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1. INTRODUCTION

1.1. WELCOME

Welcome to this Honours course in Psychology and congratulations on your success in being accepted. You should think of the two-year Honours Programme as a single course designed to teach you about the content of psychology in considerable breadth and depth and designed to enable you to develop the skills that psychologists require to evaluate and use this knowledge in a valid and effective way.

It is very important that you realise just how much you must take responsibility for your own education and development. We are here to facilitate, instruct and support within a structured environment, but you have to drive the process and become active in your own learning process. Just as you have to be active in developing your own education, you must take responsibility for organising your programme of study. There is a formal requirement to attend tutorials and other set small-group and individual teaching sessions.

1.2. COURSE TEAM

Dr Eugene Dawydiak
Programme Lead & Exams Officer
Room 434
62 Hillhead Street
Tel: 0141-330 4688
(Eugene.dawydiak@glasgow.ac.uk)

Donna Carrick
Coursework Administrator
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62 Hillhead Street
Tel: 0141 330 5424
(donna.carrick@glasgow.ac.uk)

Lynda Young
Exams Administrator
Room 704
62 Hillhead Street
Tel: 0141-330 5089
(Lynda.young@glasgow.ac.uk)

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 Dawydiack can be contacted directly for more specific enquiries and/or problems.

1.3. INDUCTION CLASS

There will be an induction class on Monday 23rd September at 11am in the Boyd Orr, Lecture Theatre D. Please ensure you enrol on PSYCH9007 so that this appears in your MyCampus Timetable.

1.4. SOCIAL

There will be an informal social gathering which will give you a valuable opportunity to meet other students in the honours class and some of the members of staff who will teach your course. It will be held in the Seminar Room, 62 Hillhead Street on Wednesday 25th September from 2 pm until 4 pm.

1.5. PROGRAMME DOCUMENTATION

This Programme Documentation sets out the structure of Level 3 in respect of courses and commitments. It is designed to provide a brief and succinct coverage of the essential information. It is not comprehensive and often within this documentation you will be directed to other resources for further details. These in the main will be available on Moodle.

1.6. 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.

1.7. 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/. For details of the University’s Student Privacy Notice please see: https://www.gla.ac.uk/myglasgow/dpfoioffice/gdpr/privacynotices/studentprivacynotice/
1.1. PAL
You will have the opportunity to act as a PAL facilitator for students in lower Levels. This is an excellent opportunity for your CV and to work with other students in an active peer discussion environment. Details of how to become a PAL facilitator will be circulated to you via email at the start of the semester.

1.2. LIBRARY MATTERS
Every year we have issues with key texts being unavailable in sufficient quantities. The Library operates a system that automatically buys in new copies when there are a certain number of requests for a particular book. In other words, if you cannot get hold of a book, place a request for it. The more people that do this, the more copies will appear. This can happen quite quickly and is thus well worth doing.

2. AIM AND LEARNING OUTCOMES OF HONOURS

2.1. AIMS
The honours degree programme may be completed in the College of Science & Engineering (leading to B.Sc.), Arts (leading to M.A.) or Social Science (leading to M.A. Soc. Sci.). It has the following aims:

• To provide a sound knowledge and critical understanding and awareness of theory and practice in the major areas of psychology.
• To develop specialist conceptual, analytic and practical skills relevant to pursuing a career in professional or academic psychology, or in related disciplines.
• To develop generic (transferable) intellectual and practical skills which are easily adaptable to the needs of the labour market, particularly those relating to analytic thinking, communication, presentation, quantitative methods, and to good teamwork in problem-solving environments.
• To provide an environment for the development of initiative, self-reliance, and critical ability from a solid foundation of knowledge, understanding and critical awareness.
• To develop enquiring, problem-oriented minds with sufficient awareness of the critical research and applications issues in psychology to enable successful pursuit of postgraduate work in psychology and related disciplines.
• To ensure coverage of material to satisfy the requirements of the accreditation body, the British Psychological Society for recognition of the course as supporting the Graduate Basis for Chartership for our students.

2.2. LEARNING OUTCOMES
By the end of this course, students will have:

• Completed the statutory requirements of the course
• Met the objectives of the individual courses
• Successfully completed relevant Part 1 and Part 2 Finals assessments

2.3. LEARNING AND TEACHING STRATEGIES
Lectures will outline the programme and assessment methods, and introduce students to the appropriate range of textbooks and software learning support.

• Lectures will introduce students to the key theories and relevant experiments.
• Critical Reviews will give students the opportunity to research areas independently and evaluate relevant material beyond the lectures, and develop the skills of writing scientific material.
• Qualitative and Quantitative projects will introduce students to key experiments in the field, develop data analysis skills, and teach report writing.
• Qualitative and Quantitative projects will teach the skills of research design, organising ethically appropriate experiments with human participants, analysing data, and report writing skills, and give students experience of group work and group based oral presentations.
• Dissertations in fourth year will further develop the skills of experimental design, organising ethically appropriate experiments with human participants, data analysis, and report writing skills.
• Web based resources will allow flexible access to support materials.
• Small group tutorials will support the development of independent exploration and evaluation of research/theory, groupworking and science communication skills.
Learning and teaching will be designed and implemented to be appropriate to student’s needs.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Teaching &amp; Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing material, show basic familiarity with content</td>
<td>Lecture, tutorials, texts, web, journals</td>
<td>Unseen and seen exam essays</td>
</tr>
<tr>
<td>Evaluate theory and experiments</td>
<td>Lectures, tutorials,</td>
<td>Unseen and seen exams, research reports, critical reviews</td>
</tr>
<tr>
<td>Design experiments, analyse data, write reports</td>
<td>Lab Classes, tutorials, statistics lectures</td>
<td>Qualitative and Quantitative project reports,</td>
</tr>
<tr>
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<td>Tutorials, Reading Party presentation</td>
<td>Social poster presentation</td>
</tr>
<tr>
<td>Career reflection, self-awareness, self-selling</td>
<td>Professional Skills</td>
<td>Professional Skills Portfolio</td>
</tr>
<tr>
<td>Team working skills</td>
<td>Social poster presentation, Group Coursework</td>
<td>Social poster presentation, Group coursework</td>
</tr>
</tbody>
</table>

2.4. MARKING GUIDELINES

The University’s current marking guidelines can be found in the Code of Assessment within the University Regulations. An adapted version is given below.

<table>
<thead>
<tr>
<th>PRIMARY VERBAL DESCRIPTORS OF ATTAINMENT OF INTENDED LEARNING OUTCOMES</th>
<th>HONOURS COURSES</th>
<th>Aggregation Score</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>First</td>
<td>22</td>
</tr>
<tr>
<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>
<td>Upper Second</td>
<td>17</td>
</tr>
<tr>
<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>
<td>Lower Second</td>
<td>14</td>
</tr>
<tr>
<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>
<td>Third</td>
<td>11</td>
</tr>
<tr>
<td>Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations</td>
<td>Weak</td>
<td>8</td>
</tr>
<tr>
<td>Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions</td>
<td>Poor</td>
<td>5</td>
</tr>
<tr>
<td>Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation</td>
<td>Very Poor</td>
<td>2</td>
</tr>
</tbody>
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Last Updated 11 October 2019
3. CAVEAT FOR JOINT HONOURS STUDENTS

Any student taking a joint honours degree must have a timetable in their other subject that does not clash with any of the required lectures or other organised class or small-group sessions for Psychology. A number of other Schools have recently made changes to their timetables that have created clashes. We reserve the requirement to specifically approve any scheduling conflicts and will ask any student to change their subject choice if any unapproved clash occurs.

4. FORMAL REQUIREMENTS FOR HONOURS

The following information describes the current formal commitment required of each type or classification of student over the 2 honours years. Changes are possible as determined by the Head of School.

4.1. SINGLE HONOURS

This programme is accredited as conferring eligibility for Graduate Membership of the British Psychological Society, and the Graduate Basis for Chartership. The latter is the first step towards becoming a Chartered Psychologist.

Students will complete the following in their Level 3 Year:
- 8 Level 3 compulsory courses (80 credits)
- 1 compulsory Qualitative Project (Semester 1) (10 credits)
- 1 compulsory Quantitative Project (Semester 2) (10 credits)
- 2 honours options (20 credits)
- Social Poster Presentation (compulsory)

Students will complete the following in their Level 4 Year (2020-21):
- 8 Option Courses (80 credits)
- 1 General Paper (10 credits)
- 1 Dissertation (30 credits)
- Undergraduate Conference (compulsory)

A viva may be undertaken under certain circumstances

4.2. JOINT HONOURS (EXCEPT WITH NEUROSCIENCE)

This programme is accredited as conferring eligibility for Graduate Membership of the British Psychological Society, and the Graduate Basis for Chartership. The latter is the first step towards becoming a Chartered Psychologist. In particular, it should be noted that no Level 4 Options can be taken by a Joint Honours Student except joints with Neuroscience.

Students will complete the following in their Level 3 Year:
- 4 Level 3 compulsory modules (Human Development, Individual Differences, Social Psychology and Statistics) (40 credits)
- 1 Qualitative Project (Semester 1) (10 credits)
- 1 Quantitative Project (Semester 2) (10 credits)
- Social Poster Presentation (compulsory)

Students are required to take the following in their Level 4 Year:
- 3 Level 3 compulsory courses: Cognitive Psychology, Physiological Psychology and the General Paper (30 credits)
- 1 Dissertation (30 credits)
- Undergraduate Conference (compulsory)
- A viva may be undertaken under certain circumstances

Courses will, therefore, be taken over two years, with relevant exam dates set by the Registrar’s Office. NB Timetable clashes are NOT accepted by the School of Psychology.
4.3. **JOINT HONOURS WITH NEUROSCIENCE**
This programme is accredited as conferring eligibility for Graduate Membership of the British Psychological Society, and the Graduate Basis for Chartership. The latter is the first step towards becoming a Chartered Psychologist.

Students will complete the following in their Level 3 Year:
- BIOL4234 Neuroscience 3A (60 credit course, Semester 1)
- BIOL4235 Neuroscience 3B (60 credit course, Semester 2)

Students are required to take the following in their Level 4 Year from 2020-21 onwards:
- 7 Level 3 Courses (80 credits): Cognitive, Human Development, Individual Differences, Physiological Psychology, Qualitative Project, Social Psychology, Statistical Models
- 1 other Course (10 credits) from a current choice of Cognitive Neuroscience: Insights into Brain Plasticity, Health Neuroscience, Neuropsychological Deficits, Basics of fMRI, Neuroscience of Decision Making

Note: If you choose one of the neuroscience options you should remember that they are designed for students who have already completed level 3 and so you may be at a disadvantage. Since we cannot make allowances for this in your assessments, you should take this factor into account when deciding to go this route.
- Dissertation (30 credits)
- General Paper (10 credits)
- Undergraduate Conference (compulsory)
- A viva may be required under certain circumstances

4.4. **NON-ACCREDITED DEGREE**
In certain circumstances, where an accredited degree is not required, it may be possible to register for a non-accredited joint degree with Psychology. In this programme, the level 3 year is as above, but in the level 4 year you would take 3 level 3 courses, and 3 level 4 options (replacing the maxi project). If you are considering this programme please discuss the issue with your Advisor of Studies and with the course tutor, as accreditation is required for most postgraduate careers in Psychology.

4.5. **SPECIAL COMBINATION – HONOURS IN PSYCHOLOGY + COURSES UP TO 60 CREDITS IN ANOTHER SCHOOL**
This programme is accredited as conferring eligibility for Graduate Membership of the British Psychological Society, and the Graduate Basis for Chartership. The latter is the first step towards becoming a Chartered Psychologist.

Students will have completed 120 credits of Level 3 Psychology in their Level 3 Year:
- 11 Level 3 Compulsory Courses (110 credits)
- 1 Honours Option (from (1) Perception & Visual Cognition; (2) Forensic; (3) Psychology & Biology of Mental Disorders; (4) From Visual Awareness to Freewill (10 credits)
- Social Poster Presentation (compulsory)

Students are required to take the following in their Level 4 Year,
- Up to a maximum of 60 credits in another school and 2 Psychology Level 4 Options 20 credits
- General Paper (10 credits)
- 1 Dissertation (30 credits)
- Undergraduate Conference (Compulsory)
- A viva may be required under certain circumstances.

N.B. It is the student’s responsibility to ensure they have permission from the other School and the approval of their Adviser of Studies. One concern is that the papers in the other School must be taken and examined in the Level 4 year. College rules may vary and the composition and course credits of Psychology Level 4 options/courses may be subject to change. NB Timetable clashes are NOT accepted by the School of Psychology.
4.6. **SPECIAL COMBINATION - HONOURS IN OTHER SCHOOL + CREDITS IN PSYCHOLOGY**

Application must be made through the Level 3 Course Organiser before 31st August. At the time of application, written confirmation must be supplied that the applicant’s main honours School, their Adviser of Studies, and their College agree to the application. Examination must occur in the year that the courses are taken. No more than 30 credits can be taken in a single year. Only Level 3 Compulsory Courses courses are possible.

4.7. **STUDY ABROAD IN THIRD YEAR HONOURS PSYCHOLOGY**

Every year the School of Psychology allows some students to study abroad at a host university. In the past this has included universities in Europe, such as Universidad Complutense de Madrid, Spain; Katholieke Universiteit Leuven, Belgium; Radboud Universiteit Nijmegen, Netherlands, as well as further afield, e.g. University of Otago in New Zealand, University of New South Wales in Australia, and the University of California at either the Berkeley, Santa Barbara or San Diego campuses. The year abroad satisfies the requirements of the British Psychology Society. The programme has been in place for many years and the general consensus is that the year abroad is a rewarding and enriching experience. The member of staff to contact is Dr Judith Stevenson (judith.stevenson@glasgow.ac.uk).

5. **LEVEL 3 ASSESSED COURSE WORK**

5.1. **METHOD OF ASSESSMENT AND DEADLINES**

A number of options 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>
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<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</td>
<td>25%</td>
<td>25 October 2019</td>
</tr>
<tr>
<td></td>
<td>Critical Review</td>
<td>75%</td>
<td>22 November 2019</td>
</tr>
<tr>
<td>Basics of fMRI</td>
<td>Mini Scientific Report</td>
<td>20%</td>
<td>29 November 2019</td>
</tr>
<tr>
<td>Statistical Models</td>
<td>Practical Skills Assessment</td>
<td>40%</td>
<td>21 October 2019 and 18 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</td>
<td>85%</td>
<td>7 February 2020</td>
</tr>
<tr>
<td></td>
<td>Reflection Piece</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Psychometrics</td>
<td>Measurement/Tool Test</td>
<td>25%</td>
<td>7 February 2020</td>
</tr>
<tr>
<td></td>
<td>Test Manual</td>
<td>75%</td>
<td>20 March 2020</td>
</tr>
<tr>
<td>Individual Differences</td>
<td>Short formative Critical Review</td>
<td>- 100%</td>
<td>31 January 2020 and 26 March 2020</td>
</tr>
<tr>
<td>Quantitative Project</td>
<td>Project</td>
<td>100%</td>
<td>24 April 2020</td>
</tr>
</tbody>
</table>

5.2. **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:

- Basics of fMRI
- Forensic Psychology
- Human Development
- Statistical Models

Note: If any of these examinations are cancelled due to adverse weather or unforeseen circumstances they will be postponed to the April/May diet.
5.3. **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 shown in the Footer in this document, i.e. showing how many pages 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.

5.4. **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.

5.5. **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):

> ‘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.’

5.6. **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 individual psychology students for the purposes of supporting their personal 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).

5.7. **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.

5.8 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.

5.9 COURSE WORK 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 Eugene Dawydiak, 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 including the course organiser. 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:

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

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 Eugene Dawydiak, as soon as possible to inform her of the situation.

6. QUALITY ASSURANCE AND ENHANCEMENT OF THE COURSE

There are two complementary mechanisms involving students for checking and improving the quality of courses: Class Representatives, and Course Evaluation Surveys.

6.1. 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. In addition, Class Representatives are expected to contribute to Open Days and Applicants Days throughout the year by helping with the Psychology information stand.

Students can either be nominated or nominate themselves after the induction class in September. To nominate please send an email to heather.woods@glasgow.ac.uk with Name, College and Student Category information. 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).

6.2. Course Evaluation Surveys by Students

Students are asked 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 Teaching staff on the team, The Director of Teaching and Learning and the School’s Quality Assurance Officer 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 through the course Moodle sites. 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 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. Each survey will have a way of stopping reminders by saying it is not applicable e.g. by stating that the student did not attend that part of the course. All problems with surveys or reminders should be reported to coursesurveys@psy.gla.ac.uk and will be attended to promptly.

The main times to expect surveys are at the end of each course. 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.

7. COURSE OUTLINES – 2019-20

You will find an outline of all course aims and intended learning objectives below, more in depth lecture summary details and information on course reading for each option can be found on the relevant Moodle page.

7.1. COMPULSORY COURSES

7.1.1. 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.

7.1.2. 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 life span 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

7.1.3. 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

7.1.4. PHYSIOLOGICAL PSYCHOLOGY (PROF S BIELLO, DR M GARDANI & PROF B JONES)
Aims: to provides a broad-based understanding of classic and contemporary theory and research in Physiological Psychology including, the development of the nervous system; the biological basis of human and non-human animal behaviour, typical and atypical neuropsychology; evolutionary theories of behaviour; the roles of hormones and genetics in behaviour; the reward system and its relation to decision making; critical evaluation of cognitive neuroimaging techniques.

Outcomes
By the end of the course students will be able to:
• Discuss how the structural components of neurones contribute to cellular communication and human and non-human animal behaviour
• Using evidence from typical and atypical neuropsychology, critically consider how brain regions and networks are specialised and contribute to the biological basis of behaviour.
• Evaluate how biological theories (e.g., natural selection, sexual selection, inclusive fitness) can inform questions about both human and non-human animal behaviour
• Evaluate the evidence for genetic and hormonal influences on behaviour
• Discuss the use of specific techniques to solve a given problem in cognitive neuroscience
• Evaluate how the reward system contributes to specific decision making processes

7.1.5. 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.

7.1.6. 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.

7.1.7. 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.

7.1.8. QUANTITATIVE PROJECT
Aims: To work in small groups to complete a project using quantitative research methods. To write an individual and independent research report which will not exceed 3000 words in length, not including references and appendices.

Outcomes
By the end of this course students will be able to:
• Research and design a research project using quantitative research methods
• Devise a methodology appropriate for their project
• Execute procedures reliably and effectively to gather data
• Analyse experimental data and interpret the outputs
• Write up their findings in a suitable research report.

7.1.9. 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.

7.1.10. STATISTICAL MODELS (DR D BARR)
Aims: To provide an understanding of basic statistical modelling approaches to the analysis of psychological data.

Outcomes
• By the end of this course students will be able to:
  • Integrate knowledge about study design and statistics to formulate and estimate the General Linear Model (GLM) appropriate to the various types of study designs encountered in psychology, especially studies with repeated observations.
  • Visualise and interpret various effects (including interactions) in multi-way designs.
  • Estimate linear mixed-effects models and describe their relation to traditional techniques such as ANOVA and multiple regression.
  • Perform logistic regression and explain and interpret the statistical output.
Create reproducible data analysis scripts and reports within the R statistical programming environment.

7.2. OPTIONAL COURSES

7.2.1. BASICS OF FMRI (DR A FRACASSO, PROF L MUCKLI)
Aims: To give a basic and practical introduction to functional magnetic resonance imaging (fMRI). The course will cover basic experimental design (block design), fMRI data analysis including pre-processing (Motion correction, temporal filtering), basic statistical analysis (using correlation analysis and general linear modelling). Students will learn to do a basic analysis and explain results of a simple one fMRI experiment of one subject recorded for the course.
Outcomes:
By the end of this course students will be able to:

- Design a block design fMRI experiment, analyse pre-recorded fMRI data and pre-process the sample data, using the acquired knowledge of data analysis for a new data set involving for example mental navigation, arithmetic task.
- Review literature about the experiment and argue an interpretation about the recorded cognitive data.
- Explain simple pre-processing steps of the data analysis and discuss experimental design issues of fMRI research.
- Demonstrate knowledge about motivation design and application of current fMRI research in the department including decision making, illusion perception, or social cognition and acquire hands on experience with the analysis of fMRI sample data.

7.2.2. 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 psychometric 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

7.2.3. FROM VISUAL AWARENESS TO FREE WILL (DR M LAGES)

Aims: to explain and discuss psychological and neuroscientific studies that investigate visual awareness and voluntary decisions. Working in groups and individually we will cover the main philosophical, psychological, and neuroscientific aspects of research on visual awareness, voluntary and spontaneous actions and decisions, and their implications on the concept of free will. In particular we will analyze and evaluate classic as well as recent studies on the prediction of behaviour. We will highlight new techniques and exemplify potential limitations of this research. At the end of the course students should be able to independently evaluate new research developments in this field and to identify positive and negative implications of emerging applications.

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

- Describe and discern basic philosophical constructs surrounding the idea of awareness and free will
- Describe and evaluate the concept of visual awareness and to recognise associated research paradigms
- Explain the difference between visual awareness and attention
- Detect methodological challenges and limitations when predicting psychological states and behaviour from neuroscientific measurements
- Describe and illustrate basic principles of predicting behaviour (machine learning) and to apply these principles to different domains (legal, security, market research, learning and teaching)
- Critically and independently evaluate pros and cons of new research and applications in this field

7.2.4. 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.

7.2.5. **PSYCHOLOGY & BIOLOGY OF MENTAL DISORDERS (PROF P UHLHAAS)**

**Aims:** The course will examine and evaluate different approaches to understanding and treating common psychological disorders. The history of these will be considered along with the current forms of such models. The application of these models to treatments will be described and the effectiveness of the treatments assessed.

**Outcomes**

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

- Describe medical and psychological models of mental disorders as well as discuss the ramifications of such approaches.
- Identify core symptoms and diagnostic approaches of major mental disorders.
- Evaluate the contribution of neurobiological and psychological factors in the emergence of affective, psychotic and personality disorders.
- Describe as well as evaluate different neuroimaging approaches and their application towards studying mental disorders.
- Discuss and summarise the application of psychological and medical interventions and their effects and mental and neural processes.

8. **SOCIAL PSYCHOLOGY POSTER PRESENTATION**

The Social Poster Presentation is a one-day event which is 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 Honours Psychology and is an invaluable opportunity to get to know fellow students and staff.

This is an important part of the Level 3 course. It is compulsory for all students enrolled on the Social Psychology course, but other students in L3 are very much encouraged to attend.

9. **PART 1 FINAL ASSESSMENTS**

Each single honours student must complete:

- Social Poster Attendance
- All relevant option examinations
- All relevant option coursework

9.1. **EXAM REGISTRATION/TIMETABLE**

You will be automatically registered for examinations in the options you have chosen. **It is your responsibility to ensure that your options are correctly listed on MyCampus.** The dates of the Final Examinations are decided by the University Examination Office, not the School. They will be posted by the Examinations Office on the web and elsewhere and you must watch out for this; we are not informed first. Last year’s times are not a good guide. It is important to keep watching the Registry website throughout the year, but especially in the period immediately prior to the examinations.

9.2. **EXTERNAL EXAMINER**

The external examiners for session 2019-20 are Professor Daryl O’Connor, University of Leeds and Dr Ines Jentzsch, University of St Andrews.
9.3. OVERALL WEIGHTINGS OF ALL EXAMS AND COURSE WORK
A meeting is held in Semesters 1 to inform you specifically about final exams and various aspects of the marking process, including the calculation of your final degree classification which is outlined below:

9.3.1. **Single Honours Students**
In Level 3 you will be awarded marks for the following:
- 8 core courses = 80 credits
- 1 Qualitative project = 10 credits
- 1 Quantitative project = 10 credits
- 2 option course = 20 credits

The 120 credits for your Level 3 year contribute 50% of your overall grade for degree classification.

In Level 4 you will be awarded marks for the following:
- 8 options = 80 credits
- 1 General Paper = 10 credits
- 1 Dissertation = 30 credits

The 120 credits for your Level 4 year contribute 50% of your overall grade for degree classification.

9.3.2. **Joint Honours Students (Except with Neuroscience)**
In Level 3 you will be awarded marks for the following:
- 4 compulsory courses = 40 credits
- 1 compulsory qualitative project = 10 credits
- 1 compulsory quantitative project = 10 credits

The 60 credits for your Level 3 year contribute 50% of the overall grade you will receive for Psychology in your degree classification.

In Level 4 you will be awarded marks for the following:
- 2 compulsory courses from L3 = 20 credits
- 1 General Paper = 10 credits
- 1 dissertation* = 30 credits

The 60 credits you take in your Level 4 psychology course will contribute 50% of the overall grade you receive from psychology.

*If you have agreed with the course tutor that you would prefer to take the non-accredited option for honours Psychology, then you will select 3 options from Level 4 to replace the dissertation.

9.3.3. **Joint Honours with Neuroscience**
In Level 3 you will be awarded marks for the following:
- 120 credits from Neuroscience

In Level 4 you will be awarded marks for the following:
- 7 compulsory courses = 70 credits
- 1 compulsory general paper = 10 credits
- 1 compulsory Qualitative Project = 10 credits
- 1 dissertation* = 30 credits

*If you have agreed with the course tutor that you would prefer to take the non-accredited option for honours Psychology, then you will select 3 options from Level 4 to replace the dissertation.

The final Honours classification is based on performance in the courses taken in Year 3 (50%) and Year 4 (50%). Each component course contributes in proportion to its credit rating.
9.4. CLASSIFICATION OF AWARD, ZONES OF DISCRETION AND APPEALS PROCEDURES

The following link will take you to an explanation of the criteria available to the Board of Examiners in considering students who do not achieve a clear first or 2:1 but who fall in the zones of discretion available to the exam boards: https://www.gla.ac.uk/myglasgow/senateoffice/policies/assessment/zonesofdiscretion/

Please be aware that consideration of students within these zones is at the discretion of the exam board it is not automatic so it is not the case that everyone in this zone will automatically be promoted. In addition, you will see from the information on the link that final classifications are not ‘rounded up’ but rather that the board will use the criteria detailed in this link that is available to them to decide if promotion is appropriate.

The first criteria which is applied to all students in the zones of discretion is a review of their course grade profile – if a student has 50% or more of their grades across the two years of honours study in the higher classification the board may promote such candidates. The board will then consider the second criteria available - a review of unrounded means. The next two criteria (Borderline Vivas/Exit Velocity) are not appropriate within the School of Psychology and are not considered. The final criteria the Role of the External Examiner may be used in extraordinary circumstances that are not already covered by the proceeding criteria, other regulations such as good cause and their general role in the examination processes.

In terms of how all exams are graded, as detailed in the Level 4 handbook, all exams (and in fact all assessments) are graded in accordance with the University Code of Assessment http://www.gla.ac.uk/services/senateoffice/policies/assessment/codeofassessment.

In relation to the appeals process, the SRC provides a very good information page on the University appeals process http://www.src.gla.ac.uk/advice/academic/appeals.

9.5. A WARNING

Please note that although it is natural for students to engage in ‘question spotting’ there are no guarantees about the questions in terms of how closely they will follow the pattern or emphases of the course content. At Level 4 question setters are encouraged to set broad critical questions that allow you to demonstrate your knowledge across the course rather than in one specific topic. There are no certainties in ‘what will come up’ – technically, it is even open to the External Examiner to put in questions of their own if they should so wish, although this privilege has not been exercised for as long as any of us can remember!

9.6. 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.
9.7. **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 (psych-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 student card with you for identification purposes. Typically you will be allowed to read through your script under supervision, which is to prevent the possibility of tampering with the script. Please note that it is not possible to scan scripts and send them to you, nor can you photograph them. For your information, no academic marker will have written any comments or marks on the scripts.

9.8. **FEEDFORWARD**
While providing feedback is very helpful, we also want to ensure that you are aware of the expectations that we have for your performance. Thus we provide written learning objectives and advice in lectures that complements written objectives. We also provide criteria for examinations and for submitted class work.

In addition, we have a scheduled class session in Semester 1 that is intended to help you deliver optimal performance in your Part One Finals.

9.9. **PEER FEEDBACK**
Level 3 Psychology students are encouraged to engage in Peer feedback. This is the process of you evaluating the qualities of the work of your peers, and providing feedback on the work so that the authors can make changes before the deadline. This is encouraged on the basis of evidence from the teaching and learning literature that it can be effective, and also on the basis of feedback from our own L3 psychology students who generally found it helpful. The details of how this will be implemented will be presented at the start of the academic year.

9.10. **CLASS PRIZES**

9.10.1. **ANTHONY J SANFORD PRIZE**
The top student, or students, based on overall performance in the Part One Finals will be awarded the Anthony J Sanford Prize.

9.10.2. **ALASTAIR WEIR PRIZE**
The top student, or students, with the highest mark in Human Development, will be awarded the Alastair Weir School Prize.

9.10.3. **MERIT LIST**
The top quartile of Single Honours students in the distribution of marks in the Part One Finals will normally be placed on the Psychology School’s Merit List.

10. **SUMMER VACATION SCHOLARSHIPS**
Any Level 3 student who would like to work on a research project or gain work experience during the summer vacation should consider applying to the following sources for funding. It is recommended that students approach staff to discuss possible summer projects by November during their third year. Each year a considerable number of Psychology students have great success in obtaining summer funding which could amount to as much as £2,000 per student.

10.1. **RESEARCH SCHOLARSHIPS**
If you intend to apply for a vacation scholarship your first step must be to find a supervisor. Students are not allowed to apply directly to any of the funding bodies. The application has to be made by the supervisor of the project. The following bodies sponsored vacation scholarships in previous years:

10.1.1. **THE WELLCOME TRUST**
Applications are taken for undergraduates to work on ‘medically-related’ research projects during the Summer vacation. The objective of the scholarship is to provide promising undergraduates with ‘hands on’ experience of research and to encourage them to consider a career in research. Preference is, therefore, be given to undergraduates without previous research experience. Undergraduates should be in the middle years of their degree studies and registered for a degree.
at a university within the UK or Republic of Ireland. The scholarships are available for up to eight weeks' work. Please note that scholarships are not available to complete student ‘projects’ that are part of your normal degree work. Application forms are usually available in January and can be obtained through your proposed project supervisor. Please note that a supervisor can only nominate one student for a Wellcome Vacation Scholarship. The closing date for applications to be returned via your supervisor to Wellcome is likely to be in mid-March.

10.1.2. **THE CARNEGIE TRUST FOR THE UNIVERSITIES OF SCOTLAND**
The Trust offers vacation scholarships for Scottish students who have shown exceptional merit at the University and who would like to devote their full time during some portion of the Summer vacation to a programme of study or research which will be of direct benefit to them in their academic work. The awards are available to undergraduates who will be of at least two years' standing at the end of the current academic year. Those graduating in the current year who propose to proceed to research can be considered at the discretion of the Trustees. The maximum period of a Carnegie Trust scholarship is eight weeks. Application forms are usually available in December and can be obtained through your proposed project supervisor. The closing date for applications to be returned via your supervisor is likely to be in March.

10.1.3. **SOCIETY OF BIOLOGY**
The Biology Undergraduate Research Bursaries Programme run by the Society of Biology in conjunction with the British Ecological Society, British Pharmacological Society, Genetics Society, Society for Endocrinology, Society for Reproduction and Fertility, the Physiological Society with the support of the Nuffield Foundation. Award: normally £180 per week for a period of between 6 and 8 weeks. Closing date is the end of March.


10.1.4. **SANFORD VACATION SCHOLARSHIP**
The School funds an undergraduate summer scholarship for a student seeking psychology-related work experience over the summer. The remit of the scheme is intentionally broad, in order to provide an opportunity to support projects that may not fit into other vacation scholarship schemes. Proposals are invited for projects involving any area of applied psychology such as occupational, counselling or clinical. Projects involving work with organisations that are outside the university research setting are encouraged. However, proposals based on experimental research are also welcome. The maximum project duration of 8 weeks but shorter projects are also encouraged.

10.1.5. **BRITISH PSYCHOLOGICAL SOCIETY**
The aim of the British Psychological Society’s Research Assistantship Scheme is to provide undergraduates with “hands on” experience of research during the summer vacation, to gain an insight into scientific research and to encourage them to consider an academic career. The awards last for a period of 6-8 weeks. The positions will be awarded to members of the Society who are active researchers, who may then appoint a third-year undergraduate student to become their Research Assistant in the summer break.

This scheme will finance a bursary to support an undergraduate in the summer vacation immediately prior to their final year. Awards will be made to members of the Society and will provide up to 10 weeks’ support for their nominated undergraduate. It is intended that the bursaries be targeted at undergraduates who are considering a research career in experimental psychology (as defined by the content of the Society’s journals). The purpose of these bursaries is to allow the student to learn at first-hand about experimental procedures and analyses employed in the host laboratory.

10.1.7. **GLASGOW SCIENCE CENTRE VACATION SCHOLARSHIP**
The GSC-Psychology Scholarship initiative provides a unique opportunity for a psychology honours student (levels 3 and 4) to collect data during the summer in a public setting. The scholar gains valuable experience in conducting research, and in communicating science to non-specialists. At this time, GSC benefits from hosting real science on-site. Visitors also benefit from participating in experiments and talking to students about the research. Awards are normally £150 per week to a maximum of 10 weeks. Deadline usually beginning of May.

Applications can be obtained through your proposed project supervisor. The closing date for applications to be returned via your supervisor will be early April. On completion of the project, the supervisor and student must complete the Final Report form and a poster must also be produced.
10.2. **WORK EXPERIENCE SCHOLARSHIP**

10.2.1. **ADDITIONAL FUNDING SCHEMES**

There are a number of additional funding schemes which can provide one-off funding for summer vacation scholarships. In the past, these have involved students being funded in work placements in the NHS or 3rd-sector, or in public engagement projects with the Glasgow Science Centre. Interested students should talk to potential supervisors about their interests with a view to developing bespoke applications in time for deadlines early in 2020.

10.3. **SUMMER SCHOOLS**

10.3.1. **EFPSA - EUROPEAN FEDERATION OF PSYCHOLOGY STUDENTS’ ASSOCIATIONS**

Quoting from their website: “This is a fantastic opportunity for you to gain practical research skills and to listen to the lectures of the truly best specialists of the field. Furthermore, your research projects, which will be started during the ESS, will then be carried out afterwards and, ultimately, will be published as a joint research in a scientific journal.” [http://www.efpsa.org](http://www.efpsa.org).

Note, as stated previously there may be costs involved in this process which the School of Psychology will not be able to help with directly.

“I just thought I would let you know a little about how the EFPSA summer school went. It was held on a country estate in a town called Arcalia about two hours from Cluj-Napoca, Romania. The time was split three ways, between lectures and workshops in the mornings being given by invited speakers from a range of disciplines within psychology (mostly clinical) each delivering a lecture followed by a workshop discussion in which the lecture was discussed openly amongst the students. Each lecture was related to the summer school theme of Social inequalities.

In the afternoons, time was spent on our assigned research groups. Each consisting of about 5 or 6 students and a supervisor. The topics of the research groups varied as much as the countries of the students who made them up. My own group were looking at danger appraisals and the impact of terrorism of different societies. The aim of the week spent with our research groups was to compile enough groundwork with which to return back to our home countries with the necessary knowledge with which to commence our research, all of which will be collected by the students, and then compiled and analysed as one source.

This research is set to commence immediately, with different participants in charge of different aspects of the report. The aim is to publish and possibly present the findings. The challenge is evident - convening 6 students in their final year, spread out from Finland to Poland, Turkey and the UK to work together - though I think the rewards are plain to see also.

The third side of the summer school revolved around the social activities and time spent with newly made friends.

I can honestly say that the week I spent in Romania was incredible. For anyone interested in pursuing a career in academia or in any aspect of psychology I can think of no better way to spend a week. It offered plenty of chances for meeting professionals already in your field of interest. It offered the opportunity to meet new friends who will happily put you up for a night should you ever find yourself in their home town, and it offered us the chance to create and get started on a very real piece of research, the likes of which first, second or third year psychology usually does not.”

- William Steele (previous 3rd-year student)
11. GLASGOW UNIVERSITY BUDDY SCHEME

There will be a number of visiting international students intending to study Psychology with us in the next academic year. In an attempt to help them to settle in better, we will again be running our “Buddy” Scheme, whereby visiting students are paired with our own GU Psychology students who are in the same year group. This has been running for the past couple of years and seems to be appreciated by the visiting students.

We would like to invite you to consider volunteering to be a “GU buddy”, to help support our visiting students. This would be a great opportunity for you to:

- broaden your horizons by learning about another country and culture;
- practice talking about psychology in particular and academia in general to someone unfamiliar with our higher education system;
- serve to represent, and so be an ambassador for, the School of Psychology and the University of Glasgow to a visiting student;
- include an additional extra to your CV next year, at the all-important time of looking for jobs;
- make a new friend from far away land (!)

GU Buddies would be required to meet with the visiting student for around half an hour or so a week for the first few weeks, and thereafter as appropriate. Also, GU buddies should be available by e-mail to answer questions that the visiting student may have (anything from aspects of the course to where they can buy cutlery!). There will also be a forum set up on Moodle 2 or a Facebook group for visiting students and GU buddies, so your answers to questions posted by visiting students would also be very helpful. Ideally, GU buddies should also try to be available to attend a welcome reception for visiting students during Fresher’s week (this year it is Friday 20th September from 12noon until 2pm) in order to meet their visiting student buddy for the first time, and also other visiting students.

Thus, while your support for visiting students would be much appreciated, it should not be an overwhelming or onerous commitment.

Please contact Dr Jude Stevenson (Judith.Stevenson@glasgow.ac.uk) if this is something you would be interested in. Many thanks for considering this, as this really would serve the School of Psychology and the university and increase its international reputation.

12. UNDERGRADUATE CONFERENCE

On the last day of Semester 2, there is an important event that Level 3 students attend. All Level 4 students will be presenting their Dissertation work in oral papers and academic posters throughout the day. This is when Level 3 students have the opportunity to find out about the diversity of research work that can be supported by each member of staff and the depth and quality of work that is expected.

13. GENERAL PAPER

In Level 4 all single and joint honours students will complete a compulsory General Paper, this will be a 2-hour exam in the April/May exam diet. Students will answer two questions from a set of questions based around 5 core areas of psychology (Biological Psychology, Cognitive Psychology, Social Psychology, Individual Differences Psychology and Developmental Psychology) in an open book exam (100%). All questions will be based around designing psychological research study to answer a research question in psychology. Before the exam students will be provided with pre-registration study templates that they can use in the exam to structure their answers. This will be a non formal contact hour course and further information will be provided throughout your third year.

AIMS: The aims of the General Paper are to encourage and enable students to actively demonstrate their practical theoretical and psychological knowledge and experience in the core disciplines of psychology that they have accumulated and developed throughout their university careers and Honours programme.
INTENDED LEARNING OBJECTIVES:
Students will be able to demonstrate a critical understanding and application of:

- Specialist theories and concepts in psychology to answering applied and academic questions about psychological phenomena;
- Appropriate research methodologies to address questions in psychology;
- Appropriate analyses to answer research questions in psychology;
- Research evidence to support the development of research questions in psychology

14. 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. As noted above, the lecturers are available for consultation at appointed hours that are displayed on their office doors. In addition, there is the possibility of e-mail contact with your dissertation supervisor and, of course, with 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 Linda Moxey for advice and support.

14.1. 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.

14.2. 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).

14.3. 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/

14.4. 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.

14.5. 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.

14.6. COMPLAINTS PROCEDURE
The University and School are committed to providing an excellent educational experience for our students. The University has a duty to maintain and enhance the quality of its provision and to provide an effective system for handling complaints. The University has a Complaints Procedure which allows complainants to raise matters of concern without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected. Further details about the University Complaints procedure can be found on the Senate Office website, http://www.gla.ac.uk/services/senateoffice/studentcodes/students/complaints.
14.7. 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 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.

15. BRITISH PSYCHOLOGICAL SOCIETY AND BPS SCOTTISH BRANCH

15.1. BRITISH PSYCHOLOGICAL SOCIETY (BPS)

Founded in 1901, this is the professional body which is central to the development of the profession of Psychology in the UK. The BPS exists to promote excellence and ethical practice in the science, education and practical applications of psychology (http://www.bps.org.uk/what-we-do/bps/bps).

Its aims are to:

- be the learned society and professional body for the discipline
- make psychology accessible to all
- promote and advance the discipline
- be the authoritative and public voice of psychology
- determine and ensure the highest standards in all dealings.

There are three relevant membership grades that you should be aware of:

1. Student Member which is open to everyone studying on a Society accredited undergraduate degree or conversion course. The course at Glasgow is accredited and we strongly encourage you to join the Society - from only £25 per annum. Benefits of student membership include:

   a. Automatic membership of the Society’s Student Member Group (SMG)
   b. The Psychologist magazine every month, with the chance to write for ‘New Voices’ and win free membership
   c. PsychTalk, a newsletter written by students
d. Exclusive discounts on books, journals and events
e. The chance to transfer to graduate membership free of charge after completing your undergraduate degree or conversion course
f. Recognition of belonging to a professional body, with the chance to join divisions and other groups

2. Graduate Member (MBPsS) which is the starting point to your career as a psychologist and is open to you on graduation.

3. Chartered Member (CPsychol), often referred to as the ‘gold standard’ of professional psychology, Chartered membership reflects the highest standard of psychological knowledge and expertise. In order to receive Graduate Basis for Chartered Membership (GBC) successful completion (2.2 or above) of a Society accredited undergraduate course is required. Successful completion of the Final Year Project (our Dissertation) is also required.

Being a student member has numerous benefits, including membership of the Society’s Student Members Group (SMG) and a quarterly magazine with up-to-date information on careers in Psychology.

15.2. BPS SCOTTISH BRANCH (BPS-S)
The BPS Scottish Branch (BPS-S) belongs to one of the four regional groups of the Society. The aim of BPS Scotland is to promote and advance Psychology that is especially important for Scotland, with events all year round and a quarterly bulletin for its members. Assignment to the appropriate regional branch is automatic after becoming a member of the BPS. Third and Fourth-year Psychology students of Scottish universities gather every year at the BPS-S Undergraduate Conference to present and observe the findings of final year projects. This is a great opportunity to practise public speaking and strengthen understanding of your own research findings. Abstracts are published in the Proceedings of the BPS.

16. 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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<tr>
<td>Social Psychology Poster Presentation</td>
<td>25 October 2019</td>
<td>18 November 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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<td>Basic of fMRI Scientific Report</td>
<td>29 November 2019</td>
<td>23 December 2019</td>
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<td>Professional Skills</td>
<td>17 January 2020</td>
<td>10 February 2020</td>
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<td>Short Individual Differences Critical Review</td>
<td>31 January 2020</td>
<td>24 February 2020</td>
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<td>(formative)</td>
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<td>Qualitative Project</td>
<td>7 February 2020</td>
<td>2 March 2020</td>
</tr>
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<td>Psychometrics Tool Test</td>
<td>7 February 2020</td>
<td>2 March 2020</td>
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<td>Psychometrics Test Manual</td>
<td>20 March 2020</td>
<td>15 April 2020</td>
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<td>Long Individual Differences Critical Review</td>
<td>26 March 2020</td>
<td>23 April 2020</td>
</tr>
<tr>
<td>Quantitative Project</td>
<td>24 April 2020</td>
<td>19 May 2020</td>
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## TIMETABLE FOR LEVEL 3 – 19/20

### Semester 1

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

<table>
<thead>
<tr>
<th>w/b</th>
<th>Mon 1-1</th>
<th>Mon 2-4</th>
<th>Tue 1-2</th>
<th>Tue 2-4</th>
<th>Wed 11-1</th>
<th>Wed 1-2</th>
<th>Wed 2-4</th>
<th>Thur 12-1</th>
<th>FRI 1-3</th>
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<td>23-Sep</td>
<td>L3 Induction</td>
<td>Basics of fMRI</td>
<td>Human Development</td>
<td>Forensic</td>
<td>Prof Skills</td>
<td>L3 Social</td>
<td>Statistical Models</td>
<td>Social Psychology</td>
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<td>Basics of fMRI</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>Prof Skills</td>
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<td>14-Oct</td>
<td>Basics of fMRI</td>
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<td>Forensic</td>
<td>Prof Skills</td>
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<td>11-Nov</td>
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<td>18-Nov</td>
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<td>25-Nov</td>
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<td>Qual Proj</td>
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<td>Statistical Models</td>
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<td>02-Dec</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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<tr>
<th>w/b</th>
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<th>Tue 1-2</th>
<th>Wed 11-1</th>
<th>Wed 1-2</th>
<th>Thur 9-11</th>
<th>Thur 12-1</th>
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<td>Physiological</td>
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<td>FVA2FW</td>
<td>PVC</td>
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<tr>
<td>20-Jan</td>
<td>Ind Diff</td>
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Note this timetable was correct at time of publishing, the most up to date timetable can always be found on MyCampus.