



University
of Glasgow

School of Psychology
& Neuroscience

Level 1A/1B PSYCHOLOGY

[PSYCH1001/PSYCH1002]



Course Handbook
2023 – 2024

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1 INTRODUCTION

1.1 WELCOME TO PSYCHOLOGY LEVEL 1

I want to welcome you to the study of Psychology at the University of Glasgow. Our team know you have made the right choice in studying here and I hope that you benefit from the course both intellectually and in terms of personal development. The following document tells you what our expectations of you are as a student and states the obligations that the School has towards you. The course is designed to develop not only your knowledge and understanding of psychological theory and research, but also your psychological literacy skills. Psychological literacy refers to the idea that having a strong understanding of human behaviour helps us to understand ourselves and others better. This document deals with all the things you need to know to carry out your role as a student. It deals with the aims and objectives of the course, your obligations in terms of Lectures, Labs, Supported and Independent learning, our Health and Safety Policy, and what to do if you have problems. A lot of the information you will need as you proceed with the course is contained within this document. We don't expect you to remember it all, but please keep a copy for reference so that you can look up the information you need.

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

Dr Emily Nordmann
Level 1 Course Lead

1.2 MAIN CONTACTS

Emily Nordmann, Course Lead
emily.nordmann@glasgow.ac.uk

Jude Stevenson, Deputy Course Lead
judith.stevenson@glasgow.ac.uk

Hera Mohammad, Course Administrator
hera.mohammad@glasgow.ac.uk

Please Note: This document was last updated on 14/09/2023 and every effort has been made to ensure the accuracy of the information in this handbook at the time of going to press. However, the content of courses, syllabuses and the process of Assessment are under regular review and are subject to modification as improvements in the course are made. Thus, there may be changes from time to time with some components being cancelled, modified or replaced. In addition, other factors such as industrial action or the departure of a member of staff may result in the School being unable to offer a course. The School therefore reserves the right, without notice, to vary the content of its courses and syllabuses, and the right to cancel or modify the courses, syllabuses and facilities described in this handbook. Please note that this handbook will NOT be updated throughout the year, thus you can expect it to be supplemented from time to time by other documents such as emails, notes on MyCampus on the Level 1 Psychology Moodle site, announcements on Moodle and Microsoft Teams and/or handouts, which supersede other documents such as this handbook.

1.3 CAVEAT

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

1. Formal announcements in class, in emails and in Microsoft Teams messages to the class are likely to supersede other printed documents.
2. The web-based information will be kept as up to date as possible and will generally be more accurate than printed handouts – but please check the date in the Footer Section on documents to clarify this.
3. Any printed material is only up to date at the time of preparation and the date of this will be shown in the Footer section.

1.4 ENTRY INTO THE COURSE AND PRE-REQUISITES

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

1.5 WHAT THE COURSE QUALIFIES YOU FOR

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

The course consists of two modules:

- Psychology 1A (PSYCH1001): Biological and Cognitive
- Psychology 1B (PSYCH1002): Social, Developmental and Mental Health & Wellbeing

Students normally complete both modules 1A and 1B. However, it is possible to leave after successful completion of module 1A with twenty credits and whatever grade award has been achieved.

Many students will intend to progress from Psychology 1A/1B to Psychology 2A/2B and thus to a single or joint honours degree in Psychology. Others will be happy to complete Psychology 1A or Psychology 1A/1B as part of another degree structure. If you intend to advance to one of the honours programmes, you should be aware of the progress rules which are laid out in Section 16.

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, please take time to familiarise yourself with [your responsibilities and the regulations on progression](#).

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](#). You can also view the details of our [Student Privacy Notice](#).

2 PSYCHOLOGY 1A – BIOLOGICAL AND COGNITIVE (PSYCH1001)

2.1 AIMS

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

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

2.2 INTENDED LEARNING OUTCOMES

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

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

3 PSYCHOLOGY 1B - SOCIAL, DEVELOPMENTAL, MENTAL HEALTH & WELLBEING (PSYCH1002)

3.1 AIMS

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

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

3.2 INTENDED LEARNING OUTCOMES

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

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

4 INTRODUCTION TO PSYCHOLOGY (PSYCH1010)

4.1 AIMS

The aim of this course is to introduce students to core material in the areas of psychology broadly defined, including an introduction to research methods in Psychology.

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

4.2 INTENDED LEARNING OUTCOMES

Students at the end of this course will be equipped with skills and knowledge to:

- Describe, explain, and evaluate a broad range of theories and research findings in Psychology which will introduce students to Biological Psychology; Perception and Visual Cognition; Human Memory; and Language
- Discuss and evaluate the methodological bases for psychological research

5 LECTURE INFORMATION

5.1 TIMETABLE

This timetable shows the provisional schedule for 2023/2024. Please note that changes to the timetable and to Examination dates are always possible.

SEMESTER 1

Week beginning	MON	TUE	WED
11 Sep	NO TEACHING – MY CAMPUS REGISTRATION		
18 Sep	Research Methods	Biological	Cognitive
25 Sep	Research Methods	Biological	Cognitive
2 Oct	Research Methods	Biological	Cognitive
9 Oct	Research Methods	Biological	Cognitive
16 Oct	Research Methods	Biological	Cognitive
23 Oct	READING WEEK		
30 Oct	Research Methods	Biological	Cognitive
6 Nov	Research Methods	Biological	Cognitive
13 Nov	Research Methods	Biological	Cognitive
20 Nov	Research Methods	Biological	Cognitive
27 Nov	NO TEACHING – REVISION WEEK		
4 Dec	NO TEACHING – EXAM PERIOD		
11 Dec	NO TEACHING – EXAM PERIOD		

SEMESTER 2

Week beginning	MON	TUE	WED
8 Jan	NO TEACHING		
15 Jan	Research Methods	Mental Health and Well-being	Social
22 Jan	Research Methods	Mental Health and Well-being	Social
29 Jan	Research Methods	Mental Health and Well-being	Social
5 Feb	Research Methods	Mental Health and Well-being	Social
12 Feb	READING WEEK		
19 Feb	Research Methods	Mental Health and Well-being	Developmental
26 Feb	Research Methods	Mental Health and Well-being	Developmental
4 Mar	Research Methods	Mental Health and Well-being	Developmental
11 Mar	Research Methods	Mental Health and Well-being	Developmental
18 Mar	Research Methods	Mental Health and Well-being	Developmental

5.2 LECTURE TIMES AND LOCATION

Lectures are timetabled for 9:00am and 1:00pm on Monday to Wednesday inclusive and the location will be available via your student timetable. Students will be enrolled in either the 9:00am or 1:00pm slot. Lectures on this course will be recorded. The recording will include any content that is being presented via the projector (e.g., slides/visualiser) and the audio of the lecturer. Recordings will be published to Moodle automatically 24 hours after the end of the 1:00pm lecture. Please note that this lecture series has not been designed for hybrid delivery. Therefore, there may be elements of the lecture that are not picked up by the recording (e.g., if there is Q&A from the audience or equipment failure) and you should not expect the recordings to be as high quality as those designed for online delivery.

There is also a large amount of evidence that attendance is highly predictive of performance. Lecture recordings are provided to help you recap the lecture and to give you flexibility for when illness or other unavoidable Good Cause means that you cannot attend the lecture. There are several studies that find that students who attend the live lecture and use the recording to revise tend to perform better. Lecture recordings can also help you take better notes in lectures. Summarising and paraphrasing what the lecturer is saying is better than writing down what they say word for word, even though it's more difficult. The recording can help reduce any worries you might have about missing anything, as you can use the recording to add to your notes later.

5.3 COURSE TEXT

From 2021-2022 we have been using two open-access textbooks for Level 1 Psychology. You can access both free of charge online, but there are also printed copies available for purchase if you would like a hard copy (although we would encourage you to wait and see how much you use either book before spending any money!).

- Textbook 1: [OpenStax Psychology \(2nd Edition\)](#)
- Textbook 2: [Discover Psychology 2.0 - A Brief Introductory Text | Noba](#)

6 RESEARCH SKILLS AND PRACTICAL LABORATORIES

Students will be required to complete a series of Labs across the semester. All Labs are scheduled to take place on campus. Each student will attend a one-hour weekly Lab. The Labs will help support and develop academic writing and data skills that are linked to the main assessments of the course. Students are encouraged to ask questions and work in groups. More detail on the Labs is provided on the Level 1 Moodle page.

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

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

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

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

- Formative feedback is provided by Lecturers and GTAs who will support you throughout the class activities.

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

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

7 COURSE WORK

7.1 HOW THE FINAL COURSE GRADE IS DERIVED

The overall assessment **for each module** is derived from grades from the following: (i) the degree exam, (ii) the Laboratory Portfolio and (iii) the class essay/report. The weightings of these 3 grades in making up the single course grade are shown in the following figure. **You must submit at least 75% of the assessments in order to be returned a grade for the course.**

PSYCH 1A COURSE GRADE								
	Degree Exam	40%	=	MCQs				
	Coursework	60%	=	Essay	35%			
				Lab Portfolio	25%	=	Data Skills h/work 1	0%
							Data Skills h/work 2	5%
							Data Skills h/work 3	5%
							Group Project	5%
							MCQs & Peerwise	5%
							Research Participation	5%

PSYCH 1B COURSE GRADE								
	Degree Exam	40%	=	MCQs				
	Coursework	60%	=	Report	30%			
				Lab Portfolio	30%	=	Data Skills homework 1	5%
							Data Skills homework 2	5%
							Data Skills homework 3	5%
							Group Project	5%
							MCQs & Peerwise	5%
							Research Participation	5%

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

7.2 COURSEWORK REQUIREMENTS

All students must complete an essay/report in each module and the practical class-based portfolio assessments. If you think illness or other serious circumstances will prevent you completing any aspect of the course, then you should immediately contact your adviser of studies and the Course Lead. You will then be advised on what course of action you

should take. Guidance on these assessments, including how to complete and submit them will be provided in Labs, and support materials placed on the Level 1 Psychology Moodle site, where assessment criteria will also be posted. Further details regarding the minimum requirement for credit can be found in section 10.2.

7.3 ESSAY/REPORT

You are required to complete one essay in 1A and one report in 1B, as part of coursework requirements. The essay title and report topic will be published at the start of each semester. Both the essay and the report should be a **maximum** of 1,500 words long and completed essays and reports should be uploaded via the correct link on the Psychology Moodle pages, which will record the date and time of submission. Essays and reports for marking should not be submitted by any other method. Guidance will be given on essay writing in practical classes and on Moodle, where you can find detailed assessment and feedback information sheets.

7.4 LABS AND PORTFOLIO ACTIVITIES

You are required to complete all Labs and the associated assessments noted in section 9.2. Guidance on these assessments will be provided in Labs, and support materials placed on the Level 1 Psychology Moodle site where assessment criteria will also be posted.

7.5 COURSEWORK SUBMISSION

Your coursework will be marked electronically, and you will be asked to submit through Moodle assignment activities. More information about how to submit each component will be provided on the Level 1 Moodle pages.

7.6 CORRECT FILE SUBMISSION

You will be asked to submit your coursework through a Moodle assignment submission link for electronic marking. Please note that it is your responsibility to ensure that the correct file has been uploaded to the final submission, so check carefully that it is the correct version before you submit for marking. The following appears in the [Guide to the Code of Assessment \(Chapter 2, p4\)](#):

'Where an on-line coursework 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.'

7.7 TITLE PAGE FOR SUBMISSION OF COURSEWORK

Essays and reports should be submitted with a proper Title Page attached to it. These will be made available for download on the School of Psychology & Neuroscience Moodle pages nearer to the submission deadlines. The Title Page should include your GUID number, date, essay or report title, **and the word count** (not including the Title and Reference sections).

7.8 PLAGIARISM AND USE OF ARTIFICIAL INTELLIGENCE

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 our [Plagiarism webpages](#).

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.

The University of Glasgow (with Russell Group peers) believes artificial intelligence (AI) tools are potentially transformative as well as disruptive. They increasingly feature in academic and professional workplaces. Consequently, rather than seek to prohibit students' use of these tools, we want to support you in learning how to use them effectively, ethically, critically, and transparently. You will be provided with guidance on the appropriate uses of AI tools for each assessment, however it is important to understand that using AI tools to generate assessment content and submit it as your own work is plagiarism.

If you submit plagiarised work or work written for you by another person, organisation, or AI tool, you are committing a serious breach of the Student Contract 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.

7.9 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 are one of the sources examined by the Course Lead to assess evidence of plagiarism. In cases of suspected plagiarism, action will be taken in line with the University's Guidelines. You will be able to check your similarity report and edit your work before the final submission to deal with any cases of accidental plagiarism. Please note that submission activities on Moodle must only be used for the intended assignment and you should never use another student's account or submit your psychology assignments to a different subject's assignment activities.

7.10 GROUP PROJECTS

As part of the Practical Labs, students will complete a group project in each semester. The group project will be a blog post in Psych 1A and a research poster in Psych 1B. Staff will provide additional information on this alongside guidance provided on Moodle, where assessment criteria will also be posted. Please note that groupwork is not only an essential generic skill but is one of the intended learning outcomes for the course, as well as being part of a British Psychological Society accredited curriculum. Therefore, we do not offer alternative individual assignments for groupwork.

7.11 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 five 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 by selecting 'Request extension to coursework submission date' - there is more information about how to request an extension and use the Good Cause system via ['Extensions & Good Cause in Psychology'](#). Your Course Lead will respond via the MyCampus Good Cause system and confirm a revised submission date if accepted. If you feel an extension is necessary, it can help to also check in with your Course Lead to help you plan completion of the assessment, so please feel free to drop into their office hours.

7.12 LATE SUBMISSION

The University has compulsory regulations covering the late submission of work as follows:

- Work submitted no 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 five 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.

Please ensure that you familiarise yourself with all details on [the penalties for late submission of coursework](#).

7.13 LATE/MISSED COURSE WORK OR MISSED EXAM DUE TO GOOD CAUSE

It is your responsibility to bring any factors that may have affected your academic performance to the attention of the University, and you must do this as soon as possible. [The Code of Assessment](#) which is published in Section 16 of the Fees and General Information section of the University Regulations covers incomplete assessment and Good Cause.

Below is a summary of the key points. If you are unclear about anything, please contact your Class Lead – Dr Emily Nordmann (Emily.nordmann@glasgow.ac.uk).

- 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 started within a week of the assessment date.
- All Good Cause applications will be considered by the Course Convener. This is the Year Lead, Dr Emily Nordmann. However, all final decisions will be made by the Board of Examiners.
- The outcome of the application will be determined at the discretion of the Course Convenor, who must be satisfied that the candidate submitting the application has been prevented by circumstances beyond their control from submitting the relevant work on time.
- Exemption from a late penalty will be commensurate with the duration of the circumstances causing the late submission and will be subject to a limit of five working days.
- Where the application for exemption from penalties is not submitted until after the deadline for submission of the work itself, relief from a late penalty will normally be granted only where the circumstances preventing the candidate from submitting work on time have also prevented application for a deferral of the deadline for submission.
- Deadlines for the submission of coursework which are to be formally assessed are published in this course documentation, and work which is submitted later than the deadline will be subject to penalty as set out above.
- Feedback will be provided for all coursework submitted late.
- In the case of missed examinations, a Grade of CW (Credit Withheld) will be returned unless Good Cause is established for why the assessment was missed. If Good Cause is established, then the student will be returned as MV. The student will then be required to sit the examination in the August diet if they wish to progress to the next year of study. If the student has initially been returned as CW, their performance in the August diet will be capped at 9.0. If they have been returned as MV, their grade will be uncapped.

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

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

8 DEGREE EXAMINATIONS

At the end of each module, 1A and 1B, there is a degree examination. This examination contributes 40% towards your overall assessment for the module. In the degree examination for Psychology 1A and Psychology 1B, you will be set 80 multiple choice questions (MCQs) which will examine the curriculum for the Semester in which the module took place, i.e., module 1A: Semester 1 and module 1B: Semester 2. Multiple-choice questions will be targeted on the main learning objectives as indicated in this Course Documentation and any subsequent amendments. [Further information regarding Exams can also be found on the University Website.](#)

8.1 ONLINE EXAMS

All psychology exams (prefixed with PSYCH) will be online for academic year 2023-24. **These will be timed with a fixed start time.** The Level 1A and Level 1B exams will be open-book exams, which means that you will have access to your notes and other sources of information. You will have one hour to complete the exam (subject to disability-related adjustment). You will complete the MCQ exam on Moodle via a timed Moodle quiz, where you will be required to sign a declaration that you have completed the exam independently. Any student found to have conferred with other students or AI tools during the examination process may be referred to Academic Policy & Governance under the Student Contract. More information about the exam is provided in the assessment information sheets, and there will be a dedicated exam preparation lecture towards the end of the semester.

8.2 TIMING

Degree examinations are normally held in December for module 1A and May for module 1B. Resits are normally held in August. All degree examination times are announced by Registry.

8.3 EXAMS ONLY CANDIDATES

Students who are sitting the exam and/or coursework as Exams Only candidates (i.e., students from a previous year with permission) should note that the degree exam is based on the syllabus for the current Semester. Students should ensure they have a copy of the current course handbook which provides details of the syllabus as well as the format of the degree exam.

8.4 PUBLICATION OF PAST EXAM PAPERS

Past exam papers for multiple choice questions are not made available, however, you will be provided with practice multiple choice questions, and you will be able to contribute to a bank of student-created questions to help you revise.

8.5 PUBLICATION OF DEGREE EXAMINATION RESULTS

Students' examination results will be published on their MyCampus record. The School is not allowed to release results directly by telephone or email.

8.6 EVELYN HOOKER PRIZE FOR BEST PERFORMANCE IN LEVEL 1

The Evelyn Hooker Prize recognizes exceptional academic performance and is awarded to the student(s) with the highest average grade across both Psych 1A and Psych 1B. The prize is named after Dr. Evelyn Hooker who was an influential psychologist whose research played a significant role in challenging prevailing societal attitudes and assumptions regarding homosexuality. Her groundbreaking work contributed to the understanding that homosexuality is not inherently associated with psychopathology. Dr. Hooker's research paved the way for the destigmatization of homosexuality and greatly influenced the field of Psychology. Students awarded the prize will receive a £25 cash prize and a letter of certificate.

8.7 EXTERNAL EXAMINER

We have an External Examiner who is responsible for ensuring the examination process is conducted fairly and to an absolute standard. For session 2023-24, the Level 1A and 1B External Examiner is Dr Gina Pauli, University of Roehampton.

9 FEEDBACK

Feedback is an ongoing and important part of learning, but it is only of use if it is read, digested, and acted upon (i.e., any feedback you receive should inform future work). Therefore, please be sure to read all coursework and exam feedback

and reflect upon this to improve your future work. In Level 1, students are supported in this via practical class activities, workshops run by staff and students, and online resources. Online resources include marking criteria, feedback sheets, generic feedback from previous years, course materials and writing guides.

9.1 TYPES OF FEEDBACK

Over the year we will provide you with regular feedback, but it may not always be obvious that what we are providing is actually feedback. To help identify all the sources of feedback available to you, we have summarised this below:

- **Summative Grades** – We use the University Grading Scale summarised in section 10.1. Each grade category reflects the attainment level of the intended learning outcomes that you have achieved. Please read through these so that you fully understand what these categories refer to and what you need to achieve them.
- **Essays and Reports** – Feedback for essays and reports is provided in a number of ways:
 - **Report Structure** – Students will be given guidance throughout the year on how to structure an essay and a report, and will receive continual feedback on how to achieve this.
 - **Individual Written Comments** – Can cover what was done well, what the student worked harder on, specific points where feedback was requested, and how to improve for future reports.
 - **Generic Feedback** – Can be collated from all markers, outlining what was done well and areas for improvement. Typically posted on Moodle after coursework is returned.
- **Group Project** – Group projects require students to work collaboratively on researching a topic in the course. Tutors will provide support and formative feedback through discussion in Labs, and you will receive peer feedback from other students on the course.
- **Practical Labs** – The practical classes teach you a range of research skills that are highly transferable to other subjects and careers. You will receive personal feedback from peers and from staff members working in these classes. They will help you progress with your work, but it is your responsibility to ask them questions on any point that you do not understand. Discussion with staff members is a key part of the formative feedback process. ***Remember that just asking for the answer isn't learning; often staff will help you think about how to move on rather than give you a definitive answer.***
- **Data Skills Homework** – Students will receive generic feedback from staff based on which parts students found manageable and challenging on each assignment, after the assignment has been submitted. Students will also receive feedback on their own individual assignment regarding which parts they completed successfully.
- **Staff Interaction** – This may be face-to-face after Lectures, in Labs and Tutorials, or even passing in the corridor. Feedback may also be provided via email or on Microsoft Teams. All students have the opportunity to meet with the marker and discuss their research report and feedback comments. Before meeting with the marker, students are expected to complete a feedback reflection form to help facilitate the discussion and identify areas where more feedback or clarity is needed.

9.2 ASSESSMENT AND FEEDBACK CALENDAR

LEVEL 1A	Weighting	HAND IN	FEEDBACK AVAILABLE IF SUBMITTED ON TIME
Data Skills Homework 1	0%	20 th October 2023	30 th October 2023
Data Skills Homework 2	5%	3 rd November 2023	Immediately after deadline
Coursework Essay	35%	10 th November 2023	11 th December 2023
Group Project	5%	20 th November 2023	N/A
Data Skills Homework 3	5%	24 th November 2023	8 th December 2023
MCQs & PeerWise	5%	1 st December 2023	Immediately after deadline
Research Participation	5%	1 st December 2023	N/A
End of Semester Exam	40%	December Exam Diet	After January Exam Board
LEVEL 1B	Weighting	HAND IN	FEEDBACK AVAILABLE IF SUBMITTED ON TIME
Data Skills Homework 1	5%	26 th January 2024	Immediately after deadline
Data Skills Homework 2	5%	9 th February 2024	23 rd February 2024
Research Participation	5%	23 rd February 2024	N/A
Report	30%	1 st March 2024	3 rd April 2024
Data Skills Homework 3	5%	11 th March 2024	4 th April 2024
Group Project w/c 11 th March 2024	5%	15 th March 2024	N/A (Peerwise)
MCQs & PeerWise	5%	15 th April 2024	Immediately after deadline
End of Semester Exam	40%	May Exam Diet	After June Exam Board

Thank you for taking the time to read this document – we know that it’s quite long and a bit dry! We do not expect you to remember all the information contained within this handbook, but it will benefit you to know where to refer to for more information. There is still a few more pages to go, but it might be time for a bit of a light-hearted break from policy and procedures. Your challenge is to find the best psychology-related meme you can and send it to Emily Nordmann using your student email account, at Emily.Nordmann@glasgow.ac.uk with the subject line “What do you meme?” by Monday 25th September at 5:00pm. Our favourite (as judged by the Level 1 teaching team) will win a prize. Once you’ve done that, please come back and finish reading the rest of this handbook.

10 SUMMARY OF THE UNIVERSITY ASSESSMENT POLICY

10.1 GRADING SCALE

The University Grading Scale below is used for assessing each piece of work, whether the work is, for example, a literature review essay, Lab portfolio assessment, an essay answer in an examination, or a presentation.

ALL COURSES				Primary verbal descriptors of attainment of Intended Learning Outcomes
Primary Grade	Gloss	Secondary Band*	Aggregation Score	
A	Excellent	A1	22	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
		A2	21	
		A3	20	
		A4	19	
		A5	18	
B	Very Good	B1	17	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
		B2	16	
		B3	15	
C	Good	C1	14	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
		C2	13	
		C3	12	
D	Satisfactory [#]	D1	11	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
		D2	10	
		D3	9	

E	Weak	E1	8	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
		E2	7	
		E3	6	
F	Poor	F1	5	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
		F2	4	
		F3	3	
G	Very Poor	G1	2	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
		G2	1	
H			0	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary
CR	CREDIT REFUSED			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

*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.

For example, on this course, 60% of the Assessment is achieved by way of coursework, and 40% in the form of a final examination. If a student took the examination but failed to submit several components of coursework amounting to more than 25%, they would not meet this requirement. In such situations, students will be returned as Credit Refused and fail to receive the appropriate credits for the module. Students who have failed to meet the 75% threshold due to missed coursework must contact the Course Tutor. Please note that practical Lab classes cannot be reassessed later. In exceptional circumstances, the Course Tutor may arrange alternative Assessments in lieu of practical classes. However, this will not apply in situations where the student has missed a number of pieces of work.

These rules only apply to cases where failure to submit coursework or attempt other Assessments is not explained by Good Cause. Where Good Cause is shown for failing to complete Assessments, the Good Cause Rules explained in [Chapter 5 of the Code of Assessment](#) will apply.

11 ADDITIONAL RELEVANT UNIVERSITY RULES

11.1 CREDIT AND CREDIT TRANSFERS

Please refer to the relevant sections of the University Calendar.

11.2 RE-ASSESSMENT IN A MODULE

If students fail to meet the threshold Grade D at the end of each module, they will be given the opportunity to improve their grade by resitting the module examination. If students fail to meet the minimum 75% threshold of completed coursework to earn course credit, the Course Lead will advise on whether the student can complete outstanding coursework. In some situations, such as practical Labs, reassessment may not be possible, and if appropriate, the Course Lead may arrange an alternative assessment opportunity. [The Code of Assessment](#) provides information regarding normal provisions and any opportunities or exceptions which may apply.

11.3 ATTENDANCE

Attendance at Lectures and Labs strongly correlates with overall performance on the course, so you should make an effort to attend all sessions. Attendance will be monitored in both lectures and labs and the course lead will contact you regarding your attendance record. There are two compulsory labs in each semester associated with the group project that must be attended in order to receive the group project grade. Absences should be covered by the appropriate documentation (see information below).

11.4 COMPLAINTS PROCEDURE

The University and School are committed to providing an excellent educational experience for our students. The University has a duty to maintain and enhance the quality of its provision and to provide an effective system for handling complaints. The University has a [Complaints Procedure](#) which allows complainants to raise matters of concern without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected. Any complaints received are managed by the Complaints Resolution Office.

11.5 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. The SRC provides excellent advice on [how to avoid some of the potential pitfalls of 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 Contract 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, and at any time, take a screenshot of comments you make on Social Media and forward these at any point 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.

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. Subsequent action will be taken against students alleged to have breached this Code, which is detailed within the [Student Contract](#).

A suspected breach of the Contract 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 Student Contract and, where appropriate, what actions need to be taken against students who are deemed to have breached this Contract.

We hope this information is useful to you in your use of social networks.

11.6 USE OF COURSE MATERIALS AND PERSONAL RECORDING OF LECTURES, SEMINARS AND TUTORIALS

In using course materials and Lecture recordings/media, students are agreeing to the terms and conditions of use in the [University Recording of Teaching Policy](#).

11.7 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 the need for a more individual form of help or assistance, and although the class is large, there are many ways in which you can contact members of staff. As noted above, the lecturers are available for consultation at appointed hours, which can be found on the [School of Psychology and Neuroscience staff webpage](#), to discuss course content. In addition, there is the possibility of email contact 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 Emily Nordmann for advice and support.

11.8 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. Detailed information about the Student Absence Policy and how to submit medical evidence via MyCampus is available within the [Student Absence Policy guide](#).

11.9 HEALTH AND SAFETY POLICY

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

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

12 QUALITY ASSURANCE AND ENHANCEMENT OF THE COURSE

12.1 STUDENT FEEDBACK OF THE COURSE

You are invited to offer an evaluation of various aspects of the course (Lecture content and delivery, the Laboratory programme, the Assessment procedure) through the completion of questionnaires administered during the academic year. The results are scrutinised by the School's Quality Assurance Director and are the subject of discussion at meetings of the Staff-Student Committee, as well as at Staff meetings. Over the years, several improvements in the course have been prompted by student opinion expressed in this way.

12.2 CLASS REPRESENTATIVES - STAFF/STUDENT LIAISON

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

Students can either be nominated or nominate themselves. Arrangements for an election will be made early in Semester 1. Training and support for this role are supplied by the SRC (Student Representative Council).

13 BRITISH PSYCHOLOGICAL SOCIETY

13.1 GRADUATE BASIS FOR CHARTERSHIP

In order to eventually work as a Chartered Psychologist in the UK, the British Psychological Society requires students to complete a degree course which gives them Graduate Basis for Chartership with the society. Both psychology single and joint honours courses at the University of Glasgow confer this. The minimum pass Level for GBC eligibility is a Lower Second Honours degree.

Where a joint honours student performs at least at a Lower Second Level in Psychology but is brought down to a Third by their other honours subject, they may be considered as eligible for GBC.

The Practical component at honours (we call this the Dissertation) must be passed for GBC. Further information may be obtained by referring to the [BPS website](#).

13.2 UNDERGRADUATE MEMBERSHIP OF THE BPS

The British Psychological Society accepts undergraduate members at low cost. There are many advantages to membership, including a monthly journal, appointments memoranda and access to low-cost major journals in key areas of psychology.

14 EQUALITY, DIVERSITY and INCLUSION

14.1 UNIVERSITY EQUALITY STATEMENT

The University of Glasgow is committed to promoting equality in all its activities, and aims to provide a work, learning, research, and teaching environment free from discrimination and unfair treatment.

The University offers many [support and reporting tools](#), providing information about how we support students **with long term health issues and disabilities, mental health issues, caring responsibilities, and those who are care experienced**.

14.2 ATHENA SWAN CHARTER

A UK-wide Athena Swan Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths, and medicine (STEMM) employment in higher education and research. Overseen by the Equality Challenge Unit, the charter has been expanded to recognise work undertaken in all disciplines, and for trans staff and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

The University welcomes students regardless of sexual orientation, gender identity or gender expression, and is fully committed to tackling gender inequality in its work, learning, teaching, and research environments. All Schools in the College of MVLS are Athena Swan award holders, which recognises our commitment to intersectional gender equality issues.

[Local School Athena Swan web pages and committees](#) are often a good starting point for students who wish to learn more about *any* EDI issues or to get involved. Please contact your programme co-ordinator for further information about your local Athena Swan committee.

The MVLS College Equality Diversity and Inclusion Committee supports EDI activities across the College.

14.3 RACE EQUALITY

The University has a very strong commitment to supporting BAME (Black, Asian, Minority, Ethnic) staff and students. We use the term BAME whilst recognising debates about terminology that homogenises colleagues.

As a direct response which uncovered widespread evidence of racial harassment on university campuses, the University of Glasgow established a project group to consider the recommendation and to research the local impact at our University. This has led to the development and implementation of a [Race Equality Action plan](#).

The MVLS Race Equality Subcommittee is responsible for supporting race equality within the College.

15 COMMUNICATIONS AND SUPPORT

15.1 EXPECTATIONS

Staff will reply to email and Microsoft Teams messages when they are available to do so during working hours and days. However, there will be no expectation of staff or students to monitor or respond to messages out with these hours. Please note that working days do not include weekends or public holidays. Please understand that staff will respond to messages as quickly as possible, and sending repeated messages to numerous staff only makes inboxes busier rather than increasing the likelihood of a speedier response. Do make use of staff office hours, published on Moodle, as this is where staff have dedicated time set aside in their diaries to respond to student enquiries.

If you are not sure who to contact, rather than sending multiple emails, please contact psych-teachingadmin@glasgow.ac.uk who will be able to pass your message to the right person or tell you who to contact. Unless your message is of a private nature, please post your query on one of the relevant Microsoft Teams channels as it means other students can see the answer to your question (or answer it for you yourselves!). This cuts down on duplicate questions and helps us respond to you faster in the long-term.

15.2 COMMUNICATION VIA MICROSOFT TEAMS

We will use Microsoft Teams to answer student questions and share additional resources pertaining to lectures, Labs, coursework, and exams. A Level 1 team channel has been created and students are required to join the team. All Level 1 communication will come via Microsoft Teams, and so you must download and check it regularly. More info on how to access the team can be found on Moodle and in the Course Overview.

15.3 CONTACTING STAFF & EMAIL ETIQUETTE

For Level 1 Psychology, we prefer that you contact us using the chat function on Microsoft Teams. If you need to use email, you must use your University of Glasgow account when contacting staff. This will ensure that messages are not removed by the University IT anti-spam software. Emails originating from other internet service provider accounts may

get through, but there is no guarantee. You should always complete the subject field to indicate the content of the message. Emails directed to the Level 1 Year Coordinator or Level 1 teaching staff should always have "Level 1 Psychology" in the subject line followed by a meaningful keyword on the issue. Staff will usually respond within three working days. If you write an email that requires an immediate response, you may find that the staff member is away from their computer on that day or otherwise 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 do not receive a response, please contact the Course Lead.

15.4 PASTORAL RESOURCES

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

- **Course Leads**- The Level 1 Course Lead is Dr Emily Nordmann and the Deputy Course Lead is Dr Jude Stevenson. They may be called upon to advise students as a group or individually on their performance, concerns, or complaints about the programme. They will deal with queries from students and staff.
- **Course Lecturers** - All Lecturers teaching the Level 1 Course have arranged to set aside at least one hour a week when they can be approached by Level 1 students who have enquiries about the course – these are referred to as Office Hours, Consultation Hours or Student Hours. These times are listed on [the staff pages of the website](#) and some will operate an appointments system. Any problems with obtaining a consultation should be immediately taken up with the Course Lead. Students are encouraged to approach lecturers with any concerns or 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 at the entrance to the School. Staff also regularly support students through Moodle forums.
- **The Student Learning Development (SLD) Team** - SLD has an Effective Learning Adviser attached to the College of MVLS, whose role is to advise on academic literacies such as academic writing, critical analysis, and approaches to study and revision. Other advisers in SLD include: a team for international students who can advise on the transition from writing and studying in other academic systems to the one we have here in the UK, particularly around plagiarism and academic integrity in UK higher education; a team of maths and stats advisers; and a team who can advise on setting up peer-assisted study groups. Each adviser runs regular open classes throughout the semester which are free to attend without enrolment, as well as one-to-one appointments. More information, timetables, and booking diaries can be found on the [SLD Website](#).
- **Student Disability Adviser** - The University's [Disability Service](#) helps applicants with disabilities to access 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 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 ahead of any exam you may take during your degree. The Disability Coordinator for Psychology is Dr Katie McArthur (katherine.mcarthur@glasgow.ac.uk).
- **Mental Health Crisis** - Disability Service provide a website on [Mental Health Crisis](#). This contains information for an emergency situation on campus.
- **Care at Psychology** - The School also offers support for students who feel they cannot cope/are overwhelmed/are alone. This service provides a place to talk in confidence; advice on sources of help available; advice on how to deal with the Good Cause procedures; and help communicating with course tutors, other Schools and units. Please contact care@psy.gla.ac.uk.

15.5 STUDENT SUPPORT OFFICER



Jérromine Payot (she/her)

psychology-studentsupport@glasgow.ac.uk

The School of Psychology and Neuroscience has a dedicated Student Support Officer, here to help you with any non-academic issues you might encounter over the course of your studies.

Student Support Officers provide a range of practical and emotional support. Jérromine can help you navigate things like:

- Managing your health and wellbeing
- Study skills
- Homesickness/Loneliness
- Accommodation
- Financial challenges
- Accessing Specialist University Services (such as Counselling and Psychological Service, Disability Service, Careers Service, International Student Support, etc.)

If you have a problem, a question, or just need someone to talk to, you can think of Jérromine as a friendly, accessible contact point within the school. Although the Student Support Team does not provide specialist help – we are there to help you access it.

Find out more about the Student Support Team [here](#).

Please feel free to contact Jérromine on psychology-studentsupport@glasgow.ac.uk to ask questions, or to arrange a confidential meeting (either in-person or via Zoom).

15.6 PAL (PEER ASSISTED LEARNING) SCHEME

Weekly [PAL](#) sessions will run from Week 3, and it is highly recommended that you attend. This is an opportunity to attend a “no staff, just students” informal environment, where student facilitators at higher levels mentor you on topics such as essay and report writing, experimental design and statistics, and study skills. PAL is intended to enhance understanding of your core objectives and complement Lecture and Lab content. Further information will be circulated to you via email at the start of the Semester.

15.7 STUDENT REPRESENTATIVE COUNCIL (SRC) - HOW THE SRC CAN HELP

Student/Class 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 from 11:30 am – 4:00 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, please 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 their [website](#).

15.8 COMPUTERS & LIBRARY RESOURCES FOR PSYCHOLOGY STUDENTS

The main University Library is the twelve-storey building located at the top of Hillhead Street next to the School of Psychology and Neuroscience. Your Campus Card is also your Library card, and you will need this to get into the building. It's open from 7:15 am to 2:00 am, 7 days a week for 361 days of the year. Further information can be found on the [Library web page](#).

Guided Tours are available, and times can be found on the [Library's Facebook](#) or [web page](#).

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

The Library has two collections with multiple copies of Psychology recommended texts:

- High Demand Collection (housed on Level 3) is a self-issue and self-return area with books available for 4-hour or 24-hour loan.
- The One Week Psychology collection (on Level 8), and books from here must be taken to Level 2 if you want to borrow them.

Our Quicksearch system (available from the Library home page) helps you to find books by author, title and/or keywords. This also searches a collection of over 800,000 electronic books. You can recall books that are out on loan and are encouraged to do so, as this alerts the Library to the fact that more copies are needed. Psychology related books can be found in other sections like Physiology, so ensure to make use of Quicksearch to find books on your topic. If you experience any problems finding information that you need for your course, please contact Paul Cannon, the College Librarian.

58,000 electronic journals are also available via the Library system. You can sometimes find journal articles via Google, but it is better to learn to look for the title of the journal and access them via the Library system if you want the full text quickly and free of charge. Various databases such as Web of Science and PsychInfo are available to help you discover relevant journal articles on your topic. All the databases, eBooks and most eJournals can be used off-campus by using your GUID to log into them. These resources are very useful in carrying out the Critical Reviews that form part of the continuous Assessment.

The University Library has over 800 networked PCs that are available throughout the building, along with Wi-Fi, scan, print, copy, power and charge facilities. Help with connection to Wi-Fi on your laptop, tablet or smartphone is available from the IT support staff.

Throughout the academic year, Paul Cannon, working with academic staff, provides support via email, face-to-face appointments and through providing help online. The Psychology Subject page, containing the link to the online course, can be found on the [Library website](#).

We have reciprocal arrangements for you that allow you to use the library resources of Strathclyde and Glasgow Caledonian Universities as well as others based around the UK. To see a full list of these, go to the [SCONUL web page](#) and select the options that apply to you, for example, full-time undergraduate at the University of Glasgow.

Students experiencing any problems in using the Library or finding material can contact Paul Cannon paul.cannon@glasgow.ac.uk

15.9 APPEALS PROCEDURE

The University has a standard appeals procedure that is set out in detail on the [Academic Policy & Governance web page](#).

This document clarifies that appeals will not be entertained against marks or decisions of examiners, or other matters of academic judgement. Proper grounds for appeal, which are clarified in this document, are medical, personal, or procedural.

The document also states that an appeal against an assessment should be made to the appropriate Appeals Committee within 10 working days of the mark being posted. Students may find it useful to approach the Director of Education or the Course Lead for informal advice.

16 PROGRESSION FROM PSYCHOLOGY 1

The progression information below may change, especially for progression into later years. Any changes will be updated on MyCampus.

16.1 PSYCHOLOGY 2A AND PSYCHOLOGY 2B (2ND YEAR)

For **guaranteed** entry to Psychology 2A, students must be enrolled on a single or joint honours psychology plan and have passed PSYCH1001 and PSYCH1002. Other students will be admitted on a ranked basis to a class limit of 300.

16.2 DEFERMENT OF ENTRY TO PSYCHOLOGY 2A/2B

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

16.3 PROGRESSION TO LEVEL 3

Entry into Psychology Level 3 is guaranteed to Level 2 applicants who satisfy **both** of the following **two** conditions:

1. You must have gained, at your first attempt, a Level 2 Pass at Grade B2. (Averaged over modules 2A and 2B).
2. You must have fulfilled the regulations for progression to Honours.

Students who do not satisfy each of these two conditions will not normally be allowed into Level 3 Honours Psychology. The overall grade at Level 2 is made up as follows:

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

17 LOCATION OF SCHOOL OF PSYCHOLOGY AND NEUROSCIENCE AND LABS

The School of Psychology and Neuroscience is situated at 62 Hillhead Street, which is past the Library. The Boyd Orr Building sits on the corner of Byres Road and University Avenue. Exact building locations can be found using the University's [interactive building and room finder](#).