



LEVEL 3 HONOURS PSYCHOLOGY



Programme Handbook 2023-24

CONTENTS

1. INTRODUCTION	5
1.1 WELCOME.....	5
1.2 COURSE TEAM	5
1.3 PROGRAMME DOCUMENTATION	5
1.4 CAVEAT	5
1.5 TIER 4 PROGRESSION.....	5
1.6 GDPR 5	
1.7 TIMETABLE FOR LEVEL 3 – 2023-24	6
2 AIM AND LEARNING OUTCOMES OF HONOURS	8
2.1 AIMS 8	
2.2 LEARNING OUTCOMES	8
2.3 LEARNING AND TEACHING STRATEGIES.....	8
3 CAVEAT FOR JOINT HONOURS STUDENTS	9
4 FORMAL REQUIREMENTS FOR HONOURS	9
4.1 SINGLE HONOURS.....	9
4.2 SPECIALISM IN NEUROSCIENCE OR CLINICAL HEALTH	9
4.3 JOINT HONOURS.....	9
4.4 NON-ACCREDITED DEGREE	10
4.5 SPECIAL COMBINATION – HONOURS IN PSYCHOLOGY + COURSES UP TO 60 CREDITS IN ANOTHER SCHOOL	10
4.6 SPECIAL COMBINATION - HONOURS IN OTHER SCHOOL + CREDITS IN PSYCHOLOGY	10
4.7 STUDENT SUMMER WORK PLACEMENTS ABROAD	10
5 COURSEWORK	10
5.1 METHOD OF ASSESSMENT AND DEADLINES.....	10
5.2 COURSEWORK REQUIREMENTS	11
5.3 COURSEWORK SUBMISSION	11
5.4 CORRECT FILE SUBMISSION.....	11
5.5 TITLE PAGE FOR COURSEWORK SUBMISSION.....	11
5.6 PLAGIARISM AND USE OF ARTIFICIAL INTELLIGENCE	11
5.7 SOFTWARE FOR DETECTING PLAGIARISM	12
5.8 COURSEWORK DEADLINES	12
5.9 LATE SUBMISSION OF COURSEWORK	12
5.10 LATE/MISSED COURSEWORK OR MISSED EXAM DUE TO GOOD CAUSE	12
6 QUALITY ASSURANCE AND ENHANCEMENT OF THE COURSE	13
6.1 Class Representatives - Staff/Student Liaison.....	13
6.2 Course Evaluation Surveys by Students	14
7 COURSE OUTLINES – 2023-24	14
7.1 CORE COURSES.....	14
7.1.1 COGNITIVE PSYCHOLOGY (DR CAROLINA KUEPPER-TETZEL)	14
7.2 HUMAN DEVELOPMENT (DR ALEXIA REVUELTAS ROUX, DR ZAYBA GHAZALI-MOHAMMED).....	14

7.2.1	INDIVIDUAL DIFFERENCES (DR EUGENE DAWYDIAK).....	14
7.2.2	PHYSIOLOGICAL PSYCHOLOGY (DR JAMES BARTLETT, DR JAMIE MURRAY, DR JAIMIE TORRANCE)	15
7.2.3	QUALITATIVE PROJECT (DR MAXINE SWINGLER).....	15
7.2.4	QUANTITATIVE PROJECT (DR EUGENE DAWYDIAK)	15
7.2.5	SOCIAL PSYCHOLOGY (DR HELENA PATERSON, DR STEVEN MCNAIR, DR JAIMIE TORRANCE).....	15
7.2.6	STATISTICAL & SCIENTIFIC MODELS (DR DALE BARR, DR CHRISTOPH SCHEEPERS).....	16
7.3	OPTIONAL COURSES	16
7.3.1	BASICS OF FMRI IN COGNITIVE PSYCHOLOGY (PROF LARS MUCKLI)	16
7.3.2	FROM VISUAL AWARENESS TO FREE WILL (DR MARTIN LAGES)	17
7.3.3	PERCEPTION AND VISUAL COGNITION (DR MARTIN LAGES, PROFESSOR FRANK POLLICK)	17
7.3.4	PROFESSIONAL SKILLS (DR GABY MAHRHOLZ, DR MAXINE SWINGLER).....	17
7.3.5	PSYCHOLOGY & BIOLOGY OF MENTAL DISORDERS (PROF PETER UHLHAAS).....	17
7.3.6	PSYCHOMETRICS (DR CHIARA HORLIN).....	18
8	DEGREE EXAMINATIONS	18
8.1	EXAM REGISTRATION/TIMETABLE	18
8.2	ONLINE EXAMS.....	18
8.3	PUBLICATION OF PAST EXAM PAPERS	18
8.4	PUBLICATION OF DEGREE EXAMINATION RESULTS.....	18
8.5	EXTERNAL EXAMINER.....	18
8.6	OVERALL WEIGHTINGS OF ALL EXAMS AND COURSEWORK	19
8.6.1	Single Honours Students	19
8.6.2	Joint Honours Students	19
8.7	CODE OF ASSESSMENT AND APPEALS PROCEDURES.....	19
8.8	A WARNING	19
8.9	CLASS PRIZES	19
8.9.1	ANTHONY J SANFORD PRIZE.....	19
8.9.2	ALASTAIR WEIR PRIZE	19
8.9.3	PICKFORD PRIZE.....	20
9	SUMMER VACATION SCHOLARSHIPS	20
9.1	RESEARCH SCHOLARSHIPS	20
9.2	WORK EXPERIENCE SCHOLARSHIP	20
9.2.1	ADDITIONAL FUNDING SCHEMES.....	20
10	SUMMARY OF THE UNIVERSITY ASSESSMENT POLICY	20
10.1	GRADING SCALE.....	20
10.2	MINIMUM REQUIREMENT FOR CREDIT	21
11	ADDITIONAL RELEVANT INFORMATION.....	21
11.1	ATTENDANCE.....	21
11.2	COMPLAINTS PROCEDURE	21
11.3	AN IMPORTANT NOTE ON PUBLISHED COURSE INFORMATION	21
11.4	SOCIAL MEDIA ETIQUETTE	21

11.5 USE OF COURSE MATERIALS AND PERSONAL RECORDING OF LECTURES, SEMINARS AND TUTORIALS.....	22
11.6 PROBLEMS, GUIDANCE, ETC.....	22
11.7 ILLNESS, ABSENCE AND PERSONAL PROBLEMS	22
11.8 HEALTH AND SAFETY POLICY.....	22
12 BRITISH PSYCHOLOGICAL SOCIETY AND BPS SCOTTISH BRANCH	23
12.1 BRITISH PSYCHOLOGICAL SOCIETY (BPS)	23
12.2 BPS SCOTTISH BRANCH (BPS-S).....	24
13 EQUALITY, DIVERSITY AND INCLUSION	24
13.1 University Equality Statement.....	24
13.2 Athena Swan Charter	24
13.3 Race Equality	25
14 COMMUNICATION.....	25
14.1 Expectations	25
14.2 Contact and Support	25
14.2.1 Programme Lead	25
14.2.2 Course Lecturers.....	25
14.2.3 The Student Learning Development (SLD) team	25
14.2.4 Student Disability Adviser	26
14.2.5 Mental Health Crisis	26
14.2.6 Care at Psychology	26
14.2.7 Student Support Officer	26
14.2.8 PAL (Peer Assisted Learning).....	27
14.2.9 Student Representative Council (SRC)	27
15 FEEDBACK	27
15.1 FEEDFORWARD.....	27
15.2 PEER FEEDBACK	27
15.3 FEEDBACK CALENDAR.....	27

1. INTRODUCTION

1.1 WELCOME

Welcome to this Honours course in Psychology, and congratulations on your success in being accepted. You should think of the two-year Honours Programme as a single course designed to teach you about the content of Psychology in considerable breadth and depth, and designed to enable you to develop the skills that psychologists require to evaluate and to use this knowledge in a valid and effective way.

It is very important that you realise just how much you must take responsibility for your own education and development. We are here to facilitate, instruct and support within a structured environment, but you must drive the process and become active in your own learning process. Just as you must be active in developing your own education, you must take responsibility for organising your programme of study. There is a formal requirement to attend tutorials and other set small-group and individual teaching sessions.

1.2 COURSE TEAM

Dr Eugene Dawydiak

Programme Lead & Exams Officer

(Eugene.dawydiak@glasgow.ac.uk)

Mr Alan Smith

Honours Administrator

(alan.smith.2@glasgow.ac.uk)

Dr Heather Cleland Woods

Director of Education & Exams Officer

(heather.woods@glasgow.ac.uk)

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

1.3 PROGRAMME DOCUMENTATION

This Programme Documentation sets out the structure of Level 3 in respect of courses and commitments. It is designed to provide a brief and succinct coverage of the essential information. It is not comprehensive and often, within this documentation, you will be directed to other resources for further details. These, in the main, will be available on Moodle.

1.4 CAVEAT

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

- Formal announcements in class and Moodle posts are likely to supersede other printed documents.
- The web-based information will be kept as up to date as possible and will generally be more accurate than printed handouts – **however, check the date in the Footer Section on documents to clarify this.**
- 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.
- Past exam papers are obviously only a rough guide to future exams and are superseded by any differences of syllabus or exam format by both this handbook and any course handouts and announcements.

1.5 TIER 4 PROGRESSION

As a Tier 4 sponsor, the University of Glasgow are unable to continue visa sponsorship for a student who has been withdrawn from their studies by the University, or is undertaking an academic appeal against the withdrawal, as they will not be studying full-time and as such no longer fulfil the requirements of the immigration rules as a student. If you are a Tier 4 student, please familiarise yourself with [your responsibilities and the regulations on progression](#).

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](#). You can also access details of the University's [Student Privacy Notice](#).

1.7 TIMETABLE FOR LEVEL 3 – 2023-24

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

Semester 1

w/b	Mon (2-3)	Tue 11-12	Wed 9-11	Thur 11-1	Thur 2-3	Fri 12-1	Fri 2-4
11-Sep							Induction
18-Sep-23		Human Dev		Prof Skills	Stats	Social Psych	
25-Sep-23		Human Dev		Prof Skills	Stats		
02-Oct-23		Human Dev		Prof Skills	Stats	Social Psych	
09-Oct-23		Human Dev		Prof Skills	Stats		
16-Oct-23		Human Dev		Prof Skills	Stats	Social Psych	
23-Oct-23	READING WEEK						
30-Oct-23		Human Dev	FVA2FW		Stats		
06-Nov-23		Human Dev	FVA2FW		Stats	Social Psych	
13-Nov-23		Human Dev	FVA2FW		Stats		
20-Nov-23	Exam Prep	Human Dev	FVA2FW		Stats	Social Psych	
27-Nov-23		Human Dev	FVA2FW				

Semester 2

w/b	Mon 11-12	Mon 12-1	Mon 1-2	Mon 2-4	Tue 9-10	Tue 11-12	Tue 2-4	Wed 10-11	Wed 11-12	Wed 1-2	Wed 3-5	Thur 10-12	Thur 12-1	Thur 2-3	Thur 4-5	Fri 10-11	Fri 10-12	Fri 11-12
08-Jan-24			Physiological							Qual Proj	Ind Diff		PVC	Stats	Cognitive			Psychometrics
15-Jan-24	Qual Pract 1	Qual Pract 2			Qual Pract 3	Qual Pract 4		Qual Pract 5			Ind Diff		PVC	Stats	Cognitive	Qual Practical 6		Psychometrics
22-Jan-24			Physiological	Psychometric Lab 1							Ind Diff	Psychometric Lab 2	PVC	Stats	Cognitive			Psychometrics
29-Jan-24	Qual Pract 1	Qual Pract 2			Qual Pract 3	Qual Pract 4		Qual Pract 5			Ind Diff		PVC	Stats	Cognitive	Qual Practical 6		Psychometrics
05-Feb-24			Physiological								Ind Diff		PVC	Stats	Cognitive			
12 Feb 24	READING WEEK																	
19-Feb-24				Psychometric Lab 1			PBMD						Psychometric Lab 2	PVC	Stats	Cognitive		Basics of fMRI
26-Feb-24	Qual Pract 1	Qual Pract 2	Physiological		Qual Pract 3	Qual Pract 4	PBMD	Qual Pract 5						PVC	Stats	Cognitive	Qual Practical 6	Basics of fMRI
04-Mar-24							PBMD							PVC	Stats	Cognitive		Basics of fMRI
11-Mar-24			Physiological	Psychometric Lab 1			PBMD						Psychometric Lab 2	PVC	Stats	Cognitive		Basics of fMRI
18-Mar-24	Qual Pract 1	Qual Pract 2			Qual Pract 3	Qual Pract 4	PBMD	Qual Pract 5	Intro to L4	Qual Proj				PVC	Stats	Cognitive	Qual Practical 6	Basics of fMRI

2 AIM AND LEARNING OUTCOMES OF HONOURS

2.1 AIMS

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

- To provide a sound knowledge and critical understanding and awareness of theory and practice in the major areas of psychology.
- To develop specialist conceptual, analytic and practical skills relevant to pursuing a career in professional or academic psychology, or in related disciplines.
- To develop generic (transferable) intellectual and practical skills which are easily adaptable to the needs of the labour market, particularly those relating to analytic thinking, communication, presentation, quantitative methods, and to good teamwork in problem-solving environments.
- To provide an environment for the development of initiative, self-reliance, and critical ability from a solid foundation of knowledge, understanding and critical awareness.
- To develop enquiring, problem-oriented minds with sufficient awareness of the critical research and applications issues in psychology to enable successful pursuit of postgraduate work in psychology and related disciplines.
- To ensure coverage of material to satisfy the requirements of the accreditation body, the British Psychological Society for recognition of the course as supporting the Graduate Basis for Chartership for our students.

2.2 LEARNING OUTCOMES

By the end of this course, students will have:

- Completed the statutory requirements of the
- Met the objectives of the individual courses
- Successfully completed relevant Part 1 and Part 2 Finals assessments

2.3 LEARNING AND TEACHING STRATEGIES

Lectures will outline the programme and assessment methods and introduce students to the appropriate range of course textbooks and software learning support.

- Lectures will introduce students to the key theories and relevant experiments.
- Qualitative and Quantitative projects will introduce students to key experiments in the field, develop data analysis skills, and teach report writing.
- Qualitative and Quantitative projects will teach the skills of research design, organising ethically appropriate experiments with human participants, analysing data, and report writing skills, and give students experience of group work.
- Dissertations in fourth year will further develop the skills of experimental design, organising ethically appropriate experiments with human participants, data analysis, and report writing skills.
- Web based resources will allow flexible access to support materials.
- Small group tutorials for the Quantitative Project will support the development of independent exploration and evaluation of research/theory, group working and science communication skills.
- Learning and teaching will be designed and implemented to be appropriate to student's needs.

Learning Outcomes	Teaching & Learning	Assessment
Describing material, show basic familiarity with content	Lecture, tutorials, texts, web, journals	Exam essays
Evaluate theory and experiments	Lectures, tutorials	Exams, research reports, critical reviews
Design experiments, analyse data, write reports	Lab Classes, tutorials, statistics lectures	Qualitative and Quantitative project reports
Science Communication	Quantitative Tutorials	Scientific reports
Career reflection, self-awareness, self-selling	Professional Skills Options	Professional Skills Portfolio
Team working skills	Group Coursework	Group coursework

3 CAVEAT FOR JOINT HONOURS STUDENTS

Any student taking a Joint Honours degree must have a timetable in their other subject that does not clash with any of the required lectures or other organised class or small-group sessions for Psychology. Several other Schools have recently made changes to their timetables that have created clashes. We reserve the requirement to specifically approve any scheduling conflicts and will ask any student to change their subject choice if any unapproved clash occurs.

4 FORMAL REQUIREMENTS FOR HONOURS

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

4.1 SINGLE HONOURS

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

Students will complete the following in their Level 3 Year (2023-24):

- 90 credits of Level 3 compulsory modules
- 30 credits of Level 3 option modules (3 courses out of a choice of six)

Students will complete the following in their Level 4 Year (2024-25):

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

4.2 SPECIALISM IN NEUROSCIENCE OR CLINICAL HEALTH

Single Honours students who complete an appropriate Dissertation and five courses from the list below will qualify for a specialism, which will be endorsed on their graduation parchment. This degree option is fully accredited by the BPS. Once you enter Level 4, it is vital to communicate if you wish to be considered for a specialism when we ask you later in the academic year, and after you have consulted with your supervisor and with the Programme Lead, Dr Chiara Horlin (chiara.horlin@glasgow.ac.uk) if you are interested in either of these specialisms.

CLINICAL HEALTH SPECIALISM	NEUROSCIENCE SPECIALISM
Autism Counselling Psychology Health Neuroscience Neuropsychological Deficits Psychology & Biology of Mental Disorders Sleep and Circadian Timing Psychology of Climate Change	Autism Basics of fMRI in Cognitive Psychology Cognitive Neuroscience: Insights into Brain Plasticity From Visual Awareness to Freewill Health Neuroscience Neuropsychological Deficits Neuroscience of Decision Making Realtime fMRI Social Robotics

4.3 JOINT 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 (2023-24):

- 60 credits of Compulsory Courses (currently: Human Development, Individual Differences, Qualitative Project, Quantitative Project, Statistical & Scientific Models)

Students will complete the following in their Level 4 Year (2024-25):

- 30 credits of Compulsory Courses (currently: Cognitive Psychology, Physiological Psychology and Social Psychology)
- 1 Dissertation (30 credits)

- A viva may be undertaken under certain circumstances

Courses will, therefore, be taken over two years, with relevant exam dates set by the Registrar’s Office. NB Timetable clashes are NOT accepted by the School of Psychology and Neuroscience.

4.4 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 above, but in the Level 4 year you would take 3 Level 3 courses, and 3 Level 4 options (replacing the dissertations). If you are considering this programme, please discuss the issue with your Advisor of Studies and with the Course Tutor, as accreditation is required for most postgraduate careers in Psychology.

4.5 SPECIAL COMBINATION – HONOURS IN PSYCHOLOGY + COURSES UP TO 60 CREDITS IN ANOTHER SCHOOL

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

Students will have completed 120 compulsory credits in Level 3 Psychology in their Level 3 Year.

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

- Up to a maximum of 60 credits in another School and 30 credits of Psychology Honours options
- 1 Dissertation (30 credits)
- A viva may be required under certain circumstances.

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

4.6 SPECIAL COMBINATION - HONOURS IN OTHER SCHOOL + CREDITS IN PSYCHOLOGY

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

4.7 STUDENT SUMMER WORK PLACEMENTS ABROAD

In the past, the School of Psychology and Neuroscience has supported student work placements abroad during the summer break between their 3rd and 4th year of study. This involves independent work (i.e., as a research internship) that does not generate Glasgow credits, but which will appear on your transcript. You may apply for an established placement with one of our partners or establish your own placement. If you are interested in a research internship, please contact the International Mobility Officer (Dr. Jamie Murray) via the Psychology International email address (psych-international@glasgow.ac.uk).

5 COURSEWORK

5.1 METHOD OF ASSESSMENT AND DEADLINES

Several courses have a continuous form of assessment to a maximum of 100%, summarised in the table below. All other courses consist of a 100% examination assessment. If the deadlines below change, they will be announced in class and via Moodle. Deadlines are set out in the feedback calendar at the end of this documentation.

COURSE	TYPE OF COURSEWORK	% OF OPTION
Basics of fMRI	Scientific Report	100%

FVA2FW	Critical Review	100%
Professional Skills	Portfolio	100%
Psychometrics	Test Manual	75%
	Pilot Measurement Tool	25%
Qualitative Report	Reflection Piece	15%
	Research Report	85%
Quantitative Project	Project Scientific Report	100%
Social Psychology	Portfolio	100%

5.2 COURSEWORK REQUIREMENTS

Please note these points:

- All work will be submitted electronically unless otherwise stated.
- All work submitted should (unless otherwise advised) be Word processed using A4, 1.5-spaced text, and using a standard font such as Arial, Geneva or Times Roman, with a standard point size of 11 for the main text.
- Page numbers are required and, ideally, they will be of the format shown in the Footer in this document, i.e., showing how many pages are in the entire document as well.
- All work must be submitted with a title page which will be available to download from the relevant Moodle site.

5.3 COURSEWORK SUBMISSION

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

5.4 CORRECT FILE SUBMISSION

You will be asked to submit your coursework through a Moodle assignment submission link for electronic marking (meaning that we use digital technology during the marking process). Assignment submission links will normally open about 1 week before assignments are due. In the case that coursework is subject to similarity checking through Turnitin, we will make a draft submission available for self-checking similarity, and a final submission that will be assessed. For other assignments, there will be only one assignment link. Please note it is your responsibility to ensure that the correct file has been uploaded to the final submission, so check carefully that it is the correct version before you submit for marking. The following appears in the [Guide to the Code of Assessment \(Chapter 2, p4\)](#):

'Where an on-line submission is found to be incorrect, e.g., a blank document or a file that cannot be opened, it will be considered as not submitted. Any corrected submission received after the coursework deadline will be subject to a late penalty in line with §16.27. Staff are under no obligation to check submissions before marking but should take steps to alert students to any difficulties as soon as they are identified.'

5.5 TITLE PAGE FOR COURSEWORK SUBMISSION

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

5.6 PLAGIARISM AND USE OF ARTIFICIAL INTELLIGENCE

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

Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own, without acknowledgement of the sources. Special cases of plagiarism can also arise from one student copying another student's work or from inappropriate collaboration. For full details of the university's rules on plagiarism, please refer to our [Plagiarism webpages](#).

This is a reminder regarding the University's policy on plagiarism. You cannot receive credit for work that is not your own, so it is not permitted to submit unacknowledged or incorrectly referenced material. It is also not permitted to submit material taken from another person's work, or from work you have submitted yourself at another time. A range of websites now offer 'custom writing services' which they claim do not constitute cheating and promise to be plagiarism-

free. Some of these providers have been advertising their services around the University campus. If you ask someone else to write your work for you, it is cheating, regardless of the reassurances on these websites. You are not allowed to submit work that has originated from one of these sites. All work you submit must be your own.

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

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

5.7 SOFTWARE FOR DETECTING PLAGIARISM

All written coursework is to be submitted through Turnitin, which is the University software for detecting similarity with other sources. You will find Moodle activities for submitting coursework for electronic marking and similarity checking. The similarity reports that the software produces are one of the sources examined by the Course Lead to assess evidence of plagiarism. In cases of suspected plagiarism, action will be taken in line with the University's Guidelines. With draft submissions, there will be guidelines about how to approach instances of similarity, and these guidelines consider whether the assignment involved group work, was an individual piece, and what the characteristics of the assignment were. Please note that draft and final submissions activities on Moodle must be used only for the intended assignment and you should never use another student's account.

5.8 COURSEWORK DEADLINES

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

5.9 LATE SUBMISSION OF COURSEWORK

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

- Work submitted no more than 5 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 5 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 in [Chapter 2 of the Guide to the Code of Assessment](#).

5.10 LATE/MISSED COURSEWORK OR MISSED EXAM DUE TO GOOD CAUSE

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

Below is a summary of the key points. If you are unclear about anything, please contact your Class Lead – Dr Eugene Dawydiak (eugene.dawydiak@glasgow.ac.uk) See below how to notify the School if work is submitted late:

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

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

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

6 QUALITY ASSURANCE AND ENHANCEMENT OF THE COURSE

There are two complementary mechanisms involving students for checking and improving the quality of courses: Class Representatives and Course Evaluation Surveys.

6.1 Class Representatives - Staff/Student Liaison

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

Students can either be nominated or nominate themselves after the induction class in September. To nominate, please send an email to eugene.dawydiak@glasgow.ac.uk with the relevant Name, College and Student Category information.

Arrangements for an election will be made early in Semester 1. Training and support for this role are supplied by the SRC (Student Representative Council).

6.2 Course Evaluation Surveys by Students

Students are asked to offer an evaluation of various aspects of the course (e.g., lecture content and delivery, the laboratory programme, the assessment procedure etc) 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, several improvements in the course have been prompted by student opinions expressed in this way.

Surveys will mostly be done online (as this seems most convenient for students) with 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. Any problems with surveys or reminders should be reported to coursesurveys@psy.gla.ac.uk and will be attended to promptly.

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

7 COURSE OUTLINES – 2023-24

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

7.1 CORE COURSES

7.1.1 *COGNITIVE PSYCHOLOGY (DR CAROLINA KUEPPER-TETZEL)*

Aims: The overall aim is to broaden and deepen knowledge of Cognitive Psychology (connecting with prior knowledge) with a focus on how key findings and theories apply to real-world scenarios.

Outcomes

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

- Discuss how research in Cognitive Psychology is conducted and critically evaluate findings and reflect on their applicability to authentic settings
- Evaluate the fundamental findings on how humans think, reason, solve problems, develop expertise, and make decisions
- Describe how to apply findings from Cognition Psychology to real-world scenarios

7.2 *HUMAN DEVELOPMENT (DR ALEXIA REVUELTAS ROUX, DR ZAYBA GHAZALI-MOHAMMED)*

Aims: This course explores development and its diversity across the lifespan including childhood, adolescence and ageing. It explores social and emotional development, cognitive development and their necessary interactions and the impact of factors such as culture and context on these varied developments.

Outcomes

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

- Evaluate data collecting procedures in developmental psychology, especially in complex and vulnerable cohorts
- Evaluate evidence from a range of empirical studies on age-related change at key stages through the life span from prenatal development through childhood, to adolescence, and into old age.
- Discuss the evidence for risk and protective factors in development
- Discuss the interplay between genetics and environment on development

7.2.1 *INDIVIDUAL DIFFERENCES (DR EUGENE DAWYDIAK)*

Aims: To provide coverage of individual differences in personality, emotion and intelligence, including coverage of the brain systems involved in these.

Outcomes

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

- Describe and evaluate key contributions of neuroscience to the investigation of individual differences
- Critically reflect on the contribution of a range of wider disciplines to the study of individual differences
- Critically evaluate research exploring key aspects of individual differences in emotion and emotion regulation
- Critically evaluate key contemporary evidence related to intelligence
- Review and critically evaluate trait theory and key applications in practice

7.2.2 PHYSIOLOGICAL PSYCHOLOGY (DR JAMES BARTLETT, DR JAMIE MURRAY, DR JAIMIE TORRANCE)

Aims: This course provides a broad-based understanding of classic and contemporary theory and research in Physiological Psychology including, the development of the nervous system; the biological basis of human and non-human animal behaviour, typical and atypical neuropsychology; evolutionary theories of behaviour; the roles of hormones, genetics and epigenetics in behaviour; critical evaluation of cognitive neuroimaging techniques.

Outcomes

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

- Discuss how the structural components of neurones contribute to cellular communication and human and non-human animal behaviour
- Using evidence from typical and atypical neuropsychology, critically consider how brain regions and networks are specialised and contribute to the biological basis of behaviour.
- Evaluate how biological theories (e.g., natural selection, sexual selection, inclusive fitness) can inform questions about both human and non-human animal behaviour
- Evaluate the evidence for genetic and hormonal influences on behaviour
- Discuss the use of specific techniques to solve a given problem in cognitive neuroscience

7.2.3 QUALITATIVE PROJECT (DR MAXINE SWINGLER)

Aims: To introduce students to the practical aspects of qualitative research. To develop skills in qualitative research methods. To develop awareness of ethical issues in qualitative research. To work in groups to complete a small-scale project using qualitative research methods. To write a collaborative research report, that will not exceed 3,000 words in length. To reflect on skills development in qualitative research methods.

Outcomes

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

- Design and run a research project using qualitative research methods
- Analyse resultant research data using qualitative data analysis techniques
- Compose and write up a research report to an appropriate level
- Reflect on development of skills in qualitative methods at key stages of the project

7.2.4 QUANTITATIVE PROJECT (DR EUGENE DAWYDIAK)

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

Outcomes

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

- Develop a research question with a clear evidence-based rationale
- Use appropriate methodology and analytical techniques to answer the research question
- Write a scientific report based on the evidence they have gathered and their subsequent analysis of the data demonstrating clear understanding and interpretation of their findings and their impact on relevant fields

7.2.5 SOCIAL PSYCHOLOGY (DR HELENA PATERSON, DR STEVEN MCNAIR, DR JAIMIE TORRANCE)

Aims: The aims of this course are to provide a broad-based understanding of classic and contemporary psychological theory and research in Social Psychology which will cover key research in social thinking, influence, and inter-group behaviour.

Outcomes

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

- Show a detailed knowledge of current debate in key social psychological research, including contemporary cross-cultural research; social influence; minorities in social influence; groups and group behaviour; leadership; and inter-group relations
- Critically understand major models and theories within social psychology, including social identity theory, social comparison theory, self-perception theory
- Critically review methodology and generalisability of classic and contemporary social psychological research
- Critically analyse how social psychology can be applied to societal challenges such as discrimination, health behaviour or climate change

7.2.6 STATISTICAL & SCIENTIFIC MODELS (DR DALE BARR, DR CHRISTOPH SCHEEPERS)

Aims: To provide an understanding of basic statistical modelling approaches to the analysis of psychological data. To provide an understanding of the relation between scientific theory and analytical models, analytical goals and decision-making in scientific research and to be able to reflect on modelling criteria in relation to analytical goals and theoretical considerations.

Outcomes

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

- Integrate knowledge about study design and statistics to formulate and estimate the General Linear Model (GLM) appropriate to the various types of study designs encountered in psychology, especially studies with repeated observations
- Visualise and interpret various effects (including interactions) in multi-way designs
- Estimate linear mixed-effects models and describe their relation to traditional techniques such as ANOVA and multiple regression
- Perform logistic regression and explain and interpret the statistical output
- Create reproducible data analysis scripts and reports within the R statistical programming environment
- Understand the relationship between theoretically motivated research aims and data analysis
- Distinguish between different analytical goals in data modelling (e.g., confirmatory vs. exploratory)
- Understand how analytical goals affect decision-making (and related criteria) in an analysis
- Reflect on potential trade-offs in the analytical decision-making process (e.g., internal validity vs. generalisability, parsimony vs. theoretical soundness, accuracy vs. coverage)

7.3 OPTIONAL COURSES

7.3.1 BASICS OF FMRI IN COGNITIVE PSYCHOLOGY (PROF LARS MUCKLI)

Aims: Functional brain imaging has become an essential tool in Cognitive Psychology and Neuroscience that has changed the way we think about the brain today. This course aims to give a basic and practical introduction to functional magnetic resonance imaging (fMRI). The course will cover basic experimental design (block design), fMRI data analysis including pre-processing (Motion correction, temporal filtering), basic statistical analysis (using correlation analysis and general linear modelling). Students will learn to do a basic analysis and explain results of a simple one fMRI experiment of one subject recorded for the course.

Outcomes

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

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

7.3.2 **FROM VISUAL AWARENESS TO FREE WILL (DR MARTIN LAGES)**

Aims: The aim of this interdisciplinary course is to explain and discuss psychological and neuroscientific studies that investigate visual awareness and voluntary decisions. Working in groups and individually, we will cover the main philosophical, psychological, and neuroscientific aspects of research on visual awareness, voluntary and spontaneous actions and decisions, and their implications on the concept of free will. In particular, we will analyse and evaluate classic as well as recent studies on the prediction of behaviour. We will highlight new techniques and exemplify potential limitations of this research. At the end of the course, students should be able to independently evaluate new research developments in this field and to identify positive and negative implications of emerging applications.

Outcomes

By the end of the course students should be able to:

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

7.3.3 **PERCEPTION AND VISUAL COGNITION (DR MARTIN LAGES, PROFESSOR FRANK POLLICK)**

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

Outcomes

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

- Explain general principles of visual perception and how perception, cognition and action are linked together, in the context of both classical and contemporary theories of perception
- Describe and evaluate problems, theories and the neuroscientific underpinning of binocular vision and stereopsis; motion-in-depth processing, eye movement control, visual perceptual learning and visual memory
- Describe the theoretical importance of embodied cognition and its potential role in the planning of movements
- Compare the advantages and disadvantages of combining information across the senses and how multisensory perception can be studied empirically
- Explain how perceptual cues are used to bring about the successful perception of social cues
- Apply theories of perception and cognition to the understanding of attention and consciousness

7.3.4 **PROFESSIONAL SKILLS (DR GABY MAHRHOLZ, DR MAXINE SWINGLER)**

Aims: To provide the opportunity for students to assess and reflect on their existing skills and experiences, across the programme to date, and to support students in identifying further development needs.

Outcomes

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

- Demonstrate an understanding of the range of professional skills required for graduate careers
- Identify the career options and/or post graduate study opportunities available to psychology graduates
- Develop and reflect on graduate attributes and employability
- Present their professional skills in appropriate forms such as CV and application/online blog writing/infographic/reflective writing

7.3.5 **PSYCHOLOGY & BIOLOGY OF MENTAL DISORDERS (PROF PETER UHLHAAS)**

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

Outcomes

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

- Describe medical and psychological models of mental disorders as well as discuss the ramifications of such approaches
- Identify core symptoms and diagnostic approaches of major mental disorders
- Evaluate the contribution of neurobiological and psychological factors in the emergence of affective, psychotic and personality disorders
- Describe as well as evaluate different neuroimaging approaches and their application towards studying mental disorders
- Discuss and summarise the application of psychological and medical interventions and their effects and mental and neural processes
- Evaluate the importance of adolescent brain maturation and early intervention for the manifestation and treatment of mental disorders

7.3.6 **PSYCHOMETRICS (DR CHIARA HORLIN)**

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

Outcomes

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

- Understand the principles of Classical Test Theory, reliability and validity
- Design and generate a measurement tool
- Critically evaluate the relevance, applicability and psychometric properties of a measurement
- Compose and write a test manual to an appropriate level.

8 DEGREE EXAMINATIONS

8.1 EXAM REGISTRATION/TIMETABLE

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

8.2 ONLINE EXAMS

All psychology exams (prefixed with PSYCH) will be online for academic year 2023-24. **These will be timed with a fixed start time.** Exams will normally be 90 minutes (except stats which will be 120 minutes), (subject to disability related adjustment). You will submit exam answers on Moodle via Turnitin to allow for similarity checking. Any student found to be submitting work that is not their own may be referred to Academic Policy & Governance under the Student Contract. More information about the exam will be provided in the assessment information sheets. More information regarding exams can be found on the [University's Exam webpage](#). Further details regarding fixed start time exams can be found here [University of Glasgow - MyGlasgow - MyGlasgow Students - Exams - Types - Online](#)

8.3 PUBLICATION OF PAST EXAM PAPERS

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

8.4 PUBLICATION OF DEGREE EXAMINATION RESULTS

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

8.5 EXTERNAL EXAMINER

The external examiners for session 2023-24 are Dr Rachael Shaw, Aston University and Dr Tom Booth, University of Edinburgh.

8.6 OVERALL WEIGHTINGS OF ALL EXAMS AND COURSEWORK

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

8.6.1 *Single Honours Students*

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

- 90 credits of core courses
- 30 credits of option courses

The 120 credits for your Level 3 year contribute 50% of your overall grade for degree classification.

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

- 90 credits of option courses
- 30 credits of dissertation

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

8.6.2 *Joint Honours Students*

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

- 60 credits of core courses

The 60 credits for your Level 3 year contribute 50% of the overall grade you will receive **for Psychology** in your degree classification.

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

- 30 credits of core courses
- 30 credits of psychology dissertation*

The 60 credits you take in your Level 4 Psychology course will contribute 50% of the overall grade you receive **from Psychology**.

*If you have agreed with the course tutor that you would prefer to take the non-accredited option for Honours Psychology, then you will select 3 options from Level 4 to replace the dissertation.

8.7 CODE OF ASSESSMENT AND APPEALS PROCEDURES

All assessments are graded in accordance with the [University Code of Assessment](#).

In relation to the appeals process, details can be found on the [Academic Appeals page](#).

8.8 A WARNING

Please note that although it is natural for students to engage in 'question spotting', there are no guarantees about the questions in terms of how closely they will follow the pattern or emphases of the course content. At Honours level, 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!

8.9 CLASS PRIZES

8.9.1 *ANTHONY J SANFORD PRIZE*

The top student, or students, based on overall performance in the Part One Finals will be awarded the Anthony J Sanford Prize.

8.9.2 *ALASTAIR WEIR PRIZE*

The top student, or students, with the best performance in Human Development, will be awarded the Alastair Weir School Prize.

8.9.3 PICKFORD PRIZE

The top student, or students, with the best performance in Social Psychology, will be awarded the Pickford School Prize.

9 SUMMER VACATION SCHOLARSHIPS

Any Level 3 student who would like to work on a research project or gain work experience during the summer vacation should consider applying to the following sources for funding. It is recommended that students approach staff to discuss possible summer projects by November during their third year. Each year, a considerable number of Psychology students have great success in obtaining summer funding which could amount to as much as £2,000 per student.

9.1 RESEARCH SCHOLARSHIPS

Our Level 3 Research Scholarships provide students the chance to gain hands-on experience of Psychological research over the course of their summer vacation. Information and guidance for application is available on the [Level 3 Moodle Page](#), and further information on the Scholarships available can be found on the [Vacation Scholarship webpage](#).

9.2 WORK EXPERIENCE SCHOLARSHIP

9.2.1 ADDITIONAL FUNDING SCHEMES

There are several additional funding schemes which can provide one-off funding for summer vacation scholarships. In the past, these have involved students being funded in work placements in the NHS or 3rd-sector, or in public engagement projects with the Glasgow Science Centre. Interested students should talk to potential supervisors about their interests with a view to developing bespoke applications in time for deadlines early in 2024.

10 SUMMARY OF THE UNIVERSITY ASSESSMENT POLICY

10.1 GRADING SCALE

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

ALL COURSES				Primary verbal descriptors of attainment of Intended Learning Outcomes
Primary Grade	Gloss	Secondary Band*	Aggregation Score	
A	Excellent	A1	22	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgment relating to key issues, concepts and procedures
		A2	21	
		A3	20	
		A4	19	
		A5	18	
B	Very Good	B1	17	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding
		B2	16	
		B3	15	
C	Good	C1	14	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding
		C2	13	
		C3	12	
D	Satisfactory#	D1	11	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure
		D2	10	
		D3	9	
E	Weak	E1	8	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations
		E2	7	
		E3	6	
F	Poor	F1	5	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
		F2	4	
		F3	3	

G	Very Poor	G1 G2	2 1	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
H			0	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary
CR	CREDIT REFUSED			Failure to comply, in the absence of Good Cause, with the published requirements of the course or programme, and/or a serious breach of regulations.

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

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

10.2 MINIMUM REQUIREMENT FOR CREDIT

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

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

11 ADDITIONAL RELEVANT INFORMATION

11.1 ATTENDANCE

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

11.2 COMPLAINTS PROCEDURE

The University and School are committed to providing an excellent educational experience for our students. The University has a duty to maintain and enhance the quality of its provision and to provide an effective system for handling complaints. The University has a Complaints Procedure which allows complainants to raise matters of concern without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected. Complaints are managed by the complaint's resolution office; and more details can be found on the [Complaints webpage](#).

11.3 AN IMPORTANT NOTE ON PUBLISHED COURSE INFORMATION

Every effort has been made to ensure the accuracy of the information in this handbook at the time of going to press. However, the content of courses and syllabuses is under regular review and may change from time to time with some courses being cancelled, modified or replaced. In addition, other factors such as industrial action or the departure of a member of staff may result in being unable to offer a course. Courses offered may also be subject to a minimum number of students in any one year. **Therefore, the School reserves the right, without notice, to vary the content of its courses and syllabuses and the right to cancel or modify the courses, syllabuses and facilities described in this handbook.**

In general, the following order of priority should be applied:

- This handbook is up to date as of the start of Semester 1 only and will not be updated throughout the year
- Any changes will be communicated to students via MyCampus, Moodle, class emails and electronic notices, Lecture announcements, and handouts.
- Announcements and handouts supersede other documents such as this handbook.
- 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.
- Lecturers will provide detailed Lecture summaries for their courses and post on Moodle.

11.4 SOCIAL MEDIA ETIQUETTE

Social networks provide an excellent resource for sharing ideas/concerns, accessing information and building friendships, but it is important to also be aware of the potential pitfalls of this resource. Note the excellent advice provided by the SRC on [how to avoid some of the potential pitfalls of Social Networking](#).

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

The School and the University are keen to ensure that a safe learning environment is provided to all students, free from any intimidating or bullying behaviour. Subsequently, action will be taken against students alleged to have breached this Code, and further information on the Student Contract is available on the [Academic Policy & Governance webpage](#).

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

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

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

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

11.6 PROBLEMS, GUIDANCE, ETC...

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

11.7 ILLNESS, ABSENCE AND PERSONAL PROBLEMS

For any significant absence from the University, you must complete a MyCampus Absence Report. Supporting documentary evidence will be required and should be scanned electronically and linked to the MyCampus Absence Report. The [Student Absence Policy](#) provides further information, including how to submit medical evidence via MyCampus.

11.8 HEALTH AND SAFETY POLICY

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

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

12 BRITISH PSYCHOLOGICAL SOCIETY AND BPS SCOTTISH BRANCH

12.1 BRITISH PSYCHOLOGICAL SOCIETY (BPS)

Founded in 1901, this is the professional body which is central to the development of the profession of Psychology in the UK. [The BPS](#) exists to promote excellence and ethical practice in the science, education and practical applications of psychology.

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:

- 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:
 - Automatic membership of the Society's Student Member Group (SMG)
 - The Psychologist magazine every month, with the chance to write for 'New Voices' and win free membership
 - PsychTalk, a newsletter written by students
 - Exclusive discounts on books, journals and events
 - The chance to transfer to graduate membership free of charge after completing your Undergraduate degree or conversion course
 - Recognition of belonging to a professional body, with the chance to join divisions and other groups
- Graduate Member (MBPsS) which is the starting point to your career as a psychologist and is open to you on graduation
- 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 at 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 EQUALITY, DIVERSITY AND INCLUSION

13.1 University Equality Statement

The University of Glasgow is committed to promoting equality in all its activities and aims to provide a work, learning, research and teaching environment free from discrimination and unfair treatment. Further details and links to support and reporting tools can be accessed via the [Equality & Diversity webpage](#). These pages also link to information about how we support students with long term health issues and disabilities, mental health issues, caring responsibilities, and those who are care experienced.

13.2 Athena Swan Charter

A UK-wide [Athena SWAN Charter](#) was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education

and research. Overseen by the Equality Challenge Unit, the charter has been expanded to recognise work undertaken in all disciplines, and for trans staff and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

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

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

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

13.3 Race Equality

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

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

The MVLS Race Equality Subcommittee is responsible for supporting race equality within the College, and more information can be found on our [Equality & Diversity webpage](#).

14 COMMUNICATION

14.1 Expectations

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

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

14.2 Contact and Support

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

14.2.1 Programme Lead

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

14.2.2 Course Lecturers

All Lecturers teaching the Level 3 Courses have arranged to set aside at least one hour a week when they can be approached by students who have enquiries about the course – these are referred to as Office Hours, Consultation Hours or Student Hours. These times are listed on the [staff pages of the website](#), and some will operate an appointments system. Any problems with obtaining a consultation should be immediately taken up with the Programme Lead. Students are encouraged to approach lecturers with any concerns about issues relating to a particular course or to discuss progress. Lecturers can provide advice on assignments and appropriate feedback on work. As well as being posted online, consultation hours of teaching staff are also regularly posted on their office doors and on the screen in the entrance to the School. Staff also regularly support students through Moodle forums.

14.2.3 The Student Learning Development (SLD) team

SLD has an Effective Learning Adviser attached to the College of MVLS, whose role is to advise on academic literacies such as academic writing, critical analysis, and approaches to study and revision. Other advisers in SLD include: a team for international students who can advise on the transition from writing and studying in other academic systems to the one we have here in the UK, particularly around plagiarism and academic integrity in UK higher education; a team of maths and stats advisers; and a team who can advise on setting up peer-assisted study groups. Each adviser runs regular open classes throughout the semester which are free to attend without enrolment, as well as one-to-one appointments. More information, timetables, and booking diaries are available via the [SLD webpage](#).

14.2.4 **Student Disability Adviser**

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

14.2.5 **Mental Health Crisis**

Disability Service provide a website on [Mental Health Crisis](#). This contains information for an emergency situation on campus.

14.2.6 **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](mailto:contact_care@psy.gla.ac.uk).

14.2.7 **Student Support Officer**



Jérphine Payot (she/her)

psychology-studentsupport@glasgow.ac.uk

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

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

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

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

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

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

14.2.8 PAL (Peer Assisted Learning)

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

14.2.9 Student Representative Council (SRC)

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 to Friday at 11:30am to 4:00pm. You can also contact this service via advice@src.gla.ac.uk.

Vice-President (Education):

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

15 FEEDBACK

15.1 FEEDFORWARD

While providing feedback is very helpful, we also want to ensure that you are aware of the expectations that we have for your performance. Thus, we provide written learning objectives and advice in lectures that complements written objectives. We also provide criteria for examinations and for submitted class work. In addition, we have a scheduled class session in Semester 1 that is intended to help you deliver optimal performance in your exams.

15.2 PEER FEEDBACK

Level 3 Psychology students are encouraged to engage in Peer feedback. This is the process of evaluating the quality of work of your peers and providing feedback so that the authors can make changes before the deadline. This is encouraged based on evidence from the teaching and learning literature that it can be effective, and on the basis of feedback from our own L3 Psychology students who generally found it helpful. The details of how this will be implemented will be presented at the start of the academic year.

15.3 FEEDBACK CALENDAR

COURSE	TYPE OF COURSEWORK	% OF OPTION	DEADLINE	RETURNED IF SUBMITTED ON TIME
Prof Skills	Portfolio	100%	27 October 2023	20 November 2023
Social Psychology	Portfolio	100%	8 December 2023	18 January 2024
FVA2FW	Critical Review	100%	8 December 2023	18 January 2024
Quant Project	Quantitative Project	100%	12 January 2024	5 February 2024
Psychometrics	Pilot Measurement Tool	25%	2 February 2024	26 February 2024
Psychometrics	Test Manual	75%	22 March 2024	17 April 2024
Basics of fMRI	Scientific Report	100%	15 April 2024	8 May 2024

Qual Report	Reflection Piece	15%	19 April 2024	14 May 2024
Qual Report	Research Report	85%	19 April 2024	14 May 2024