tr>
<tr>
<td>MCQs</td>
<td>3%</td>
<td>Friday 25th March</td>
<td>Immediate after deadline</td>
</tr>
<tr>
<td>Peerwise</td>
<td>3%</td>
<td>Friday 25th March</td>
<td>n/a</td>
</tr>
<tr>
<td>Research Participation</td>
<td>4%</td>
<td>Friday 25th February</td>
<td>n/a</td>
</tr>
<tr>
<td>End of semester exam</td>
<td>50%</td>
<td>April/May exam diet</td>
<td>After June exam board</td>
</tr>
</tbody>
</table>

**N.B.** Feedback is an ongoing, important part of learning. Tutorials are all part of feedback, as are more informal discussions with your tutor and peer group. Remember, however, that feedback is only of use if it is read, digested and acted on

Thank you for taking the time to read this document. We do not expect you to remember all the information contained within this handbook, but it will benefit you to know where to refer to for more information. Now that you have read through all our policies and procedures, we would like to finish on a more light-hearted tone. Your challenge is to find the best psychology-related meme you can and send it to Emily Nordmann via your student email account to at Emily.Nordmann@glasgow.ac.uk with the subject line “What do you meme?” by Friday 24th September at 5pm. Our favourite (as judged by the GTAs) will win a prize.
13. SUMMARY OF THE UNIVERSITY ASSESSMENT POLICY

13.1. GRADING SCALE

A common grading scale is used for assessing each piece of work in Psychology 1A/1B whether, for example, the work is a literature review essay, Lab portfolio assessments, an essay answer in an examination, or a presentation. The grading scale we use is common throughout the university.

<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>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Weak</td>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td>E2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Poor</td>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td>F2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Very Poor</td>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td>G2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
<td>0</td>
<td>No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary</td>
</tr>
<tr>
<td>CR</td>
<td>CREDIT REFUSED</td>
<td></td>
<td></td>
<td>Failure to comply, in the absence of good cause, with the published requirements of the course or programme, and/or a serious breach of regulations.</td>
</tr>
</tbody>
</table>

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

13.2. 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 they have 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%, 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.

14. ADDITIONAL RELEVANT UNIVERSITY RULES

14.1. CREDIT AND CREDIT TRANSFERS
Please refer to the relevant sections of the University Calendar.

14.2. 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 Lead will advise on whether the student can complete outstanding coursework. In some situations, such as practical labs, reassessment may not be possible, and if appropriate, the Course Lead may arrange an alternative assessment opportunity. Please refer to the relevant sections of the University Calendar.

https://www.gla.ac.uk/myglasgow/senateoffice/policies/assessment/codeofassessment/guide/

14.3. 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).

14.4. COMPLAINTS PROCEDURE
The University and School are committed to providing an excellent educational experience for our students. The University has a duty to maintain and enhance the quality of its provision and to provide an effective system for handling complaints. The University has a Complaints Procedure which allows complainants to raise matters of concern without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected. Complaints are managed by the complaints resolution office, more details can be found here: https://www.gla.ac.uk/connect/complaints/

14.5. 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 and 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.
14.6. 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:
University of Glasgow - MyGlasgow - Senate Office - Appeals, Conduct and Complaints - Student Conduct (students)
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.

14.7. 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 terms and conditions of use in the University Lecture Recording policy. The policy can be be found here:
https://www.gla.ac.uk/myglasgow/senateoffice/policies/studentsupport/lecturerecordingpolicy/#1.purposeofthepolicy

14.8. 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 and Neuroscience 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 Emily Nordmann for advice and support.

14.8.1. 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: Academic Policies and Procedures (gla.ac.uk)
14.9. 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.

15. QUALITY ASSURANCE AND ENHANCEMENT OF THE COURSE

15.1. 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.

15.2. 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).

16. BRITISH PSYCHOLOGICAL SOCIETY

16.1. 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.

16.2. 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.
17. **COMMUNICATIONS AND SUPPORT**

17.1. **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 1 team channel has been created and students are required to join the team. All Level 1 communication will come via Teams and so you must download and check it regularly. More info on how to access the team on Moodle and in the Course Overview.

17.2. **CONTACTING STAFF & EMAIL ETIQUETTE**

For Level 1 psychology, we prefer that you contact us using the chat function on Teams. If you need to use email, 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 1 Year Coordinator or Level 1 teaching staff should always have “Level 1 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/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.

17.3. **PASTORAL RESOURCES**

There are a range of pastoral support and student guidance systems in place for students on programme:

- **Course Lead** As mentioned in the introduction, Level 1 Course Lead is Dr Emily Nordmann. She may be called upon to advise students as a group or individually on their performance, concerns or complaints about the programme. She will deal with queries from students and staff.

- **Course Lecturers** All Lecturers teaching the Level 1 Course have arranged to set aside at least one hour a week when they can be approached by Level 1 students who have enquiries about the course – these are referred to as Office Hours, Consultation Hours or Student Hours. 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 immediately 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 appropriate feedback on work. As well as being posted online, consultation hours of teaching staff are also regularly posted on their office doors and on the screen in the entrance to the School. Staff also regularly support students through Moodle forums.

- **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. (See also: [http://www.gla.ac.uk/myglasgow/leads/students/](http://www.gla.ac.uk/myglasgow/leads/students/))

- **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). 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 degree. The Disability Coordinator for Psychology is Dr Jamie Murray (Jamie.murray@glasgow.ac.uk) 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/

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/

17.4. 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 at higher levels mentor you on topics such as essay and report writing, experimental design and statistics, and study skills. PAL is intended to enhance understanding of your core objectives, and complement Lecture and Lab content. Further information will be circulated to you via email at the start of the Semester.

17.5. 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. They also represent 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.

18. OTHER INFORMATION

18.1. 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 and Neuroscience. 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 two if you want to borrow them.

Our Quicksearch system (available from the home page) helps you to find books by author, title and/or keywords, 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 Roma, working with academic staff, provides support via e-mail, face-to-face appointments and through providing help online. The Psychology Subject page, containing the link to the online course, can be found on the Library website at: 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 Roma. 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.

18.2. 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.
19. PROGRESSION FROM PSYCHOLOGY 1
The progression information below may change, especially for progression into later years. Any changes will be updated on MyCampus. More detailed course information is available from course handbooks which can be found on the School of Psychology and Neuroscience website, https://www.gla.ac.uk/schools/psychology/teaching/currentstudentscourseinformation/

19.1. PSYCHOLOGY 2A AND PSYCHOLOGY 2B (2ND YEAR)
For guaranteed entry to Psychology 2A a student will have passed Psychology 1A/1B at an average of grade B3 or better. Any remaining places will be allocated via a waiting list. Class sizes in Level 2 are limited to 300 students. Students who aim to progress to Honours Level will be given priority with remaining places offered to students wishing to extend their knowledge of Psychological research.

19.2. DEFERMENT OF ENTRY TO PSYCHOLOGY 2A/2B
Students who are unable to take up a place they have been offered in Psychology 2A/2B but who wish to defer taking up the place for 12 months can only do so after discussion with the Course Lead and with written permission. Permission for deferment must be sought and agreed by the beginning of the academic term in which the place would have normally been taken up. If permission is not sought, the School cannot guarantee to make the place available in subsequent years.

19.3. PROGRESSION TO LEVEL 3
Entry into Psychology Level 3 is guaranteed to Level 2 applicants who satisfy both of the following two conditions:

1. you must have gained at your first attempt a Level 2 Pass at Grade B2. (Averaged over modules 2A and 2B).
2. you must have fulfilled the 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. The overall grade at Level 2 is made up as follows:

- Coursework in Psychology 2A/2B contributes 50 %
- Degree examinations in Psychology 2A/2B contributes 50 %

20. LOCATION OF SCHOOL OF PSYCHOLOGY AND NEUROSCIENCE AND LABS
The School of Psychology and Neuroscience is situated at 62 Hillhead Street which is past the Library (D11 on the campus map here: www.gla.ac.uk/media/media_335384_en.pdf). The Boyd Orr Building sits on the corner of Byres Road and University Avenue and can be found at B7 on the campus map. All links to online classes will be made available on Moodle.