LEVEL 3 HONOURS PSYCHOLOGY

Programme Handbook 2020-21
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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 Donna Carrick Lynda Young
Programme Lead & Exams Officer Honours Administrator Learning & Teaching Manager
(Eugene.dawydiak@glasgow.ac.uk) (donna.carrick@glasgow.ac.uk) (Lynda.young@glasgow.ac.uk)

Your first point of contact will normally be the Teaching Admin Team, normally 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. 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.

1.4. 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. TIER 4 PROGRESSION
As a Tier 4 sponsor the University of Glasgow are unable to continue visa sponsorship for a student who has been withdrawn from their studies by the University, or is undertaking an academic appeal against the withdrawal, as they will not be studying full-time and as such no longer fulfil the requirements of the immigration rules as a student. If you are a Tier 4 student and are unclear of any of the regulations on progression, please check here: http://www.gla.ac.uk/services/registry/tier4

1.6. 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/
## 1.7. TIMETABLE FOR LEVEL 3 – 2020-21

Note this timetable was correct at time of publishing, the most up to date timetable can always be found on MyCampus.

### Semester 1

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2. **TEACHING DELIVERY IN FACE OF COVID-19**

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

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

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

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

So, in summary, the School and Institute have worked hard to make sure your learning opportunities are ready for you to hit the ground running on September 21st wherever you are and whatever your learning context is. Please understand that we 100% wish you could all be here physically with us in Glasgow from September 21st 2020. But we know that you are all in very different situations just now so we want you to have a lot of freedom and flexibility around that learning so that you can do it from where you are or from here in Glasgow as suits you, so that you can do it synchronously with us or asynchronously with us if that is what is needed for you right now. But what we are committed to is that no matter where you are learning from or when, that you will feel part of our everyday Glasgow lives and continue to have the very best learning experience we can offer.

2.1. **PLAN FOR LECTURE DELIVERY IN SEMESTER 1 AND 2**

Lectures will take place on Zoom. During the lectures on Zoom, the lecturer will deliver content live or stream pre-recorded lecture videos and engage in discussions and activities with the students. The Zoom link to the lecture sessions can be found on the relevant Moodle Page.
3. AIM AND LEARNING OUTCOMES OF HONOURS

3.1. 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.

3.2. 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

3.3. 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.
- 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>
<td>Science Communication</td>
<td>Tutorials</td>
<td>Scientific reports, Critical Review, Debate Portfolio</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>Group Coursework</td>
<td>Group coursework</td>
</tr>
</tbody>
</table>
4. 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.

5. 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.

5.1. 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:

- 80 credits of Level 3 compulsory modules
- 1 Qualitative Project (10 credits)
- 1 Quantitative Project (10 credits)
- 2 x Honours Option (20 credits)

Students will complete the following in their Level 4 Year (2020-21):

- 90 credits of Level 4 options
- 1 Dissertation (30 credits)
- A viva may be undertaken under certain circumstances

5.2. SPECIALISM IN NEUROSCIENCE OR CLINICAL PSYCHOLOGY

BSc Single Honours students due to graduate from 2020-21 onwards and who complete an appropriate dissertation and five courses from courses below will qualify for a Specialism, which will be endorsed on their graduation parchment. This degree option is fully accredited by the BPS. When you enter level 4 it is absolutely vital to communicate with the programme lead, Dr Heather Cleland Woods (Heather.Woods@glasgow.ac.uk) if you are interested in either of these specialisms.

<table>
<thead>
<tr>
<th>CLINICAL PSYCHOLOGY SPECIALISM</th>
<th>NEUROSCIENCE SPECIALISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>Basics of fMRI in Cognitive Psychology</td>
</tr>
<tr>
<td>Counselling</td>
<td>Cognitive Neuroscience: Insights into Brain Plasticity</td>
</tr>
<tr>
<td>Principles of Clinical Psychology</td>
<td>Realtime fMRI</td>
</tr>
<tr>
<td>Development, Difference &amp; Diversity</td>
<td>From Visual Awareness to Freewill</td>
</tr>
<tr>
<td>Health Neuroscience</td>
<td>Health Neuroscience</td>
</tr>
<tr>
<td>Neuropsychological Deficits</td>
<td>Neuropsychological Deficits</td>
</tr>
<tr>
<td>Psychology &amp; Biology of Mental Disorders</td>
<td>Neuroscience of Decision Making</td>
</tr>
<tr>
<td></td>
<td>Social Robotics</td>
</tr>
</tbody>
</table>

5.3. 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:

- 40 credits of 3 Compulsory Courses (currently: Statistical and Scientific Models (20 credits), Human Development (10 credits), and Individual Differences (10 credits))
- 1 Qualitative Mini Project (Semester 1) (10 credits)
- 1 Quantitative Mini Project (Semester 2) (10 credits)
Students are required to take the following in their Level 4 Year:

- 30 credits of 3 Compulsory Courses (currently, Physiological Psychology, Cognitive Psychology and Professional Skills)
- 1 Dissertation (30 credits)
- 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.

5.4. **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 and Scientific 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)
- A viva may be required under certain circumstances

5.5. **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.

5.6. **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:

Students are required to take the following in their Level 4 Year, currently:

- Up to a maximum of 60 credits in another school and 30 credits of psychology honours options
- 1 Dissertation (30 credits)
- 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.

5.7. **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.
5.8. 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).

6. COURSEWORK

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>Statistical &amp; Scientific Models</td>
<td>Practical Skills Test 1</td>
<td>20%</td>
<td>19 October 2020</td>
</tr>
<tr>
<td>Statistical &amp; Scientific Models</td>
<td>Practical Skills Test 2</td>
<td>20%</td>
<td>16 November 2020</td>
</tr>
<tr>
<td>Physiological</td>
<td>Article 1</td>
<td>50%</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>FVA2FW</td>
<td>Critical Review</td>
<td>100%</td>
<td>18 November 2020</td>
</tr>
<tr>
<td>Quantitative Project</td>
<td>Project Scientific Report</td>
<td>100%</td>
<td>29 January 2021</td>
</tr>
<tr>
<td>Psychometrics</td>
<td>Pilot Measurement Tool</td>
<td>25%</td>
<td>29 January 2021</td>
</tr>
<tr>
<td>Individual Differences</td>
<td>Formative Mini Critical Review</td>
<td>Formative</td>
<td>5 February 2021</td>
</tr>
<tr>
<td>Physiological</td>
<td>Article 2</td>
<td>50%</td>
<td>10 February 2021</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>Debates Portfolio</td>
<td>100%</td>
<td>17 February 2021</td>
</tr>
<tr>
<td>Individual Differences</td>
<td>Critical Review</td>
<td>100%</td>
<td>26 March 2021</td>
</tr>
<tr>
<td>Psychometrics</td>
<td>Test Manual</td>
<td>75%</td>
<td>26 March 2021</td>
</tr>
<tr>
<td>Professional Skills</td>
<td>Portfolio</td>
<td>100%</td>
<td>16 April 2021</td>
</tr>
<tr>
<td>Basics of fMRI</td>
<td>Scientific Report</td>
<td>100%</td>
<td>16 April 2021</td>
</tr>
<tr>
<td>Qualitative Report</td>
<td>Reflection Piece</td>
<td>15%</td>
<td>23 April 2021</td>
</tr>
<tr>
<td>Qualitative Report</td>
<td>Research Report</td>
<td>85%</td>
<td>23 April 2021</td>
</tr>
</tbody>
</table>

6.2. COURSEWORK REQUIREMENTS

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.

6.3. COURSEWORK SUBMISSION

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

6.4. 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.’

6.5. TITLE PAGE FOR COURSEWORK SUBMISSION

Assessments (when appropriate e.g. essays and reports) should be submitted with a proper Title Page attached to it. These will be made available for download on the Psychology Moodle pages nearer to the submission deadlines. The Title Page should include your GUID number, date, essay or report title, and the word count (not including the Title and Reference sections, see section above for more info). Please note that work without the proper Title Page will not be accepted.

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 activities for submitting coursework for electronic marking and similarity checking. The similarity reports that the software produces is one of the sources examined by the Course 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 the characteristics of the assignment is. Please note that draft and final submissions activities on Moodle must be used only for the intended assignment and you should never use another student’s account.

6.8. COURSEWORK DEADLINES

Coursework and other material completed during the academic year need to be submitted via Moodle by a deadline date. The School cannot function effectively if these deadlines are not met, as we cannot guarantee return of feedback and grades in time to enable you to use the feedback moving forward. The dates are detailed at the end of this document.
6.9. LATE SUBMISSION
The University has compulsory regulations covering the late submission of work as follows:
• Work submitted not more than five working days after the deadline will be assessed in the usual way.
• The primary grade and secondary band so determined will then be reduced by two secondary bands for each working day (or part of a working day) the work was submitted late.
• Work submitted more than five working days after the deadline will be awarded Grade H (zero).
• Where feedback is provided to the student class within 5 working days of submission, for pieces of work less than 25% of the course’s summative assessment, any late submissions will be awarded Grade H (zero).
• Penalties for late submission of coursework will not be imposed if good cause is established for the late submission in terms of the definitions and procedures set out in the University Calendar.
Further details on penalties for late submission of coursework can be found at: http://www.gla.ac.uk/media/media_124293_en.pdf

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

Below is a summary of the key points. If you are unclear about anything please contact your Class Lead – Dr Eugene Dawydiak (eugene.dawydiak@glasgow.ac.uk) or the School Exams Officer – Professor Niamh Stack (niamh.stack@glasgow.ac.uk)

How to notify the School if work is submitted late:

• All coursework submitted late will be penalised in line with University regulations unless Good Cause is established. See below for a definition of Good Cause.
• To submit a Good Cause form, go to the Student Centre on MyCampus and select My Good Cause. You should also upload any supporting evidence.
• Good Cause forms must be completed within a week of the assessment date.
• All Good Cause applications will be considered by the programme convener, this is the Year Lead, Dr Eugene Dawydiak, however, all final decisions will be made by the Board of Examiners.
• The outcome of the application will be determined at the discretion of the programme convener who must be satisfied that the candidate submitting the application has been prevented by circumstances beyond his or her control from submitting the relevant work on time.
• Exemption from a late penalty will be commensurate with the duration of the circumstances causing the late submission and will be subject to a limit of five working days.
• Where the application for exemption from penalties is not submitted until after the deadline for submission of the work itself, relief from a late penalty will normally be granted only where the circumstances preventing the candidate from submitting work on time have also prevented application for a deferral of the deadline for submission.
• Deadlines for the submission of coursework which are to be formally assessed are published in this course documentation, and work which is submitted later than the deadline will be subject to penalty as set out above.
• Feedback will be provided for all coursework submitted late.

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

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

7.1. 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 eugene.dawydiak@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).

7.2. 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 coursessurveys@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.

8. COURSE OUTLINES – 2020-21

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.

8.1. CORE COURSES

8.1.1. COGNITIVE PSYCHOLOGY (DR CAROLINA KUEPPER-TETZEL)

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.
8.1.2. **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

8.1.3. **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

8.1.4. **PHYSIOLOGICAL PSYCHOLOGY (DR M GARDANI)**

**Aims:** This course 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, genetics and epigenetics in behaviour; 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

8.1.5. **PROFESSIONAL SKILLS (PROF 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.

8.1.6. **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. To reflect on skills development in qualitative research methods.

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.

8.1.7. QUANTITATIVE PROJECT
Aims: To work in small groups to complete a project using quantitative research methods. To develop the skills involved in analysing data and effective science communication.

Outcomes
By the end of this course students will be able to:
- Write an evaluative introduction to a research problem in Psychology
- Design testable hypotheses which derive from their review
- Test and statistically evaluate the hypotheses using appropriate experimental and quantitative statistical techniques
- Effectively communicate the research project in poster and research report form

8.1.8. SOCIAL PSYCHOLOGY (DR H PATERSON)
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.

8.1.9. STATISTICAL & SCIENTIFIC MODELS (DR D BARR)
Aims: To provide an understanding of basic statistical modelling approaches to the analysis of psychological data. To provide an understanding of the relation between scientific theory and analytical models, analytical goals and decision-making in scientific research and to be able to reflect on modelling criteria in relation to analytical goals and theoretical considerations. To provide an understanding of basic statistical modelling approaches to the analysis of psychological data.

Outcomes
- 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.
- Understand the relationship between theoretically motivated research aims and data analysis.
- Distinguish between different analytical goals in data modelling (e.g. confirmatory vs. exploratory).
- Understand how analytical goals affect decision-making (and related criteria) in an analysis.
• Reflect on potential trade-offs in the analytical decision-making process (e.g. internal validity vs. generalisability, parsimony vs. theoretical soundness, accuracy vs. coverage).

8.2. **OPTIONAL COURSES**

8.2.1. **BASICS OF FMRI (PROF L MUCKLI)**

**Aims:**
Functional brain imaging has become an essential tool in Cognitive Psychology and Neuroscience that has changed the way we think about the brain today. This course 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 programme 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.

8.2.2. **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
- evaluate the contribution Neuroscience makes to Forensic Psychology

8.2.3. **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
8.2.4. **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 this 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 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.

8.2.5. **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.
- Evaluate the importance of adolescent brain maturation and early intervention for the manifestation and treatment of mental disorders.

8.2.6. **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.
9. DEGREE EXAMINATIONS

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. OPEN BOOK EXAMINATIONS
Due to COVID-19, most exams will be a 24-hour open-book exam, which means that you will have access to your notes and other sources of information. The 24-hour time period is to allow flexibility with time zones and access to technology and appropriate study environments. You are expected to spend approximately 90 minutes completing the exams, although this will not be monitored. You will submit the exam answers on Moodle via Turnitin to allow for similarity checking. Any student found to have conferred with other students during the examination process may be referred to Senate under the Student Code of Conduct. More information about the exam will be provided in the assessment information sheets and there will be a dedicated exam preparation lecture towards the end of each semester.

9.3. PUBLICATION OF PAST EXAM PAPERS
Examples of Degree Examination Papers from previous years can be found in the University Library. You may find it helpful to consult these, but please remember that past exam papers are not always a guide to future exams. Lecture Modules may vary from year to year as does exam format. Thus, not all past paper questions will still be relevant, and these are superseded by any differences of syllabus or exam format by both this handbook and any course handouts and announcements.

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

9.5. EXTERNAL EXAMINER
The external examiners for session 2020-21 are Dr Katherine Button, University of Bath and Dr Rachael Shaw, Aston University.

9.6. OVERALL WEIGHTINGS OF ALL EXAMS AND COURSEWORK
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:

9.6.1. **Single Honours Students**
In Level 3 you will be awarded marks for the following:
- 80 credits of core courses = 80 credits
- 1 Qualitative project = 10 credits
- 1 Quantitative project = 10 credits
- 2 option courses = 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:
- 9 options = 90 credits
- 1 Dissertation = 30 credits

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

9.6.2. **Joint Honours Students (Except with Neuroscience)**
In Level 3 you will be awarded marks for the following:
- 40 credits of core 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:

- 30 credits of core courses = 30 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.

9.6.3. 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:

- 90 credits from CORE psychology courses (currently Human Development, Individual Differences, Social Psychology, Statistics & Scientific Models, Cognitive Psychology, Physiological Psychology and Qualitative Project)
- 30 credits from psychology dissertation

*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.

9.7. 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.

9.8. 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!

9.9. **CLASS PRIZES**

9.9.1. **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.

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

9.9.3. **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.

10.1.6 **EXPERIMENTAL PSYCHOLOGY SOCIETY (EP:S)**

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.”


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 a 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. SUMMARY OF THE UNIVERSITY ASSESSMENT POLICY

12.1. GRADING SCALE
A common grading scale is used for assessing each piece of work in Psychology. The grading scale we use is common throughout the university.

<table>
<thead>
<tr>
<th>Primary Grade</th>
<th>Gloss</th>
<th>Secondary Band</th>
<th>Aggregation Score</th>
<th>Primary verbal descriptors of attainment of Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>A1</td>
<td>22</td>
<td>Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgment relating to key issues, concepts and procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2</td>
<td>21</td>
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<td></td>
<td></td>
<td>A3</td>
<td>20</td>
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<td>A4</td>
<td>19</td>
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<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>
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<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>
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<td></td>
<td></td>
<td>C2</td>
<td>13</td>
<td></td>
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<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>
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<td></td>
<td></td>
<td>D2</td>
<td>10</td>
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<td></td>
<td>D3</td>
<td>9</td>
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<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>
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<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.

12.2. Minimum Requirement for Credit
Requirements for the award of a degree, diploma or certificate include the attainment of a prescribed number of credits. The award of credit is a different process from the award of a grade for a course. No matter what grade is awarded for a course, a candidate will be awarded credit for it which counts towards fulfilment of the credit requirements for an award. The basic requirement which must be fulfilled before a student is awarded credit for a course is that he or she has completed at least 75% of the Assessment for the course.

These rules only apply to cases where failure to submit coursework or attempt other Assessments is not explained by Good Cause. Where Good Cause is shown for failing to complete Assessments the Good Cause Rules explained in Chapter 5 of the Code of Assessment will apply.
13. ADDITIONAL RELEVANT INFORMATION

13.1. ATTENDANCE
Attendance at Lectures and Labs strongly correlates with overall performance on the course so you should make an effort to attend all sessions. Absences should be covered by the appropriate documentation (see information below).

13.2. 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.

13.3. AN IMPORTANT NOTE ON PUBLISHED COURSE INFORMATION
Every effort has been made to ensure the accuracy of the information in this handbook at the time of going to press. However, the content of courses and syllabuses is under regular review and may change from time to time with some courses being cancelled, modified or replaced. In addition, other factors such as industrial action or the departure of a member of staff may result in it not being possible to offer a course. Courses offered may also be subject to a minimum number of students in any one year. The School, therefore, reserves the right without notice to vary the content of its courses and syllabuses and the right to cancel or modify the courses, syllabuses and facilities described in this handbook.

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

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

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

The School and the University are keen to ensure that a safe learning environment is provided to all students free from any intimidating or bullying behaviour subsequently action will be taken against students alleged to have breached this Code, further information on the Student Code of Conduct is available here: http://www.gla.ac.uk/services/senateoffice/studentcodes/students/studentconduct.
A suspected breach of the Code can be reported by any student or member of staff in the University and associated bodies, or a member of the public. For example, instances of alleged bullying can be reported by any individual who has witnessed and has evidence of this behaviour not just the alleged subject of this intimidating behaviour. Any evidence of such behaviours, such as the example of Social Media screenshots above, will be passed to the Senate Assessor for Conduct who will decide whether it merits consideration under the Code of Student Conduct and, where appropriate, what actions need to be taken against students who are deemed to have breached this Code.
We hope this information is useful to you in your use of social networks.
13.5. USE OF COURSE MATERIALS AND PERSONAL RECORDING OF LECTURES, SEMINARS AND TUTORIALS

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

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

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

13.6. PROBLEMS, GUIDANCE, ETC...

The School’s hope is that you will enjoy the course of study offered and pass the examinations set. We work hard to create an inclusive community and we very much hope you feel a sense of belonging and that you always have someone to speak to when needed. You may understandably feel a need for a more individual form of help or assistance, and although the class is large, there are many ways in which you can make contact with members of staff. As noted above, the lecturers are available for consultation at appointed hours, which can be found on the School of Psychology webpage, to discuss course content. In addition, there is the possibility of e-mail contact with your 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 Eugene Dawydiak for advice and support. His email address is eugene.dawydiak@glasgow.ac.uk so please feel free to contact to make an appointment or ask any questions you may have.

13.7. ILLNESS, ABSENCE AND PERSONAL PROBLEMS

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

13.8. HEALTH AND SAFETY POLICY

The University has a policy regarding the health and safety of staff and students. This covers all activities undertaken as part of the teaching process, from the condition of the steps in the Lecture Theatre to the handling of hazardous substances and the implementation of possibly hazardous procedures. All students have the right to seek assurances on the safety of any activities in which they may be asked to participate.

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

14. BRITISH PSYCHOLOGICAL SOCIETY AND BPS SCOTTISH BRANCH

14.1. 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](http://www.bps.org.uk/what-we-do/bps/bps)).

Its aims are to:
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.

**14.2. 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.

**15. PASTORAL RESOURCES**
There are a range of pastoral support and student guidance systems in place for students on programme:

**Programme Lead** As mentioned in the introduction, Level 3 Programme Lead is Dr Eugene Dawydiak. He may be called upon to advise students as a group or individually on their performance, concerns or complaints about the programme. He will deal with queries from students and staff.

**Course Lecturers** All Lecturers teaching the Level 3 Courses have arranged to set aside at least one hour a week when they can be approached by students who have enquiries about the course – these are referred to as Office Hours, Consultation Hours or Student Hours. These times are listed on the staff pages of the website www.gla.ac.uk/schools/psychology/staff and some will operate an appointments system. Any problems with obtaining a consultation should be immediately taken up with the Programme Lead. Students are encouraged to approach lecturers with any concerns about issues relating to a particular course or to discuss progress. Lecturers can provide advice on assignments and appropriate feedback on work. As well as being posted online, consultation hours of teaching staff are also regularly posted on their office doors and on the screen in the entrance to the School. Staff also regularly support students through Moodle forums.
**Effective Learning Adviser** The College of Science & Engineering employs an Effective Learning Adviser whose role is to assist students, particularly mature students and non-graduates, to maximise their potential. The Effective Learning Adviser runs regular study skills work-shops and students may self-refer or be referred by the course lead for one to one sessions. Contact Dr Jessica Bownes at jessica.bownes@glasgow.ac.uk. (See also: http://www.gla.ac.uk/myglasgow/leads/students/.)

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

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

**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 mailto:care@psy.gla.ac.uk.

**15.1. PAL (PEER ASSISTED LEARNING) SCHEME**
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.

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

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

**Advice Centre:**
The SRC employs professional advisers to help you through any problems you might be having. These can range from welfare issues such as money and accommodation to representation in academic appeals and disciplinary matters. This is a free service, no appointment is necessary and their doors are open from Monday – Friday 11:30 am – 4 pm. You can also contact this service via advice@src.gla.ac.uk.

**Vice-President (Education):**
The VP Education oversees the whole student representative system, including providing the training. (S)He also represents the views of all students to the University on a variety of committees. If you have a matter relating to your education, which you feel requires attention, do not hesitate to get in touch via vp-education@src.gla.ac.uk or by dropping in to the SRC offices in the McIntyre Building on University Avenue. This and all other information about the SRC is available from www.glasgowstudent.net.

**16. FEEDBACK**

**16.1. 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.
16.2. **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.

16.3. **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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</thead>
<tbody>
<tr>
<td>Statistical &amp; Scientific Models practical skills test 1</td>
<td>19 October 2020</td>
<td>10 November 2020</td>
</tr>
<tr>
<td>Statistical &amp; Scientific Models practical skills test 2</td>
<td>16 November 2020</td>
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<tr>
<td>Physiological Article 1</td>
<td>18 November 2020</td>
<td>10 December 2020</td>
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<tr>
<td>FVA2FW CR</td>
<td>18 December 2020</td>
<td>20 January 2021</td>
</tr>
<tr>
<td>Quantitative Project</td>
<td>29 January 2021</td>
<td>22 February 2021</td>
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<td>Psychometrics Pilot Measurement Tool</td>
<td>29 January 2021</td>
<td>22 February 2021</td>
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<td>Individual Differences Formative CR</td>
<td>5 February 2021</td>
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<td>4 March 2021</td>
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<td>Psychometrics Test Manual</td>
<td>26 March 2021</td>
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<td>16 April 2021</td>
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<td>Basics of fMRI Scientific Report</td>
<td>16 April 2021</td>
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<td>Qualitative Report Reflection Piece</td>
<td>23 April 2021</td>
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<td>Qualitative Report Research Report</td>
<td>23 April 2021</td>
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