



# **Level 2A/2B PSYCHOLOGY [PSYCH2010/2011]**



## **Course Handbook**

### **2023 – 2024**

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# 1. INTRODUCTION

## 1.1. WELCOME TO PSYCHOLOGY LEVEL 2

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

Dr Carolina Kuepper-Tetzel  
Level 2 Course Lead

## 1.2. MAIN CONTACTS

<p><b>Level 2 Course Lead</b> Dr Carolina Kuepper-Tetzel <a href="mailto:Carolina.Kuepper-Tetzel@glasgow.ac.uk">Carolina.Kuepper-Tetzel@glasgow.ac.uk</a></p>	<p><b>Level 2 Course Administrator</b> Hera Mohammad <a href="mailto:hera.mohammad@glasgow.ac.uk">hera.mohammad@glasgow.ac.uk</a></p>
	

Please note: This document was last updated on 4<sup>th</sup> September 03/05/2024 and every effort has been made to ensure the accuracy of the information in this handbook at the time of going to press. However, the content of courses, syllabuses and the process of Assessment are under regular review and are subject to modification as improvements to the course are made. Thus, there may be changes from time to time with some components being cancelled, modified, or replaced. In addition, other factors such as industrial action or the departure of a member of staff may result in being unable offer a course. 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. Please note that this handbook will NOT be updated throughout the year, thus you can expect it to be supplemented from time to time by other documents such as e-mails, notes on MyCampus on the Level 2 Psychology Moodle site, announcements on Moodle and Microsoft Teams, and/or handouts, which supersede other documents such as this handbook.

### CAVEAT

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

1. Formal announcements in class, emails, on Microsoft Teams or Moodle to the class are likely to supersede other printed documents.

2. The web-based information will be kept as up to date as possible and will generally be more accurate than printed handouts – but please check the date in the Footer Section on documents to clarify this.
3. Any printed material is only up to date at the time of preparation and the date of this will be shown in the Footer section.
4. Past exam papers are obviously only a rough guide to future exams and are superseded by any differences of syllabus or exam format by both this handbook and any course handouts and announcements.

### 1.3. PLACE OF THE COURSE IN THE DEGREE PROGRAMME

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

The course consists of two modules:

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

It is possible to leave the course after successful completion of Psychology Level 2A with 30 credits for the course. However, it is not possible to progress to Level 3 Honours Psychology without successfully completing both modules 2A and 2B. Progression to the Psychological Studies (non-honours) Level 3 course is dependent on successful completion of Level 2A/2B.

### 1.4. ENTRY TO THE HONOURS PROGRAMME

The Level 3 Honours course can confer eligibility for Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (subject to the requirements of obtaining at least a lower second-class Honours degree and passing the empirical project). Attaining GBC status is an important consideration for those who wish to pursue a career in Psychology.

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

1. You must have gained, at your first sitting, a Level 2 pass at Grade B2 (averaged over modules 2A and 2B. Note: Determination of overall module grades and aggregation across both Level 2 modules follows the [Code of Assessment](#)).
2. You must have fulfilled the college regulations for progression to Honours.

Students who do not satisfy each of these two conditions will not normally be allowed into Level 3 Honours Psychology. Dr Leanne McKay and Dr Maxine Swingler handle entry to Honours and can provide further information if required ([psych-senioradviser@glasgow.ac.uk](mailto:psych-senioradviser@glasgow.ac.uk)). You will also need to submit an "Intention to Study Honours" online form. This form will be available on the School's intranet and it **MUST** be completed if you want to continue to Honours. You will be emailed further information nearer the time of application.

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

Dr Eugene Dawydiak ([eugene.dawydiak@glasgow.ac.uk](mailto:eugene.dawydiak@glasgow.ac.uk)) is the Level 3 Programme Lead and can provide further information on Level 3 if required.

### 1.5. STUDYING ABROAD IN YEAR 3

Every year the School of Psychology and Neuroscience allows some students to study abroad at a host university for their 3rd year. In the past, this has mainly been to China, the United States of America, Singapore, Australia, and New Zealand. Studying abroad is a rewarding and enriching experience and is a great way of enhancing your graduate attributes. The year abroad satisfies the requirements of the British Psychological Society. If you are interested, please contact the International Mobility Officer (Dr Jamie Murray) via the Psychology International email address ([psych-international@glasgow.ac.uk](mailto:psych-international@glasgow.ac.uk)).

### **1.6. Entry to Level 3 Psychological Studies (Non-Honours)**

Entry to Level 3 Psychological Studies (non-Honours) will be through successful completion of Level 1 and Level 2 Psychology. You should be aware that you will **NOT** be eligible for GBC (Graduate Basis for Chartered Membership with the British Psychological Society) upon completion of the Psychological Studies course (see section below). Dr Lorna Morrow ([lorna.morrow@glasgow.ac.uk](mailto:lorna.morrow@glasgow.ac.uk)) is the Level 3 Psychological Studies Programme Lead for this course, and she can provide further information if required.

### **1.7. TIER 4 PROGRESSION**

As a Tier 4 sponsor, the University of Glasgow is 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](#).

### **1.8. 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. Information is also available within the University's [Student Privacy Notice](#).

## **2. OVERVIEW OF THE PSYCHOLOGY LEVEL 2 COURSE**

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

### **2.1. AIMS: PSYCHOLOGY 2A**

The aim is to broaden and, especially, to deepen knowledge of the subject area by building on the foundations laid in Psychology 1A and 1B. The primary aim is to develop the student's knowledge of core material in the areas of developmental, cognitive, individual differences, research planning, design, and analysis with each module highlighting the application of psychology within the field along with the underlying theory. A secondary aim is to apply this psychological knowledge to real-world problems and enable students to evaluate psychological issues from multiple perspectives. The overarching aim is to provide students with fundamental research skills relevant to the British Psychological Society core strands, including instruction in and exposure to psychological experimental design and research methods, conduct of experimentation, data gathering, knowledge of statistical analyses, scientific writing – complemented by knowledge of the practical, theoretical and ethical issues associated with different research designs. In addition, the students will be encouraged to work on their time management and study skills as a way to enhance these important graduate attributes, but also to prepare them for the honours phase.

### **2.2. AIMS: PSYCHOLOGY 2B**

The aim is to broaden and, especially, to deepen knowledge of the subject area by building on the foundations laid in Psychology 1A, 1B and 2A. The primary aim is to develop the student's knowledge of core material in the areas of social, biological, perception, research planning, design, and analysis, with each module highlighting the application of psychology within the field along with the underlying theory. A secondary aim is to apply this psychological knowledge to real-world problems and enable students to evaluate psychological issues from multiple perspectives. The overarching aim is to provide students with fundamental research skills relevant to the British Psychological Society core strands, including instruction in and exposure to quantitative and qualitative psychological research methods, conduct of experimentation, data gathering, knowledge of statistical analyses, qualitative analysis and scientific writing. This aim is complemented by knowledge of the practical, theoretical and ethical issues associated with different research designs. In addition, the students will be encouraged to work on their time management and study skills as a way to enhance these important graduate attributes, but also to prepare them for the honours phase.

### **2.3. AIMS: ADVANCED INTRODUCTION TO INDIVIDUAL DIFFERENCES AND DEVELOPMENTAL PSYCHOLOGY**

The aim of this course is to introduce students to core material in the areas of individual differences and developmental psychology by giving insight into ways human beings differ from each other and how we develop from early childhood to adults – highlighting cognitive, emotional, and social aspects of behaviour, identity, and development. Appropriate research methods will also be covered throughout. Key theories will be presented and critically evaluated.

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

#### **2.4. INTENDED LEARNING OUTCOMES: PSYCHOLOGY 2A**

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

- Summarise a broad range of psychological theories and research findings in each core topic; cognitive psychology, developmental, individual differences, research planning, design, and statistical analysis, using concrete examples from the British Psychological Society core strands.
- Critically evaluate theories in psychology in terms of their internal coherence and methodological underpinnings with reference to fundamental aspects of psychological research.
- Critically evaluate the practical, theoretical and ethical issues associated with different research designs.
- Prepare written reports relevant for psychological research to summarise empirical work, with a focus on research designs specific to addressing psychological questions.
- Engage in groupwork on a semester-long project involving topic exploration, research question conceptualisation, methods description, data wrangling/analysis, and discussion/conclusion.
- Operate within a team to complete in-class exercises addressing psychological issues using theoretical knowledge and practical research skills relevant in psychological research.
- Apply psychological knowledge to real-world problems.
- Enhance time management and study skills and increase self-regulated learning.

#### **2.5. INTENDED LEARNING OUTCOMES: PSYCHOLOGY 2B**

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

- Summarise a broad range of psychological theories, real-world application, and research findings in each core topic, social, biological, perception, research planning, design, and statistical analysis using concrete examples from the British Psychological Society core strands.
- Critically evaluate theories in psychology in terms of their internal coherence and methodological underpinnings with reference to fundamental aspects of psychological research.
- Critically evaluate the practical, theoretical and ethical issues associated with different research designs.
- Prepare written reports relevant for psychological research to summarise empirical work, with a focus on research designs specific to addressing psychological questions.
- Engage in groupwork on a semester-long project involving topic exploration, research question conceptualisation, methods description, data wrangling/analysis, and discussion/conclusion.
- Operate within a team to complete in-class exercises addressing psychological issues using theoretical knowledge and practical research skills relevant in psychological research.
- Apply psychological knowledge to real-world problems.
- Enhance time management and study skills and increase self-regulated learning.

#### **2.6. INTENDED LEARNING OUTCOMES: ADVANCED INTRODUCTION TO INDIVIDUAL DIFFERENCES AND DEVELOPMENTAL PSYCHOLOGY**

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

- Discuss important issues in individual differences and relate the theoretical issues to the practical experience and current issues in the world.
- Discuss core concepts in developmental psychology, understand how theory relates to empirical investigation, and evaluate real world applications of research.
- Understand how findings are obtained and conclusions are drawn by using appropriate research methods.
- Summarise and critically evaluate key theories and research findings in an examination.

## 2.7. ASSESSMENT AND SUPPORT IN ACHIEVING LEARNING OUTCOMES

The aims of the course are provided in the following table, alongside the intended learning outcomes (ILOs), how attainment of the ILOs will be supported, and how this will be assessed. The University of Glasgow [‘Graduate Attributes’](#) are the academic abilities, personal qualities, and transferable skills which all students will have the opportunity to develop as part of their University of Glasgow experience.

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

Aims	Intended Learning Outcomes (ILOs)	Teaching and Learning	Assessment	Graduate Attributes
The aims of this course are:	By the end of this course, students will be able to:	How students’ achievement of the ILOs will be supported:	How students’ achievement of the ILOs will be assessed:	How students’ achievement of the ILOs map onto specific attributes:
To broaden and deepen students’ knowledge and comprehension of the main areas and concepts of Psychology	Describe and summarise a broad range of psychological theories and research findings in each core topic, using concrete examples from the BPS core areas	Lectures, Labs, Course Texts, Web Resources, Personal Reflection	Exam Essays, Research Reports, Multiple-Choice Quizzes, Data Skills Homework	Subject Specialists, Investigative
To develop students’ critical thinking skills	Evaluate theories in Psychology in terms of their internal coherence and methodological underpinnings with reference to fundamental aspects of psychological research	Lectures, Labs, Course Texts, Web Resources, Personal Reflection	Exam Essays, Research Reports, Multiple-Choice Quizzes, Data Skills Homework	Independent and Critical Thinkers
To develop students’ research skills	Find and discuss relevant research literature	Labs, Web Resources	Exam Essays, Research Reports	Resourceful and Responsible
	Design experiments and evaluate experimental design	Lectures, Labs, Course Texts	Exam Essays, Research Reports, Data Skills Homework	Ethically and Socially Aware
	Analyse, interpret, present, and discuss data	Lectures, Labs, Course Texts, Lab Resources	Exam Essays, Research Reports, Data Skills Homework	Investigative and Confident
To enhance students’ academic	Discuss theories and research findings	Labs, Web Resources	Exam Essays, Research Reports	Effective Communicators



PSYCHOLOGY - Level 2A/2B

<p>communication skills, both written and oral</p>	<p>Write Academic Literature - prepare written Research Reports relevant for psychological research to summarise empirical work, with a focus on research designs specific to addressing psychological questions</p>	<p>Labs, Web Resources</p>	<p>Research Reports, Data Skills Homework</p>	<p>Independent and Critical Thinkers, Reflective Learners</p>
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### 3. LECTURE INFORMATION

#### 3.1. TIMETABLE

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

SEMESTER 1							
Week	Starts	Monday	Tuesday	Wednesday	Thursday	Friday	
0	11 Sep	No Teaching – MyCampus Registration					L2 Induction (Dr Kuepper-Tetzel)
1	18 Sep	Time Management & Study Skills (Dr Kuepper-Tetzel) 1	Statistical Analysis & Design (Dr McAleer) 1	Individual Differences (Dr Stevenson) 1	Developmental Psychology (Dr Horlin) 1	Cognitive Psychology (Dr Kilborn) 1	
2	25 Sep	Time Management & Study Skills (Dr Kuepper-Tetzel) 2	Statistical Analysis & Design (Dr McAleer) 2	Individual Differences (Dr Stevenson) 2	Developmental Psychology (Dr Horlin) 2	Cognitive Psychology (Dr Kilborn) 2	
3	2 Oct	Time Management & Study Skills (Dr Kuepper-Tetzel) 3	Statistical Analysis & Design (Dr McAleer) 3	Individual Differences (Dr Stevenson) 3	Developmental Psychology (Dr Horlin) 3	Cognitive Psychology (Dr Kilborn) 3	
4	9 Oct	Research Planning & Design (Dr Kuepper-Tetzel) 1	Statistical Analysis & Design (Dr McAleer) 4	Individual Differences (Dr Stevenson) 4	Developmental Psychology (Dr Horlin) 4	Cognitive Psychology (Dr Kilborn) 4	
5	16 Oct	Research Planning & Design (Dr Kuepper-Tetzel) 2	Statistical Analysis & Design (Dr McAleer) 5	Individual Differences (Dr Nordmann) 5	Developmental Psychology (Dr Horlin) 5	Cognitive Psychology (Dr Kilborn) 5	
6	23 Oct	R E A D I N G W E E K					
7	30 Oct	Research Planning & Design (Dr Murray) 3	Statistical Analysis & Design (Dr McAleer) 6	Individual Differences (Dr Nordmann) 6	Developmental Psychology (Dr Horlin) 6	Cognitive Psychology (Dr Kilborn) 6	
8	6 Nov	Research Planning & Design (Dr Murray) 4	Statistical Analysis & Design (Dr McAleer) 7	Individual Differences (Dr Nordmann) 7	Developmental Psychology (Dr Horlin) 7	Cognitive Psychology (Dr Kilborn) 7	
9	13 Nov	Research Planning & Design (Dr Murray) 5	Statistical Analysis & Design (Dr McAleer) 8	Individual Differences (Dr Nordmann) 8	Developmental Psychology (Dr Horlin) 8	Cognitive Psychology (Dr Kilborn) 8	
10	20 Nov	Research Planning & Design (Dr Murray) 6	Statistical Analysis & Design (Dr McAleer) 9	Individual Differences (Dr Nordmann) 9	Developmental Psychology (Dr Horlin) 9	Cognitive Psychology (Dr Kilborn) 9	
11	27 Nov	Wrap-Up & Exam Prep (Dr Kuepper-Tetzel)	No Teaching – Revision				
12	4 Dec	No Teaching – Exam Period					
13	11 Dec	No Teaching – Exam Period					
		18 Dec – 8 Jan: Christmas Vacation					

PSYCHOLOGY - Level 2A/2B

SEMESTER 2						
Week	Starts	Monday	Tuesday	Wednesday	Thursday	Friday
1	8 Jan	No Teaching				
2	15 Jan	Time Management & Study Skills (Dr Kuepper-Tetzel) 1	Statistical Analysis & Design (Dr McAleer) 10	Psychobiology (Dr Scott) 1	Perception (Dr Simmons) 1	Social Psychology (Dr Paterson) 1
3	22 Jan	Qualitative Analysis & Design (Dr McArthur) 1	Statistical Analysis & Design (Dr McAleer) 11	Psychobiology (Dr Scott) 2	Perception (Dr Simmons) 2	Social Psychology (Dr Paterson) 2
4	29 Jan	Qualitative Analysis & Design (Dr McArthur) 2	Statistical Analysis & Design (Dr McAleer) 12	Psychobiology (Dr Scott) 3	Perception (Dr Simmons) 3	Social Psychology (Dr Paterson) 3
5	5 Feb	Qualitative Analysis & Design (Dr McArthur) 3	Statistical Analysis & Design (Dr McAleer) 13	Psychobiology (Dr Scott) 4	Perception (Dr Simmons) 4	Social Psychology (Dr Paterson) 4
6	12 Feb	READING WEEK				
7	19 Feb	Qualitative Analysis & Design (Dr Reid) 4	Statistical Analysis & Design (Dr McAleer) 14	Psychobiology (Dr Scott) 5	Perception (Dr Simmons) 5	Social Psychology (Dr Paterson) 5
8	26 Feb	Qualitative Analysis & Design (Dr Reid) 5	Statistical Analysis & Design (Dr Paterson) 15	Psychobiology (Dr Scott) 6	Perception (Dr Simmons) 6	Social Psychology (Dr Paterson) 6
9	4 Mar	Qualitative Analysis & Design (Dr Reid) 6	Statistical Analysis & Design (Dr Paterson) 16	Psychobiology (Dr Scott) 7	Perception (Dr Simmons) 7	Social Psychology (Dr Paterson) 7
10	11 Mar	Qualitative Analysis & Design (Dr Reid) 7	Statistical Analysis & Design (Dr Paterson) 17	Psychobiology (Dr Scott) 8	Perception (Dr Simmons) 8	Social Psychology (Dr Paterson) 8
11	18 Mar	Qualitative Analysis & Design (Dr McArthur) 8	Statistical Analysis & Design (Dr Paterson) 18	Psychobiology (Dr Scott) 9	Perception (Dr Simmons) 9	Social Psychology (Dr Paterson) 9
25 Mar – 12 Apr: Spring Vacation						
15 Apr – 17 May: No Teaching – Exam Period						

### **3.2. LECTURE DELIVERY, TIMES, AND LOCATIONS**

Lectures will take place on campus at 10:00am from Monday to Friday inclusive. Lectures on this course will be recorded. The recording will include any content that is being presented via the projector (e.g., slides/visualiser) and the audio of the lecturer. Recordings will be published to Moodle automatically 24 hours after the end of the lecture. Please note that this lecture series has not been designed for hybrid delivery. Therefore, there may be elements of the lecture that are not picked up by the recording (e.g., if there is Q&A from the audience or equipment failure) and you should not expect the recordings to be as high quality as those designed for online delivery.

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

Please check your timetable for the lecture locations for each day, as lectures may take place in different venues. We have two locations booked for each lecture: one venue with the lecturer and another overflow venue in case spaces run out in the first venue.

### **3.3. LECTURE MATERIALS AND READING LISTS**

Further details regarding Lecture materials and reading lists can be found on the relevant Level 2 Psychology Moodle pages and University Library reading lists. Links to these will be supplied throughout the year through Microsoft Teams and Practical Sessions. Please join the Level 2 team on Microsoft Teams and check for updates regularly, as this is our main means of communication with you.

## **4. PRACTICAL LABORATORIES**

Students will be required to complete a series of 8 Labs across each semester. Labs will be delivered on campus. All locations will be shown on your MyCampus timetable. Please note these are subject to change, so please do check regularly. The Labs are 2-hour sessions each week with approximately 1 hour focussing on writing skills and 1 hour focussing on data skills through independent learning. Students are encouraged to ask questions and work on their group projects. Labs are a great opportunity for students to seek help from tutors and GTAs. We provide enough space for students to ask questions and get 1:1 support. More details on the Labs are provided on the Moodle page.

The School of Psychology and Neuroscience work hard to ensure that our students receive the highest quality research training; both in terms of analysis and communication. This training begins at Level 1 and is continued throughout your studies. Our aim is to ensure that you have a full understanding of the importance of research methods and statistics in Psychology, and that you develop a broad range of appropriate research skills. Lab sessions take place each week and focus on research communication, writing skills, and data skills. Additional key themes of research comprehension/interpretation and evaluation will also be covered. The actual topics of each will be detailed on our Moodle pages, but overall, they will be aimed at helping to consolidate and build on theory and concepts introduced in the Lecture series. In regards ongoing assessment associated with the Labs, you will be required to complete a Research Report in each semester, as well as 3 data skills homework assignments. At the beginning of the first semester, students will register for the Psychology 2A and 2B course and can choose a practical Lab time through MyCampus; this is the Lab you should attend for that semester and, given our focus on group work, it is important that you do.

## 5. COURSEWORK AND EXAM

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

The overall Assessment for **each module** is derived from grades from the following: (i) the degree exam, (ii) coursework, which comprises the Laboratory Portfolio, and (iii) online open-book multiple-choice quizzes. These pieces are broken up and weighted as follows:

#### MODULE 2A

Course Grade - 100%			
	Laboratory Portfolio - 44%	Research Report 3 x Data Skills Homework (4% each)	32% 12%
	Multiple-Choice Quizzes - 6%	3 x Online Open-Book Multiple-Choice Quizzes (2% each)	6%
	Degree Exam - 50%	Paper 1 (Individual Diff + Developmental + Cognition) Paper 2 (Statistical Analysis & Design + Research Planning & Design)	36% 14%

#### MODULE 2B

Course Grade - 100%			
	Laboratory Portfolio - 44%	Research Report 3 x Data Skills Homework (4% each)	32% 12%
	Multiple-Choice Quizzes - 6%	3 x Online Open-Book Multiple-Choice Quizzes (2% each)	6%
	Degree exam - 50%	Paper 1 (PsychBio + Perception + Social) Paper 2 (Statistical Analysis & Design + Qualitative Analysis & Design)	36% 14%

These components are described briefly below. Please do not underestimate the importance of the individual components that appear to make only a very minimal contribution to the course grade.

### 5.2. LABORATORY PORTFOLIO

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

- **Data Skills Homework Assignments** – There will be 3 data skills assignments based around statistics, research methods, and the use of R/RStudio in each semester. Each assignment requires you to engage in a different way with the material and apply your knowledge accordingly. Data Skills Homework I (Read) is a multiple-choice questions quiz and will assess your knowledge of reading and understanding code. Data Skills Homework II (Fix) will provide you with a .rmd file that contains errors. The code may either not run, or it runs but does not produce the desired output. Your task will be to correct the errors. Finally, Data Skills Homework III (Write) will require you to write code and to do a series of tasks involving data wrangling, data visualisation, data analysis, and data interpretation. Dates of these assignments can be found in the table in section 6.2.
- **Research Reports** – You will write 2 Research Reports – one for each Semester. Guidance on report writing and submission format will be given in the appropriate Labs and through Moodle and Microsoft Teams. Dates for submission can be found in the table in section 6.2.

### 5.3. WORD LIMIT

The word limit for the Research Report in Semester 1 is 2,000 words, and 3,000 words in Semester 2. The reports progress in complexity from Semester 1 to Semester 2 – allowing you to increase your writing and data skills. Please note that this is an absolute maximum (there is no +10% allowance), so any text that goes over this word limit will not be read or marked (which will make your research report read as though it's incomplete). You **must** add the word count on the Title Page of your report. The word limit does not include the Title or any Reference section but includes all other text within the document (i.e., everything apart from the Title and the Reference sections) – including subheadings, citations in the text, and text in tables and figures, etc. Importantly, writing concisely is a skill that needs to be practiced. We allow more words for your report in Level 2 (Semester 2) because we acknowledge that

it is a challenge to write concisely. Be aware that when moving to Level 3, the word count for similar reports will be reduced to account for an increase in challenge.

#### **5.4. COURSEWORK SUBMISSION**

Your coursework will be marked electronically via Turnitin, and you will be asked to submit through Moodle assignment activities. Assignment activities usually open about 1 week before assignments are due and consist of a draft submission for self-checking similarity, and a final submission that will be assessed.

#### **5.5. 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 that it is your responsibility to ensure that the correct file has been uploaded to the final submission, so check carefully that it is the correct version before you submit for marking. The following appears in the [Guide to the Code of Assessment \(Chapter 2, p4\)](#): *'Where an on-line coursework submission is found to be incorrect, e.g., a blank document or a file that cannot be opened, it will be considered as not submitted. Any corrected submission received after the coursework deadline will be subject to a late penalty in line with §16.27. Staff are under no obligation to check submissions before marking but should take steps to alert students to any difficulties as soon as they are identified.'*

#### **5.6. TITLE PAGE FOR SUBMISSION OF COURSEWORK**

Research Reports should be submitted with a proper Title Page attached to it. These will be made available for download on the School of Psychology & Neuroscience Moodle pages nearer to the submission deadlines. The Title Page should include your GUID number, Research Report title, **and the word count** (not including the Title and Reference sections, see section 5.3 for more info). Please note that work without the proper Title Page will not be accepted.

#### **5.7. 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 or organisation, 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.

**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 the characteristics of the assignment itself. Please note that draft and final submission activities on Moodle must only be used for the intended assignment, and you should never use another student's account.

## 5.8. 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 uses 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 five working days after the deadline will be awarded Grade H (zero).
- Where feedback is provided to the student class within 5 working days of submission, for pieces of work less than 25% of the course's summative assessment, any late submissions will be awarded Grade H (zero).
- Penalties for late submission of coursework will not be imposed if Good Cause is established for the late submission in terms of the definitions and procedures set out in the University Calendar.

Further details on penalties for late submission of coursework can be found within [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 Course Lead – Dr Carolina Kuepper-Tetzel ([carolina.kuepper-tetzel@glasgow.ac.uk](mailto:carolina.kuepper-tetzel@glasgow.ac.uk))

How to notify the School if work is submitted late:

- All coursework submitted late will be penalised in line with University regulations unless Good Cause is established. See below for a definition of Good Cause.
- To submit a Good Cause form, go to the Student Centre on MyCampus and select My Good Cause. You should also upload any supporting evidence.
- Good Cause forms must be started within a week of the assessment date.
- All Good Cause applications will be considered by the course convener. This is the Course Lead, Dr Carolina Kuepper-Tetzel. However, all final decisions will be made by the Board of Examiners.

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

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

**Time Limit:** You must notify the University no later than one week (i.e., within 7 days) 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.

### 5.11. MULTIPLE-CHOICE QUIZZES

These online multiple-choice quizzes are intended to give you an indication of your understanding of the lecture content as you progress through the course, and to consolidate lecture material. The quizzes contain 10 to 20 multiple-choice questions. These are open book quizzes and can be completed from any PC with internet access. There are three quizzes per semester, and they are hosted on Moodle, taking place on the Friday of Weeks 4, 9, and 11. Quizzes are available for 24 hours, i.e., from Friday 12am to Friday 11:59pm on the respective week. For each quiz, you will be given two attempts and awarded the highest grade. From when you start the quiz, you will have 30-60 minutes to complete each attempt – depending on the number of questions per quiz. The time allotted for each quiz will already take disability adjustments into consideration.

How to use the two attempts to your benefit

For the first attempt, we ask you to answer the questions from memory (without checking your notes or any lecture material). For the second attempt, you are welcome to consult your material if you are uncertain about some answers. The reason for this procedure is that your learning will benefit from trying to remember as much as possible from memory instead of looking up information. Retrieval from memory is the best practice to enhance your performance on the material on future tests.

Quizzes can ONLY be taken during the set 24-hour period. Should you encounter any technical problems, please contact the Course Lead, Dr Carolina Kuepper-Tetzel. Please make sure you include a full description of the problem in your email with a screenshot so that we can help you. Please do not start quizzes at the last minute. It is your responsibility to make sure you have enough time to complete the quiz and to contact someone if you run into technical problems. If you are unable to complete a quiz due to illness or another mitigating circumstance, you can submit a Good Cause form. Please consult the Assessment and Feedback Calendar in section 6.2 for dates.



## 5.12. DEGREE EXAMINATIONS

All psychology exams (prefixed with PSYCH) will be online for academic year 2023-24. **These will be timed with a fixed start time.** 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](#)

The exam will consist of two papers (Paper 1 and Paper 2). Both exam papers will run open-book exams, which means that you will have access to your notes and other sources of information.

Any student found to have conferred with other students during the examination process may be referred to Academic Policy & Governance under the Student Contract. More information about the exam is provided in the assessment information sheets, and there will be a dedicated exam preparation lecture towards the end of the semester.

- Paper 1: This will be an online, open-book exam which you will have to complete in 2 hours (timed exam with a fixed start time). The exam paper comprises three sections based on the Lecture modules for that semester (excluding Statistical Analysis and Design I and Research Planning and Design). In Paper 1, each section will consist of three essay questions, and candidates will be required to attempt one question from each different section. Exam essay questions will assess the main learning objectives as indicated in this Course Documentation and any subsequent amendments. A word count will be set for Paper 1, and this is communicated on the Assessment Information Sheet.
- Paper 2: This will be an online, open-book exam which you will have to complete in 1 hour (timed exam with a fixed start time), examining Statistical Analysis and Design and Research Planning and Design (in Semester 1) or Qualitative Analysis & Design (in Semester 2). There will typically be questions to assess knowledge from the two relevant modules for that semester.

On the day of the exam, students will be able to download the exam paper from Moodle once it is released, and then have 2 hours (Paper 1) or 1 hour (Paper 2) to complete and submit their answers. The two papers will not run during the same time period.

The Degree Exam will examine the curriculum for the semester in which the module took place – thus the distribution of topics across papers will primarily focus on the areas below. However, students are encouraged to think of the integration of modules when answering exam questions and essays, and in particular, basic knowledge of research methods and statistics should be considered across both modules. For information regarding failure to attend the exam, please refer to the [University's Absence Policy](#) for further details.

- **Module 2A**  
**Paper 1:** Individual Differences, Developmental Psychology, Cognitive Psychology  
**Paper 2:** Statistical Analysis and Design I, Research Planning & Design
- **Module 2B**  
**Paper 1:** Perception & Visual Cognition, Psychobiology, Social Psychology  
**Paper 2:** Statistical Analysis and Design II, Qualitative Analysis & Design

## 5.13. TIMING

Degree Examinations are normally held in December for Module 2A and April/May for Module 2B. Resits are normally held in August. All degree examination times are announced by Registry.

## 5.14. EXAMS ONLY CANDIDATES

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

### 5.15. PUBLICATION OF PAST EXAM PAPERS

Examples of Degree Examination Papers from previous years can be found on Moodle. You may find it helpful to consult these, but please remember that past exam papers are not always a guide to future exams – Lectures can vary from year to year, as can 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.

### 5.16. 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.

### 5.17. EXTERNAL EXAMINER

We have an External Examiner who is responsible for ensuring the examination process is conducted fairly and to an absolute standard. For session 2023-24, the Level 2A and 2B External Examiner is Dr Gina Pauli, University of Reohampton.

## 6. FEEDBACK

Feedback is an ongoing and important part of learning. Practical classes are all part of feedback, as are more informal discussions with your Lab tutor and peer group. Remember, however, that feedback is only of use if it is read, digested, and acted on - feedback should serve as feedforward, i.e., any feedback you receive should inform future work. Therefore, please be sure to read all coursework and exam feedback and reflect upon this to improve your future work. In Level 2, students are supported in this via practical class activities, workshops run by staff and students, and online resources. Online resources include marking criteria, feedback sheets, generic feedback from previous years, course materials and writing guides.

### 6.1. TYPES OF FEEDBACK

Over the year, we will provide you with regular feedback, however it may not always be obvious that what we are providing is feedback. To help identify all the sources of feedback available to you, we have summarised these below. Note that not all are used within a given module, but it is worth being aware of them all in advance.

- **Summative Grades** – We use the University Grading Scale summarised in section 7.1. Each grade category reflects the attainment level of the intended learning outcomes that you have achieved. Please read through these so that you fully understand what these categories refer to and what you need to achieve them.
- **Research Reports** – Feedback for reports is provided in several ways:
  - *Elective Feedback* – As a class, students can specify an area they would like feedback on before submitting their research report.
  - *Report structure* – Students will be given guidance throughout the year on how to structure a report and continual feedback on how to achieve this.
  - *Report Rubric* – Outlines all ILOs in a rubric for an overview of what is expected. Students are invited to familiarise themselves with the rubric in advance.
  - *Individual Written Comments* – Can cover what was done well, what the student worked harder on, specific points where feedback was requested, and how to improve for future reports.
  - *Peer Feedback* – You will be provided with opportunities to provide feedback to each other. Peer feedback is a useful activity for receiving and providing feedback, and it familiarises you with the ILOs.
- **Group Project** – Group projects require students to work collaboratively on researching a topic in the course. Tutors will provide support and formative feedback through discussion in Labs.
- **Practical Labs** – The practical classes teach you a range of research skills that are highly transferable to other subjects and careers. You will receive personal feedback from peers and from staff members working in these classes. They will help you progress with your work, but it is your responsibility to ask them questions on any point that you do not understand. Discussion with staff members is a key part of the formative feedback process. Remember that just asking for the answer isn't learning; often staff will help you think about how to move on rather than give you a definitive answer.

- **Data Skills Assignments** – Students will receive generic feedback from staff based on what they found manageable and challenging on each assignment after it has been submitted. Students will also receive feedback on their own individual assignment regarding which parts they completed successfully.
- **Peer Discussion** – Peer discussion is also a form of feedback. Much of the small group exercises require you to work closely with other students. Listening to other learners’ views and comments also counts as valuable feedback.
- **Staff Interaction** – All interactions with staff members are considered feedback. This may be face-to-face after Lectures, in Labs and Tutorials, even passing in the corridor, but feedback may also be provided via email or on Microsoft Teams. All students have the opportunity to meet with the marker and discuss their research report and feedback comments via marking surgeries, office hours, or more suitable times arranged by email. Availability of the markers for feedback is provided after coursework is returned. Before meeting with the marker, students are generally expected to re-read their notes on report writing and, as well as the feedback comments, read a related journal article in comparison to their own work, and specify which aspects of the report they want feedback on.
- **Exam Feedback** – Students are given a breakdown of grades (for each essay) and markers will provide written generic feedback based on student performance that will highlight key issues to consider. This feedback will be posted on Moodle after course grades have been posted on MyCampus.

## 6.2. ASSESSMENT AND FEEDBACK CALENDAR

Level 2A	Weighting	HAND IN	Feedback Available Date if submitted on time
MCQ I	2%	13 Oct 2023	Immediate
Data Skills Homework I (Read)	4%	23 Oct 2023	Immediate
Data Skills Homework II (Fix)	4%	6 Nov 2023	14 Nov 2023
Research Report I	32%	10 Nov 2023	11 Dec 2023
MCQ II	2%	17 Nov 2023	Immediate
Data Skills Homework III (Write)	4%	27 Nov 2023	5 Dec 2023
MCQ III	2%	1 Dec 2023	Immediate
End of Semester Exam	50%	December Exam Diet	After January Exam Board

Level 2B	Weighting	HAND IN	Feedback Available Date if submitted on time
MCQ I	2%	2 Feb 2024	Immediate
Data Skills Homework I (Read)	4%	12 Feb 2024	Immediate
Data Skills Homework II (Fix)	4%	26 Feb 2024	5 Mar 2024
Research Report II	32%	1 Mar 2024	3 April 2024
MCQ II	2%	8 Mar 2024	Immediate
Data Skills Homework III (Write)	4%	18 Mar 2024	26 Mar 2024
MCQ III	2%	22 Mar 2024	Immediate
End of Semester Exam	50%	April/May Exam Diet	After June Exam Board

## 7. SUMMARY OF THE UNIVERSITY ASSESSMENT POLICY

### 7.1. GRADING SCALE

The University Grading Scale is used for assessing each piece of work whether the work is, for example, a report, Lab Portfolio Assessments, an essay answer in an examination, or a stand-up presentation in a tutorial.

ALL COURSES				Primary verbal descriptors of attainment of Intended Learning Outcomes
Primary Grade	Gloss	Secondary Band*	Aggregation Score	
A	Excellent	A1 A2 A3 A4 A5	22 21 20 19 18	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
B	Very Good	B1 B2 B3	17 16 15	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
C	Good	C1 C2 C3	14 13 12	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
D	Satisfactory <sup>#</sup>	D1 D2 D3	11 10 9	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
E	Weak	E1 E2 E3	8 7 6	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
F	Poor	F1 F2 F3	5 4 3	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
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 program, 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.

## **7.2. 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, in addition to these requirements, for Psychology 2A and 2B all students must also have completed all exams to be awarded credit.

For example, on this course, 50% of the Assessment is achieved by way of coursework, and 50% in the form of a final examination. If a student took the examination but failed to submit several components of coursework amounting to more than 25% (e.g., the research report), they would not meet this requirement. In such situations, students will be returned as Credit Refused and fail to receive the appropriate credits for the module. Students who have failed to meet the 75% threshold due to missed coursework must contact the Course Lead.

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.

# **8. ADDITIONAL RELEVANT UNIVERSITY GUIDANCE AND RULES**

## **8.1. CREDIT AND CREDIT TRANSFERS**

Please refer to the relevant sections of the University Calendar.

## **8.2. Re-Assessment in a Module**

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

## **8.3. ATTENDANCE**

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

## **8.4. COMPLAINTS PROCEDURE**

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

## **8.5. 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 to, without notice, vary the content of its courses and**

**syllabuses, and the right to cancel or modify the courses, syllabuses and facilities described in this handbook.**

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

1. This handbook is up to date as of the start of Semester 1 only and will not be updated throughout the year.
2. Any changes will be communicated to students via MyCampus, Moodle, Microsoft Teams, class emails and electronic notices, lecture announcements, and/or handouts.
3. Announcements and handouts supersede other documents such as this handbook.
4. Past exam papers are obviously only a rough guide to future exams and are superseded by any differences of syllabus or exam format by both this handbook and any course handouts and announcements.
5. Lecturers will provide detailed Lecture summaries for their courses and post them on Moodle.

## **8.6. SOCIAL MEDIA ETIQUETTE**

Social Networks provide an excellent resource for sharing ideas/concerns, accessing information and building friendships. But it is important to 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, 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 is available within the [Student Contract](#).

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

## **8.7. USE OF COURSE MATERIALS AND PERSONAL RECORDING OF LECTURES, SEMINARS AND TUTORIALS**

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

## **8.8. PROBLEMS, GUIDANCE, ETC...**

The School's hope is that you will enjoy the course of study offered and pass the examinations set. We work hard to create an inclusive community and we very much hope you feel a sense of belonging and that you always have someone to speak to when needed. You may understandably feel a need for a more individual form of help or assistance, and although the class is large, there are many ways in which you can make contact with members of staff. As noted above, the lecturers are available for consultation at appointed hours, which can be found on the School of Psychology and Neuroscience webpage, to discuss course content. In addition, there is the possibility of e-mail contact with any of the

lecturing staff. If the problem is more general (concerning the whole course), or is personal in nature, then please feel free to contact Dr Carolina Kuepper-Tetzel for advice and support.

### **8.9. ILLNESS, ABSENCE AND PERSONAL PROBLEMS**

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

### **8.10. 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 therefore unlikely 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.

## **9. QUALITY ASSURANCE AND ENHANCEMENT OF THE COURSE**

### **9.1. STUDENT FEEDBACK OF THE COURSE**

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

### **9.2. CLASS REPRESENTATIVES - STAFF/STUDENT LIAISON**

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

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

## **10. BRITISH PSYCHOLOGICAL SOCIETY**

### **10.1. GRADUATE BASIS FOR CHARTERSHIP**

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

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

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

### **10.2. UNDERGRADUATE MEMBERSHIP OF THE BPS**

## PSYCHOLOGY - Level 2A/2B

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



## 11. EQUALITY, DIVERSITY AND INCLUSION

### 11.1. 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 our [Equality & Diversity page](#). 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**.

### 11.2. 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.

### 11.3. 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 our 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 the [Equality & Diversity webpage](#).

## 12. COMMUNICATIONS AND SUPPORT

### 12.1. 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](mailto: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.

### 12.2. COMMUNICATION VIA MICROSOFT TEAMS

We will use Microsoft Teams as the discussion forum to answer student questions and share additional resources pertaining to lectures, labs, coursework, and exams. A Level 2 Microsoft Teams channel has been created and students are required to join the Team. We will post important announcements via this channel. The Level 2 Team channel is meant to be used as a discussion platform to engage

students and to send announcements to students. More information on how to access the Team is available on Moodle.

### 12.3. COMMUNICATION VIA MOODLE

The School has a number of Moodle pages which support students with a wealth of information, including notices, lecture notes, aids to writing research reports, exam revision tips, stats help, and a forum. Students can [log in](#) via their GUID and password. The most relevant sections available to you will be the Level 2 dedicated pages and general Psychology Information pages.

### 12.4. CONTACTING STAFF AND EMAIL ETIQUETTE

You must use your University of Glasgow account when contacting staff by email. This will ensure that messages are not removed by the University IT anti-spam software. Emails originating from other internet service provider accounts may get through, but there is no guarantee. You should always complete the subject field to indicate the content of the message. Emails directed to the Level 2 Course Lead or Level 2 teaching staff should always have "Level 2 Psychology" in the subject line, followed by a meaningful keyword on the issue. Staff will usually respond within three working days. If you write an email that requires an immediate response, you may find that the staff member is away from their computer on that day or may only see your email later and cannot respond. Although we will do our best to address your email as quickly as possible, delays can occur. If you have not received a reply after three working days, feel free to send a reminder email. If you still have not received response, please contact the Course Lead.

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

If you would like more resources on email etiquette, please check out [this post](#) by the Wellesley College Project on Social Computing.

### 12.5. PASTORAL RESOURCES

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

**Course Lead:** As mentioned in the introduction, the Level 2 Course Lead is Dr Carolina Kuepper-Tetzel. She may be called upon to advise students as a group or individually on their performance, queries, concerns or complaints about the programme.

**Course Lecturers:** All Lecturers can be contacted by students during term time at their appointed Office Hours each week. These times are listed on the [staff pages of the website](#), and some will operate an appointments system. Any problems with obtaining a consultation should be taken up with the Course Lead. Students are encouraged to approach Lecturers with any concerns about issues relating to a particular course or to discuss progress. Lecturers can provide advice on assignments and feedback on work where appropriate. 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.

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

**Student Disability Adviser:** The [University's Disability Service](#) helps applicants with disabilities to access the range of facilities available, and provides advice on sources of support. The University has experience of supporting students with a range of disabilities including sight, hearing, mobility difficulties and a number of unseen disabilities including dyslexia. Support includes 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](mailto: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](mailto:katherine.mcarthur@glasgow.ac.uk)).

**Mental Health Crisis:** Disability Service provides a website on [Mental Health Crisis](#), which contains information for an emergency situation on campus.

**Care at Psychology:** The School also offers support for students who feel they cannot cope/are overwhelmed/are alone. This service provides a place to talk in confidence, advice on sources of help available, advice on how to deal with the Good Cause procedures, and help communicating with course tutors, other Schools and units. Please contact [care@psy.gla.ac.uk](mailto:care@psy.gla.ac.uk).

## 12.6. STUDENT SUPPORT OFFICER



**Jérôme Payot (she/her)**  
[psychology-studentsupport@glasgow.ac.uk](mailto: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. Jérôme 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 Jérôme 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](mailto:psychology-studentsupport@glasgow.ac.uk) to ask questions, or to arrange a confidential meeting (either in-person or via Zoom).

## 12.7. PAL (PEER ASSISTED LEARNING) SCHEME

Weekly PAL sessions will run from Week 3, and it is highly recommended that you attend. This is an opportunity to attend a “no staff, just students” informal environment, where student facilitators in higher levels mentor you on topics such as report writing, experimental design and statistics, and study skills. PAL is intended to enhance understanding of your core objectives, and compliment Lecture and Lab content in preparation for entry to Honours. Further information will be circulated to you via email and

on Moodle at the start of the semester. The PAL coordinator is Dr Jude Stevenson ([Judith.Stevenson@glasgow.ac.uk](mailto:Judith.Stevenson@glasgow.ac.uk)).

## 12.8. STUDENT REPRESENTATIVE COUNCIL (SRC) - HOW THE SRC CAN HELP

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

**Advice Centre:** The SRC employs professional advisers to help you through any problems you might be having. These can range from welfare issues such as money and accommodation to representation in academic appeals and disciplinary matters. This is a free service. No appointment is necessary, and their doors are open from Monday to Friday from 11:30am to 4:00pm. You can also contact this service via [advice@src.gla.ac.uk](mailto:advice@src.gla.ac.uk).

**Vice-President (Education):** The VP Education oversees the whole student representative system, including providing the training. They also represent the views of all students to the University on a variety of committees. If you have a matter relating to your education, which you feel requires attention, please do not hesitate to get in touch via [vp-education@src.gla.ac.uk](mailto: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 on their [website](#).

## 13. OTHER INFORMATION

### 13.1. COMPUTERS & LIBRARY RESOURCES FOR PSYCHOLOGY STUDENTS

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

Guided Tours are also available. Please check the Library's [Facebook](#) page or the webpage above for available tour times.

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

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

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

Our Quicksearch system (available from the Library's home page) helps you to find books by author, title and/or keywords. This also searches a collection of over 800,000 electronic books. You can recall books that are out on loan and are encouraged to do so, as this alerts the Library to the fact that more copies are needed. Psychology related books can be in other sections like Physiology, so make use of Quicksearch to help find books on your topic. If you experience problems finding information that you need for your course, please contact Paul Cannon, the College Librarian. 58,000 electronic journals are also available via the Library system. You can sometimes find journal articles via Google, but it's better to learn to look for the title of the journal and access them via the Library system if you want the full text quickly and free of charge. Various databases such as Web of Science and PsychInfo are available to help you discover relevant journal articles on your topic. All the databases, eBooks and most eJournals can be used off-campus by using your GUID to log into them. These resources are very useful in carrying out the Critical Reviews that form part of the continuous assessment.

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

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

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

Students experiencing any problems in using the Library or finding material can contact Paul Cannon. He has an office on Level 8 of the Library and can be contacted by e-mail on [Paul.Cannon@glasgow.ac.uk](mailto:Paul.Cannon@glasgow.ac.uk).

### **13.2. APPEALS PROCEDURE**

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

In this document, it makes it clear that appeals will not be entertained against marks or decisions of examiners, or other matters of academic judgement. Proper grounds for appeal, which this document makes clear, are medical, personal, or procedural.

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