LEVEL 4 HONOURS PSYCHOLOGY

Course Information Documentation

2018-19
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1. INTRODUCTION

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

It is very important that you realise how much you must take responsibility for your own education and development. We are here to facilitate, instruct and support within a structured environment, but you have to drive the process and become active in your own learning. Just as you have to be active in developing your own education, you must take responsibility for organising your programme of study.

1.2. COURSE TEAM
Dr Linda Moxey
Course Tutor & Exams Officer
Room 417
62 Hillhead Street
Tel: 0141-330 6277
(linda.moxey@glasgow.ac.uk)

Mrs Donna Carrick
Course Administrator
Room 223
62 Hillhead Street
Tel: 0141 330 5434
(donna.carrick@glasgow.ac.uk)

Your first point of contact will normally be Donna who will deal with general enquiries, however, Dr Moxey can be contacted directly for more specific enquiries and/or problems.

1.3. ENTRY INTO LEVEL 4
Although the Honours Programme extends over two years, entry into the final Level 4 year is not automatic. If your performance at Level 3 has been unsatisfactory, you may be refused admission into Level 4.

Normally candidates will sit their examinations in the same year in which they take the Level 3 or Level 4 course.

1.4. COURSE DOCUMENTATION
This Course Documentation sets out the structure of Level 4 in respect of courses and commitments. It is designed to provide a brief and succinct coverage of the essential information. It is not comprehensive and often within this documentation you will be directed to other resources for further details. These in the main will be available on Moodle.

1.5. CAVEAT
When considering information, in general, the following order of priority should be applied:
1. Formal announcements in class and Moodle posts are likely to supersede other printed documents.
2. The web-based information will be kept as up-to-date as possible and will generally be more accurate than printed handouts – but check the date in the Footer Section on documents to clarify this.
3. Any printed material is only up to date at the time of preparation and the date of this will be shown in the Footer section.
4. Past exam papers are obviously only a rough guide to future exams and are superseded by any differences of syllabus or exam format by both this handbook and any course handouts and announcements.

1.6. GDPR
The General Data Protection Regulation (GDPR) came into effect in May 2018. Along with the new Data Protection Act 2018, this marks a significant update to data protection laws and changes in how the University stores personal data. For information on what this means for students, please visit the Data Protection and Freedom of Information Office section of the University website: https://www.gla.ac.uk/myglasgow/dpdoioffice/guidanceforstudents/. For details of the University’s Student Privacy Notice please see: https://www.gla.ac.uk/media/media_590481_en.pdf
1.7. OPTION CHOICES FOR LEVEL 4 – 2018/19
The options intended to be offered in Level 4 are shown in Table 1. Single honours students should select 9 options, joint
honours students do not take any Level 4 options, although they are required to do a Dissertation. Note that the order
of options below does NOT reflect the order in which the exams will be scheduled in the finals.

Table 1: Course Options available in Level 4 (2018/19)

| Advanced Topics in Evolutionary Psychology | From Visual Awareness to Free Will |
| Analysis of Psychometric Data               | Literature Review                  |
| Applied Qualitative Methods in Psychology  | Neuropsychological Deficits        |
| Autism                                      | Neuroscience of Decision Making     |
| Conceptual & Historical Issues in Psychology| Psychology & Biology of Mental Disorders |
| Counselling Psychology                      | Sleep and Circadian Timing         |
| Current Trends in Clinical Psychology       | Social Psychology & Health         |
| Development, Difference & Diversity         | Social Robotics                    |
| fMRI Biopsychology                          | The Offline Brain                  |

1.8. PAL
You will have the opportunity to act as a PAL facilitator for students in lower Levels. This is an excellent opportunity for
your CV and to work with other students in an active peer discussion environment. Details of how to become a PAL
facilitator will be circulated to you via email at the start of the semester.

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

2. AIMS AND OBJECTIVES OF HONOURS

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

- To provide a sound knowledge and critical understanding and awareness of theory and practice in the major areas
  of psychology.
- To develop specialist conceptual, analytic and practical skills relevant to pursuing a career in professional or
  academic psychology, or in related disciplines.
- To develop generic (transferable) intellectual and practical skills which are easily adaptable to the needs of the
  labour market, particularly those relating to communication, presentation, quantitative methods, and to good
  teamwork in problem-solving environments.
- To provide an environment for the development of initiative, self-reliance, and critical ability from a solid foundation
  of knowledge, understanding and critical awareness.
- To develop enquiring, problem-oriented minds with sufficient awareness of the critical research and applications
  issues in psychology to enable successful pursuit of postgraduate work in psychology and related disciplines.
- To ensure coverage of material to satisfy the requirements of the accreditation body, the British Psychological
  Society for recognition of the course as supporting Graduate Membership for the student.
2.2. OBJECTIVES
By the end of this course, students will have:
• Completed the statutory requirements of the course.
• Met the objectives of the individual modules.
• Successfully completed relevant Part 1 and Part 2 Finals assessments.

2.3. LEARNING AND TEACHING STRATEGIES
Lectures will introduce the staff, outline the programme and assessment methods, and introduce students to the range of text books and software learning support.
• Lectures will introduce students to the key theories and relevant experiments.
• Literature Review Essays will give students the opportunity to research independently and evaluate relevant material beyond the lectures, and acquire the skills of writing scientific material.
• Web based resources will allow flexible access to support materials.
• Dissertations in Level 4 will further develop the skills of experimental design, organising ethically appropriate experiments with human subjects, data analysis, and report writing skills. Learning and teaching will be designed and implemented to be appropriate to all students’ needs.

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

<table>
<thead>
<tr>
<th>Primary verbal descriptors of attainment of Intended Learning Outcomes</th>
<th>Honours Courses</th>
<th>Common University Scale &amp; Aggregation Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary Honours Class</td>
<td>Common University Scale*</td>
</tr>
<tr>
<td>Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures</td>
<td>First</td>
<td>A1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A5</td>
</tr>
<tr>
<td>Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding</td>
<td>Upper Second</td>
<td>B1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B3</td>
</tr>
<tr>
<td>Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding</td>
<td>Lower Second</td>
<td>C1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C3</td>
</tr>
<tr>
<td>Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure</td>
<td>Third</td>
<td>D1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D3</td>
</tr>
<tr>
<td>Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations</td>
<td>Weak</td>
<td>E1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E3</td>
</tr>
<tr>
<td>Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions</td>
<td>Poor</td>
<td>F1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F3</td>
</tr>
<tr>
<td>Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation</td>
<td>Very Poor</td>
<td>G1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G2</td>
</tr>
<tr>
<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>No Credit</td>
<td>0</td>
</tr>
</tbody>
</table>

*The Common University Scale is used by Registry for communicating individual module marks.
3. FORMAL REQUIREMENTS FOR HONOURS

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

3.1. SINGLE HONOURS

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

Students will complete the following in their Level 3 Year:

- 9 Level 3 Compulsory Modules (90 credits)
- 1 Honours Option (from Conceptual & Historical Issues in Psychology; Forensic; Psychology & Biology of Mental Disorders) (10 credits)
- 1 Qualitative Mini Project (Semester 1) (10 credits)
- 1 Quantitative Mini Project (Semester 2) (10 credits)
- Reading Party (compulsory)

Students will complete the following in their Level 4 Year:

- 9 Option Modules (90 credits)
- 1 Dissertation (30 credits)
- Undergraduate Conference (compulsory)
- A viva may be undertaken under certain circumstances

3.2. JOINT HONOURS (EXCEPT WITH NEUROSCIENCE)

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

Students will complete the following in their Level 3 Year:

- 4 Level 3 Compulsory Modules (Individual Differences, Human Development, Statistics and Professional Skills) (40 credits)
- 1 Qualitative Mini Project (Semester 1) (10 credits)
- 1 Quantitative Mini Project (Semester 2) (10 credits)
- Reading Party (compulsory)

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

- 3 Level 3 Compulsory Modules examined in Part One finals (Physiological Psychology, Cognitive Psychology and Social Psychology) (30 credits)
- 1 Dissertation (30 credits)
- Undergraduate Conference (compulsory)
- A viva may be undertaken under certain circumstances

Modules will, therefore, be taken over two years, with exam dates set by Registry. NB Timetable clashes are NOT accepted by the School of Psychology.
### 3.3. JOINT HONOURS WITH NEUROSCIENCE

This programme is accredited as conferring eligibility for Graduate Membership of the British Psychological Society, and the Graduate Basis for Chartership. The latter is the first step towards becoming a Chartered Psychologist. Joint honours neuroscience students can take one option from a limited set.

Students will complete the following in their Level 3 Year:

- BIOL4234 Neuroscience 3A (60 credit course, Semester 1)
- BIOL4235 Neuroscience 3B (60 credit course, Semester 2)

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

- 8 Level 3 Modules (80 credits) (Physiological Psychology, Cognitive, Social, Individual Differences, Human Development, Statistics, Professional Skills and Qualitative Mini Project)
- 1 other Module (10 credits) from a choice of CHIP, Neuropsychological Deficits, fMRI, Neuroscience of Decision Making.

**Note:** If you choose one of the neuroscience options you should remember that they are designed for students who have already completed Level 3 and so you may be at a disadvantage. Since we cannot make allowances for this in your assessments, you should take this factor into account when deciding to go this route. The CHIP module does not presume Level 3 completion, therefore if you are more comfortable with this, please select this instead.

- Dissertation (30 credits)
- Undergraduate Conference (compulsory)
- A viva may be required under certain circumstances

### 3.4. Non-Accredited Degree

In certain circumstances, where an accredited degree is not required, it may be possible to register for a non-accredited joint degree with Psychology. In this programme, the Level 3 year is as already stated, but in the Level 4 year you would take 3 Level 3 modules, and 3 Level 4 options (replacing the Dissertation). If you are considering this programme please discuss the issue with your Advisor of Studies and with the Level 4 course tutor, as accreditation is required for most postgraduate careers in Psychology.

### 3.5. SPECIAL COMBINATION – HONS IN PSYCHOLOGY + MODULES UP TO 60 CREDITS IN ANOTHER SCHOOL

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

Students will complete 120 credits of Level 3 Psychology in their Level 3 Year:

- 9 Level 3 Compulsory Modules (80 credits)
- 1 Honours Option (from (1) Conceptual & Historical Issues in Psychology; (2) Forensic; (3) Psychology & Biology of Mental Disorders; (10 credits)
- 1 Qualitative Mini Project (Semester 1) (10 credits)
- 1 Quantitative Mini Project (Semester 2) (10 credits)
- Reading Party (compulsory)

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

- Up to a maximum of 60 credits in another school and 3 Psychology Level 4 Options 30 credits
- 1 Dissertation (30 credits)
- Undergraduate Conference (Compulsory)
- A viva may be required under certain circumstances.

N.B. It is the student’s responsibility to ensure they have permission from the other School and the approval of their Adviser of Studies. One concern is that the papers in the other School must be taken and examined in the Level 4 year.
College rules may vary and the composition and course credits of Psychology Level 4 options/modules may be subject to change. NB Timetable clashes are NOT accepted by the School of Psychology.

**3.6. SPECIAL COMBINATION – HONS IN OTHER SCHOOL + CREDITS IN PSYCHOLOGY**

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

**4. LEVEL 4 COURSE WORK**

**4.1. METHOD OF ASSESSMENT AND DEADLINES**

A number of options have a continuous form of assessment to a maximum of 100%. A summary of these options is below. All other options consist of 100% examination assessment. If the deadlines below change they will be announced in class and via Moodle.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TYPE OF COURSEWORK</th>
<th>% OF OPTION</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTCP</td>
<td>GROUP Case Study Report</td>
<td>30%</td>
<td>12 noon 26th Oct 2018</td>
</tr>
<tr>
<td>AQM</td>
<td>3,000 word collaboratively written lab report</td>
<td>100%</td>
<td>12 noon 26th Oct 2018</td>
</tr>
<tr>
<td>ATEP</td>
<td>2 x Essays</td>
<td>50% each</td>
<td>12 noon 2nd Nov 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12 noon 30th Nov 2018</td>
</tr>
<tr>
<td>SCT</td>
<td>GROUP Case Study Report</td>
<td>30%</td>
<td>12 noon 30th Nov 2018</td>
</tr>
<tr>
<td>Social Robotics</td>
<td>3,000 word research proposal</td>
<td>100%</td>
<td>12 noon 30th Nov 2018</td>
</tr>
<tr>
<td>Literature Review</td>
<td>Individual Literature review</td>
<td>100%</td>
<td>12 noon 5th Dec 2018</td>
</tr>
<tr>
<td>Development, Difference &amp; Diversity</td>
<td>Designing of an Information Pamphlet 2000 word critical reflection</td>
<td>100%</td>
<td>12 noon 14th Dec 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12 noon 14th Dec 2018</td>
</tr>
<tr>
<td>Counselling</td>
<td>2,500 word collaboratively written lit review</td>
<td>75%</td>
<td>12 noon 14th Dec 2018</td>
</tr>
<tr>
<td></td>
<td>Individual one page information sheet</td>
<td>25%</td>
<td>12 noon 14th Dec 2018</td>
</tr>
<tr>
<td>Forensic</td>
<td>GROUP CR</td>
<td>30%</td>
<td>12 noon 15th Feb 2019</td>
</tr>
<tr>
<td>Autism</td>
<td>Oral Presentation or Podcast</td>
<td>90%</td>
<td>12 noon 15th Feb 2019</td>
</tr>
<tr>
<td></td>
<td>Peer Assessment Exercise</td>
<td>10%</td>
<td>12 noon 26th Feb 2019</td>
</tr>
<tr>
<td>Social Psych of Health</td>
<td>Group presentation of draft article</td>
<td>50%</td>
<td>At seminar w/b 4th Feb 2019</td>
</tr>
<tr>
<td></td>
<td>Group newspaper article</td>
<td>50%</td>
<td>12 noon 15th Feb 2019</td>
</tr>
<tr>
<td>The Offline Brain</td>
<td>3,000 word Group Research proposal</td>
<td>100%</td>
<td>12 noon 15th Feb 2019</td>
</tr>
</tbody>
</table>

**4.2. GENERAL REQUIREMENTS FOR ASSESSED WORK**

Please note these points:

- All work will be submitted electronically unless otherwise stated.
- All coursework submitted should (unless otherwise advised) be word processed using A4 paper, 1.5-spaced text, and a standard font such as Arial, Geneva or Times Roman, with a standard point size of 11 for the main text.
- Page numbers (right justified) are required and ideally, they will be of the format shown in the Footer in this document, i.e. showing how many pages in the entire document as well.
- All work must be submitted with a title page: copy then adapt the proforma available on Moodle. This will include such things as the title, your ID number, your supervisor, the class and which piece of work this is, and anything else your tutor asks for.
4.3. MODULES EXAMINED IN THE DECEMBER DIET
Most modules that have an exam component are examined in the April/May diet, however, those modules which are taught in the first block of the first semester are usually examined in the December diet. This year the modules with an exam component that will be examined in the December exam diet are:

• Analysis of Psychometric Data
• CHIP
• Current Trends in Clinical Psychology
• fMRI

Note: If any of these examinations are cancelled due to adverse weather or unforeseen circumstances they will be postponed to the April/May diet.

4.4. USE OF COURSE MATERIALS AND PERSONAL RECORDING OF LECTURES, SEMINARS AND TUTORIALS
In using course materials and lecture recordings/media, students are agreeing to the following terms and conditions of use:

• Course materials available on Moodle including lecture slides; lecture recordings; information to support the lecture course; project materials; and data files; should only be accessed and downloaded by those students enrolled on the course.
• Use of such materials should be in relation to the course and used solely by individual psychology students for the purposes of supporting their personal learning.
• Copyright of content used in lectures is protected.
• Any use of course materials (including lecture recordings) other than for a student’s personal use in relation to their studies or any unauthorised distribution of course materials (e.g. on forums, social media or the internet) will be considered a serious breach of the Code of Student Conduct and will be subject to disciplinary action.
• The use of recording devices, such as voice or visual recording, is permitted in this course only to:
  ▪ students who have been deemed so eligible by the University’s Disability Service; and
  ▪ students given permission in advance by the staff member conducting the teaching session

• These recordings are subject to the conditions laid out in the relevant document on Moodle. No recordings are allowed until you have read the terms and conditions in this document. The lecture recording policy can be found here: [http://www.gla.ac.uk/media/media_359179_en.pdf](http://www.gla.ac.uk/media/media_359179_en.pdf).

4.5. QUALITY ASSURANCE AND ENHANCEMENT OF THE COURSE
There are two complementary formal mechanisms involving students for checking and improving the quality of courses: class representatives, and course evaluation surveys.

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

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

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

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

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

5. **LECTURE SUMMARIES**

You will find an outline of all course aims and intended learning objectives in section 6, more in depth lecture summary details and information on course reading for each option can be found on the relevant Moodle page.

6. **COURSE OUTLINES 2018/19**

6.1. **ADVANCED TOPICS IN EVOLUTIONARY PSYCHOLOGY (DR L DEBRUINE)**

**Aims:** to provide students with a theory-based overview of topics in evolutionary behavioural sciences and to offer the opportunity to apply this knowledge and critical thinking skills to the in-depth study of subfields of evolutionary psychology, with particular attention to issues of the appropriateness of the study population and generalizability.

**Outcomes:**

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

- explain how basic evolutionary principles, such as natural selection, sexual selection, and inclusive fitness theory, inform the study of human behaviour;
- review the evidence supporting predictions from evolutionary theories in human behaviour, including in the areas of social behaviour, perception and cognition;
- evaluate new scientific evidence in light of evolutionary principles;
- generate testable predictions about human behaviour from these principles;
- critique experimental and nonexperimental evidence from diverse study populations.

6.2. **ANALYSIS OF PSYCHOMETRIC DATA (DR C SCHEEPERS)**

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

**Outcomes:**

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

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

**Aims:** to prepare students to design, execute and evaluate a range of qualitative methods suited to different aspects of psychological enquiry.

**Outcomes**
By the end of this course students will be able to:
- Identify and select appropriate data collection techniques that best suit the purpose of qualitative enquiry (e.g. Interviews, Focus Groups, Observation, Internet, Primary/Secondary data)
- Describe and evaluate the different epistemological principles underpinning different qualitative analysis techniques
- Select appropriate techniques and methods suited to qualitative research analysis (Discourse Analysis, IPA and Grounded Theory)
- Appraise indices of rigour and quality when reviewing research papers which utilise qualitative methods
- Describe and evaluate the role of computer aided analysis in qualitative methods

6.4. AUTISM (DR D SIMMONS & PROF F POLLICK)

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

**Outcomes**
By the end of this programme students will be able to:
- be aware of the advantages and disadvantages of current definitions of ASD and diagnostic techniques.
- be able to critically assess current psychological/cognitive theories of ASD.
- be able to critically assess current neural theories of ASD.
- have a detailed knowledge of potential causes of ASD
- have a detailed knowledge of the social and scientific importance of ASD.

6.5. CONCEPTUAL & HISTORICAL ISSUES IN PSYCHOLOGY (DR L MORROW)

**Aims:** to introduce students to the recent history of Psychology in the 19th and 20th centuries and to explore this in the context of major schools of thought in Psychology. Students will learn to link present day research with the underlying historical and philosophical debates. They will also be introduced to the varying systems and theories which still inform modern Psychology.

**Outcomes**
At the end of this course students will be able to:
- Discuss the major historical and philosophical developments in Psychology
- Outline and synthesise the role played by key historical figures in the discipline and their contributions to the development of Psychology as a discipline
- Outline and analyse examples of the misapplication of psychological science, including discussion of scientific sexism and racism
- Apply knowledge and critical analysis of the above point to specific professional situations and case studies.

6.6. COUNSELLING PSYCHOLOGY (DR L MOXEY)

**Aims:** This course aims to discuss and critically evaluate some of the main approaches in counselling psychology, discussing their advantages and disadvantages specifically with reference to recent research on particular mental health disorders.
Outcomes:
At the end of this course students will be able to:
• Demonstrate understanding of the history of counselling in the UK, and the basic assumptions of counselling psychology
• Discuss the basic assumptions of various approaches to counselling
• Critically evaluate in detail different commonly used counselling methods with reference to recent research
• Critically evaluate the application of various counselling approaches to specific client groups

6.7. CURRENT TRENDS IN CLINICAL PSYCHOLOGY (DR M GARDANI & DR M MARTIN)

Aims: To develop students’ knowledge in current trends in Clinical Psychology. To equip them with the skills relevant to assessing the effectiveness of present and new interventions.

Outcomes
By the end of this course students will be able to:
• Discuss the development of psychology based interventions and their theoretical underpinnings
• Evaluate clinical intervention in a range of clinical settings and disorders
• Review and compare practical implementations of a range of psychological interventions.
• Discuss current guidelines for treatment of complex psychological disorders

6.8. DEVELOPMENT, DIFFERENCE & DIVERSITY (PROFESSOR N STACK)

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

Outcomes
By the end of this course students will be able to:
• Identify the different methodological and ethical complexities associated with research into atypical development:
• Demonstrate an understanding of the role of the environment and genetics in atypical development;
• Discuss issues related to the identification of, and provision for, children demonstrating an atypical developmental trajectory.

6.9. fMRI BIOPSYCHOLOGY (PROF L MUCKLI, DR J GOENSE & PROF F POLLICK)

Aims: Functional brain imaging has become an essential tool in Biopsychology and Neuroscience that has changed the way we think about the brain today. This course aims to give an in-depth introduction to the basics of functional magnetic resonance imaging (fMRI). The course will cover physical and physiological basis of the fMRI-signal, experimental strategies, and analysis principles.

Outcomes
By the end of this programme students will be able to:
• Introduce the physical and physiological basics of fMRI imaging
• Read about the current models explaining neurovascular coupling: the link between neuronal activity and influx of oxygenated blood.
• Discuss experimental design issues of fMRI research
• Get hands on experience with the analysis of fMRI sample data
• Evaluate fMRI research in light of newly acquired knowledge about the basics of the BOLD-signal
6.10. **FORENSIC PSYCHOLOGY (DR M MARTIN)**

**Aims:** to allow students to investigate and evaluate areas where Psychology has been influential in understanding criminal behaviour (e.g. Personality, Mental Health).

**Outcomes**
By the end of this course students will be able to:
- Evaluate the psychometric instruments used in the study of personality in relation to criminality
- Evaluate the link between mental health and criminality
- Evaluate the link between personality and criminality

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

**Aims:** to explain and discuss classic and recent psychological and neuroscientific studies that investigate visual awareness and voluntary decisions. We will cover the main philosophical, psychological, and neuroscientific aspects of research on visual awareness, voluntary and spontaneous actions and decisions, and their implications on the concept of free will. At the end of the course, students should be able to independently evaluate new research developments and potential applications in this field.

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

6.12. **LITERATURE REVIEW**

**Aims:** To teach students how to criticise and evaluate a group of empirical studies in Psychology. To provide students with generic skills involved in analysing original sources and providing a detailed analysis of technical documentation. To develop the student’s knowledge in a key research area of psychology. To develop student’s skills in drawing conclusions about the course of future research based on existing research in an area of psychology. To teach students how to organise their evaluation into a professional Level communicative document.

**Outcomes**
By the end of this course students will be able to:
- Read and evaluate a core of empirical studies which examine a recent theoretical issue within Psychology and produce an evaluative report of professional standard based on the core studies

*The deadline for submission is 12 noon on Wednesday 5th December 2018.*

6.13. **NEUROPSYCHOLOGICAL DEFICITS (DR M HARVEY)**

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

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

6.14. NEUROSCIENCE OF DECISION MAKING (DR M PHILASTIDES)

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

Outcomes
By the end of this course students will be able to:
• Distinguish between different forms of decision making problems (e.g. Perceptual vs reward-based decisions) and in different domains (e.g. Visual, auditory, somatosensory)
• Identify the brain networks involved in early encoding of the evidence associated with different decision alternatives and identify the brain networks and the mechanistic details of how evidence associated with different alternatives is combined to form a decision
• Review the latest literature on decision making and interrogate new proposals on the neurophysiological basis of human and non-human primate decision making
• Describe the main principles of sequential sampling models of decision making
• Illustrate the importance of signal detection theory in decision neuroscience
• Describe the main principles of traditional reinforcement learning mechanisms in reward-based decision making and their neural correlates
• Explain the computational and mechanistic details of speed/accuracy trade-off in perceptual decision making
• Describe how basic decision making is affected in populations with brain trauma or disease
• Design simple behavioural paradigms to probe the behavioural and neural correlates of decision making and recognise how interventional techniques (TMS, electrical stimulation, brain lesions) are used to establish causal relationships in neural networks
• Describe the influence of important decision modulators (e.g. Advice, risk, time, genes, etc) on behavioural choice
• Distinguish different analytical approaches for data analysis and different human neuroimaging techniques for data acquisition and appraise their (dis-) advantages
• Explain how activity from small groups of neurons manifests itself at the Level of macroscopic activity recorded using neuroimaging
• Explain the reasons for performing single trial analysis of neural data and why this is helpful for understanding brain function
6.15. PSYCHOLOGY & BIOLOGY OF MENTAL DISORDERS (DR P UHLHAAS)

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

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

6.16. SLEEP AND CIRCADIAN TIMING (PROF S BIELLO, DR M GARDANI & DR H WOODS)

Aims: to provide an overview of current study within the fields of sleep and circadian timing. It will examine the biological, psychological and social impacts of disruption of sleep and circadian timing focusing on mechanism of action and treatment.

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

6.17. SOCIAL ROBOTICS (PROF E CROSS)

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

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

Aims: to encourage students to engage with social psychological research on health and health behaviour, and with applications of psychological knowledge to societal issues.

Outcomes
By the end of this course students will be able to:
- compare conscious and nonconscious influences on behaviour as well as their interplay in health
- critically evaluate research methods for studying conscious and nonconscious influences on behaviour as well as their interplay
- appraise behaviour change techniques that can be applied to real-world problems
- critically evaluate intervention approaches
- apply social psychological theories to societal issues in Health
- assess policy implications of psychological research

6.19. THE OFFLINE BRAIN (PROF E ROBERTSON)

Aims: to present a contemporary account of offline processing. Students will learn about offline processing from a behavioural and biological perspective, the contributions of wakefulness and sleep to offline processing, and how offline processes can be both measured and modified.

Outcomes:
By the end of this course students will be able to:
- define offline processing in both behavioural and biological terms
- critically evaluate different methods of measuring offline processing
- critically evaluate methods for modifying offline processing
- critically and constructively assess different theories of offline processing
- appraise the role of brain state (i.e., sleep vs. wakefulness) in offline processing
- identify critical key issues that remain to be addressed

7. THE DISSERTATION

7.1. AIMS
To develop in students the ability to express a testable hypothesis and subject it to empirical evaluation using psychological methods. To develop the skills involved in analysing data and writing a scientific report.

7.2. INTENDED LEARNING OUTCOMES
Students will be able to:
- Write an evaluative introduction to a research problem in Psychology
- Design testable hypotheses which derive from their review
- Test and statistically evaluate the hypotheses using appropriate experimental and statistical techniques
- Write a scientific document based on the evidence they have gathered and their subsequent analysis of the data

7.3. SCOPE
Whether you are a Single, Joint Honours (unless you have consulted the course tutor about a non-accredited joint degree) or Special Combination (main subject Psychology) student you must carry out a Dissertation. It is a BPS requirement that students pass the empirical project in order to be eligible for the Graduate Basis for Chartered membership, so this is an important part of your degree programme. The Dissertation is a substantial empirical project carried out over the year and is usually completed individually, although there is scope for some portions of the project to be carried out in groups. For more information on this see the document “Dissertation Starter Pack” on Moodle.
7.4. SUPERVISOR
You will have chosen or been allocated your supervisor by the time you reach Level 4. Your supervisor’s role in the project is to provide an appropriate Level of guidance over the project. You should meet to

- Discuss the topic
- Agree on a timetable/plan
- Agree on the design
- Agree on which subjects to use and how to recruit
- Hand in your project proposal and discuss it
- Discuss the statistical analysis of data

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

7.5. PARTICIPANTS
To recruit participants you can advertise on one of the noticeboards on Level 5 of the Boyd Orr Building. These are situated outside the labs where potential participants in Levels 1-3 are likely to see them. You can also advertise on the Psychology Subject Pool page. A link to this is on the L4 Dissertation Moodle page.

7.6. ETHICAL CLEARANCE
All Dissertations require ethical review before you start carrying out your project. The online ethical application form can accessed via a link on Moodle, where there is also guidance on filling the form as well as a link to the BPS guidelines. After completing the online form you should submit it by pressing the submit button. The form will automatically be sent to your supervisor, who will review the form or pass on to a member of the Ethics Committee for their approval. After review you will either receive notification that your application has been approved, or an invitation to alter or add to your application in a specified way before re-submitting it.

You will all have to read through the BPS ethical guidelines on carrying out psychology experiments with human subjects.

Your ethics application must be approved before you begin testing participants, and your project will not be marked if ethical approval is not registered on our online system.

7.7. WORD LIMIT AND WRITE UP
Your project report should be modelled on standard journal format. Your supervisor may give you written or spoken feedback on a draft version of all sections of the project except the discussion which must be entirely your own work. Make sure to hand this in well before the deadline however since each supervisor has many students and it is not possible to give feedback if everyone hands in their draft a week before the deadline. Help with your Dissertation write up can be found in the Advanced Report Writing guide available on Moodle.

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

7.8. URKUND SUBMISSION
Full Urkund submission instructions will be posted on the relevant Moodle page.

7.9. DISSERTATION HAND-IN
One copy of the Dissertation should be submitted via Moodle by 12 noon on Friday 15th March 2019. Further instruction on hand in will be posted on the Moodle page.
7.10. CONFERENCE
During the two week period following the hand in of your report, and before the end of semester 2 there will be an undergraduate research conference, where you will be asked either to give a talk or to present a poster. The format of this conference will be very similar to psychology conferences attended by leading researchers, and we hope that you will really enjoy both presenting your own work and reading/hearing about the work carried out by some of your classmates.

For those of you who also want to present your work at the BPS undergraduate conference, we particularly recommend choosing the talk option as this is an excellent opportunity to practise your talk and get valuable feedback! But even if you don’t want to go to the BPS conference, this internal conference is an opportunity to get feedback on your project and will give you practice presenting your work to other people and receive feedback from your peers on your presentation skills. Even if you plan to do something other than psychology next year there is a good chance that your final year project will be a topic covered in job interviews, for example, and it is important to be able to explain your work to interested others. It would also be a good idea to mention on your CV that you presented at this conference! Both formats, but perhaps particularly the poster, will give you practice at dealing with questions on the spot about technical issues. Obviously, this is likely to be important in interviews and other professional occasions, and you will have had few opportunities to practise this.

Details of the conference, about the oral and poster presentations, will be given in the second semester and you will be asked to submit a proposal for either a talk or a poster at that time. There are resources available on Moodle to help you with your presentation: and support sessions detailing how to go about producing a talk/poster will also be provided in semester 2.

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

Further details of the dissertation marking process will be given at the part 2 finals meeting in semester 1 (details to be advertised).

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

Photocopying
The School provides free photocopying of consent forms, questionnaires or other stimuli materials. To use this facility contact please collect the card from the general office, you must leave your campus card.

Psychometric Tests
The School has a small number of psychometric tests that students can use for their projects. To find out if the School has a test that you would like to use then contact Dr Margaret Martin.
Psychological Research Using Online Questionnaires
Further details regarding survey tools will be posted on Moodle.

E-Prime Workshops
During the first semester, there will be some workshops (advertised via email) to support those of you who want to use E-Prime to run your experiments. These workshops can help you to modify the basic E-Prime scripts available to Level 3 undergraduates (which you may have used last year) so that you can use them for your experiment. If your experiment requires a radically different script you will need the support of your supervisor.

Statistical Support
The School offers support for data and statistical analysis via statistics workshops in the first half of semester 2, and via an online forum (see Moodle pages for Dissertation support).

Honours Laboratory
This area in the Boyd Orr Building, Level 5 is for the use of honours students.

Undergraduate Conference Support
The School will provide support sessions for the conference presentations, covering how to prepare and give a conference talk, and how to produce a poster. These sessions will be advertised and run during the second semester.
8. GENERAL COURSEWORK INFORMATION

8.1. PLAGIARISM
The University of Glasgow takes a very strong line against plagiarism. The University’s degrees and other academic awards are given in recognition of a student’s personal achievement. All work submitted by students for assessment is accepted on the understanding that it is the student’s own effort.

Plagiarism is defined as the submission or presentation of work, in any form, which is not one’s own, without acknowledgement of the sources. Special cases of plagiarism can also arise from one student copying another student’s work or from inappropriate collaboration. For full details of the university’s rules on plagiarism please refer to http://www.gla.ac.uk/services/senateoffice/policies/calendar/calendar2016-17/feesandgeneral/studentsupportandconductmatters/plagiarismstatement.

This is a reminder regarding the University's policy on plagiarism. You cannot receive credit for work that is not your own, so it is not permitted to submit unacknowledged or incorrectly referenced material. It is also not permitted to submit material taken from another person's work, or from work you have submitted yourself at another time.

A range of websites now offer 'custom writing services' which they claim do not constitute cheating and promise to be plagiarism-free. Some of these providers have been advertising their services around the University campus. If you ask someone else to write your work for you, it is cheating, regardless of the reassurances on these websites. You are not allowed to submit work that has originated from one of these sites. All work you submit must be your own.

If you submit plagiarised work or work written for you by another person or organisation, you are committing a serious breach of the Student Code of Conduct and will be subject to a conduct penalty. Such a penalty could lead to you being unable to complete your degree or even permanent expulsion from the University. Please ask yourself if it is worth the risk.

8.2. SOFTWARE FOR DETECTING PLAGIARISM
All written coursework is to be submitted through Urkund, the University software for detecting plagiarism. The reports that the web site produces will then be examined by the Course Organiser and if there is evidence of plagiarism then action will be taken in line with the University’s Guidelines.

8.3. COURSEWORK DEADLINES
Literature reviews, dissertations, and other coursework associated with your final year option courses must be submitted by a deadline date. The School cannot function properly if these deadlines are not met.

If you are not able to meet a coursework deadline or you anticipate that you will not be able to meet a deadline you can apply to the course organiser, Linda Moxey, for a deferral. In such cases, you must produce evidence of the circumstances which prevent you from meeting the deadline, and these circumstances will be discussed by a small committee including the course organiser. Please note that the length of any deferral is dependent on the particular circumstances and cannot, in any case, be longer than 5 working days.

If you miss a deadline, penalties will be applied to your work. The University has compulsory regulations covering the late submission of work as follows:

Code of Assessment – Penalties for the late submission of coursework (s. 16.25-16.28)
Penalties are applied where coursework is submitted after the submission deadline, with any work that is submitted more than five days late being graded H. A new amendment to these rules accommodates the practice of rapid turnaround of feedback in some assessments. In such cases, late work will be graded H within five days if it is submitted after feedback has been provided to the cohort.

16.26 Except as modified by 16.27 - 16.28, the primary grade and secondary band awarded for coursework which is submitted after the published deadline will be calculated as follows:
a) in respect of work submitted not more than five working days after the deadline:
   i. the work will be assessed in the usual way, and the primary grade and secondary band so determined will then be reduced by two secondary bands for each working day (or part of a working day) the work was submitted late;
   ii. where work is submitted after feedback on that work (which may include grades) has already been provided to the student class, grade H will be awarded. Feedback may be provided to the student class less than five working days after the submission deadline in relation to no more than 25% by weight of a course’s summative assessment.

b) grade H will be awarded where work is submitted more than five working days after the deadline.

Penalties for late submission of course work will not be imposed if good cause is established for the late submission in terms of the definitions and procedures set out in the University Calendar:
(http://www.gla.ac.uk/media/media_124293_en.pdf).

Briefly, ‘Good cause’ means an illness or other adverse personal circumstances affecting a candidate. A chronic medical condition is not itself considered good cause although a short-term exacerbation of such a condition might be judged so. For ‘good cause’ to be established you must provide evidence, where ‘evidence’ means a report describing the medical condition or other adverse personal circumstances, with supporting evidence from an ‘appropriate person’ as defined in the University’s Student Absence Policy. For more information on ‘Good cause’ please see the relevant section on Moodle. Evidence must be provided within 7 days of the deadline (unless you also have a good reason (with evidence) relating to the delay in providing evidence). Where the report refers to a medical condition of more than five days’ duration the report must be completed by an appropriate medical practitioner.

If you are unable to apply for a deferral until after the deadline itself, relief from a late penalty will normally be granted only where the circumstances preventing the candidate from submitting work on time also prevented the application for a deferral of the deadline.

If you feel that you have a good reason for lateness then you should contact the Course Organiser, Linda Moxey, as soon as possible to inform her of the situation.

9. PART 2 FINAL EXAMINATIONS

Each single honours student must complete:

• 1 Dissertation
• Undergraduate Conference Attendance
• All relevant option summations
• Any coursework associated with chosen options

9.1. THE DISSERTATION AND OPTIONS

In Level 4, each student takes a dissertation and 9 options, selected from those offered without restriction except possibly from room capacity constraints. Each will be separately assessed and listed on your transcript.

9.2. EXAM REGISTRATION/TIMETABLE

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

9.3. EXTERNAL EXAMINER

The external examiners for session 2018-19 are Professor Daryl O’Donnor, University of Leeds and Dr Ines Jentzsch, University of St Andrews.
9.4. OVERALL WEIGHTINGS OF ALL EXAMS AND COURSE WORK

A meeting is held in Semesters 1 and 2 to inform you specifically about final exams and various aspects of the marking process, including the calculation of your final degree classification which is outlined below:

9.4.1.  Single Honours Students

In Level 3 you will be awarded marks for the following:

- 10 modules = 100 credits
- 1 Qualitative mini project = 10 credits
- 1 Quantitative mini project = 10 credits

The 120 credits for your Level 3 year contribute 40% of your overall grade for degree classification.

In Level 4 you will be awarded marks for the following:

- 9 options = 90 credits
- 1 Dissertation = 30 credits

The 120 credits for your Level 4 year contribute 60% of your overall grade for degree classification.

9.4.2.  Joint Honours Students (Except with Neuroscience)

In Level 3 you will be awarded marks for the following:

- 4 modules = 40 credits
- 1 qualitative mini project = 10 credits
- 1 quantitative mini project = 10 credits

The 60 credits for your Level 3 year contribute 40% of the overall grade you will receive for Psychology in your degree classification. This is equivalent to 20% of the degree classification you will get for your whole degree (including Psychology plus your other subject).

In Level 4 you will be awarded marks for the following:

- 3 modules from Level 3 = 30 credits
- 1 dissertation* = 30 credits

The 60 credits you take in your Level 4 psychology course will contribute 60% of the overall grade you receive from psychology. This is equivalent to 30% of the degree classification you will get for your whole degree (including Psychology plus your other subject).

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

9.4.3.  Joint Honours with Neuroscience

In Level 3 you will be awarded marks for the following:

- 120 credits from Neuroscience

In Level 4 you will be awarded marks for the following:

- 8 Modules = 80 credits
- 1 Qualitative Mini Project = 10 credits
- 1 dissertation* = 30 credits

*If you have agreed with the course tutor that you would prefer to take the non-accredited option for honours Psychology, then you will select 3 modules from Level 3 and 3 options from Level 4 with no dissertation.
The final Honours classification is based on performance in the courses taken in Year 3 (50%) and Year 4 (50%). Each component course contributes in proportion to its credit rating.

9.5. CLASSIFICATION OF AWARD, ZONES OF DISCRETION AND APPEALS PROCEDURES
The following link will take you to an explanation of the criteria available to the Board of Examiners in considering students who do not achieve a clear first or 2:1 but who fall in the zones of discretion available to the exam boards: http://www.gla.ac.uk/media/media_124293_en.pdf.

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

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

The information in the link above is from the University Guide to the Code of Assessment - Chapter 2 - Page 11. The guide also provides a useful example in this section on the calculation of GPA, this calculation includes your Level 3 and Level 4 honours courses. Please also remember that your Level 3 work is weighted at 40% of your degree and your Level 4 work is weighted at 60% of your degree classification.

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

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

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

9.7. JOINT HONOURS STUDENTS
As outlined in Section 3.2 students doing Joint Honours will take the Level 3 Cognitive, Physiological Psychology and Social Psychology courses. These courses are examined in the Level 3 exams. Joint Honours students complete a Dissertation if your degree is accredited.

9.8. DICTIONARY WAIVER FORM
You are entitled to use a language dictionary in your examination if English is not your first language. However, there are a number of important points to note with regard to student conduct. You are not permitted to bring notes into an examination with you; this includes ANY notes or annotations inside a dictionary that is in your possession. If you are found to have notes or annotations in a dictionary (or elsewhere) in the examination room, regardless of whether or not they are relevant, used or consulted, you will be reported to the Senate Office under the University’s Code of Student Conduct. Penalties levied by the Assessors for Student Conduct for such offences typically include a mark of zero for the examination with no opportunity to resit. This could have the consequence that you will not qualify for your degree. The procedure to use a language dictionary is as follows:
You will need to complete the dictionary waiver form (found on Moodle) to indicate that you are intending to use a dictionary in the exam. On the form, you must list all the exams/dates/times when you intend to use the dictionary. On the form, you will be asked to clearly indicate that you understand that only a standard language dictionary can be used. On the form, you will also confirm that you clearly understand that the dictionary must be free of any annotations and that you are clear as to the consequences of any being found.

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

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

9.9. ACCESS TO EXAM SCRIPTS
A student may view their exam script up to two weeks after the exam marks have been published. You should email the Teaching Admin Team (psych-teachingadmin@glasgow.ac.uk) stating your name, ID number and the scripts you want to see. Scripts will be available to view within 2 working days. We will email you with a time to come in when you will be given 30 minutes to look at the scripts. You will not be allowed access to your scripts out with these times. You must bring your University student card with you for identification purposes. Typically you will be allowed to read through your script under supervision, which is to prevent the possibility of tampering with the script. Please note that it is not possible to scan scripts and send them to you, nor can you photograph them. 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.

10. PRIZES

Prizes Awarded by the School
There are five prizes awarded by the School to the best students in the Level 4 class (the decisions are made at the Board of Examiners’ Meeting):

- The Henry J. Watt Prize is awarded to the student with the best psychology finals performance, as decided at the Examiners’ meeting.
- BPS Undergraduate Prize awarded to the best student in each accredited institution
- The Pickford Prize awarded to the best student of the year, preferably in Social Psychology.
- The Thouless Prize awarded to the best Level 4 Critical Review.
- The Callum Neil Airth Award awarded to the best Level 4 Dissertation.
- The School of Psychology Distinguished Firsts List awarded to the top 25% of first class honours students.

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

The School’s hope is that you will enjoy the course of study offered and pass the examinations set. However, students can encounter a range of difficulties during a course. Some may not be very serious, e.g., feeling that the course is not quite what you expected: in that case you should say so in your response to the course evaluation questionnaire. Some problems may be more serious: illness, family or social problems, difficulty in understanding the material, or just feeling anonymous in a large impersonal institution. In such cases, you may understandably feel a need for a more individual form of help or assistance, and although the class is large, there are many ways in which you can make contact with members of staff. As noted above, the lecturers are available for consultation at appointed hours that are displayed on their office doors. In addition, there is the possibility of e-mail contact with your dissertation supervisor and, of course, with any of the lecturing staff. If the problem is more general (concerning the whole course), or is personal in nature, then please feel free to contact Linda Moxey for advice and support.

11.1. DISABILITY

The School Disability Coordinator is Dr Maria Gardani. She liaises with the Student Disability Service and is the person to contact if you have any questions about special needs provision. Contact: Room 413, 62 Hillhead Street, email: maria.gardani@glasgow.ac.uk Tel: 0141-330 2610.

11.2. CARE AT PSYCHOLOGY

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

11.3. Mental Health Crisis

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

11.4. ILLNESS, ABSENCE AND PERSONAL PROBLEMS

Students must complete a MyCampus absence report for any significant absence from the University. Supporting documentary evidence will be required and should be scanned electronically and linked to the MyCampus absence report.

For detailed information about the Student Absence Policy and how to submit medical evidence via MyCampus please see www.gla.ac.uk/media/media_129312_en.pdf.

11.5. CONSIDERATION OF MEDICAL AND OTHER RELEVANT EVIDENCE

Please refer to the Code of Practice on Incomplete Assessment and Good Cause which can be found in the University Calendar, under General Information for Students.

11.6. COMPLAINTS PROCEDURE

The University and School are committed to providing an excellent educational experience for our students. The University has a duty to maintain and enhance the quality of its provision and to provide an effective system for handling complaints. The University has a Complaints Procedure which allows complainants to raise matters of concern without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected. Further details about the University Complaints procedure can be found on the Senate Office website, http://www.gla.ac.uk/services/senateoffice/studentcodes/students/complaints.
11.7. 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


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.

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

A suspected breach of the Code can be reported by any student or member of staff in the University and associated bodies, or a member of the public. For example, instances of alleged bullying can be reported by any individual who has witnessed and has evidence of this behaviour not just the alleged subject of this intimidating behaviour. Any evidence of such behaviour, such as the example of Facebook screenshots, will be passed to the Senate Assessor for Conduct who will decide whether it merits consideration under the Code of Student Conduct and, where appropriate, what actions need to be taken against students who are deemed to have breached this Code.

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

12. BRITISH PSYCHOLOGICAL SOCIETY AND BPS SCOTTISH BRANCH

12.1. BRITISH PSYCHOLOGICAL SOCIETY (BPS)

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

Its aims are to:

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

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

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

   a. Automatic membership of the Society’s Student Member Group (SMG)
b. The Psychologist magazine every month, with the chance to write for ‘New Voices’ and win free membership
c. PsychTalk, a newsletter written by students
d. Exclusive discounts on books, journals and events
e. The chance to transfer to graduate membership free of charge after completing your undergraduate degree or conversion course
f. Recognition of belonging to a professional body, with the chance to join divisions and other groups
g. Access to a range of high street discounts and offers. Membership details, and a downloadable Application Form in PDF or DOC format and an online application link are available at http://www.bps.org.uk/what-we-do/membership/student-member/student-member

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

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

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

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

13. FEEDBACK CALENDAR

<table>
<thead>
<tr>
<th>COURSEWORK</th>
<th>HAND-IN</th>
<th>FEEDBACK RETURNED (if handed in on time)</th>
</tr>
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<tbody>
<tr>
<td>CTCP Report</td>
<td>26th October 2018</td>
<td>Monday 19th November</td>
</tr>
<tr>
<td>AQM Report</td>
<td>26th October 2018</td>
<td>Monday 19th November</td>
</tr>
<tr>
<td>ATEP Essay 1</td>
<td>2nd November 2018</td>
<td>Monday 26th November</td>
</tr>
<tr>
<td>ATEP Essay 2</td>
<td>30th November 2018</td>
<td>Monday 7th January</td>
</tr>
<tr>
<td>Sleep Report</td>
<td>30th November 2018</td>
<td>Monday 7th January</td>
</tr>
<tr>
<td>Social Robotics Res Proposal</td>
<td>30th November 2018</td>
<td>Monday 7th January</td>
</tr>
<tr>
<td>Literature Review</td>
<td>5th December 2018</td>
<td>Monday 7th January</td>
</tr>
<tr>
<td>Dev, Diff &amp; Diversity Pamphlet</td>
<td>14th December 2018</td>
<td>Wednesday 16th January</td>
</tr>
<tr>
<td>Dev, Diff &amp; Diversity CR</td>
<td>14th December 2018</td>
<td>Wednesday 16th January</td>
</tr>
<tr>
<td>Counselling Information Sheet</td>
<td>14th December 2018</td>
<td>Wednesday 16th January</td>
</tr>
<tr>
<td>Counselling Lit Review</td>
<td>14th December 2018</td>
<td>Wednesday 16th January</td>
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<tr>
<td>Forensic CR</td>
<td>15th February 2019</td>
<td>Monday 11th March</td>
</tr>
<tr>
<td>Autism Podcast</td>
<td>15th February 2019</td>
<td>Monday 11th March</td>
</tr>
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<td>Autism Peer Assessment</td>
<td>26th February 2019</td>
<td>Wednesday 20th March</td>
</tr>
<tr>
<td>Soc Psych &amp; Health Group prediction</td>
<td>Week beg 4th Feb 2019</td>
<td>In class</td>
</tr>
<tr>
<td>Soc Psych &amp; Health Newspaper Article</td>
<td>15th February 2019</td>
<td>Monday 11th March</td>
</tr>
<tr>
<td>The Offline Brain Research Proposal</td>
<td>15th February 2019</td>
<td>Monday 11th March</td>
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</tbody>
</table>
14. **TIMETABLE FOR LEVEL 4 – 18/19**

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

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>Weeks 1-5 (6-10) 17 Sept to 19 Oct</th>
<th>Week 6-10 (11-15) 22 Oct to 23 Nov</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 2-4</td>
<td></td>
<td>Development, Difference &amp; Diversity</td>
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<tr>
<td>Tues 10-12</td>
<td>Analysis of Psychometric Data</td>
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<tr>
<td>Tues 11-1</td>
<td>Advanced Qualitative Methods</td>
<td>Advanced Topics in Evolutionary Psychology</td>
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<tr>
<td>Tues 2-4</td>
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<tr>
<td>Wed 10-12</td>
<td></td>
<td>Social Robotics</td>
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<td>Thurs 10-12</td>
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<tr>
<td>Thurs 1-3</td>
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<tr>
<td>Thurs 3-4</td>
<td>Conceptual &amp; Historical Issues in Psychology</td>
<td>Conceptual &amp; Historical Issues in Psychology</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th>Weeks 1-5 (22-26) 7 Jan to 8 Feb</th>
<th>Weeks 6-10 (27-31) 11 Feb to 15 Mar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 2-4</td>
<td>Offline Brain</td>
<td></td>
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<tr>
<td>Tues 10-12</td>
<td>Social Psychology &amp; Health</td>
<td>Psychology &amp; Biology of Mental Disorders</td>
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<tr>
<td>Tues 2-4</td>
<td>Forensic</td>
<td></td>
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<tr>
<td>Wed 10-12</td>
<td></td>
<td>Neuropsychological Deficits</td>
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<tr>
<td>Thurs 9-11</td>
<td>From Visual Attention to Free Will</td>
<td></td>
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<tr>
<td>Thurs 2-4</td>
<td></td>
<td>Neuroscience of Decision Making</td>
</tr>
<tr>
<td>Fri 10-12</td>
<td>Autism</td>
<td></td>
</tr>
</tbody>
</table>

- The week after the end of Level 4 lectures may be used to fit in revision lectures. You should plan holidays accordingly.
- This timetable is provisional and may change, ALL changes will be through MyCampus so you should check this regularly.
- The mobile app provides the most up to date information on any room changes.