Table of Contents

1. INTRODUCTION .................................................................................................................................................. 4
   1.1. WELCOME .................................................................................................................................................. 4
   1.2. PLACE OF THE COURSE IN THE DEGREE PROGRAMME .............................................................................. 4
       1.2.1. Entry To Level 3 Psychological Studies ................................................................................................ 4
       1.2.2. Induction Meeting .................................................................................................................................. 4
   1.3. COURSES ................................................................................................................................................... 4
   1.4. CAVEAT ....................................................................................................................................................... 5
   1.5. GDPR .......................................................................................................................................................... 5

2. AIMS & LEARNING OUTCOMES .......................................................................................................................... 5
   2.1. SCHOOL AIMS ............................................................................................................................................. 5
   2.2. AIMS SPECIFIC TO PSYCHOLOGICAL STUDIES .......................................................................................... 5
   2.3. LEARNING OUTCOMES OF THE COURSE ................................................................................................... 5
   2.4. LEARNING AND TEACHING STRATEGIES ................................................................................................... 6

3. LECTURE TIMES AND LOCATIONS ....................................................................................................................... 7
   3.1. USE OF COURSE MATERIALS AND PERSONAL RECORDING OF LECTURES, SEMINARS AND TUTORIALS .................................................................................................................................................. 8

4. CORE COURSES .................................................................................................................................................. 8
   4.1. COGNITIVE PSYCHOLOGY (DR L. MORROW & DR L. MOXEY) ..................................................................... 8
   4.2. CURRENT ISSUES IN PSYCHOLOGY (PROF E. CROSS, DR A. FRACASSO, PROF B. JONES, DR P. MCALEER, & DR D. SIMMONS) .................................................................................................................................................. 8
   4.3. GROUP RESEARCH PROJECT ........................................................................................................................ 9
   4.4. HUMAN DEVELOPMENT (DR K. KILBORN & PROF N. STACK) ....................................................................... 9
   4.5. INDIVIDUAL DIFFERENCES (DR E. DAWYDIAK) ............................................................................................ 9
   4.6. PROFESSIONAL SKILLS (DR L. DEBRUIE, DR C. HORLIN, DR A. ROY, DR M. SWINGLER, DR K. WILSON-SMITH) ................................................................................................................................................. 10
   4.7. SOCIAL PSYCHOLOGY (DR K. WILSON-SMITH) ................................................................................................ 10

5. OPTIONAL COURSES .......................................................................................................................................... 10
   5.1. FORENSIC PSYCHOLOGY (DR M MARTIN) ..................................................................................................... 10
   5.2. PERCEPTION AND VISUAL COGNITION (DR M LAGES & PROF P POLLICK) ..................................................... 10
   5.3. PSYCHOMETRICS (DR C HORLIN) ................................................................................................................ 11
   5.4. QUALITATIVE PROJECT .................................................................................................................................. 11

6. COURSE WORK ................................................................................................................................................ 12
   6.1. METHOD OF ASSESSMENT AND DEADLINES .............................................................................................. 12
   6.2. COURSES EXAMINED IN THE DECEMBER DIET ............................................................................................ 12
   6.3. GENERAL REQUIREMENTS FOR ASSESSED WORK ....................................................................................... 12
   6.4. COURSE WORK SUBMISSION ........................................................................................................................ 12
   6.5. CORRECT FILE SUBMISSION ........................................................................................................................ 12
   6.6. PLAGIARISM .................................................................................................................................................. 13
   6.7. SOFTWARE FOR DETECTING PLAGIARISM ................................................................................................... 13
   6.8. COURSE WORK DEADLINES .......................................................................................................................... 14
       6.8.1. Code of Assessment – Penalties for the late submission of coursework (s. 16.25-16.28) ......................... 14
       6.8.2. Late Course Work or Missed Exam Due To Good Cause ........................................................................ 15
   6.9. SOCIAL PSYCHOLOGY POSTER PRESENTATION ............................................................................................ 15
   6.10. GROUP RESEARCH PROJECT ........................................................................................................................ 16
   6.11. DEGREE EXAMINATION ................................................................................................................................ 16
   6.12. DICTIONARY WAIVER FORM ...................................................................................................................... 16
   6.13. ACCESS TO EXAM SCRIPTS .......................................................................................................................... 17
   6.14. TUTORIALS .................................................................................................................................................... 17
   6.15. CLASS FEEDBACK ...................................................................................................................................... 17

7. ASSESSMENT ...................................................................................................................................................... 18
   7.1. GRADING WORK ............................................................................................................................................ 18
7.1.1. Grading Scale ............................................................................................................... 18
7.2. EXTERNAL EXAMINER .................................................................................................. 19
7.3. RELEVANT UNIVERSITY RULES .................................................................................. 19
7.3.1. Credit and Credit Transfers ...................................................................................... 19
7.3.2. Re-assessment in a Module ...................................................................................... 19

8. OTHER INFORMATION ....................................................................................................... 19
  8.1. STAFF LOCATION ......................................................................................................... 19
  8.2. HEALTH AND SAFETY POLICY ................................................................................. 19
  8.3. PROBLEMS, GUIDANCE, ETC. .................................................................................. 19
  8.4. DISABILITY .................................................................................................................. 20
  8.5. MENTAL HEALTH CRISIS ........................................................................................ 20
  8.6. CARE AT PSYCHOLOGY .............................................................................................. 20
  8.7. ILLNESS, ABSENCE AND PERSONAL PROBLEMS ....................................................... 20
     8.7.1. Consideration of Medical and other Relevant evidence .......................................... 20
  8.8. QUALITY ASSURANCE AND ENHANCEMENT OF THE COURSE ........................... 20
     8.8.1. Class Representatives - Staff/Student Liaison ....................................................... 20
     8.8.2. Course Evaluation Surveys By Students ............................................................... 21
  8.9. NOTIFICATION AND DOCUMENTATION OF DEGREE EXAMINATION RESULTS .. 21
  8.10. APPEALS PROCEDURE ............................................................................................... 21
  8.11. COMPLAINTS PROCEDURE ...................................................................................... 21
  8.12. LIBRARY & COMPUTERS ......................................................................................... 21
  8.13. INTER-LIBRARY LOANS ............................................................................................ 22
  8.14. SOCIAL MEDIA ETIQUETTE ..................................................................................... 22

9. LIBRARY RESOURCES FOR PSYCHOLOGY STUDENTS AT GLASGOW UNIVERSITY 23

10. STUDENT REPRESENTATIVE COUNCIL (SRC) ............................................................ 24
  10.1. HOW THE SRC CAN HELP YOU .............................................................................. 24

11. FEEDBACK CALENDAR ..................................................................................................... 24
1. INTRODUCTION

1.1. WELCOME
Thank you for choosing Level 3 Psychological Studies a course in which we hope you will find the pleasure and interest of Psychology Level 1 and Level 2 greatly intensified. As of course you now know, Psychology is the science of mental life and behaviour, human and animal. Psychology Level 1 gave you a first overview of its methods and results; Psychology Level 2 took the story quite a bit further, Level 3 Psychological Studies covers a selection of key areas in some depth.

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. In it you will find an outline of the course and its various components but you can expect it to be supplemented from time to time by other documents which will be supplied as handouts at lectures and at tutorials.

This document was last updated on 07/10/2019. The information it contains was correct at the time of printing but is subject to modification as improvements in the course are made.

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Coursework Administrator
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Lynda Young
Exams Administrator
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Your first point of contact will normally be the Teaching Admin Team, based in Room 419, 62 Hillhead Street (psych-teachingadmin@glasgow.ac.uk) who will deal with general enquiries, however, Dr Morrow can be contacted directly for more specific enquiries and/or problems.

1.2. PLACE OF THE COURSE IN THE DEGREE PROGRAMME
This third level course assumes a knowledge of psychology acquired at levels 1 and 2. Detailed entry requirements can be found in section 1.2.1.

1.2.1. Entry To Level 3 Psychological Studies
Entry to Level 3 Psychological Studies will be through successful completion of Level 1 and Level 2 Psychology. You should also be aware that completion of the Psychological Studies course DOES NOT mean you are eligible for GBC. This means that this degree does not entitle you to join the British Psychological Society as a graduate member. However, successful completion of this degree does put you in position to pursue various pathways, including conversion courses at other institutions, that do entitle you to graduate membership of the BPS. More information regarding these opportunities will be provided at a careers talk in semester 1, and through a dedicated section on Moodle.

1.2.2. Induction Meeting
There will be an induction meeting for the Psychological Studies class on Monday 23rd September at 11am in the Seminar Room, Level 5, 62 Hillhead Street. Please ensure you are enrolled on PSYCH3021 for this to appear on your MyC Timetable.

1.3. COURSES
You are required to take 6 Level 3 Psychology modules to complete this course. These are Cognitive Psychology, Current Issues in Psychology, Human Development, Individual Differences, Social Psychology, and Professional Skills. You will also take one option from a choice of Forensic Psychology, Perception & Visual Cognition, Psychometrics and Qualitative Project. Additionally, you are required to attend a 12-week tutorial course which will produce a Group Research Report.
1.4. **Caveat**

When considering information, in general, the following order of priority should be applied:

1. Formal announcements in class and Moodle posts 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 **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.

1.5. **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/dpfooffice/guidanceforstudents/](https://www.gla.ac.uk/myglasgow/dpfooffice/guidanceforstudents/). For details of the University’s Student Privacy Notice please see: [https://www.gla.ac.uk/myglasgow/dpfooffice/gdpr/privacynotices/studentprivacynotice/](https://www.gla.ac.uk/myglasgow/dpfooffice/gdpr/privacynotices/studentprivacynotice/)

2. **Aims & Learning Outcomes**

2.1. **School Aims**

The specific aims of the school are:

- To provide the highest quality of research and of teaching and learning possible with the available resources in the academic discipline of Psychology at the undergraduate and postgraduate levels.
- To provide an up-to-date curriculum by responding to developments in the subject, and by exposing students to an environment in which advances in psychological research are being made. The curriculum is geared with the background of students in mind in terms of experience, qualifications and educational needs.
- To promote and enhance research capacity in key areas of strength within the School and to promote the development of research excellence in additional areas of psychology.
- To develop and enhance research and training links and collaborations with other research institutions in the UK and beyond.

2.2. **Aims Specific to Psychological Studies**

This course will develop the core areas of psychology at a level which reflects both recent academic research and applications of psychological findings. The academic modules reflect the breadth of psychological knowledge. Professional Skills represents a set of transferable skills of value ‘out there.’ The Reading Party offers a chance to work within a group and gain verbal presentation experience, in a social setting. The group research project will employ a team-based approach to data collection, and a strong emphasis on applying hypothesis-testing through the application of good design and statistics.

2.3. **Learning Outcomes of the Course**

The learning outcomes of this course are:

1. By building on the foundations laid in Psychology 1 and Psychology 2 to broaden and, especially, to deepen your knowledge of the subject area so that by the end of the course you will be able to summarise and discuss the theories and findings of psychologists who have conducted research in such areas as Cognitive, Social Psychology and Developmental Psychology.
2. Through the Group Research Project to develop such transferable skills as the design of experiments in the behavioural sciences, the writing of research reports and the discussion of results presented in such reports.

3. To increase your awareness of the many different ways in which the methods and results of Psychology are applied in the world outside the laboratory.

2.4. **Learning and Teaching Strategies**

Lectures will introduce the staff, outline the programme and assessment methods, and introduce students to the range of text books and software learning support. Lectures will introduce students to the key theories and relevant experiments. Coursework essays will give students the opportunity to independently research and evaluate relevant material beyond the lectures, and the skills of writing scientific material. The group research project will introduce students to key experiments in the field, develop data analysis skills, and teach report writing. Web based resources will allow flexible access to support materials. Learning and teaching strategies will be designed and implemented appropriate to all students’ needs.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Teaching &amp; Learning</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Describing material, show basic familiarity with content</td>
<td>Lectures, texts, web, journals</td>
<td>Unseen exams, class essays</td>
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<tr>
<td>Evaluate theory and experiments</td>
<td>Lectures</td>
<td>Unseen exams, class essays</td>
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<tr>
<td>Design experiments, analyse data, write reports</td>
<td>Group Research Project, lectures, tutorials</td>
<td>Group Research Project</td>
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<td>Critical report writing</td>
<td>Group Research Project, tutorials</td>
<td>Group Research Project</td>
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<td>Verbal presentation</td>
<td>Tutorials, Reading Party</td>
<td>Reading Party</td>
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<td>Career reflection: CV reports</td>
<td>Professional skills</td>
<td>Professional Skills Portfolio</td>
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<tr>
<td>Team working skills</td>
<td>Group Research Project, Reading Party</td>
<td>Group Research Project, Reading Party</td>
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</table>
3. **Lecture Times and Locations**

Note, your timetable will appear on MyCampus, please check this regularly as rooms can change at the last minute. Below is a provisional timetable of teaching at time of printing, all locations will be on your MyC timetable.

**Semester 1 - PLEASE NOTE CHRISTMAS VACATION IS 16 DECEMBER 2019 – 10 JANUARY 2020**

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<tr>
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<tr>
<td>23-Sep</td>
<td>Induction</td>
<td>Current Issues</td>
<td>Human Development</td>
<td>Forensic</td>
<td>Prof Skills</td>
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<td>Social Psychology</td>
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<td>30-Sep</td>
<td>Current Issues</td>
<td>Human Development</td>
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<td>07-Oct</td>
<td>Current Issues</td>
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<td>14-Oct</td>
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<td>21-Oct</td>
<td>Current Issues</td>
<td>CAREERS TALK</td>
<td>Human Development</td>
<td>Forensic</td>
<td>Prof Skills</td>
<td>Social Posters</td>
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<td>28-Oct</td>
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<td>18-Nov</td>
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<td>Social Lab</td>
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<td>25-Nov</td>
<td>Human Development</td>
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<td>02-Dec</td>
<td><strong>NO TEACHING - REVISION WEEK</strong></td>
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**Semester 2 - PLEASE NOTE SPRING VACATION IS 30 MARCH 2020 – 17 APRIL 2020. NOTE FRIDAY 8TH AND MONDAY 25TH MAY ARE PUBLIC HOLIDAYS.**

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<td>20-Jan</td>
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<td>27-Jan</td>
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<td>03-Feb</td>
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<td>10-Feb</td>
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<td>17-Feb</td>
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<td>24-Feb</td>
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<td>02-Mar</td>
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<td>09-Mar</td>
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<td>16-Mar</td>
<td>Ind Diff</td>
<td>Cognitive</td>
<td>PVC</td>
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3.1. **USE OF COURSE MATERIALS AND PERSONAL RECORDING OF LECTURES, SEMINARS AND TUTORIALS**

In using course materials and lecture recordings/media, students are agreeing to the following terms and conditions of use:

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

4. **CORE COURSES**

4.1. **COGNITIVE PSYCHOLOGY (DR L. MORROW & DR L. MOXEY)**

**Aims:** In this course, the key theories and experiments in cognitive psychology will be covered with a focus on the areas of memory, language and decision making.

**Outcomes**

By the end of this course students will be able to:

- Evaluate key theories on cognitive Psychology and link their evaluation to experimental evidence
- Evaluate how semantic information might be represented and organised in the brain, with reference to the network model, the hub and spoke model, and category-specific deficits.
- Discuss the factors that influence episodic encoding, storage, and retrieval, with reference to: theories and evidence; which areas of the brain might be involved; and what errors of memory suggest regarding the features and functioning of memory.
- Evaluate some of the research language understanding processing and research on thinking and decision making.

4.2. **CURRENT ISSUES IN PSYCHOLOGY (PROF E. CROSS, DR A. FRACASSO, PROF B. JONES, DR P. MCALEER, & DR D. SIMMONS)**

**Aims:** To acquaint the students with the latest and most significant developments in psychological theory and application. To encourage critical evaluation of psychological theory in the context of important applications in a range of scientific and clinical content areas.

**Outcomes**

At the end of this course students will be able to:

- Demonstrate awareness of a range of content areas in which psychological theory has made important contributions in guiding fundamental understanding, and applied principles and practice of diagnosis and treatment.
- Reflect on the impact of psychological research in key areas of application.
- Discuss how applied work can inform priorities in research, and how curiosity-driven science can translate to applied advances.
• Evaluate the empirical effectiveness of psychological applications in key areas.
• Write critical reports on applications of psychology in areas of current societal and scientific importance.

4.3. **GROUP RESEARCH PROJECT**

**Aims:**
To give students the experience of investigating a real research issue in Psychology
To provide them with the experience of collaborative work in a research context
To develop the knowledge and skill required to design, execute and write a psychological research report.

**Intended Learning Outcomes:**
Students will be able to:
- Identify a research question in Psychology and design a study using an appropriate methodology
- Justify the selection of research and procedures and measurements of good reliability and validity,
- Write an ethical approval application and successfully gain ethical approval
- Recruit subjects, explain research procedures and gather data
- Analyse data using appropriate statistics
- Write a final report structured using American Psychological Society protocols
- Collaborate successfully in a group to achieve the completion of the study.

Students will undertake a group based research project. This will involve hypothesis generation and testing, data gathering and analysis and report writing. The final report will be individually written using group data and will be 5,000 words in length. The group project will be introduced, developed and supported in the tutorials. **Attendance at tutorials is obligatory, and essential for participation in the group project.**

4.4. **HUMAN DEVELOPMENT** (Dr K. Kilborn & Prof N. Stack)

**Aims:** This course explores development and its diversity across the lifespan including childhood, adolescence and ageing. It explores social and emotional development, cognitive development and their necessary interactions and the impact of factors such as culture and context on these varied developments.

**Outcomes**
By the end of the course students will be able to:
- Evaluate data collecting procedures in developmental psychology, especially in complex and vulnerable cohorts
- Evaluate evidence from a range of empirical studies on age-related change at key stages through the lifespan from prenatal development through childhood, to adolescence, and into old age.
- Discuss the evidence for risk and protective factors in development
- Discuss the interplay between genetics and environment on development

4.5. **INDIVIDUAL DIFFERENCES** (Dr E. Dawydiak)

**Aims:** To provide coverage of individual differences in personality, emotion and intelligence, including coverage of the brain systems involved in these.

**Outcomes**
By the end of the course students will be able to:
- Describe and evaluate key contributions of neuroscience to the investigation of individual differences
- Critically reflect on the contribution of a range of wider disciplines to the study of individual differences
- Critically evaluate research exploring key aspects of individual differences in emotion and emotion regulation
- Critically evaluate key contemporary evidence related to intelligence
- Review and critically evaluate trait theory and key applications in practice
4.6. Professional Skills (Dr L. DeBruine, Dr C. Horlin, Dr A. Roy, Dr M. Swingler, Dr K. Wilson-Smith)

Aims: To provide the opportunity for students to assess and reflect on their existing skills and experiences, across the programme to date, and to support students in identifying further development needs.

Outcomes
By the end of this course students will be able to:

• Demonstrate an understanding of the range of professional skills required by graduate psychologists.
• Identify the career options and/or funding opportunities available to graduates.
• Develop and reflect on graduate attributes.
• Present their professional skills in appropriate forms such as CV and application development/Web home pages/online blog writing.

4.7. Social Psychology (Dr K. Wilson-Smith)

Aims: to provide a broad-based understanding of classic and contemporary psychological theory and research in the Social Psychology which will cover key research in social thinking, influence, and intergroup behaviour.

Outcomes
At the end of this course students will be able to:

• Understand and have awareness of current issues in key social psychological research, including; appreciation of contemporary cross-cultural research; the role of minorities in social influence; the definition and categorisation of groups and group behaviour; critical appreciation of leadership; social influence and inter-group behaviour.
• Evaluate major models and theories within social psychology, including social identity theory, social comparison theory, self-perception theory.
• Summarise, criticise and discuss issues relating to classic and contemporary social psychological research.
• Apply special knowledge to real-world situations.
• Analyse evidence where social psychology has helped solve an applied problem such as leadership education or prejudice.

5. Optional Courses

5.1. Forensic Psychology (Dr M Martin)

Aims: to allow students to investigate and evaluate areas where Psychology has been influential in understanding criminal behaviour (e.g. Personality, Mental Health).

Outcomes
By the end of this course students will be able to:

• evaluate the instruments used in the study of personality in relation to criminality
• evaluate the link between mental health and criminality
• evaluate the link between personality and criminality
• evaluate the application of research in Forensic Psychology

5.2. Perception and Visual Cognition (Dr M Lages & Prof F Pollick)

Aims: This course deals with advanced topics in human visual, auditory and multisensory perception and cognition. The content ranges from classical theories and experimental methods to the latest results and
theoretical discussions in the field. It also relates these scientific concepts to our practical experience of how we perceive the world.

Outcomes
By the end of the course students will be able to:

• explain general principles of visual perception and how perception, cognition and action are linked together, in the context of both classical and contemporary theories of perception
• describe and critically evaluate problems, theories and the neuroscientific underpinning of binocular vision and stereopsis; motion-in-depth processing, eye movement control, visual perceptual learning and visual memory.
• describe the theoretical importance of embodied cognition and its potential role in the planning of movements;
• compare the advantages and disadvantages of combining information across the senses and how multisensory perception can be studied empirically;
• explain how perceptual cues are used to bring about the successful perception of social cues;
• apply theories of perception and cognition to the understanding of attention and consciousness.

5.3. PSYCHOMETRICS (DR C HORLIN)
Aims: To work in small groups to create and evaluate a measurement tool using quantitative and qualitative methods. To critically evaluate the theoretical and statistical underpinnings of psychometrics for both clinical practice and research.

Outcomes
By the end of this course students will be able to:

• Understand the principles of Classical Test Theory, reliability and validity
• Design and generate a measurement tool
• Critically evaluate the relevance, applicability and psychometric properties of a measurement
• Compose and write a test manual to an appropriate level.

5.4. QUALITATIVE PROJECT
Aims: To introduce students to the practical aspects of qualitative research. To develop skills in qualitative research methods. To develop awareness of ethical issues in qualitative research. To work in groups to complete a small scale project using qualitative research methods. To write a collaborative research report, that will not exceed 3000 words in length.

Outcomes
By the end of the course students will be able to:

• Design and run a research project using qualitative research methods
• Analyse resultant research data using qualitative data analysis techniques
• Compose and write up a lab report to an appropriate level
• Reflect on development of skills in qualitative methods at key stages of the project.
6. COURSE WORK

6.1. METHOD OF ASSESSMENT AND DEADLINES

A number of courses have a continuous form of assessment to a maximum of 100%. A summary of these options is below. All other options consist of 100% examination assessment. If the deadlines below change they will be announced in class and via Moodle.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TYPE OF COURSEWORK</th>
<th>% OF OPTION</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Psychology</td>
<td>Group Poster Presentation Critical Review</td>
<td>25% 75%</td>
<td>25 October 2019 22 November 2019</td>
</tr>
<tr>
<td>Current Issues</td>
<td>Essay</td>
<td>100%</td>
<td>8 November 2019</td>
</tr>
<tr>
<td>Professional Skills</td>
<td>Portfolio</td>
<td>100%</td>
<td>17 January 2020</td>
</tr>
<tr>
<td>Qualitative Project</td>
<td>Research Report Reflection Piece</td>
<td>85% 15%</td>
<td>7 February 2020</td>
</tr>
<tr>
<td>Psychometrics</td>
<td>Measurement/Tool Test Test Manual</td>
<td>25% 75%</td>
<td>7 February 2020 20 March 2020</td>
</tr>
<tr>
<td>Individual Differences</td>
<td>Critical Review</td>
<td>100%</td>
<td>26 March 2020</td>
</tr>
</tbody>
</table>

6.2. COURSES EXAMINED IN THE DECEMBER DIET

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

- Human Development
- Forensic Psychology (if chosen)

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

6.3. GENERAL REQUIREMENTS FOR ASSESSED WORK

Please note these points:

- All work will be submitted electronically unless otherwise stated.
- All work submitted should (unless otherwise advised) be word processed using A4, 1.5-spaced text, and a standard font such as Arial, Geneva or Times Roman, with a standard point size of 11 for the main text.
- Page numbers are required and ideally, they will be of the format of showing how many pages are in the entire document as well.
- All work must be submitted with a title page which will be available to download from the relevant Moodle site

6.4. COURSE WORK 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.

6.5. 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.'

6.6. 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.

6.7. 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 is one of the sources examined by the Course Organiser 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.
6.8. COURSEWORK DEADLINES

Course work associated with your level 3 courses must be submitted by a deadline date. The School cannot function properly if these deadlines are not met.

If you are not able to meet a coursework deadline or you anticipate that you will not be able to meet a deadline you can apply to the programme lead, Dr Lorna Morrow, for a deferral. In such cases, you must produce evidence of the circumstances which prevent you from meeting the deadline, and these circumstances will be discussed by a small committee. Please note that the length of any deferral is dependent on the particular circumstances and cannot, in any case, be longer than 5 working days.

If you miss a deadline, penalties will be applied to your work. The University has compulsory regulations covering the late submission of work as follows:

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

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

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

a) in respect of work submitted not more than five working days after the deadline:
   i. the work will be assessed in the usual way, and the primary grade and secondary band so determined will then be reduced by two secondary bands for each working day (or part of a working day) the work was submitted late;
   ii. where work is submitted after feedback on that work (which may include grades) has already been provided to the student class, grade H will be awarded. Feedback may be provided to the student class less than five working days after the submission deadline in relation to no more than 25% by weight of a course’s summative assessment.

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

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

Briefly, ‘Good cause’ means an illness or other adverse personal circumstances affecting a candidate. A chronic medical condition is not itself considered good cause although a short-term exacerbation of such a condition might be judged so. For ‘good cause’ to be established you must provide evidence, where ‘evidence’ means a report describing the medical condition or other adverse personal circumstances, with supporting evidence from an ‘appropriate person’ as defined in the University’s Student Absence Policy. For more information on ‘Good cause’ please see the relevant section on Moodle. Evidence must be provided within 7 days of the deadline (unless you also have a good reason (with evidence) relating to the delay in providing evidence). Where the report refers to a medical condition of more than five days’ duration the report must be completed by an appropriate medical practitioner.

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

If you feel that you have a good reason for lateness then you should contact the Programme Lead, Dr Lorna Morrow, as soon as possible to inform her of the situation.
6.8.2. 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 (paragraphs 16.45 – 16.53). Click here for University Regulations Below is a summary of the key points. If you are unclear about anything please just contact your Programme Lead & Exams Officer – Lorna Morrow, email: Lorna.Morrow@glasgow.ac.uk.

How to notify the School if work is submitted late:

- Without prejudice to the regulations governing good cause for late submission of coursework, a student who is unable to submit coursework by the published deadline, or who anticipates being unable to so submit, may apply for a deferral of the deadline, or exemption from the penalties.
- You must upload the good cause onto MyCampus.
- The outcome of the application will be determined at the discretion of the programme lead who will require to 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.
- Deferral of the submission deadline, or 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 deferral or 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.

‘Good Cause’ means illness or other adverse personal circumstances affecting you and resulting in you either, 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 on the basis of 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.

6.9. Social Psychology Poster Presentation

This is a one-day event that will be held on Friday 25th October 2019 this year. There are two parts to this:

- A daytime Poster Presentation mini-conference: student groups will present posters for the presentation component of the Social Psychology course. More details on this will be given during the
Social Psychology lectures.

- **An evening party** where students and staff have the opportunity to meet informally at an icebreaking event which includes music, dancing, party games and surprises! The evening party has consistently been hugely important in building a sense of community in Psychology and is an invaluable opportunity to get to know fellow students and staff.

Participation in the Poster Presentation part of the Reading Party is compulsory for all students in the L3 Psychological Studies programme, so arrangements should be made well in advance in case of outside work or other commitments.

### 6.10. Group Research Project

There is a strong practical component to this course. In the first few weeks of Semester 1 you will start your Group Research Project, involving developing an assigned experiment, collecting and analyzing data. The group project will be introduced, developed and supported in the tutorials; attendance at tutorials is obligatory, and essential for participation in the group project. Each of you then writes your own detailed report, due in Semester 2. The word processed report should be 5000 words.

### 6.11. Degree Examination

There will be 3 components of examination. Social Psychology, Individual Differences, Professional Skills, Current Issues, Qualitative Project (option), and Psychometrics (option) will not be assessed through a course-ending examination. Each of the 3 modules will be assessed in a separate examination.

- Human Development – seen exam (examined in the December diet)
- Forensic (if chosen) - students answer one question from a choice of three (examined in the December diet)
- Cognitive Psychology – students answer two questions from a choice of three
- PVC (if chosen)

Note that some past papers will show a different format.

### 6.12. Dictionary Waiver Form

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

The procedure to use a language dictionary is as follows:

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

Your completed form must be completed and submitted to the School of Psychology Office by the date indicated nearer the time of examinations.

Once you have submitted the form you can then take your dictionary directly to the exam venue. At the start of each exam, the member of School staff attending will have a list of approved dictionaries, only those for which we have dictionary form will be permitted for use.
6.13. **Access to Exam Scripts**
A student may view their exam script up to two weeks after the exam marks have been published. You should email the Teaching Admin Team (psy-teachingadmin@glasgow.ac.uk) stating your name, ID number and the scripts you want to see. Scripts will be available to view within 2 working days. We will email you with a time to come in when you will be given 30 minutes to look at the scripts. You will not be allowed access to your scripts out with these times. You must bring your University Campus Card with you for identification purposes.

Typically you will be allowed to read through your script under supervision, which is to prevent the possibility of tampering with the script. Please note that it is not possible to scan scripts and send them to you, nor can you photograph them. Written generic exam feedback will be provided to all students on all exams to help them reflect on their performance and prepare for future exams.

For your information no academic marker will have written any comments or marks on the scripts.

Students for whom the paper is a resit are entitled to feedback.

6.14. **Tutorials**
Students will meet in a total of 12 tutorials over the two semesters. A member of staff will facilitate these classes. The initial aim of these tutorials is to discuss and organise the Group Research Project, including the group presentation at the Reading Party. Later on in the term other issues will be considered.

Attendance at these tutorials is compulsory, as all of the organisation of the Group Research Project will be done during them. They are also an important forum for discussion of any issues that may arise from the course.

6.15. **Class Feedback**
Questionnaires are administered during the academic year to elicit student response to lecture content and delivery, tutorial teaching and the laboratory programme. You will also be asked to provide feedback on the assessment procedure from time to time.
7. Assessment

Assessments derived from coursework/classwork are returned with a single grade for each module by the School to the Registry who hold your record of final grades for the different courses you take.

7.1. Grading Work

A common grading scale is used for assessing each piece of work in Psychology 1A/1B and 2A/2B and Level 3 Psychological Studies whether, for example, the work is a class essay, a report of an experiment, an essay answer in an examination. The grading scale we use is common throughout the university.

7.1.1. Grading Scale

<table>
<thead>
<tr>
<th>Primary Grade</th>
<th>Gloss</th>
<th>Secondary Band*</th>
<th>Aggregation Score</th>
<th>Intended Learning Descriptors</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 judgement 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.

7.2. **EXTERNAL EXAMINER**

The External Examiner is asked to approve the content of the degree examination papers and the general level of marking, in both the class and degree examinations. He/she is also asked to guide the School in those cases where special circumstances, such as disability, illness or family problems, may have affected a student’s performance. The External Examiners for 2019-20 are Professor Daryl O’Donnor, University of Leeds, and Dr Ines Jentzsch, University of St Andrews.

7.3. **RELEVANT UNIVERSITY RULES**

7.3.1. Credit and Credit Transfers

Please refer to the relevant sections of the University Regulations.

7.3.2. Re-assessment in a Module

Please refer to the relevant sections of the University Regulations.

8. **OTHER INFORMATION**

8.1. **STAFF LOCATION**

Details of how and where to contact individual lecturers and other members of the School of Psychology are provided in Sections 1.1 and on the School of Psychology website (www.gla.ac.uk/schools/psychology/staff) - members of staff post info on their web pages indicating the times at which they undertake to be available to see students.

8.2. **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 they may be asked to participate in.

The undergraduate degree in Psychology at Glasgow does not involve dissection of animals or involve animal experiments. Moreover, no invasive procedures are 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 duty technician and have the matter entered in the safety log book.

8.3. **PROBLEMS, GUIDANCE, ETC.**

The School’s hope is that you will enjoy the course of study offered and pass the examinations set. However, students can encounter a range of difficulties during a course. Some may not be very serious, e.g., feeling that the course is not quite what you expected: in that case you should say so in your response to the course evaluation questionnaire. Some problems may be more serious: illness, family or social problems, difficulty in understanding the material, or just feeling anonymous in a large impersonal institution. In such cases, you may understandably feel a need for a more individual form of help or assistance, and although the class is large, there are many ways in which you can make contact with members of staff. First, you can contact the
programme lead. Secondly, as noted above, the lecturers are available for consultation at appointed hours that are displayed on their web pages.

8.4. **Disability**

The School Disability Coordinator is Dr Maria Gardani. She liaises with the Student Disability Service and is the person to contact if you have any questions about special needs provision. Contact: Room 413, 62 Hillhead Street, email: maria.gardani@glasgow.ac.uk Tel: 0141 330 2610.

8.5. **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/

8.6. **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. Alternatively, please visit us during our office hours: Dr Linda Moxey, 62 Hillhead Street (Room 417, Thursdays 2-4pm) and Dr Maria Gardani, 62 Hillhead Street (Room 413, Mondays 10am – noon).

8.7. **Illness, Absence and Personal Problems**

Students must complete a MyCampus absence report for any significant absence from the University. Supporting documentary evidence will be required and should be scanned electronically and linked to the MyCampus absence report.

For detailed information about the Student Absence Policy and how to submit medical evidence via MyCampus please see www.gla.ac.uk/media/media_129312_en.pdf

8.7.1. **Consideration of Medical and other Relevant evidence**

Please refer to the Code of Practice on Incomplete Assessment and Good cause which can be found in the University Regulations, under General Information for Students.

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

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

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

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

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).
8.8.2. Course Evaluation Surveys By Students

Students are asked to offer an evaluation of various aspects of the programme (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. Responses to them will be fed back to students in the class. Over the years a number of improvements in the course have been prompted by student opinion expressed in this way. Surveys will mostly be done online (as this seems most convenient for both students and staff), and automatic email reminders sent. It is a requirement for all students to fill them in. This is important to give confidence to students, teaching staff, and various higher layers of university quality assurance that we are neither ignoring issues which many students have shown concern about, nor making changes that affect all students based on what only one or two students have expressed an opinion about. The main times to expect surveys are at the end of each semester, sometimes at mid-semester (to ask whether anything needs adjusting during the course), and whenever a lecturer completes their part of a course (so that you can give an opinion while they are fresh in your mind). Surveys will often be quick to fill in (sometimes very quick), apart from open-ended questions asking for not just a click but for a typed reply. Typically only a minority of students type in an open-ended response and yet these are often the most influential, and we particularly welcome such contributions. Survey responses are always anonymous: teaching staff cannot link a response to the student who gave it.

8.9. Notification and Documentation of Degree Examination Results

Please note that examination marks are final: marks have been approved by a Board of Examiners which includes the External Examiner. Lecturers are therefore not individually responsible for paper grades and students should on no account seek to discuss paper marks with lecturing staff.

This information is the best available when this handbook was printed, but may change during the year. Notification is controlled by Registry, and the School does not necessarily have the best information. When the exam results are calculated, they must be discussed and finally approved by an examiners’ meeting. These are then sent to Registry.

8.10. Appeals Procedure

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

http://www.gla.ac.uk/myglasgow/senateoffice/studentcodes/students/academicappeals/

The information at this link 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 are medical/personal, or procedural.

The information 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.

8.11. Complaints Procedure

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

http://www.gla.ac.uk/services/senateoffice/studentcodes/students/complaints/

8.12. Library & Computers

Library and Computer Facilities are generally shared with the student body as a whole.
8.13. **Inter-Library Loans**

Normally in carrying out coursework, students will not be funded for inter-library loans. They are expected to complete their work using the resources available locally.

8.14. **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:


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

http://www.glasgowstudent.net/advice.

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 behaviour, such as the example of Facebook screenshots, 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. LIBRARY RESOURCES FOR PSYCHOLOGY STUDENTS AT GLASGOW UNIVERSITY

The main University Library is the twelve-storey building located at the top of Hillhead Street next to the School of Psychology. Your ID card is also your Library card and you need it to get into the building. It’s open from 7:15am to 2am, seven days a week for 361 days of the year.

You can take a guided tour of the Library check the Library home page for times.

Study spaces are zoned red, amber and green to indicate silent, quiet and group study areas. Different areas may have individual study carrels, group study rooms and social seating areas. To book a group study room speak to the staff at the Welcome desk on Level 2.

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

Our search box system (available from the Library home page) helps you to find books by author, title and/or keywords, we also have over 800,000 electronic books. You can recall books that are out on loan and are encouraged to do so as this alerts the Library to the fact that more copies are needed. Psychology related books can be in other sections like physiology so make use of the search box 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 written assignments including the Current Issues essay, and the Group Research Project.

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: http://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 by e-mail on roma.thompson@glasgow.ac.uk or by telephone on extension 6711.
10. **Student Representative Council (SRC)**

10.1. **How the SRC can help you**

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

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

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

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

11. **Feedback Calendar**

<table>
<thead>
<tr>
<th>COURSEWORK</th>
<th>HAND-IN</th>
<th>FEEDBACK RETURNED (if handed in on time)</th>
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<tbody>
<tr>
<td>Social Psychology Poster Presentation</td>
<td>25 October 2019</td>
<td>18 November 2019</td>
</tr>
<tr>
<td>Current Issues Essay</td>
<td>8 November 2019</td>
<td>2 December 2019</td>
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<tr>
<td>Social Psychology Critical Review</td>
<td>22 November 2019</td>
<td>16 December 2019</td>
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<tr>
<td>Professional Skills</td>
<td>17 January 2020</td>
<td>10 February 2020</td>
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<tr>
<td>Formative Individual Differences CR</td>
<td>31 January 2020</td>
<td>24 February 2020</td>
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<tr>
<td>Qualitative Project</td>
<td>7 February 2020</td>
<td>2 March 2020</td>
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<tr>
<td>Psychometrics Tool Test</td>
<td>7 February 2020</td>
<td>2 March 2020</td>
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<tr>
<td>Psychometrics Test Manual</td>
<td>20 March 2020</td>
<td>15 April 2020</td>
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<tr>
<td>Group Research Project</td>
<td>20 March 2020</td>
<td>15 April 2020</td>
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<tr>
<td>Individual Differences Critical Review</td>
<td>26 March 2020</td>
<td>23 April 2020</td>
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