Level 2A/2B PSYCHOLOGY

[PSYCH2010/2011]

Course Information Documentation

2018 – 2019
Contents

1. INTRODUCTION ........................................................................................................................................ 4

   1.1. WELCOME TO PSYCHOLOGY LEVEL 2 .................................................................................................. 4

   1.1.1. MAIN CONTACTS .......................................................................................................................... 4

   1.1.2. CAVEAT ........................................................................................................................................... 4

   1.2. PLACE OF THE COURSE IN THE DEGREE PROGRAMME ................................................................. 5

   1.2.1. Entry to the Honours Programme .................................................................................................. 5

   1.2.2. Entry to Level 3 Psychological Studies (Non-Honours) ................................................................ 5

   1.3. TIER 4 PROGRESSION ........................................................................................................................ 6

   1.4. GDPR ................................................................................................................................................ 6

2. OVERVIEW OF THE PSYCHOLOGY LEVEL 2 COURSE ........................................................................ 6

   2.1. AIMS .................................................................................................................................................. 6

   2.2. OBJECTIVES ..................................................................................................................................... 6

   2.2.1. ASSESSMENT OF & SUPPORT IN ACHIEVING LEARNING OUTCOMES ....................................... 7

3. LECTURE INFORMATION .......................................................................................................................... 9

   3.1. TIMETABLE ........................................................................................................................................ 9

   3.2. LECTURE TIMES AND LOCATIONS .................................................................................................. 11

   3.3. LECTURE SUMMARIES AND READING LISTS ............................................................................... 11

4. PRACTICAL LABORATORIES .................................................................................................................... 11

5. COURSE ASSESSMENT ................................................................................................................................. 11

   5.1. HOW THE FINAL COURSE GRADE IS DERIVED ............................................................................. 11

   5.2. COURSEWORK REQUIREMENTS ..................................................................................................... 12

   5.3. Laboratory Portfolio ............................................................................................................................ 12

   5.3.1. Word Limits .................................................................................................................................. 12

   5.3.2. Title Page for Submission of Coursework ...................................................................................... 12

   5.3.3. How to Avoid Plagiarism .............................................................................................................. 12

   5.3.4. Deadlines for Research Reports ................................................................................................... 13

   5.3.5. Penalties for Late Submission ....................................................................................................... 14

   5.4. DEGREE EXAMINATIONS .................................................................................................................... 14

   5.4.1. Dictionary Waiver Form ................................................................................................................. 15

   5.4.2. Exams Only Candidates ................................................................................................................. 15

   5.4.3. Access to Exam Scripts .................................................................................................................. 15

   5.4.4. Publication of Past Papers ............................................................................................................. 15

   5.5. SUMMARY OF THE UNIVERSITY ASSESSMENT POLICY ................................................................... 16

   5.5.1. Grading Scale ................................................................................................................................ 16

   5.5.2. Publication of Degree Results ...................................................................................................... 17

   5.5.3. Minimum Requirement for Credit ............................................................................................... 17

   5.5.4. Re-Assessment in a Module .......................................................................................................... 17

   5.5.5. External Examiner .......................................................................................................................... 17

6. ADDITIONAL RELEVANT UNIVERSITY GUIDANCE AND RULES .................................................. 18

   6.1. CREDIT AND CREDIT TRANSFERS .................................................................................................... 18
6.2. ATTENDANCE ................................................................................................................................. 18
6.3. PERSONAL RECORDING OF LECTURES, SEMINARS AND TUTORIAL GUIDELINES ...................... 18
6.4. PROBLEMS, GUIDANCE, ETC ........................................................................................................ 18
   6.4.1. ILLNESS, ABSENCE AND PERSONAL PROBLEMS .................................................................. 18
6.5. COMPLAINTS PROCEDURE .............................................................................................................. 18
6.6. HEALTH AND SAFETY POLICY .................................................................................................... 19
6.7. SOCIAL MEDIA ETIQUETTE ............................................................................................................ 19
7. QUALITY ASSURANCE AND ENHANCEMENT .................................................................................... 19
   7.1. STUDENT FEEDBACK OF THE COURSE ..................................................................................... 19
   7.2. CLASS REPRESENTATIVES - STAFF/STUDENT LIAISON .......................................................... 20
   7.3. BRITISH PSYCHOLOGICAL SOCIETY ........................................................................................ 20
8. COMMUNICATIONS ............................................................................................................................... 20
   8.1. ANNOUNCEMENTS ...................................................................................................................... 20
9. SUPPORT ............................................................................................................................................... 20
   9.1. PASTORAL RESOURCES ............................................................................................................ 20
      9.1.1. Course Lead ........................................................................................................................... 20
      9.1.2. Course Lecturers .................................................................................................................. 20
      9.1.3. Effective Learning Adviser .................................................................................................. 20
      9.1.4. Student Disability Adviser .................................................................................................. 21
      9.1.5. Mental Health Crisis .......................................................................................................... 21
      9.1.6. Care at Psychology ............................................................................................................. 21
      9.2. ASSISTANCE IN THE PSYCHOLOGY COMPUTER LABS .......................................................... 21
      9.3. MOODLE .................................................................................................................................. 21
      9.4. PAL (PEER ASSISTED LEARNING) SCHEME ....................................................................... 21
      9.5. STUDENT REPRESENTATIVE COUNCIL (SRC) - HOW THE SRC CAN HELP YOU .......... 22
10. OTHER INFORMATION ........................................................................................................................... 22
   10.1. PARTICIPATION IN EXPERIMENTS .......................................................................................... 22
   10.2. BRITISH PSYCHOLOGICAL SOCIETY .................................................................................... 22
   10.3. COMPUTERS & LIBRARY RESOURCES FOR PSYCHOLOGY STUDENTS .................................. 22
11. FEEDBACK ........................................................................................................................................... 23
   11.1. TYPES OF FEEDBACK .............................................................................................................. 23
   11.2. FEEDBACK CALENDAR ............................................................................................................. 25
1. INTRODUCTION

1.1. WELCOME TO PSYCHOLOGY LEVEL 2

Welcome to Level 2 Psychology here at the University of Glasgow. We hope that you find this course stimulating both personally and intellectually as we expand on the pleasure and interest of Psychology you gained in Level 1. As you now know, Psychology is the science of behaviour, human and animal, and where Level 1 gave you a broad overview of its methods, findings and application, Level 2 takes the story quite a bit further. Many of the important aspects of the course, including outline, modules and assessments, are detailed in this document so it is important to keep a copy for reference. Our course administrator is Amanda Lynch. I am the Course Lead for the coming year and can be contacted directly for more specific enquiries and/or problems. Whilst we are always happy to answer any questions please do give two to three working days to respond; we will always do our best to get back to you. Finally, can I take this opportunity to wish you a truly fantastic year! We have designed a course that we believe will make you an excellent student, not just of Psychology, but of life in general. The skills you develop this year do not just apply to our lecture halls and laboratories; they will benefit you in whatever the next step of your career turns out to be. Make the most of this year and challenge yourself to become the best version of you!

Gur math théid leibh!

Dr Phil McAleer
Level 2 Course Lead

1.1.1. MAIN CONTACTS

<table>
<thead>
<tr>
<th>Phil McAleer</th>
<th>Amanda Lynch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Course Lead</td>
<td>Course Administrator</td>
</tr>
<tr>
<td>Tel: 0141 330 2006</td>
<td>Tel: 0141 330 3986</td>
</tr>
<tr>
<td><a href="mailto:philip.mcaleer@glasgow.ac.uk">philip.mcaleer@glasgow.ac.uk</a></td>
<td><a href="mailto:Amanda.Lynch@glasgow.ac.uk">Amanda.Lynch@glasgow.ac.uk</a></td>
</tr>
</tbody>
</table>

Please note: This document was last updated on 04/10/2018 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 it not being possible 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 e-mails, notes on MyCampus on the Level 2 Psychology Moodle site, announcements and/or handouts at Lectures/Labs, which supersede other documents such as this handbook.

1.1.2. CAVEAT

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

1. Formal announcements in class and emails 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.

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.
1.2. PLACE OF THE COURSE IN THE DEGREE PROGRAMME

This Level 2 course assumes a background in Psychology equivalent to the Psychology Level 1A/1B course offered by the School. The course is intended to serve students who plan to go on to Honours in the subject as well as those who do not wish to pursue their study of Psychology further.

The course consists of two modules:

- Psychology 2A (PSYCH2010)
- Psychology 2B (PSYCH2011)

It is possible to leave the course after successful completion of Psychology Level 2A with 30 credits for the course. However, it is not possible to progress to Level 3 Psychology without successfully completing both modules 2A and 2B.

Please note that progression to the Psychology Honours Programme requires the student to satisfy several criteria outlined in section 1.2.1.

Progression to the Psychological Studies (non-honours) Level 3 course is dependent on successful completion of Level 2A/2B, detailed in section 1.2.2.

1.2.1. Entry to the Honours Programme

The L3 Honours course can confer eligibility for Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (subject to the requirements of obtaining at least a lower second class Honours degree and passing the empirical project). Attaining GBC status is an important consideration for those who wish to pursue a career in Psychology.

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 college 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. Dr Margaret Martin (margaret.s.martin@glasgow.ac.uk) handles entry to Honours and can provide further information if required. You will also need to submit an "Intention to Study Honours" online form. This form will be available on the School’s intranet and it MUST be completed if you want to continue to honours. You will be emailed further information nearer the time of application.

Students who have been offered a place on the Psychology Honours course but who wish to defer taking up the place for 12 months can only do so after discussion with the Level 3 Course Organiser and with their written permission. Permission for deferment must be sought and obtained by the beginning of the academic term in which the place would have normally been taken up. If permission is not obtained, the School cannot guarantee to make the place available in subsequent years. This is particularly important in the case of students who want to defer entry to honours after being awarded an honours place.

Dr Eugene Dawydiak (eugene.dawydiak@glasgow.ac.uk) is the Level 3 Course Organiser, and Donna Carrick (donna.carrick@glasgow.ac.uk) is the Level 3 course administrator, they can provide further information if required.

1.2.2. Entry to Level 3 Psychological Studies (Non-Honours)

Entry to Level 3 Psychological Studies (non-honours) will be through successful completion of Level 1 and Level 2 Psychology. You should be aware that you will NOT be eligible for GBC (Graduate Basis for Chartered Membership with the British Psychological Society) upon completion of the Psychological Studies course (see section below). Dr Kerry Kilborn (kerry.kilborn@glasgow.ac.uk) is the Course Organiser for this course and he can provide further information.
1.3. TIER 4 PROGRESSION

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

1.4. GDPR

The General Data Protection Regulation (GDPR) came into effect in May 2018. Along with the new Data Protection Act 2018, this marks a significant update to data protection laws and changes in how the University stores personal data. For information on what this means for students, please visit the Data Protection and Freedom of Information Office section of the University website: [https://www.gla.ac.uk/myglasgow/dpfooffice/guidanceforstudents/](https://www.gla.ac.uk/myglasgow/dpfooffice/guidanceforstudents/). For details of the University’s Student Privacy Notice please see: [https://www.gla.ac.uk/media/media_590481_en.pdf](https://www.gla.ac.uk/media/media_590481_en.pdf)

2. OVERVIEW OF THE PSYCHOLOGY LEVEL 2 COURSE

The Level 2 Psychology course consists of a combination of lectures and practical laboratories with assessment through ongoing coursework (Laboratory Portfolio) and examinations. More information about both the structure of the course and the Assessment is provided in the sections below. Each semester’s course (2A/2B) is worth 30 credits.

2.1. AIMS

The overall aim is to broaden and enhance your knowledge of the subject area by building on the foundations laid in Level 1 Psychology focussing on core material in the areas of such as biological, cognitive, and research planning, design and analysis. A further aim is to provide you with an understanding of the fundamental research skills relevant to the British Psychological Society core strands, including instruction in and exposure to psychological research design and research methods (Qualitative and Quantitative), conduct of experimentation, data gathering, knowledge of statistical analyses, and scientific writing.

Laboratory experience is provided as a demonstration of psychological phenomena and instruction, developing an understanding of the skills involved in conducting experiments with human subjects for psychological experimentation, including the use of relevant statistical packages. In addition to building research skills and knowledge, the practical labs serve as a complementary component to support and integrate theoretical and practical knowledge discussed in your lectures. Finally, we strongly encourage teamwork through interacting with your peers in the labs.

Lectures form part of a programme which leads to an Honours degree that can confer eligibility for Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (BPS, subject to certain requirements); however, the course is also intended for students who wish to take only Psychology Level 2. It would also serve therefore as an extension of knowledge in the field for students taking the course as part of the general degree or as an outside subject in another honours programme.

2.2. OBJECTIVES

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

- Summarise a broad range of psychological theories and research findings in each core topic; Cognitive Psychology, Psychobiology, Perception, Research Planning and Design, Social, Developmental, Individual Differences, Statistics & Research Methods, both Quantitative and Qualitative, using concrete examples from the British Psychological Society core strands.
• Critically evaluate theories in psychology in terms of their internal coherence and methodological underpinnings with reference to fundamental aspects of psychological research.
• Prepare written reports relevant for psychological research to summarise empirical work, with a focus on research designs specific to addressing psychological questions.
• Operate within a team to complete in-class exercises addressing psychological issues using theoretical knowledge and practical research skills relevant to psychological research.

2.2.1. ASSESSMENT OF & SUPPORT IN ACHIEVING LEARNING OUTCOMES

The aims of the course are provided in the following table, alongside the intended learning outcomes (ILOs), how attainment of the ILOs will be supported, and how this will be assessed. The University of Glasgow ‘Graduate Attributes’ are the academic abilities, personal qualities, and transferable skills which all students will have the opportunity to develop as part of their University of Glasgow experience. See: http://www.gla.ac.uk/students/attributes/yourattributes.

In Level 2 Psychology, you will develop these attributes as you progress through the course and you will be provided with opportunities to reflect on these attributes in the practical course. Examples are provided in the table below.
## Aims

The aims of this course are:

| To broaden and deepen students’ knowledge and comprehension of the main areas and concepts of Psychology |
| To develop students’ critical thinking skills |
| To develop students’ research skills |
| To enhance students’ academic communication skills, both written and oral |

## Intended Learning Outcomes (ILOs)

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

| To broaden and deepen students’ knowledge and comprehension of the main areas and concepts of Psychology |
| To develop students’ critical thinking skills |
| To develop students’ research skills |
| To enhance students’ academic communication skills, both written and oral |

## Teaching & Learning

How students’ achievement of the ILOs will be supported:

| Lectures, Labs, Course Texts, Web Resources, Personal Reflection |
| Lectures, Labs, Course Texts, Web Resources, Personal Reflection |
| Lectures, Labs, Course Texts |
| Labs, Web Resources |

## Assessment

How students’ achievement of the ILOs will be assessed:

| Exam Essays, Research Reports, Lab Homework Exercises |
| Exam Essays, Research Reports, Lab Homework Exercises |
| Exam Essays, Research Reports, Lab Homework Exercises |
| Exam Essays, Research Reports, Lab Homework Exercises |

## Graduate Attributes

How students’ achievement of the ILOs map onto specific attributes:

| Subject Specialists, Investigative |
| Independent and Critical Thinkers |
| Resourceful and Responsible |
| Ethically and Socially Aware. |
| Investigative and Confident |
| Effective Communicators |
| Independent and Critical Thinkers, Reflective Learners |
### 3. LECTURE INFORMATION

#### 3.1. TIMETABLE

This timetable shows the provisional schedule for 2018/2019. Please note that changes to the timetable and to Examination dates are always possible.

**SEMESTER 1**

**PLEASE NOTE CHRISTMAS VACATION IS 17 DECEMBER 2018 – 4 JANUARY 2019**

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THUR</th>
<th>FRI</th>
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<tbody>
<tr>
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<tr>
<td>17 Sept</td>
<td>Res Plan &amp; Des 1</td>
<td>Stats &amp; RM 1</td>
<td>Perception 1</td>
<td>Perception 2</td>
<td>Perception 3</td>
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<tr>
<td>29 Oct</td>
<td>Res Plan &amp; Des 7</td>
<td>Stats &amp; RM 7</td>
<td>Cognitive 9</td>
<td>Cognitive 10</td>
<td>Psychobiology 1</td>
</tr>
<tr>
<td>5 Nov</td>
<td>Res Plan &amp; Des 8</td>
<td>Stats &amp; RM 8</td>
<td>Psychobiology 2</td>
<td>Psychobiology 3</td>
<td>Psychobiology 4</td>
</tr>
<tr>
<td>12 Nov</td>
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<td>Stats &amp; RM 9</td>
<td>Psychobiology 5</td>
<td>Psychobiology 6</td>
<td>Psychobiology 7</td>
</tr>
<tr>
<td>19 Nov</td>
<td>Res Plan &amp; Des 10</td>
<td>Stats &amp; RM 10</td>
<td>Psychobiology 8</td>
<td>Psychobiology 9</td>
<td>Psychobiology 10</td>
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<td>26 Nov</td>
<td>REVISION LECTURE</td>
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<td>3 Dec</td>
<td>NO TEACHING – EXAM PERIOD</td>
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<tr>
<td>10 Dec</td>
<td>NO TEACHING – EXAM PERIOD</td>
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</table>

Note 1: The Level 2 Induction lecture will be at 2pm on Tuesday 11st September in the Main Lecture Theatre of the Graham Kerr Building

Note 2: There are additional report writing workshops in October and February, ensure you are enrolled on PSYCH2012 for these to appear in your MyC Timetable.

Note 3: There is an additional exam preparation workshop in November, ensure you are enrolled on PSYCH2013 for this to appear in your MyC Timetable.
**SEMESTER 2**

PLEASE NOTE SPRING VACATION IS **25th MARCH 2019 – 12th APRIL 2019**; 19th APRIL, 22nd APRIL, 6th MAY, 27th MAY AND 15th JULY ARE PUBLIC HOLIDAYS.

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>MON</th>
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<th>WED</th>
<th>THUR</th>
<th>FRI</th>
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<td>Social 1</td>
<td>Social 2</td>
<td>Social 3</td>
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<td>21 Jan</td>
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<td>Social 7</td>
<td>Social 8</td>
<td>Social 9</td>
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<td>4 Feb</td>
<td>Qualitative Methods 5</td>
<td>Stats &amp; RM 15</td>
<td>Developmental 3</td>
<td>Developmental 4</td>
<td>Developmental 5</td>
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<td>11 Feb</td>
<td>Qualitative Methods 6</td>
<td>Stats &amp; RM 16</td>
<td>Developmental 6</td>
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<td>18 Feb</td>
<td>Qualitative Methods 7</td>
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<td>Developmental 10</td>
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<tr>
<td>25 Feb</td>
<td>Qualitative Methods 8</td>
<td>Stats &amp; RM 18</td>
<td>Individual Diff 2</td>
<td>Individual Diff 3</td>
<td>Individual Diff 4</td>
</tr>
<tr>
<td>4 Mar</td>
<td>Qualitative Methods 9</td>
<td>Stats &amp; RM 19</td>
<td>Individual Diff 5</td>
<td>Individual Diff 6</td>
<td>Individual Diff 7</td>
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<tr>
<td>11 Mar</td>
<td>Qualitative Methods 10</td>
<td>Stats &amp; RM 20</td>
<td>Individual Diff 8</td>
<td>Individual Diff 9</td>
<td>Individual Diff 10</td>
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<tr>
<td>18 Mar</td>
<td>Progression Meeting &amp; Exam Revision</td>
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<tr>
<td>15 Apr</td>
<td>NO TEACHING - REVISION</td>
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<td>23 Apr</td>
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<td>NO TEACHING – EXAM PERIOD</td>
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</tbody>
</table>
3.2. LECTURE TIMES AND LOCATIONS

Lectures take place at 10 a.m. Monday to Friday inclusive. Locations will be confirmed on MyCampus and may be subject to change. We will do our best to notify in advance when we can, but do check regularly for changes.

3.3. LECTURE SUMMARIES AND READING LISTS

Further details regarding Lecture summaries and reading lists can be found on the relevant Level 2 Psychology Moodle pages http://moodle2.gla.ac.uk/my and University Library reading lists. Links to these will be supplied throughout the year through the Forums and Practical Sessions. Please do not unsubscribe yourself from the Moodle forums, as this is our main means of communication with you.

4. PRACTICAL LABORATORIES

The School of Psychology has worked hard to ensure that our students receive the highest quality research training; both in terms of analysis and communication. This training begins at Level 1 and is continued throughout your studies. Our aim is to ensure that you have a full understanding of the importance of research methods and statistics in Psychology and that you develop a broad range of appropriate research skills.

In Level 2 you will be required to complete a series of labs across the semester - nine in Semester 1 and nine in Semester 2. The labs are 2-hour sessions each week with approximately one hour focussing on communication and one hour focussing on research skills. Additional key themes of research comprehension/interpretation and evaluation will also be covered. The actual topics of each will be detailed on our Moodle pages but overall they will be aimed at helping to consolidate and build on theory and concepts introduced in the lecture series. In regards ongoing assessment associated with the labs you will be required to complete a Research Report in each semester as well as 5 Lab homework assignments. At the beginning of the first semester, students will register for the Psychology 2A and 2B course and can choose a practical Lab time through MyCampus; this is the lab you should attend for that semester and given our focus on group work, it is important that you do. All Labs will take place in Room 517, Boyd Orr.

5. COURSE ASSESSMENT

5.1. HOW THE FINAL COURSE GRADE IS DERIVED

The overall Assessment for each module is derived from grades from the following: (i) the degree exam, and (ii) coursework, which comprises the Laboratory Portfolio. These pieces are broken up and weighted as follows:

**MODULE 2A**

<table>
<thead>
<tr>
<th>Course Grade 100%</th>
<th>Degree exam 50%</th>
<th>Paper 1 (Perc + Cogn + PsychBio) 36%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Paper 2 (Stats + Res Planning) 14%</td>
</tr>
<tr>
<td></td>
<td>Lab Portfolio 50%</td>
<td>Research Report 35%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 * Lab Homework Exercises (3% each) 15%</td>
</tr>
</tbody>
</table>

**MODULE 2B**

<table>
<thead>
<tr>
<th>Course Grade 100%</th>
<th>Degree exam 50%</th>
<th>Paper 1 (Soc + Dev + ID) 36%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Paper 2 (Stats + Qual Methods) 14%</td>
</tr>
<tr>
<td></td>
<td>Lab Portfolio 50%</td>
<td>Research Report 35%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 * Lab Homework Exercises (3% each) 15%</td>
</tr>
</tbody>
</table>
These components are described briefly below. Please do not underestimate the importance of the individual components that appear to make only a very minimal contribution to the course grade.

5.2. COURSEWORK REQUIREMENTS

The coursework component for each semester comprises the Laboratory Portfolio.

5.3. Laboratory Portfolio

There is a Laboratory Portfolio to be completed based on the work of each module. The Laboratory Portfolio consists of:

- 5 Lab Homework Exercises – there will be a series of short assignments based around statistics, research methods and the use of R/Rstudio. There will be an assignment associated with each lab but only those associated with Labs 1, 3, 5, 7 and 9 are summative, will be assessed and count towards your overall grade. All other labs, Labs 2, 4, 6, and 8, the assessments are formative and not to be submitted. For the summative labs, you will be give the assignment at that lab and it should be submitted prior to the start of your lab the following week; i.e. If your Lab is Monday 12pm – 2pm, then your Lab 1 assignment must be completed and submitted no later than 11:59am the following Monday, the start of Lab 2, and so on for each other lab slot. See the Feedback calendar at the end of this document for a guide on return of grades.

- Whilst we encourage you to attempt the assignments for each lab, keep in mind that only the assignments of Labs 1, 3, 5, 7 and 9 should be submitted and will count towards your final grade. No other labs are to be submitted unless instructed to do so in the rare occasion that one of the summative labs has to be cancelled. Information regarding this event will be announced via Moodle if and when it should arise.

- 2 Research Reports - In addition to the Lab Homework Exercises, you will write up two research reports. Guidance on report writing will be given in the appropriate labs. The research report format is as follows: a maximum of 1750 words in Semester 1 and 3000 words in Semester 2, 12 point Times New Roman, 1.5 spacing with 1” margins. Dates for submission can be found below.

- 2 Formative Personal Reflection on Research Reports – a short formative assignment asking you to reflect on, and make use of, the skills you have develop across the semester. One per semester, further details will be made available on Moodle.

5.3.1. Word Limits

The word limit for the Research Reports in Semester 1 is 1750 words, and 3000 words in Semester 2; the reasoning for this difference will be explained to you in your lab practical sessions. Please note that this is an absolute maximum (there is no +10% allowance), so any text that goes over this word limit will not be read or marked (which will make your research report read as though it’s incomplete). You must add the word count on the Title Page of your report. The word limit does not include the Title or any Reference section but includes all other text (i.e. everything apart from the Title and the Reference section) - the Abstract, main body, subheadings, citations in the text, and text in Tables and Graphs, etc.

5.3.2. Title Page for Submission of Coursework

Research 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, research report title, and the word count (not including the Title and Reference sections, see section above for more info). Please note that work without the proper Title Page will not be accepted.

5.3.3. How to Avoid Plagiarism

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/
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. You will be asked to accept the University’s Rules on Plagiarism when you submit your assignment through the plagiarism software.

The University also uses a web resource to combat plagiarism. Students submit their coursework via the website which checks to see if it is copied from another source, including other students’ work. It then produces an Originality Report that tells the student how much of their coursework appears plagiarised from other sources. In Level 2A and 2B, the Research Reports must be submitted to the software before you hand in your physical copy of the coursework to the Labs.

You will be provided with detailed instructions on how to submit your work and how to interpret your Originality Report. For each piece of coursework, you will have an opportunity to submit a draft, gain feedback, and resubmit a final copy. When you submit your draft, the software will help you identify where you may not have appropriately referenced work from other sources but it will not identify inappropriate collaboration with other students at this stage (although it will identify it after all student work is submitted in the final copy for marking) so it is very important that you check for this form of plagiarism independently. Verbally discussing ideas with peers is a really good way to help develop your understanding, but please remember that where the coursework is an individual assignment you should complete the written submission independently. Avoid sharing your written work with other students to help avoid cases of inappropriate collaboration.

All the Originality Reports will be examined by the department for evidence of plagiarism. If the Originality Report indicates that there is strong evidence of plagiarism the School of Psychology will take action in line with the University guidelines. This can include being awarded a zero mark for the coursework (H grade) and being reported to the Senate Office. It is therefore vitally important that you make sure that you use the resources that are available so that you avoid these penalties.

We have prepared resources to help you interpret your Originality Report and advice on how to avoid plagiarism which is available on Moodle. Also, there will be PAL sessions where you can turn up with your Originality Report and get advice on how to interpret it and avoid plagiarism. All efforts are made to ensure that the rules and procedures are clear, please do avail of these resources.

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.

### 5.3.4. Deadlines for Research Reports

Coursework and other material completed during the academic year needs to be handed in to the School by a deadline date. The School cannot function properly in terms of providing timely feedback to students if these deadlines are not met. The dates are detailed here:

<table>
<thead>
<tr>
<th>COURSEWORK 2A</th>
<th>HAND-IN DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Report 1</td>
<td>Monday 5th November 8pm</td>
</tr>
<tr>
<td>COURSEWORK 2B</td>
<td></td>
</tr>
<tr>
<td>Research Report 2</td>
<td>Monday 25th February 8pm</td>
</tr>
</tbody>
</table>
5.3.5. Penalties for Late Submission

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

- Work submitted not more than five working days after the deadline will be assessed in the usual way.
- The primary grade and secondary band so determined will then be reduced by two secondary bands for each working day (or part of a working day) the work was submitted late.
- Work submitted more than five working days after the deadline will be awarded Grade H (zero).
- Where feedback is provided to the student class within 5 working days of submission, for pieces of work less than 25% of the course’s summative assessment, any late submissions will be awarded Grade H (zero).
- Penalties for late submission of coursework will not be imposed if good cause is established for the late submission in terms of the definitions and procedures set out in the University Calendar.

Further details on penalties for late submission of coursework can be found at:
http://www.gla.ac.uk/media/media_124293_en.pdf

Further details on good cause for missing or late coursework can be found at:
https://www.gla.ac.uk/myglasgow/senateoffice/policies/assessment/

5.4. DEGREE EXAMINATIONS

In each of Psychology 2A and 2B, the exam will consist of two papers. Paper 1 will be a two-hour paper, comprising no more than three sections based on the Lecture modules for that semester (excluding Statistics and Research Methods Module and Research Planning and Design Module in Semester 1, and excluding Statistics and Research Methods Module and Qualitative Methods Module in Semester 2). In Paper 1, each section will consist of no more than four essay questions, normally three, and candidates will be required to attempt one question from each different section. Paper 2 will be a one-hour exam examining the Statistics and Research Methods module for that semester as well as the Research Planning and Design Module in Semester 1, and the Qualitative Module in Semester 2. There will typically be one or two question that may have multiple components and may assess knowledge from throughout the two relevant modules for that semester.

The degree exam will examine the curriculum for the semester in which the module took place – thus the distribution of topics across papers will primarily focus on the areas below. However, students are encouraged to think of the integration of modules when answering exam questions and essays, and in particular, basic knowledge of research methods and statistics should be considered across both modules.

- **Module 2A**
  - **Paper 1:** Cognitive, Psychobiology, Perception & Visual Cognition
  - **Paper 2:** Statistics and Research Methods I, Research Planning & Design

- **Module 2B**
  - **Paper 1:** Social, Individual Differences, Developmental
  - **Paper 2:** Statistics and Research Methods II, Qualitative Methods

Exam essay questions will assess the main learning objectives as indicated in this Course Documentation and any subsequent amendments.

Paper 1 (both semesters) is a traditional, unseen exam.

Paper 2 (both semesters) has an “open book” format. This means that you are allowed to take any hard copy books and notes (no ebooks or notes on tablets or computers are permitted) that you want to the exam. You are also permitted to take a calculator. Please note standard basic calculators and/or scientific/programmable calculators are permitted. However, calculators through mobile phones or other portable or hand-held electronic aids (e.g. laptops, tablets or smart watches) with a facility for either textual storage or display or for graphical display are excluded from use in examinations.

The degree examinations for Psychology 2A and Psychology 2B are in December and end April/May respectively, with resits normally held in late July/early August. However, this is subject to change and exact dates will be
announced by Registry at the appropriate times. Please do not make travel or other arrangements before dates are confirmed.

5.4.1. Dictionary Waiver Form

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

The procedure to use a language dictionary is as follows:

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

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

Once you have submitted the form you can then take your dictionary directly to the exam venue. At the start of each exam, the member of School staff attending will have a list of approved dictionaries, only those for which we have dictionary form will be permitted for use.

5.4.2. Exams Only Candidates

Students who are sitting the degree exams as exam only candidates (i.e. students who have completed all coursework requirements from a previous year with permission to carry it forward) should note the degree exams are based on the syllabus for the current semester, thus students should ensure they have a copy of the current Course Handbook which has details of the syllabus as well as the format of the degree exams.

5.4.3. Access to Exam Scripts

A student may view their exam script up to two weeks after the exam marks have been published. You should email the course administrator Amanda Lynch (Amanda.Lynch@glasgow.ac.uk) stating your name, GUID number and the scripts you want to see. Scripts will be available to view within 2 working days. We will email you with a time to come in when you will be given 30 minutes to look at the scripts. You will not be allowed access to your scripts out with these times. You must bring your University Student Card (Campus Card) with you for identification purposes. Typically you will be allowed to read through your script under supervision, which is to prevent the possibility of tampering with the script. Please note that it is not possible to scan scripts and send them to you, nor can you photograph them. There will be no individual verbal feedback from any member of staff on specific exam scripts however written generic exam feedback will be provided to all students on all exams to help them reflect on their performance and prepare for future exams. For your information, no academic marker will have written any comments or marks on the scripts.

Students for whom the paper is a resit are entitled to individual feedback. This can be arranged by your individual Course Tutor.

5.4.4. Publication of Past 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.

MERIT LIST

Students who achieve an overall ‘A’ grade in either module will be placed on our Academic Merit List and will be awarded a Certificate for Academic Excellence.

5.5. SUMMARY OF THE UNIVERSITY ASSESSMENT POLICY

5.5.1. Grading Scale

A common grading scale is used for assessing each piece of work in Psychology 2A/2B whether, for example, the work is a literature review essay, Lab Portfolio Assessments, an essay answer in an examination, or a stand-up Presentation in a Tutorial. The grading scale we use is common throughout the university.

<table>
<thead>
<tr>
<th>ALL COURSES</th>
<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>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A3</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A4</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A5</td>
<td>18</td>
<td></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>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B2</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B3</td>
<td>15</td>
<td></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>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C2</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C3</td>
<td>12</td>
<td></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>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D2</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D3</td>
<td>9</td>
<td></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>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E2</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E3</td>
<td>6</td>
<td></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>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F3</td>
<td>3</td>
<td></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>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>G2</td>
<td>1</td>
<td></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>
<td></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>
<td></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.
5.5.2. Publication of Degree Results

Your final grade that is a measure of your performance on Psychology 2A/2B is returned by the School to the Registry who holds your record of final grades for the different courses you take. Students' examination results will be published on their MyCampus record. The School is not allowed to release the overall results directly or by telephone.

5.5.3. Minimum Requirement for Credit

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

For example, on this course, 50% of the Assessment is achieved by way of coursework and 50% 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% (e.g. the research report), he or she 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.

5.5.4. 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 Tutor will advise on whether the student can complete outstanding coursework. In some situations, such as practical Labs, reassessment will not be possible, and if appropriate the course Tutor may arrange an alternative Assessment opportunity. Please refer to the relevant sections of the University Calendar.

www.gla.ac.uk/myglasgow/senateoffice/policies/assessment/codeofassessment

5.5.5. External Examiner

We have an External Examiner who is responsible for ensuring the examination process is conducted fairly and to an absolute standard. The External Examiner is asked to approve the content of the degree examination papers and the general level of marking in the degree examinations. They are also asked to guide the School in those cases where special circumstances, such as disability, illness or family problems, may have affected a student's performance. For session 2018-19 the level 2A and 2B External Examiner is Dr Robert Nash, Aston University.

5.5.6. Appeals Procedure

The University has a standard appeals procedure that is set out in detail on the Senate Office web page: http://www.gla.ac.uk/services/senateoffice/studentcodes/students/academicappeals.

In this document, it makes it clear that appeals will not be entertained against marks or decisions of examiners, or other matters of academic judgement. Proper grounds for appeal, which this document makes clear, 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 posting of the mark. Students might find it useful to approach the Director of Teaching or the Course Organiser for informal advice.

6. ADDITIONAL RELEVANT UNIVERSITY GUIDANCE AND RULES

6.1. CREDIT AND CREDIT TRANSFERS

Please refer to the relevant sections of the University Calendar.

6.2. ATTENDANCE

The School has been recording attendance at Labs for some time. 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).

6.3. PERSONAL RECORDING OF LECTURES, SEMINARS AND TUTORIAL GUIDELINES

The use of recording devices, such as voice or visual recording, is permitted in this course only to:

- students who have been deemed so eligible by the University’s Disability Service; and
- students given permission in advance by the staff member conducting the teaching session,

These recordings are subject to the conditions laid out in the relevant document on Moodle. No recordings are allowed until you have read the terms and conditions in this document.

6.4. PROBLEMS, GUIDANCE, ETC...

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

6.4.1. ILLNESS, ABSENCE AND PERSONAL PROBLEMS

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

6.5. COMPLAINTS PROCEDURE

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

6.7. SOCIAL MEDIA ETIQUETTE

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

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

The School and the University are keen to ensure that a safe learning environment is provided to all students free from any intimidating or bullying behaviour subsequently action will be taken against students alleged to have breached this Code, further information on the Student Code of Conduct is available here: http://www.gla.ac.uk/services/senateoffice/studentcodes/students/studentconduct.

A suspected breach of the Code can be reported by any student or member of staff in the University and associated bodies, or a member of the public. For example, instances of alleged bullying can be reported by any individual who has witnessed and has evidence of this behaviour not just the alleged subject of this intimidating behaviour. Any evidence of such behaviour, such as the example of Facebook screenshots 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.

7. QUALITY ASSURANCE AND ENHANCEMENT

7.1. 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 a number of improvements in the course have been prompted by student opinion expressed in this way.
7.2. 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 organiser and course team are held as and when needed, at least one per semester. It is expected, however, that a more informal dialogue is continued with the course organiser and that most problems are dealt with at this level. Students can either be nominated or nominate themselves. Arrangements for an election will be made early in Semester 1. Training and support for this role are supplied by the SRC (Student Representative Council).

7.3. BRITISH PSYCHOLOGICAL SOCIETY

Both psychology single and joint honours courses at the University of Glasgow are accredited by the British Psychological Society. Undergraduate programmes are accredited against the requirements for the Society’s Graduate Basis for Chartered Membership (GBC), the curriculum requirements for which are derived from the Quality Assurance Agency’s subject benchmark statement for psychology.

8. COMMUNICATIONS

8.1. ANNOUNCEMENTS

The most reliable means of supplying information to the class is via Moodle, thus we, the School, will use it to maintain contact with you. You should, therefore, log in regularly, i.e. at least once a week. Please check your University e-mail account regularly and ensure there is sufficient space to receive new mail. Do NOT use Hotmail to contact staff as replies do not always reach Hotmail accounts. Additional announcements may also be made at Lectures.

9. SUPPORT

9.1. PASTORAL RESOURCES

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

9.1.1. Course Lead

As mentioned in the introduction, Level 2 Course Lead is Dr Phil McAleer. He may be called upon to advise students as a group or individually on their performance, queries, concerns or complaints about the programme.

9.1.2. Course Lecturers

All Lecturers can be contacted by students during term time at their appointed office hours each week. 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 Course 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 feedback on work where appropriate.

9.1.3. 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 organiser for one to one sessions. Contact Dr Jessica Bownes at jessica.bownes@glagow.ac.uk. (See also: http://www.gla.ac.uk/myglasgow/leads/students/.) More information about these classes will be made available on Moodle.
9.1.4. Student Disability Adviser

The University’s Disability Service helps applicants with a disability to assess the range of facilities available and provides advice on sources of support. The University has experience of supporting students with a range of disabilities including sight, hearing, mobility difficulties and a number of unseen disabilities including dyslexia. Support includes special teaching materials and equipment (including computers), flexible assessment and examination procedures and financial support. For further information, contact Disability Service, 65 Southpark Avenue, on 0141 330 5497 (disability@glasgow.ac.uk). If you have received exam support (e.g. extra time) on a previous course or at another institution, please notify the School as we will contact Disability Service to ensure that your exam support is arranged in good time for any exam you may take during your M.Sc.. The Disability Coordinator for Psychology is Dr Maria Gardani (maria.gardani@glasgow.ac.uk, tel: 0141 330 3610). 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/

9.1.5. Mental Health Crisis

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

9.1.6. Care at Psychology

The School also offers support for students who feel they cannot cope/are overwhelmed/are alone. This service provides a place to talk in confidence; advice on sources of help available; advice on how to deal with the Good Cause procedures; and help communicating with course tutors, other Schools and units. Please contact care@psy.gla.ac.uk. Alternatively, please visit us during our office hours: Dr Linda Moxey, 62 Hillhead Street (Room 417, Thursdays 2-4pm) and Dr Maria Gardani, 62 Hillhead Street (Room 413, Mondays 10am – noon).

9.2. ASSISTANCE IN THE PSYCHOLOGY COMPUTER LABS

The psychology labs are where a lot of our smaller group teaching happens for Level 2 as well as other years. We also offer this space as much as possible around our teaching for students for independent or group study. We also hold homework sessions as well as a number of other support sessions throughout the year and the timetable will be available on Moodle. The Psychology Labs (Level 5, Boyd Orr building) are open Monday – Thursday from 10 am – 4.45pm and Friday from 10 am – 2.45pm.

9.3. MOODLE

The School has a number of Moodle sites supporting students with a wealth of information including - notices, Lecture notes, aids to writing Research Reports, exam revision tips, stats help, and a forum. Students can log in to https://moodle2.gla.ac.uk/login/index.php via their GUID and password. The most relevant to you will be the Level 2 dedicated pages and general Psychology Information pages.

9.4. 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 in higher levels mentor you on hot topics such as report writing, experimental design and statistics, and study skills. PAL is intended to enhance understanding of your core objectives, and compliment Lecture and Lab content in preparation for entry to Honours. Further information will be circulated to you via email and on Moodle at the start of the semester.
9.5. STUDENT REPRESENTATIVE COUNCIL (SRC) - HOW THE SRC CAN HELP YOU

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

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

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

10. OTHER INFORMATION

10.1. PARTICIPATION IN EXPERIMENTS

The School of Psychology regards being an experimental subject as an important part of training for students. In Level 2 you are invited to participate in experiments for the experience of this, and some experiments even offer to pay participants at the rate of £6 per hour. Please sign up on the School of Psychology Participant Pool - https://intranet.psy.gla.ac.uk/subject-pool/web.

10.2. BRITISH PSYCHOLOGICAL SOCIETY

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.

10.3. 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. Your Campus Card is also your Library card and you need it to get into the building. It’s open from 7:15 am to 2 am, seven days a week for 361 days of the year. Information can be found on the web page for new students: https://www.gla.ac.uk/myglasgow/library/help/

Guided Tours are available; check the Library’s Facebook (www.facebook.com/uofglibrary) or webpage (www.gla.ac.uk/services/library) for times.

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

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 4hr or 24hr loan.
• The One Week Psychology collection is on level 8, books from here must be taken to Level two if you want to borrow them.

Our Quicksearch system (available from the 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 in other sections like physiology so make use of Quicksearch to find books on your topic. If you experience problems finding information that you need for your course please contact Roma Thompson, the College Librarian.

58,000 electronic journals are also available via the Library system. You can sometimes find journal articles via Google but it’s better to learn to look for the title of the journal and access them via the Library system if you want the full text quickly and free of charge. Various databases such as Web of Science and PsychInfo are available to help you discover relevant journal articles on your topic. All the databases, eBooks and most ejournals can be used off-campus by using your GUID to log into them. These resources are very useful in carrying out the 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 Roma, working with academic staff, provides support via e-mail, face-to-face appointments and through providing help online. The Psychology Subject page, containing the link to the online course, can be found on the Library website at: https://www.gla.ac.uk/myglasgow/library/help/subjects/psychology/.

We have reciprocal arrangements for you that allow you to use the library resources of Strathclyde and Glasgow Caledonian Universities as well as others based around the UK. To see a full list of these go to http://www.sconul.ac.uk/sconul-access and select the options that apply to you, for example, full-time undergraduate at the University of Glasgow.

Students experiencing any problems in using the Library or finding material can contact Roma. She has an office on level 8 of the Library and can be contacted by e-mail on roma.thompson@glasgow.ac.uk or by telephone on extension 6711.

11. FEEDBACK

Feedback is an ongoing, important part of learning. Practical classes are all part of feedback, as are more informal discussions with your Lab Tutor and peer group. Remember, however, that feedback is only of use if it is read, digested and acted on - feedback should actually serve as feedforward, 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 2, 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.

11.1. TYPES OF FEEDBACK

Over the year we will provide you with regular feedback but it might 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. Note that not all are used within a given module but it is worth being aware of them all in advance.

• Summative Grades – We use the University grading scale summarised in section 5.6. 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.

• Research Reports – Feedback for reports is provided in a number of ways:
- **Elective Feedback** – as a class, students can specify an area they would like feedback on before submitting their research report.
- **Report structure** – students will be given guidance throughout the year on how to structure a report and continual feedback on to achieve this.
- **Individual Written Comments** – can cover what was done well, what did the student work 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.

- **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 though 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 definite answer.*

- **Practical Lab Assignments** – 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 in regards to which parts they completed successfully.

- **Peer Discussion** – peer discussion is also a form of feedback. Much of the small group exercises require you to work closely with other students, listening to other learners’ views and comments are also valuable feedback.

- **Staff Interaction** – you should view all interactions with staff members as feedback. This may be face-to-face after Lectures, in Labs and Tutorials, even passing in the corridor, but feedback may also be provided via email or on Moodle discussion forums. All students have the opportunity to meet with the marker and discuss their research report and feedback comments via marking surgeries, office hours, or more suitable time arranged by email. Availability of the markers for feedback is provided after coursework is returned. Before meeting with the marker, generally students are expected to: re-read their notes on report writing and as well as the feedback comments, read a related journal article in comparison to their own work, and to specify which aspects of the report they want feedback on.

**Exam Feedback** – feedback will be provided by giving students a breakdown of grades (for each essay) and markers will provide written generic feedback based on student performance that will highlight key issues to consider. This feedback will be posted on Moodle after course grades have been posted on MyCampus.
### 11.2. FEEDBACK CALENDAR

<table>
<thead>
<tr>
<th>Level 2A</th>
<th>Work Hand In Date</th>
<th>Feedback Available Date if submitted on time</th>
<th>Marked By</th>
<th>Mark Given</th>
<th>Generic/Individual</th>
</tr>
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<tbody>
<tr>
<td>Research Report 1</td>
<td>5th November 2018</td>
<td>27th November 2018</td>
<td>Staff</td>
<td>Yes</td>
<td>Both</td>
</tr>
<tr>
<td>Assignments for Lab 1 (wb 24th September 2018)</td>
<td>1 minute prior to your Lab 2 time slot</td>
<td>12th October 2018</td>
<td>Staff</td>
<td>Yes</td>
<td>Both</td>
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<tr>
<td>Assignments for Lab 3 (wb 8th October 2018)</td>
<td>1 minute prior to your Lab 4 time slot</td>
<td>26th October 2018</td>
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<td>Both</td>
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<tr>
<td>Assignments for Lab 5 (wb 22nd October 2018)</td>
<td>1 minute prior to your Lab 6 time slot</td>
<td>9th November 2018</td>
<td>Staff</td>
<td>Yes</td>
<td>Both</td>
</tr>
<tr>
<td>Assignments for Lab 7 (wb 5th November 2018)</td>
<td>1 minute prior to your Lab 8 time slot</td>
<td>23rd November 2018</td>
<td>Staff</td>
<td>Yes</td>
<td>Both</td>
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<tr>
<td>Assignments for Lab 9 (wb 19th November 2018)</td>
<td>1 week from start of your individual lab</td>
<td>7th December 2018</td>
<td>Staff</td>
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<td>Both</td>
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<table>
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<tr>
<th>Level 2b</th>
<th>Work Hand In Date</th>
<th>Feedback Available Date if submitted on time</th>
<th>Marked By</th>
<th>Mark Given</th>
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<tr>
<td>Research Report 2</td>
<td>25th February 2019</td>
<td>19th March 2019</td>
<td>Staff</td>
<td>Yes</td>
<td>Both</td>
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<tr>
<td>Assignments for Lab 1 (wb 14th January 2019)</td>
<td>1 minute prior to your Lab 2 time slot</td>
<td>1st February 2019</td>
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<tr>
<td>Assignments for Lab 3 (wb 28th January 2019)</td>
<td>1 minute prior to your Lab 4 time slot</td>
<td>15th February 2019</td>
<td>Staff</td>
<td>Yes</td>
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<tr>
<td>Assignments for Lab 5 (wb 11th February 2019)</td>
<td>1 minute prior to your Lab 6 time slot</td>
<td>1st March 2019</td>
<td>Staff</td>
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<td>Both</td>
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<tr>
<td>Assignments for Lab 7 (wb 25th February 2019)</td>
<td>1 minute prior to your Lab 8 time slot</td>
<td>15th March 2019</td>
<td>Staff</td>
<td>Yes</td>
<td>Both</td>
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<tr>
<td>Assignments for Lab 9 (wb 11th March 2019)</td>
<td>1 week from start of your individual lab</td>
<td>29th March 2019</td>
<td>Staff</td>
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<td>Both</td>
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