LEVEL 4 HONOURS PSYCHOLOGY

Programme Handbook 2021-22
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1. INTRODUCTION

1.1. WELCOME
Welcome to the next stage of your honours course in Psychology. The Level 4 course is focused on deepening your knowledge of selected areas of Psychology, areas that are determined by your interest and the research interests of the School.

It is very important that you realise 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. Just as you have to be active in developing your own education, you must take responsibility for organising your programme of study.

1.2. COURSE TEAM

Dr Heather Cleland Woods
Program Lead & Exams Officer
(heather.woods@glasgow.ac.uk)

Donna Carrick
Honours Administrator
(donna.carrick@glasgow.ac.uk)

Lynda Young
Learning & Teaching Manager
(Lynda.young@glasgow.ac.uk)

Your first point of contact will normally be the Teaching Admin Team, (psych-teachingadmin@glasgow.ac.uk) who will deal with general enquiries, however, Dr Woods can be contacted directly for more specific enquiries and/or problems.

1.3. ENTRY INTO LEVEL 4
Although the Honours Programme extends over two years, entry into the final Level 4 year is not automatic. If your performance at Level 3 has been unsatisfactory, you may be refused admission into Level 4. Normally candidates will sit their examinations in the same year in which they take the Level 3 or Level 4 course.

1.4. PROGRAMME DOCUMENTATION
This Programme Documentation sets out the structure of Level 4 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.

1.5. CAVEAT
When considering information, in general, the following order of priority should be applied:
1. Formal announcements in class and Teams 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.
1.6.  TIER 4 PROGRESSION
As a Tier 4 sponsor the University of Glasgow are unable to continue visa sponsorship for a student who has been withdrawn from their studies by the University, or is undertaking an academic appeal against the withdrawal, as they will not be studying full-time and as such no longer fulfil the requirements of the immigration rules as a student. If you are a Tier 4 student and are unclear of any of the regulations on progression, please check here: https://www.gla.ac.uk/myglasgow/registry/tier4/responsibilities/

1.7.  GDPR
The General Data Protection Regulation (GDPR) came into effect in May 2018. Along with the new Data Protection Act 2018, this marks a significant update to data protection laws and changes in how the University stores personal data. For information on what this means for students, please visit the Data Protection and Freedom of Information Office section of the University website: https://www.gla.ac.uk/myglasgow/dpfooffice/guidanceforstudents/ For details of the University’s Student Privacy Notice please see: University of Glasgow - MyGlasgow - Data Protection & Freedom of Information Office - GDPR - Privacy notices and templates

1.8.  OPTION CHOICES FOR LEVEL 4 – 2021-22
The options intended to be offered in Level 4 are shown in Table 1. Single honours students should select 9 options, joint honours students do not take any Level 4 options, although they are required to do a Dissertation. Note that the order of options below does NOT reflect the order in which the exams will be scheduled in the finals.

Table 1: Course Options available in Level 4

<table>
<thead>
<tr>
<th>Analysis of Psychometric Data</th>
<th>Perception &amp; Visual Cognition</th>
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<tbody>
<tr>
<td>Autism</td>
<td>Professional Skills</td>
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<tr>
<td>Basics of fMRI</td>
<td>Psychology and Biology of Mental Disorders</td>
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<tr>
<td>Bootstrap: Robust Statistical Inferences</td>
<td>Psychology of Climate Change</td>
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<tr>
<td>Cognitive Neuroscience: Insights into Brain Plasticity</td>
<td>Qualitative Research Enquiry</td>
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<td>Development, Difference &amp; Diversity</td>
<td>Realtime fMRI</td>
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<td>From Visual Awareness to Freewill</td>
<td>Sleep and Circadian Timing</td>
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<td>Health Neuroscience</td>
<td>Social Psychology &amp; Health</td>
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<td>Neuropsychological Deficits</td>
<td>Social Robotics</td>
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<td>Neuroscience of Decision Making</td>
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</tbody>
</table>
1.9. TIMETABLE FOR LEVEL 4 – 2021-22
Note this timetable was correct at time of publishing, the most up to date timetable can always be found on MyCampus.

<table>
<thead>
<tr>
<th>w/b</th>
<th>Monday 10-12</th>
<th>Mon 2-4</th>
<th>Tue 10-12</th>
<th>Tue 2-4</th>
<th>Wed 9-11</th>
<th>Wed 11-1</th>
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<td>Realtime fMRI</td>
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<td>Neuropsych Def</td>
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<td>PVC</td>
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<td>L4 Conf(9-5)</td>
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2. TEACHING DELIVERY IN FACE OF CURRENT COVID-19 GOVERNMENT GUIDANCE

In Scotland, we have currently moved beyond level 0 which means that several restrictions have been lifted and we are hopeful of seeing continuing return to life as it was pre-pandemic. However, the Scottish Government continues to be cautious and therefore the University are still taking steps to ensure everyone’s safety while continuing to provide learning and UofG community opportunities for you while keeping health, safety and wellbeing as the highest priority. Some of the ways we are doing this are outlined here. Of course, any questions you may have can be addressed to your programme lead and we understand that both staff and students may have concerns about health/safety and travel restrictions. We will work as a community to ensure learning is open and accessible to all. Please do let your programme lead know if you have any questions or concerns.

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

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

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

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

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. AIMS AND LEARNING OUTCOMES OF HONOURS

3.1. AIMS
The honours degree programme may be carried out 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 communication, collaboration, research methods, and critical thinking.
- 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 Graduate Membership for the student.

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 introduce the staff, outline the programme and assessment methods, and introduce students to the range of reading material and software learning support.
- Lectures will introduce students to the key theories and relevant studies.
- Assessments will give students the opportunity to research independently and evaluate relevant material beyond the lectures, and acquire the skills of evaluating and communicating scientific material.
- Web based resources will allow flexible access to support materials.
- Dissertations in Level 4 will enable students to carry out an extensive piece of empirical research that requires them to individually demonstrate a range of research skills including planning, considering and resolving ethical issues, analysis and dissemination of findings.
- Learning and teaching will be designed and implemented to be appropriate to all students’ needs.
4. FORMAL REQUIREMENTS FOR HONOURS

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

4.1. SINGLE HONOURS

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

Students will have completed the following in their Level 3 Year:
- 90 credits of Level 3 compulsory modules
- 30 credits of Level 3 option modules (3 courses out of a choice of six)

Students will complete the following in their Level 4 Year, currently:
- 90 credits of Level 4 options
- 1 Dissertation (30 credits)
- A viva may be undertaken under certain circumstances

4.2. SPECIALISM IN NEUROSCIENCE OR CLINICAL PSYCHOLOGY

Single Honours students due to graduate from 2021-22 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. 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>
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<tbody>
<tr>
<td>Autism</td>
<td>Autism</td>
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<tr>
<td>Development, Difference &amp; Diversity</td>
<td>Basics of fMRI in Cognitive Psychology</td>
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<td>Realtime fMRI</td>
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<td>Social Robotics</td>
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4.3. 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. It should be noted that no Level 4 Options can be taken by a Joint Honours Student.

Students will have completed the following in their Level 3 Year:
- 60 credits of 3 Compulsory Courses (currently: Human Development, Individual Differences, Qualitative Project, Quantitative Project, Statistical & Scientific Models)

Students will complete the following in their Level 4 Year, currently:
- 30 credits of 3 Compulsory Courses (currently: Cognitive Psychology, Physiological Psychology and Social Psychology)
- 1 Dissertation (30 credits)
- A viva may be undertaken under certain circumstances

Courses will, therefore, be taken over two years, with exam dates set by Registry. NB Timetable clashes are NOT accepted by the School of Psychology and Neuroscience.
4.4. **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. Joint honours neuroscience students can take one option from a limited set.

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, currently:

- 80 credits of compulsory courses, currently: Cognitive Psychology, Human Development, Individual Differences, Physiological Psychology, Qualitative Project, Social Psychology, Statistical and Scientific Models
- 1 other Course (10 credits) from a current choice of Basics of fMRI, Cognitive Neuroscience: Insights into Brain Plasticity, Health Neuroscience, Neuropsychological Deficits, Neuroscience of Decision Making
- Dissertation (30 credits)
- A viva may be required under certain circumstances

4.5. **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 already stated, but in the Level 4 year you would take 3 Level 3 courses, and 3 Level 4 options (replacing the Dissertation). If you are considering this programme please discuss the issue with your Advisor of Studies and with Dr Heather Cleland Woods, as accreditation is required for most postgraduate careers in Psychology.

4.6. **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 and Neuroscience.

4.7. **SPECIAL COMBINATION – HONOURS IN OTHER SCHOOL + CREDITS IN PSYCHOLOGY**

Application must be made through the Level 3 Programme Lead 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. Assessment 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 are possible.
5. COURSEWORK

5.1. 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. Deadlines are set out in the feedback calendar at the end of this documentation.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TYPE OF COURSEWORK</th>
<th>% OF OPTION</th>
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</thead>
<tbody>
<tr>
<td>Psychology of Climate Change</td>
<td>TED-Style Talk Script recording</td>
<td>70%</td>
</tr>
<tr>
<td>Psychology of Climate Change</td>
<td>Communication Strategy</td>
<td>30%</td>
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<tr>
<td>Bootstrap</td>
<td>Research Report</td>
<td>100%</td>
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<tr>
<td>Prof Skills</td>
<td>Portfolio</td>
<td>100%</td>
</tr>
<tr>
<td>Qualitative Research Enquiry</td>
<td>Group Led Learning Aid</td>
<td>75%</td>
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<tr>
<td></td>
<td>Individual reflection piece</td>
<td>25%</td>
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<tr>
<td>Social Robotics</td>
<td>Research Proposal</td>
<td>100%</td>
</tr>
<tr>
<td>Dev, Diff &amp; Div</td>
<td>Critical Review &amp; Pamphlet</td>
<td>100%</td>
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<tr>
<td>FVA2FW</td>
<td>Critical Review</td>
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<tr>
<td>Health Neuro</td>
<td>Report</td>
<td>100%</td>
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<tr>
<td>Autism</td>
<td>Group Abstract</td>
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<td></td>
<td>Presentation</td>
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<tr>
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<td>Pilot Measure</td>
<td>25%</td>
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<td>Test Manual</td>
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<tr>
<td>Realtime fMRI</td>
<td>Report</td>
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<tr>
<td>Dissertation</td>
<td>Dissertation</td>
<td>100%</td>
</tr>
<tr>
<td>Basics of fMRI</td>
<td>Scientific Report</td>
<td>100%</td>
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</tbody>
</table>

5.2. COURSEWORK REQUIREMENTS

Please note these points:
- All coursework must be submitted by the published deadline
- All coursework will be submitted electronically unless otherwise stated.
- All coursework 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 coursework must be submitted with a title page which will be available to download from the relevant Moodle page.

5.3. COURSEWORK SUBMISSION
Your coursework will be marked electronically and you will be asked to submit through Moodle assignment activities. Assignment activities usually open 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 coursework.

5.4. 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.'

5.5. 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, assessment 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.

5.6. 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.

5.7. 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 and Neuroscience will be able to submit one copy of their work in a draft submission to self-check for similarity and deal with any cases of accidental plagiarism. With draft submissions there will be guidelines about how to approach instances of similarity and these guidelines take into account whether the assignment involved group work, was an individual piece and also what the characteristics of the assignment is. Please note that draft and final submissions activities on Moodle must be used only for the intended assignment and you should never use another student’s account.
5.8. COURSEWORK DEADLINES

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

5.9. 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.

5.10. 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 Programme Lead – Dr Heather Cleland Woods (Heather.Woods@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 Heather Cleland Woods, 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 convenor 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.

### 6. QUALITY ASSURANCE AND ENHANCEMENT OF THE COURSE

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

#### 6.1. Class Representatives - Staff/Student Liaison

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

Students can either be nominated or nominate themselves after the induction class in September. To nominate please send an email to heather.woods@glasgow.ac.uk with Name, College and Student Category information. Arrangements for an election will be made early in semester 1. Training and support for this role are supplied by the SRC (Student Representative Council).

#### 6.2. Course Evaluation Surveys by Students

Students are asked to offer an evaluation of various aspects of the course (communication, collaboration and community) through the completion of questionnaires administered during the academic year. The results are scrutinised by Teaching staff on the team, The Director of Teaching and Learning and the School’s Quality Assurance Officer and are the subject of discussion at meetings of the Staff-Student Committee, as well as at Staff meetings. Responses to them will be fed back to students through the course Moodle sites. Over the years a number of improvements in the course have been prompted by student opinion expressed in this way.

Surveys will mostly be done online (as this seems most convenient for both students), and automatic email reminders sent. It is a requirement for all students to fill them in. This is important to give confidence to students, teaching staff, and various higher layers of university quality assurance that we are neither ignoring issues which many students have shown concern about, nor making changes that affect all students based on what only one or two students have expressed an opinion about. Each survey will have a way of stopping reminders by saying it is not applicable e.g. by stating that the student did not attend that part of the course. All problems with surveys or reminders should be reported to coursesurveys@psy.gla.ac.uk and will be attended to promptly.

The main times to expect surveys are at the end of each course. Surveys will often be quick to fill in (sometimes very quick), apart from open-ended questions asking for not just a click but for a typed reply. Typically only a minority of students type in an open-ended response and yet these are often the most influential, and we particularly welcome such contributions. Survey responses are always anonymous: teaching staff cannot link a response to the student who gave it.
7. COURSE OUTLINES 2021-22

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

7.1. ANALYSIS OF PSYCHOMETRIC DATA (DR CHRISTOPH SCHEEPERS)

Aims: This course aims to teach students various techniques for the evaluation and use of psychometric scales, enabling them to examine and improve the internal consistency of psychometric measurements, identify the dimensional structure of psychometric (sub-) scales, identify potential clusters of observations and use psychometric scales for prediction and measurement of psychological constructs.

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

- evaluate and, if necessary, improve the internal consistency of a multi-item psychometric measurement;
- identify the dimensional structure of a psychometric measurement;
- perform reliability and principal component analyses in R;
- identify clusters of observations (e.g., participant subgroups) in a given set of data;
- perform k-means cluster analysis in R;
- use psychometric measurements as predictor or criterion variables in a regression analysis;
- perform various regression techniques in R

7.2. AUTISM (DR DAVID SIMMONS)

Aims: To introduce students to the broad range of current research on autism spectrum disorders (ASDs).

Outcomes
By the end of this programme students will:

- be aware of the advantages and disadvantages of current definitions of ASD and diagnostic techniques.
- be able to critically assess current psychological/cognitive theories of ASD.
- be able to critically assess current neural theories of ASD.
- have a detailed knowledge of potential causes of ASD
- have a detailed knowledge of the social and scientific importance of ASD.

7.3. BASICS OF FMRI (DR LARS MUCKI)

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 course students will be able to:

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

**Aims:** The aim of this course is to introduce students to the bootstrap and how it can be used to make statistical inferences. The course teaches practical R skills including how to run simulations, implement the bootstrap, illustrate results in ggplot2 and make reproducible reports using Rmarkdown. Practical applications include inferences about group comparisons and correlation analyses.

**Outcomes**
By the end of this course students will be able to:
- Critically evaluate the goal and implementation of the percentile bootstrap at an abstract level
- Interact with and write R code implementing the percentile bootstrap
- Apply the bootstrap to inferences on measures of central tendency and correlations
- Illustrate raw data and bootstrap results using ggplot2
- Use the percentile bootstrap to make statistical inferences and interpret the results, including the description of p values and confidence intervals
- Write reproducible reports using RMarkdown

7.5. **COGNITIVE NEUROSCIENCE: INSIGHTS INTO BRAIN PLASTICITY (PROF GREGOR THUT)**

**Aims:** Each lecture begins with case descriptions of patients with paradoxical (sometimes productive) effects of stimulation/lesions on behaviour. Examples include: hyper-attention; an anarchic hand; the experience of leaving one’s own body; or the integration of phantom limbs into one’s own body scheme. The lectures explore how these phenomena fit or inform models of cognitive processes and plasticity in different domains (e.g. attention, motor control, interhemispheric interactions, multisensory integration) and points to implications for neurorehabilitation.

**Outcomes**
By the end of this course students will be able to:
- Evaluate non-invasive brain stimulation techniques (including TMS, tDCS, tACS) that are widely used in the cognitive sciences as neurocognitive probes, as well as to their relation with other neuroimaging approaches.
- Evaluate functions that can be uncovered by brain-stimulation/disruption or peripheral lesions (peripheral visual pathways), due to the potential of the brain to cope with interference or deafferentiation (plasticity).
- Evaluate the implications of these observations on current models of brain organization across different cognitive domains (attention, motor control, interhemispheric interactions, multisensory integration).
- Outline current experimental approaches in clinical neurorehabilitation that use current concepts in brain plasticity for neuromodulation to bias brain reorganization in desired directions.
- Appreciate the complexity of brain organization at the macroscopic level (network of brain areas).

7.6. **DEVELOPMENT, DIFFERENCE & DIVERSITY (PROF NIAMH STACK)**

**Aims:** The aim of this course is to provide an understanding of the abilities of children whose development is in some way different. It will examine the origins and identification of different forms of atypical development and investigate the psychological and social impact for children.

**Outcomes**
By the end of this course students will be able to:
- identify the different methodological and ethical complexities associated with research into atypical development:
- demonstrate an understanding of the role of the environment and genetics in atypical development;
- discuss issues related to identification of, and provision for, children demonstrating an atypical developmental trajectory.
7.7. FROM VISUAL AWARENESS TO FREE WILL (DR MARTIN LAGES)

Aims: The aims of this interdisciplinary course is 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 recognize associated research paradigms
- explain the difference between visual awareness and attention
- detect methodological challenges and limitations when predicting psychological states and behaviour from neuroscientific measurements
- describe and illustrate basic principles of predicting behaviour (machine learning) and to apply these principles to different domains (legal, security, market research, learning and teaching)
- critically and independently evaluate pros and cons of new research and applications in this field

7.8. HEALTH NEUROSCIENCE (PROF LARRY BARSALOU)

Aims: This course explores the neural mechanisms that underlie healthy and unhealthy behaviours. After learning about relevant neural mechanisms in health domains such as eating, drug use, and stress, students select a specific health behaviour to examine in depth. Over the course, each student develops an individual project that (1) examines relevant literature on their target health behaviour, (2) characterises its underlying neural mechanisms, along with supporting situational conditions, (3) identifies outstanding issues and directions for future research, and (4) develops a research proposal to increase understanding of relevant neural mechanisms.

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

- outline important neural mechanisms that underlie a variety of healthy and unhealthy behaviours
- review important theories and theoretical distinctions, along with relevant empirical evidence
- find, evaluate, and integrate relevant literature on the neural mechanisms that underlie a target health behaviour
- characterize the neural mechanisms that underlie this behaviour
- identify outstanding issues and future directions associated with research on these mechanisms
- develop a specific research proposal to better understand these mechanisms

7.9. NEUROSCIENCE OF DECISION MAKING (DR MARIOS PHILIASTIDES)

Aims: This course provides an introduction to the neuroscience of decision making, in particular the neural principles underlying perceptual as well as reward- and value-based decisions. Perceptual decisions involve choices based on ambiguous sensory evidence whereas reward- and value-based decisions hinge largely on probabilistic evidence and subjective preferences associated with potential choices. In addition, the role of training in perceptual decision making and the influence of reinforcement-learning in reward-based choices are discussed in the context of optimising decision-related processing. Important methodological considerations on how the relevant neural data are collected and analysed, including some computational modelling work, are also explored. The course draws mostly on recent research reports from both the human and non-human primate literature to illustrate the brain networks and the fundamental principles underlying decision-related processing and their relevance to interpreting neurophysiological and neuroimaging experiments and to understanding brain function in health and disease.

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

- evaluate the main principles guiding different forms of decision making problems (e.g. perceptual vs reward-based decisions), identify the relevant brain networks implementings such decisions and explain how these can go astray in brain trauma or disease
• evaluate the main principles and neural networks involved in reinforcement learning during perceptual and 
  reward-based decision making
• evaluate the main principles of sequential sampling models of decision making
• design simple behavioural paradigms to probe the behavioural and neural correlates of decision making and 
  recognise how interventional techniques (TMS, electrical stimulation, brain lesions) are used to establish causal 
  relationships in neural networks
• evaluate the influence of important decision modulators (e.g. confidence, speed-accuracy-tradeoff, expert 
  advice, risk, time, genes, etc) on behavioural choice
• distinguish different analytical approaches for data analysis and different human neuroimaging techniques for 
  data acquisition and appraise their (dis-) advantages

7.10. NEUROPSYCHOLOGICAL DEFICITS (DR MONIKA HARVEY)

Aims: The aim of this course is to introduce students to some major neuropsychological disorders and to outline how an 
understanding of these deficits can inform our understanding of brain function and enlighten cognitive neuroscience. Impairments of higher visual functions such as agnosia, optic ataxia and hemispatial neglect shall be presented in detail and their relevance to models of brain function outlined. Students will also become familiar with cognitive 
neuropsychological tests.

Outcomes
By the end of this programme students will be able to:
• Understand prominent models of brain function and critically evaluate the strengths and weaknesses of such models
• Evaluate evidence for and against blindsight, optic ataxia
• Critically assess the different models/level of explanation of the phenomena and outline the symptoms in relation 
  to brain function
• Reflect critically on the models of vision presented and discuss alternatives
• Describe the disorder and the changing interpretations over time and evaluate the different interpretations of the 
  syndrome
• Give presentations based on the previous modules and evaluate findings

7.11. PERCEPTION & VISUAL COGNITION (DR MARTIN LAGES & PROF FRANK POLLICK)

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

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

7.12. PROFESSIONAL SKILLS (PROF L DEBRUINE, DR C HORLIN, DR A ROY, DR M SWINGLER)

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 for graduate careers.
• Identify the career options and/or post graduate study opportunities available to psychology graduates.
• Develop and reflect on graduate attributes and employability.
• Present their professional skills in appropriate forms such as CV and application/online blog writing/infographic/open science evaluation/reflective writing.

7.13. PSYCHOLOGY & BIOLOGY OF MENTAL DISORDERS (PROF PETER 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.

7.14. PSYCHOLOGY OF CLIMATE CHANGE (DR ESTHER PAPIES)

Aims: This course aims to encourage students to apply psychological research to address the societal issue of climate change and related problems (e.g., biodiversity loss, environmental breakdown).

Outcomes

By the end of this course students will be able to:
• Analyse the role of psychological processes in behaviours contributing to climate change (e.g., food, fashion, transport, energy use).
• Apply psychological theories to understand mechanisms of behaviour change related to climate change.
• Present an effective intervention strategy to curb climate change.
• Use psychological knowledge to communicate effectively about climate change.
• Describe the relations of climate change with mental health (e.g., worry, anxiety, coping strategies).

7.15. PSYCHOMETRICS (DR CHIARA HORLIN)

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

Outcomes

By the end of this course students will be able to:
• Understand the principles of Classical Test Theory, reliability and validity.
• Design and generate a measurement tool.
• Critically evaluate the relevance, applicability and psychometric properties of a measurement.
• Compose and write a test manual to an appropriate level.

7.16. QUALITATIVE RESEARCH ENQUIRY (DR KATE REID)

Aims: This course aims to develop more advanced theoretical, practical, and professional skills in qualitative enquiry, including accessing different forms of qualitative data and recognising the role of theory in aligning with qualitative analysis options. The course reflects contemporary developments in the field such as use of computer meditated analysis, creative methods and the role of internet mediated data. Developing a critical, ethical, participatory lens is central to achieving the course aims.

Outcomes

By the end of this course students will be able to:
• Recognise the role of theory drawn from the social sciences and humanities which can be used to help inform the qualitative research process
• Select appropriate method of qualitative analysis that offer a good fit to research questions (theoretical alignment) and source of qualitative data
• Implement computer-assisted qualitative data analysis software to facilitate the qualitative analysis
• Design and produce a learning aid that provides an overview of one type of qualitative analysis technique
• Recognise and implement opportunities to engage in ethical and reflective practice during qualitative research enquiry.

7.17. REALTIME FMRI (PROF FRANK POLLICK)
Aims: Realtime functional brain imaging (rt-fMRI) has opened up the possibility that training individuals to control their own brain activity can bring about changes in behaviour and mental health. This course aims to give an in-depth introduction to the basics of realtime functional magnetic resonance imaging (rt-fMRI). The course will cover basics of the fMRI-signal, experimental strategies, analysis techniques and evaluation of the capability to achieve clinical outcomes and behavioural change.

Outcomes
By the end of this programme students will be able to:
• outline the technical requirements and capabilities of rt-fMRI imaging
• evaluate basic mechanisms by which rt-fMRI might achieve behavioural and psychophysiological change
• evaluate experimental design capabilities of rt-fMRI research and compare the relative strengths and weaknesses of different approaches
• evaluate potential effectiveness of rt-fMRI for obtaining clinical outcomes and behavioural change

7.18. SLEEP AND CIRCADIAN TIMING (DR HEATHER CLELAND WOODS, DR HOLLY SCOTT)
Aims: This course aims to provide an overview of current study within the fields of sleep and circadian timing. It will examine the biological, psychological and social impacts of disruption of sleep and circadian timing focusing on mechanism of action and treatment.

Outcomes:
By the end of this course students will be able to:
• Evaluate the physiological and psychological mechanisms responsible for healthy sleep and circadian timing;
• Identify the main areas where breakdown in healthy sleep systems may occur;
• Evaluate the health and psychological sequelae of disorders of sleep and circadian timing;
• Reflect on, in both scientific and lay terms the impact of sleep and circadian timing in daily life.

7.19. SOCIAL ROBOTICS (DR CHAONA CHEN)
Aims: To obtain an overview of state of the art behavioural and neurocognitive research into human robot interaction, including in-depth exploration of topics such as the utility of socially intelligent avatars for social psychology, how artificial human faces advance our understanding of social communication, and the different roles played by expertise, experience, emotion and embodiment when humans interact with socially intelligent artificial agents.

Outcomes:
By the end of this course students will be able to:
• Explain and evaluate state of the art experimental psychological work exploring human-robot interaction
• Explain and evaluate the utility of socially intelligent virtual agents for exploring fundamental social psychology research questions
• Discuss how physical presence shapes how people perceive and interact with artificial agents
• Discuss the role played by emotions in shaping human-robot interactions
• Evaluate the role of experience and expectations with artificial agents on the formation of long-term (social) relationships between humans and machines
8. THE DISSERTATION

8.1. AIMS
To develop in students the ability to plan a research project including developing and answering a research question based on literature based rationale, implementing sound methodological practices, carrying out suitable analysis and evaluating the impact of the study on the relevant field. The findings will be disseminated in a scientific document.

8.2. INTENDED LEARNING OUTCOMES
By the end of this course, students will be able to:
- Develop a research question with a clear evidence-based rationale
- Use appropriate methodology and analytical techniques to answer the research question
- Write a scientific document based on the evidence they have gathered and their subsequent analysis of the data demonstrating clear understanding and interpretation of their findings and their impact on relevant fields

8.3. SCOPE
Whether you are a Single, Joint Honours (unless you have consulted the course tutor about a non-accredited joint degree) or Special Combination (main subject Psychology) student you must carry out a Dissertation. It is a BPS requirement that students pass the empirical project in order to be eligible for the Graduate Basis for Chartered membership, so this is an important part of your degree programme. The Dissertation is a substantial empirical project carried out over the year and is usually completed individually, although there is scope for some portions of the project to be carried out in groups. For more information on this see the Dissertation page on Moodle https://moodle.gla.ac.uk/course/view.php?id=27232.

8.4. SUPERVISOR
You will have chosen or been allocated your supervisor by the time you reach Level 4. Your supervisor’s role in the project is to provide an appropriate level of guidance over the project. You should meet to
- Discuss the topic
- Agree on a timetable/plan
- Agree on the methodology and design
- Agree on participant recruitment, if relevant, and analysis
- Hand in your project proposal and discuss it
- Discuss the statistical analysis of data

Your supervisor may give you written or spoken feedback on a draft version of all sections of the project except the discussion which must be entirely your own work. Students should be fully aware that the project is their responsibility.

8.5. ETHICAL CLEARANCE
All Dissertations require ethical review before you start carrying out your project. The online ethical application form can accessed via a link on Moodle, where there is also guidance on filling the form as well as a link to the BPS guidelines. After completing the online form you should submit it by pressing the submit button. The form will automatically be sent to your supervisor, who will review the form or pass on to a member of the Ethics Committee for their approval. After review you will either receive notification that your application has been approved, or an invitation to alter or add to your application in a specified way before re-submitting it.
You will all have to read through the BPS ethical guidelines on carrying out psychology experiments with human subjects. Your ethics application must be approved before you begin testing participants, and your project will not be marked if ethical approval is not registered on our online system.

8.6. THE GENERAL DATA PROTECTION REGULATION
Data gathered for dissertations is subject to GDPR. This means that you need to clearly inform participants about the purpose for which you gather data and you need to store data in accordance with the regulation. GDPR applies to all personal data (names, e-mail addresses, location data etc.) and special category data (race, religion, sexuality, political affiliations, health and mental health, etc.). Keep data safe by string in on your university OneDrive accessible through MyGlasgow and the Microsoft365 online platform. Never store data long-term on a flash-drive or your personal computer. At the end of your dissertation share your data with your supervisor for long-term curation. Never use cloud-based storage such as dropbox or google drive to store data that contains personal or special category information.
8.7. **WORD LIMIT AND WRITE UP**
Your project report should be modelled on standard journal format. Your supervisor may give you written or spoken feedback on a draft version of all sections of the project except the discussion which must be entirely your own work. Make sure to hand this in well before the deadline however since each supervisor has many students and it is not possible to give feedback if everyone hands in their draft a week before the deadline. Help with your Dissertation write up can be found on Moodle.

Your write up should be an absolute maximum of 11,000 words. Please note that long reports are not necessarily good ones. This limit includes all the citations or references within the text but not the actual reference section. It does not include references, appendices, or tables that would normally appear in appendices, but it does include the abstract and tables required in the results section. Students who exceed this length will lose marks.

8.8. **DISSERTATION HAND-IN**
One copy of the Dissertation should be submitted via Moodle by **12 noon on Friday 18TH March 2022**. Further instruction on submission in will be posted on the Moodle page.

8.9. **YEARBOOK**
Dr Heather Cleland Woods will work with you over the course of the year to produce a yearbook for the class of 2021-22 which will include submissions from you all. We will throw this open though and invite you to upload anything you want to communicate your dissertation, what our city of Glasgow means to you, your time with us as part of UofG Psychology or this year specifically. We know that we have some creative students so feel free to submit photography, illustrations, poems, graffiti (not on public property please!), powerpoint with audio or a poster. We will use these submissions to create the yearbook which we will share with the year. Dr Heather Cleland Woods will be in touch once we have the submissions page set up so get your thinking caps on and let those creative juices flow.

For those of you who also want to present your work at the BPS undergraduate conference, we will be in touch with their plans as soon as these have been confirmed. Whatever the circumstances this year, we will ensure we have opportunities for you to share your work and celebrate all that you are achieving.

8.10. **MARKING PROCESS**
All Dissertations are marked by two markers – your supervisor, and a second marker. Each of these marks is worth 40% of the overall grade which you will receive for your project. The reports are marked blind in the sense that each marker is not made aware of the mark awarded by the other marker. However, if the marks of your supervisor and the second marker are not in broad agreement this will prompt a discussion, and the marks may be altered by one, both or neither of the markers as a result of the discussion. Your supervisor will also award you a mark (worth 20% of the overall grade for your dissertation) based on the way you carried out your research – research skills which may not be evident from your report. Further details of the dissertation marking process will be given during our meetings in semester 2.

8.11. **SUPPORT FOR DISSERTATIONS**
The School has developed several means of supporting students in completing their Dissertations:

**Psychometric Tests**
The School has a small number of psychometric tests that students can use for their projects. To find out if the School has a test that you would like to use then contact Dr Margaret Martin.

**Psychological Research Using Online Questionnaires**
In order to ensure that you gather data in accordance with GDPR we provide two safe platforms for gathering data online, the first is the School of Psychology Experimentum, an online platform for psychology students and the second is Microsoft Forms accessed through the University Microsoft365 online platform. If neither of these are suitable, consult with your supervisor or the school Technology Enhanced Learning and Teaching Lead (Dr Helena Paterson). Do not use online software such as Survey Monkey or the online PsyToolkit as these are not compliant with the law.
Statistical Support
The School offers support for data and statistical analysis via statistics workshops in the first half of semester 2, and via an online forum (see Moodle pages for Dissertation support).

Running dissertation studies on campus
This may be arranged with your supervisor in accordance with Government and University guidance dependent on access to lab space. More information will be shared on this by Dr Heather Cleland Woods.

9. DEGREE EXAMINATIONS

9.1. EXAM REGISTRATION AND TIMING
You will be automatically registered for relevant degree 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 examinations are decided by the Registry, not the School. They will be posted by the Registry on the web 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 2021-22 are Dr Katherine Button, University of Bath and Dr Rachael Shaw, Aston University.

9.6. OVERALL WEIGHTINGS OF EXAMS AND COURSEWORK
A meeting is held in Semesters 1 and 2 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:
- 90 credits of core courses
- 30 credits of option courses
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:
- 90 credits of option courses
- 30 credits of dissertation
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:

- 60 credits of core courses

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 of psychology dissertation*

The 60 credits for your Level 4 year contribute 50% of the overall grade you receive from Psychology in your degree classification.

*If you have agreed with the course lead that you would prefer to take the non-accredited option for honours Psychology, then you will select 3 courses from Level 3 and 3 options from Level 4 with no 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:

- 80 credits of core courses
- 10 credits of optional courses
- 30 credits of psychology dissertation

*If you have agreed with the course lead that you would prefer to take the non-accredited option for honours Psychology, then you will select 3 courses from Level 3 and 3 options from Level 4 with no 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/

In terms of how all exams are graded, as detailed in this handbook, all exams (and in fact all assessments) are graded in accordance with the University Code of Assessment

University of Glasgow - MyGlasgow - Senate Office - Policy, Strategy and Regulations - Assessment

In relation to the appeals process, details can be found here:

https://www.gla.ac.uk/myglasgow/senateoffice/studentcodes/academicappealsstudents/

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. PRIZES

Prizes Awarded by the School
The prizes awarded by the School to the Level 4 students (the decisions are made at the Board of Examiners’ Meeting) are listed below:

- **The Henry J. Watt Prize** is awarded to the student with the best psychology finals performance, as decided at the Examiners’ meeting.
- **BPS Undergraduate Prize** awarded to the best student in each accredited institution
- **The Pickford Prize** awarded to the best student of the year, preferably in Social Psychology.
- **The Callum Neil Airth Award** awarded to the best Level 4 Dissertation.
- **The Emily Hope Prize** awarded to the best Level 4 Dissertation in sleep research.
- **The Research Methods Prize** awarded to the best Level 4 Dissertation in research methods.

Nationally Awarded Prizes
The School may nominate, at the Board of Examiners’ Meeting, a dissertation to be submitted for the EPS/British Science Association Undergraduate Project Prize. The Experimental Psychology Society in collaboration with the British Science Association awards an annual prize to the best undergraduate project in experimental psychology submitted from a UK psychology honours degree programme. There are also national prizes awarded by the BPS for the best final year project in Psychobiology and Sport and Exercise Psychology. Nomination for both these awards is at the discretion of the Board of Examiners.
10. SUMMARY OF THE UNIVERSITY ASSESSMENT POLICY

10.1. GRADING SCALE

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

<table>
<thead>
<tr>
<th>Primary Grade</th>
<th>Gloss</th>
<th>Secondary Band*</th>
<th>Aggregation Score</th>
<th>Primary verbal descriptors of attainment of Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>A1</td>
<td>22</td>
<td>Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgment relating to key issues, concepts and procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A4</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A5</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>B1</td>
<td>17</td>
<td>Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Good</td>
<td>C1</td>
<td>14</td>
<td>Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C2</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Satisfactory*</td>
<td>D1</td>
<td>11</td>
<td>Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Weak</td>
<td>E1</td>
<td>8</td>
<td>Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Poor</td>
<td>F1</td>
<td>5</td>
<td>Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Very Poor</td>
<td>G1</td>
<td>2</td>
<td>Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
<td>0</td>
<td>No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary</td>
</tr>
<tr>
<td>CR</td>
<td>CREDIT REFUSED</td>
<td></td>
<td></td>
<td>Failure to comply, in the absence of good cause, with the published requirements of the course or programme, and/or a serious breach of regulations</td>
</tr>
</tbody>
</table>

*The Secondary Band indicates the degree to which the work possesses the quality of the corresponding descriptor.

#This gloss is used because it is the lowest grade normally associated with the attainment of an undergraduate award.

10.2. Minimum Requirement for Credit

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

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.
11. ADDITIONAL RELEVANT INFORMATION

11.1. 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).

11.2. 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. Complaints are managed by the complaints resolution office, more details can be found here: [https://www.gla.ac.uk/connect/complaints/](https://www.gla.ac.uk/connect/complaints/)

11.3. 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.

11.4. 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](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](http://www.glasgowstudent.net/advice).

The School and the University are keen to ensure that a safe learning environment is provided to all students free from any intimidating or bullying behaviour subsequently action will be taken against students alleged to have breached this Code, further information on the Student Code of Conduct is available here: [University of Glasgow - MyGlasgow - Senate Office - Appeals, Conduct and Complaints - Student Conduct (students)](https://www.glasgow.ac.uk/senate/)

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.

11.5. 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 terms and conditions of use in the University Lecture Recording policy. The policy can be found here:

https://www.gla.ac.uk/myglasgow senateoffice/policies/studentsupport/lecturerecordingpolicy/#1.purposeofthepolicy

11.6. 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 Heather Cleland Woods for advice and support. Her drop-in office hours are Wednesday 12pm to 2pm but please don’t feel you can only make contact during that time. Her email address is Heather.Woods@glasgow.ac.uk so please feel free to contact to make an appointment or ask any questions you may have.

11.7. 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: Academic Policies and Procedures (gla.ac.uk)

11.8. 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.

12. BRITISH PSYCHOLOGICAL SOCIETY AND BPS SCOTTISH BRANCH

12.1. BRITISH PSYCHOLOGICAL SOCIETY (BPS)

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

Its aims are to:

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

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

1. Student Member which is open to everyone studying on a Society accredited undergraduate degree or conversion course. The course at Glasgow is accredited and we strongly encourage you to join the Society - from only £25 per annum. Benefits of student membership include:
   a. Automatic membership of the Society’s Student Member Group (SMG)
   b. The Psychologist magazine every month, with the chance to write for ‘New Voices’ and win free membership
   c. PsychTalk, a newsletter written by students
   d. Exclusive discounts on books, journals and events
   e. The chance to transfer to graduate membership free of charge after completing your undergraduate degree or conversion course
   f. Recognition of belonging to a professional body, with the chance to join divisions and other groups

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

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

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

12.2. 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.
13. COMMUNICATIONS AND SUPPORT

13.1. COMMUNICATION VIA TEAMS
We will use Microsoft Teams as the discussion forum to answer student questions and share additional resources pertaining to lectures, coursework, and exams. A Level 4 team channel has been created and students are required to join the team. All Level 4 communication will come via Teams and so you must download and check it regularly. More info on how to access the team on Moodle.

13.2. CONTACTING STAFF & EMAIL ETIQUETTE
For Level 4 psychology, we prefer that you contact us using the chat function on Teams. If you need to use email, you must use your University of Glasgow account when contacting staff by email. This will ensure that messages are not removed by the University IT anti-spam software. Emails originating from other internet service provider accounts may get through, but there is no guarantee. You should always complete the subject field to indicate the content of the message. Emails directed to the Level 4 Year Lead or Level 4 teaching staff should always have “Level 4 Psychology” in the subject line followed by a meaningful keyword on the issue. Staff will usually respond within three working days. If you write an email that requires an immediate response, you may find that the staff member is away from their computer on that day or sees your email only later and cannot respond. Although we will do our best to address your email as quickly as possible, delays can occur. If you have not received a reply after three working days, feel free to send a reminder email. If you still have not received response, please contact the Year Lead.

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

14. 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 4 Programme Lead is Dr Heather ClelandWoods. She may be called upon to advise students as a group or individually on their performance, concerns or complaints about the programme. She will deal with queries from students and staff.

Course Lecturers All Lecturers teaching the Level 4 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 degree. The Disability Coordinator for Psychology is Dr Jamie Murray (Jamie.murray@glasgow.ac.uk). Information for students with a disability and special needs at University of Glasgow can be found on the web at: http://www.gla.ac.uk/services/disability/

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

**14.1. 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.

**14.2. 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. They also represent the views of all students to the University on a variety of committees. If you have a matter relating to your education, which you feel requires attention, do not hesitate to get in touch via vp-education@src.gla.ac.uk or by dropping in to the SRC offices in the McIntyre Building on University Avenue. This and all other information about the SRC is available from www.glasgowstudent.net.
## 15. FEEDBACK CALENDAR

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TYPE OF COURSEWORK</th>
<th>% OF OPTION</th>
<th>DEADLINE</th>
<th>RETURNED IN SUBMITTED ON TIME</th>
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<td>Psychology of Climate Change</td>
<td>TED-Style Talk Script recording</td>
<td>70%</td>
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<td>9 November 2021</td>
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<td>Psychology of Climate Change</td>
<td>Communication Strategy</td>
<td>30%</td>
<td>29 October 2021</td>
<td>22 November 2021</td>
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<tr>
<td>Bootstrap</td>
<td>Research Report</td>
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<td>29 October 2021</td>
<td>22 November 2021</td>
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<tr>
<td>Prof Skills</td>
<td>Portfolio</td>
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<tr>
<td>Qualitative Research Enquiry</td>
<td>Group Led Learning Aid</td>
<td>75%</td>
<td>29 October 2021</td>
<td>22 November 2021</td>
</tr>
<tr>
<td>Social Robotics</td>
<td>Research Proposal</td>
<td>100%</td>
<td>29 October 2021</td>
<td>22 November 2021</td>
</tr>
<tr>
<td>Dev, Diff &amp; Div</td>
<td>Critical Review &amp; Pamphlet</td>
<td>100%</td>
<td>10 December 2021</td>
<td>12 January 2022</td>
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<tr>
<td>FVA2FW</td>
<td>Critical Review</td>
<td>100%</td>
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<td>12 January 2022</td>
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<tr>
<td>Health Neuro</td>
<td>Report</td>
<td>100%</td>
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<td>Group Abstract Presentation</td>
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<td>Realtime fMRI</td>
<td>Report</td>
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<td>21 March 2022</td>
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<tr>
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<td>20 April 2022</td>
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<tr>
<td>Basics of fMRI</td>
<td>Scientific Report</td>
<td>100%</td>
<td>19 April 2022</td>
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