LEVEL 1A/1B PSYCHOLOGY

Course Information
Documentation
2013-2014
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1. INTRODUCTION

WELCOME FROM YOUR CLASS TUTOR, DR JASON BOHAN

I want to welcome you to the study of Psychology at Glasgow University. I think you have made the right choice in studying here and I hope that you benefit from the course both intellectually and in terms of personal development. The following document tells you what your duties are as a student and also states the obligations that the School has towards you. The course is designed to give you a general introduction to the basic concepts of modern psychology and will reflect the range of interests held by modern researchers. It is accessible to anyone with a good secondary education. There are no intellectual pre-requisites as such although some knowledge of biology and of statistics can be helpful. The document deals with all the things you need to know in order to carry out your role as a student. It deals with the aims and objectives of the course, your obligations in terms of Lectures, Tutorials, Practicals, Health and Safety Policy, and what to do if you have problems. Many of the things you need to remember as you proceed with the course are spelt out in this document so it is very important to keep a copy for reference. It is as up-to-date as possible and was last revised on 17/09/2013.

Dr Jason Bohan is the Level 1 Course Organiser (Jason.Bohan@glasgow.ac.uk) please contact me if you have any issues or questions regarding the course. The Director of Teaching (Professor Stephany Biello) is responsible for all aspects of course delivery and design across the years. If there are any difficulties that you cannot resolve through the usual channels then she will be happy to see you at a time that you can arrange by consulting her office hours. She can also be contacted via electronic mail (stephany.biello@glasgow.ac.uk).

This Course Documentation, also available online, sets out the structure of your course and commitments. It provides an overview of what is ahead however some details may be added later or modified as circumstances change. Any course changes will NOT be updated in this document during the academic year. If any changes occur they will be communicated to students via My Campus, email from the course organiser and on the psychology portal/moodle sites.

ENTRY INTO THE COURSE AND PRE-REQUISITES

Entry to the course is through admission to the University for an undergraduate degree. There are no qualifying courses. Entry to the course is guaranteed to new university entrants up to a class limit of 600, with priority given to students who have put the UCAS Psychology code on their UCAS form as part of their application to the Glasgow University.

WHAT THE COURSE QUALIFIES YOU FOR

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

The course consists of two modules:

- 1A: Biological and Experimental
- 1B: Social, Developmental and Individual Differences

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

Many students will intend to progress from Psychology 1A/1B to Psychology 2A/2B and thus to a single or joint honours degree in Psychology. Others will be happy to complete Psychology 1A or Psychology 1A/1B as part of another degree structure. If you intend to advance to one of the honours programmes you should be aware of the progress rules which are laid out in section 13.
2. **PSYCHOLOGY AIMS & OBJECTIVES**

Psychology 1A/1B provides an introduction and overview of the main areas and concepts of Psychology. Lectures will introduce students to the key theories and relevant experiments. Coursework essays will give students the opportunity to research independently and evaluate relevant material beyond the lectures, and develop skills in writing scientific material.

Practicals will introduce students to key experiments in the field, develop research skills, and teach report writing. Web-based resources will allow flexible access to support materials. Tutorials will develop communication and critical thinking skills as well as students' oral presentation skills.

<table>
<thead>
<tr>
<th>Aims</th>
<th>Intended Learning Outcomes (ILOs)</th>
<th>Teaching &amp; Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aims of this course are:</td>
<td>By the end of this course students will be able to:</td>
<td>How students’ achievement of the ILOs will be supported:</td>
<td>How students’ achievement of the ILOs will be assessed:</td>
</tr>
<tr>
<td>To broaden and deepen students’ knowledge and comprehension of the main areas and concepts of Psychology</td>
<td>Describe psychological theories and research findings</td>
<td>Lectures, labs, tutorials, course texts, web resources</td>
<td>Exam essays, Literature review essays, Research reports, Lab multiple choice quizzes</td>
</tr>
<tr>
<td>To develop students’ research skills</td>
<td>Evaluate psychological theories and research findings</td>
<td>Lectures, labs, tutorials, course texts, web resources</td>
<td>Exam essays, Literature review essays, Research reports</td>
</tr>
<tr>
<td>To develop students’ practical research skills</td>
<td>Find and discuss relevant research literature</td>
<td>Labs, tutorials, web resources</td>
<td>Exam essays, Literature review essays, Research reports</td>
</tr>
<tr>
<td>Design experiments and evaluate experimental design</td>
<td>Lectures, labs, course texts</td>
<td>Exam essays, Research reports, Lab multiple choice quizzes</td>
<td></td>
</tr>
<tr>
<td>Analyse, interpret, present, and discuss data</td>
<td>Lectures, labs, course texts</td>
<td>Exam essays, Research reports, Lab multiple choice quizzes</td>
<td></td>
</tr>
<tr>
<td>To enhance students’ academic communication skills, both written and oral</td>
<td>Discuss theories and research findings</td>
<td>Tutorials, labs, web resources</td>
<td>Exam essays, Literature review essays, Research reports, Group presentation</td>
</tr>
<tr>
<td>Write academic literature</td>
<td>Tutorials, labs, web resources</td>
<td>Literature review essays, Research reports</td>
<td></td>
</tr>
</tbody>
</table>
3. LECTURES

Timetable

This timetable shows the provisional schedule for 2013/2014. Please note that changes to the timetable and to Examination dates are always possible.

SEMESTER 1
PLEASE NOTE CHRISTMAS VACATION IS 23 DECEMBER 2013 - 10 JANUARY 2014

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecturer(s)</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Sep 16</td>
<td>NO TEACHING – MYCAMPUS REGISTRATION</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sep 23</td>
<td>O'Donnell/Swingler</td>
<td>Introduction &amp; Experimental Design and Stats</td>
</tr>
<tr>
<td>2</td>
<td>Sep 30</td>
<td>Swingler</td>
<td>Experimental Design &amp; Stats</td>
</tr>
<tr>
<td>3</td>
<td>Oct 7</td>
<td>Sereno</td>
<td>Biology - Cognitive Neuroscience</td>
</tr>
<tr>
<td>4</td>
<td>Oct 14</td>
<td>Paterson</td>
<td>Biology – Brain</td>
</tr>
<tr>
<td>5</td>
<td>Oct 21</td>
<td>Paterson/Sereno</td>
<td>Biology – Brain/Learning</td>
</tr>
<tr>
<td>6</td>
<td>Oct 28</td>
<td>Sereno/Morrow</td>
<td>Biology – Learning/Motivation</td>
</tr>
<tr>
<td>7</td>
<td>Nov 4</td>
<td>Jones</td>
<td>Perception &amp; Visual Cognition</td>
</tr>
<tr>
<td>8</td>
<td>Nov 11</td>
<td>Simmons</td>
<td>Perception &amp; Visual Cognition</td>
</tr>
<tr>
<td>9</td>
<td>Nov 18</td>
<td>Martin</td>
<td>Memory</td>
</tr>
<tr>
<td>10</td>
<td>Nov 25</td>
<td>Sereno</td>
<td>Language</td>
</tr>
<tr>
<td>11</td>
<td>Dec 2</td>
<td>NO TEACHING – REVISION PERIOD</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Dec 9</td>
<td>NO TEACHING – EXAM PERIOD</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Dec 16</td>
<td>NO TEACHING – EXAM PERIOD</td>
<td></td>
</tr>
</tbody>
</table>

SEMESTER 2
PLEASE NOTE SPRING VACATION IS 31 MARCH 2014 - 18 APRIL 2014, 5 MAY and 26 MAY 2014 ARE PUBLIC HOLIDAYS.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecturer(s)</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Jan 13</td>
<td>Kilborn</td>
<td>Thinking</td>
</tr>
<tr>
<td>15</td>
<td>Jan 20</td>
<td>Bohan</td>
<td>Social I</td>
</tr>
<tr>
<td>16</td>
<td>Jan 27</td>
<td>Martin</td>
<td>Ind Differences – Intelligence</td>
</tr>
<tr>
<td>17</td>
<td>Feb 3</td>
<td>Martin</td>
<td>Ind Differences – Personality</td>
</tr>
<tr>
<td>18</td>
<td>Feb 10</td>
<td>Stack</td>
<td>Human Development</td>
</tr>
<tr>
<td>19</td>
<td>Feb 17</td>
<td>Stack</td>
<td>Human Development</td>
</tr>
<tr>
<td>20</td>
<td>Feb 24</td>
<td>Bohan</td>
<td>Social II</td>
</tr>
<tr>
<td>21</td>
<td>Mar 3</td>
<td>Bohan</td>
<td>Social II</td>
</tr>
<tr>
<td>22</td>
<td>Mar 10</td>
<td>Morrow</td>
<td>Abnormal</td>
</tr>
<tr>
<td>23</td>
<td>Mar 17</td>
<td>Stevenson</td>
<td>Abnormal</td>
</tr>
<tr>
<td>24</td>
<td>Mar 24</td>
<td>Martin</td>
<td>Abnormal</td>
</tr>
</tbody>
</table>

Lecture Times and Location

There are two presentations of lecture each day on Monday, Tuesday and Wednesday. Since the same lecture is given on these two occasions, you should attend only one session per day.

<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Tue Wed</td>
<td>9:00-10:00</td>
<td>TBC through MyCampus</td>
</tr>
<tr>
<td>Mon Tue Wed</td>
<td>17:00-18:00</td>
<td>TBC through MyCampus</td>
</tr>
</tbody>
</table>

Course Text


All lecture courses unless otherwise stated are supported by this text which is available from the John Smith book shop in the Fraser Building. There is a study guide that accompanies the textbook. There is also a website to accompany the textbook called Connect. [http://connect.mcgraw-hill.com/class/j_bohan_copyoflevel1](http://connect.mcgraw-hill.com/class/j_bohan_copyoflevel1)
# PSYCHOLOGY 1A LECTURE SUMMARIES

## Introduction - Experimental Design & Statistics, (Prof P. O’Donnell, Dr J. Bohan & Dr M. Swingler)

**Aims**

To provide an integrative introduction to the course and convey an understanding of the content and methodology adopted within the discipline of psychology. It will also provide a general overview of the methods used in psychological research. Examples will be used to illustrate specific experimental designs and statistical data analysis techniques.

## Lecture Summary

<table>
<thead>
<tr>
<th>LECTURE SUMMARY</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
</table>
| **1 Introduction:** In the first lecture the course organiser will meet with the class to explain the course structure. Psychology is a science that approaches its subject matter from several perspectives, each valid in its own right, and spans evidence from brain activity to subjective experience. This lecture takes as an example the topic of sleep and dreaming. Dreams depend on integral brain functioning and are affected by brain lesions, which can produce a complete lack of subjective reports of dreams. Specific cognitive deficits find their counterparts in dream anomalies. Dreams can be studied using brain electrophysiology (EEG), where different ‘brain waves’ occur in different phases of sleep. REM sleep is a type of sleep characterized by rapid eye movements and an EEG indicative of high cortical arousal. REM is called paradoxical sleep and this is where most dreams occur. | Students will be able to:  
- understand the course structure, assessment methods, and learning support resources available.  
- describe the different levels of explanation psychology uses, explaining how the ‘levels approach applies to the science of dreaming  
- explain the main features of dreams as subjective phenomenon  
- explain the stages of sleep as indicted by EEG output.  
- demonstrate the link between REM sleep and the subjective reports of dreams. |
| **2 Scientific Thinking in Psychology. Goals of research in psychology**  
Hypotheses, operational definitions, choosing a research design, sampling, data collection and analysis, ethical issues. | Students will be able to:  
- understand the nature of scientific research in psychology.  
- understand the basic steps involved in planning research and in collecting data. |
| **3 Non-Experimental Research**  
Collecting information by observing or asking. Observational methods, correlation studies, and data analysis. | Students will:  
- understand the basic difference among various methods of research like observational and correlational techniques.  
- be familiar with statistical techniques to analyse observational and correlational data. |
| **4 Experimental Research.**  
Introduction to experimental research, correlation and causality, control and internal validity, confounding variables, data analysis. | Students will:  
- understand the experimental methods.  
- be aware of the distinctions between different types of experiments.  
- understand basic statistical data analysis methods. |
| **5 Introduction to Inferential Statistics.**  
Populations and Samples, concept of probability and how this relates to statistical significance. Hypothesis testing, and comparing the differences between two samples (t-tests). | Students will be able to:  
- Explain the purpose of inferential statistical tests.  
- Describe how t-tests can be used to test hypotheses.  
- Distinguish between independent samples t-test, paired samples t-test and their non-parametric equivalents. |
| **6 Report Writing in Psychology**  
Why do we write reports? Structure of a report, APA format, aims of each section of a report. Common errors in report writing. | Students will be able to:  
- Understand the purpose and importance of report writing.  
- Identify the structure and aims of each section of a Psychology Report.  
- Identify common errors in report writing and how to avoid them. |
**Biology - Brain, Learning & Motivation – (Dr S. Sereno, Dr H. Paterson, & Dr L. Morrow)**

**Aims**

In this module the basic issues in biological psychology and animal behaviour will be introduced. The brain and nervous system will be described, and a detailed description of the neurone and nervous conduction will be given. Students will understand how biological knowledge underpins psychological understanding and, by focusing on learning behaviour, how animal experimentation can enrich our understanding of psychological functions. Basic motivational processes will be explained, including the biological basis and psychological experience, with eating behaviour as an example.

<table>
<thead>
<tr>
<th>LECTURE SUMMARY</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
</table>
| 1 Cognitive Neuroscience is a new evolving discipline whose goal is to determine the relationship between the physiology/structure of the brain and the psychology/function of the mind. Brain imaging techniques are important methodological tools used to achieve this goal. Part I: The brain in review. Part II: Historical Perspective. Part III: Classical approaches to studying brain function. | Students will:  
  • obtain a background for understanding Cognitive Neuroscience. |
| 2 Part IV: Brain imaging techniques – including structural imaging techniques (CT, MRI) and functional imaging techniques (EEG, MEG, PET, fMRI). | Students will be able to:  
  • evaluate the strengths and weaknesses of different neuroimaging techniques. |
| 3 Part V: Applying neuroimaging to studying cognitive function. | Students will be able to:  
  • describe how brain imaging techniques aid in understanding cognitive processes. |
| 4 Introduction to biological psychology. Levels of analysis from molecules to memories. The organisation of the nervous system - peripheral, central and autonomic division. | Students will be able to:  
  • describe relationship of psychobiology to other areas of psychological endeavour.  
  • describe the common techniques used in the study of the biological bases of behaviour.  
  • describe about the fundamental divisions of the mammalian nervous system. |
| 5 The gross organisation of the brain and the function of key brain areas. The functional organisation of the cerebral cortex- sensory, motor and association regions. | Students will be able to describe:  
  • the gross organisation of the brain and its major subdivisions.  
  • the function of specific key brain areas.  
  • the functional divisions of the cortex and the roles of sensory, motor and association areas.  
  • the bilateral structure of the cerebrum and the issue of hemisphere asymmetry of function. |
| 6 The fundamental building blocks of the nervous system. The structure of neurones. The electrochemical bases of neuronal conduction. Excitation and inhibition. | Students will be able to describe:  
  • the basic structure and the properties of neurones.  
  • the mechanism of the resting and action potential, and of synaptic transmission. |
| 7 Plasticity of the nervous system- brain changes during development and learning. | Students will be able to describe:  
  • how neurotransmitters work out the synapse.  
  • how new associations in the brain are formed.  
  • how synaptic plasticity may provide a mechanism for learning and memory. |
| 8 Learning Part I: What is learning? Historical perspective and Behaviourism. Part II: Classical conditioning and Pavlov. Concepts include the UCS, UCR, CS, and CR, extinction, reconditioning, and spontaneous recovery, and other relevant factors in conditioning. Applications of conditioning. | Students will be able to:  
  • define learning and be aware of the history of Psychology and Behaviourism.  
  • describe the work of Pavlov.  
  • describe classical conditioning and its core concepts. |
| 9 Part III: Operant/Instrumental conditioning. Instrumental conditioning and Thorndike, including the puzzle box, trial and error learning, and the law of effect. Operant conditioning and Skinner, including the Skinner box, operant, discriminative stimulus, schedules of partial reinforcers, reinforcement vs. punishment, and shaping. | Students will be able to describe:  
  • the work of Thorndike, Watson, and Skinner.  
  • instrumental conditioning and its core concepts.  
  • operant conditioning and its core concepts. |
| 10 Part IV: Cognitive processes in learning. Includes latent learning and cognitive maps (Tolman), | Students will be able to:  
  • describe cognitive views of learning, including |
insight (Kohler), observational learning (Bandura), and language learning (Chomsky). the work of Tolman, Kohler, Bandura, and Chomsky.

Part V: Evolutionary considerations. Includes the misbehaviour of animals, food aversions (Garcia), and imprinting (Lorenz). Part VI: Review and perspective.

Students will be able to describe:
- the role of biological factors in learning.
- how learning fits into the study of Psychology.

Motivation: Needs, homeostatis and drives. The role of the hypothalamus. Hunger and Eating. Problems with food intake regulation, including possible causes and treatments. The biology of reward (the role of the MF) and its reinforcement of ‘good’ behaviours and addictions.

Students will be able to:
- explain the physiological, psychological and neurological bases of motivated behaviour.
- discuss eating as one example of motivated behaviour.
- discuss how the mechanisms that normally serve to keep us health can be overridden, leading to possible harm.

**Perception & Visual Cognition - (Prof B. Jones & Dr D. Simmons)**

**Aims**
To provide a basic background of important issues in perception. To relate the theoretical issues to our practical experience of how we perceive the world.

**Note:** Page numbers refer to Passer et al. (2009)

<table>
<thead>
<tr>
<th>LECTURE SUMMARY</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
</table>
| 1 Leading the mind’s eye (pp. 200-203, 210-212). | Students will be able to:
- explain how illusions can inform psychology.
- differentiate between top-down and bottom-up processes.
- discuss the interplay between attention and perception. |
| 2 Structure from light (pp. 203-207). | Students will be able to:
- explain the distinction between figure and ground.
- describe the Gestalt principles perception.
- discuss the relative nature of perception. |
| 3 Beyond the third dimension (208-210). | Students will be able to:
- describe monocular depth cues.
- describe binocular depth cues.
- explain the basic principles of motion perception. |
| 4 Making sense of the senses: 1. Principles and measurements. (pp. 168-173) | Students will be able to:
- understand how we can measure sensory performance
- appreciate the exquisite sensitivity, and fitness for purpose, of human sensory systems
- to understand the utility of sensory adaptation mechanisms. |
| 5 Making sense of the senses 2. Structure and function (pp. 174-177, 186-191, 192-196) | Students will be able to:
- understand the process of sensory transduction.
- appreciate how transduction is implemented in sensory organs.
- understand how adaptation is implemented in sensory pathways. |
| 6 Colour and stuff (pp. 178-181) | Students will be able to:
- understand the principles of colour mixing.
- learn theories of colour processing.
- learn about colour vision deficiencies.
- learn about synaesthesia. |
# Memory & Language - (Dr M. Martin, Dr S. Sereno)

**Aims**

To introduce some main issues in the psychological study of memory and language. How memory and language are related to other areas of psychology; biological aspects of psychology; perception; human development; consciousness, learning; motivation and emotion.

<table>
<thead>
<tr>
<th>LECTURE SUMMARY</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
</table>
| **1** Introduction to memory. Why are some things better remembered than others. The structural model of memory which argues that Short-term memory (STM) and long-term memory (LTM) are separate systems. | Students will be familiar with the:  
  - basic processes in memory (a) encoding, (b) storage, (c) retrieval.  
  - distinction between short-term and long-term memory. |
| **2** Evidence to support the STM/LTM distinction. The serial position curve and experimental manipulations which influence retrieval from STM and LTM. Studies of amnesic patients who have impaired LTM but preserved STM. | Students will:  
  - understand how the serial position curve and experiments amnesic patients support the STM/LTM distinction. |
| **3** Different types of LTM. Distinction between episodic, semantic and procedural memory. Retrieval of information from memory and how information is lost from memory, decay versus interference. | Students will:  
  - be familiar with (a) procedural, semantic, and episodic memory and (b) implicit and explicit memory.  
  - understand why different cues determine the success of retrieval from episodic memory.  
  - be familiar with decay and interference theories of forgetting. |
| **4** Introduction to language. Popular ideas about language. Properties of human language. | Students will:  
  - understand what constitutes human language.  
  - identify and describe the basic features of language. |
| **5** The structure of language. Basic units of language. From words to sentences and comprehension. | Students will be able to:  
  - define phoneme, morpheme, syntax.  
  - understand the role of sentence structure in language comprehension. |
| **6** Neuropsychology of language, language development and non-human language. | Students will be able to:  
  - identify different types of aphasia.  
  - describe the main stages of language development.  
  - evaluate language learning in animals. |
5. **PSYCHOLOGY 1B LECTURE SUMMARIES**

### Thinking – (Dr K. Kilborn)

**Aims**

To introduce the process of thinking and how the world is represented in memory. Problem solving and the use of algorithms and heuristics in decision making are explained.

<table>
<thead>
<tr>
<th>LECTURE SUMMARY</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
</table>
| 1. Analogy | Students will be able to explain:  
  - what is meant by an analogical representation.  
  - symbolic representations.  
  - models of semantic memory. |

| 2. The process of thinking | Students will be able to:  
  - explain the hierarchical process of problem solving.  
  - compare strategies used by experts and novices.  
  - describe barriers to problem solving. |

| 3. Reasoning and decision making | Students will be able to:  
  - define algorithms and heuristics.  
  - describe the main heuristics.  
  - evaluate the charge of irrationality against human thinkers. |

### Social I – Biology and Social Cognition - (Dr J. Bohan)

**Aims**

To introduce key topics within the fields of sociobiology and social cognition.

<table>
<thead>
<tr>
<th>LECTURE SUMMARY</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
</table>
| 1. Biological bases of social behaviour | Students will be able to:  
  - explain the evolutionary cause of behaviours.  
  - explain the different patterns of resource claiming.  
  - evaluate evidence for evolutionary causes of aggression. |

| 2. Mating and courtship rituals | Students will be able to:  
  - explain the evolutionary cause of courtship behaviours.  
  - explain different patterns of mate selection.  
  - evaluate evidence for evolutionary causes of attractiveness judgements. |

| 3. How is altruism possible within the theory of evolution | Students will be able to:  
  - evaluate different accounts of altruism.  
  - describe the role of social releasers in attachment. |

### Individual Differences - (Dr M. Martin)

**Aims**

To provide a general introduction to the main concepts of intelligence and intelligence testing. To define extremes of intelligence. To provide a general introduction to the main types of personality, i.e. psychodynamic, trait-factor, behavioural and humanistic/phenomenological. To introduce the main methods of personality assessment, questionnaire, and projective techniques.

<table>
<thead>
<tr>
<th>LECTURE SUMMARY</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
</table>
| 1. The development of intelligence tests by Galton and Binet & Simon | Students will be able to:  
  - describe the historical origins of intelligence tests with Binet & Simon.  
  - define reliability.  
  - define validity. |

| 2. The heredity-environment debate and what is at issue | Students will be able to:  
  - evaluate evidence on the heredity-environment debate.  
  - understand the evidence from the twin studies.  
  - explain group differences in intelligence. |

| 3. Intelligence: psychometrics, information processing, triarchical theory | Students will be able to:  
  - compare the psychometric, information processing, triarchical theory.  
  - Diversity in mental |
abilities. processing, and triarchical approach.
- understand the relationship between creativity and intelligence.
- describe the definitions of giftedness and mental retardation.

4 The concept of personality and the historical perspective. Freud – Psychodynamic approach: Id, Ego, SuperEgo conflicts and defences stages in the development of personality Neo-Freudian theorists evaluation of the psychodynamic approach

Students will be able to:
- outline the main features of the concept of personality as used by psychologists; describe free association; outline the main features of the concepts of Id, Ego and SuperEgo; describe some of Freud’s defence mechanisms; name & describe the main stages that Freud alleged personality passed through in the course of its development.

5 The dispositional approach: Traits as defined by Allport, Eysenck and Cattell Factor analysis Big five traits Evaluation of the dispositional approach

Students will understand:
- the concept of the trait.
- the main points of theories by Allport, Eysenck and Cattell.
- the Big Five traits approach
- factor analysis and its use in the investigation of traits.

6 Introduction to cognitive-behavioural approach to personality; Rotter’s work. Bandura’s contribution to personality studies. Mischel’s contribution to personality studies. Evaluation of the cognitive-behavioural approach. Intro. to the phenomenological/humanistic/existentialist approach to personality. Roger’s concepts of self, organism conditions of worth. Projective tests: TAT and Rorshach.

Students will:
- know what the main features of the behavioural approach to personality are; know what Rotter meant by expectations and what his concept of Locus of Control is about.
- be able to outline Bandura’s concepts of reciprocal determinism and self efficacy; list and describe Mischel’s most important “person variables”; have an opinion on the strengths and weakness of the cognitive-behavioural contributions to the study of personality.
- know the main features of the phenomenological/humanistic/existentialist approach to personality study. Know what Kelly’s personal constructs are. Know what Roger’s ideas of the self, the organism and conditions of worth are.
- be able to understand how projective tests can be used in personality testing.

**HUMAN DEVELOPMENT - (DR N. STACK)**

**Aims**
By the end of this module students will be to describe, explain, and evaluate a broad range of theories and research findings within the psychological field of Human Development.

<table>
<thead>
<tr>
<th>LECTURE SUMMARY</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Studying human development:</strong> This lecture will look at the history of developmental psychology and identify some of the key themes across the area. We will also look at the challenges in researching this field of psychology</td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
</tr>
<tr>
<td>• Be able to describe and evaluate different approaches that have been used to study human psychological development</td>
<td></td>
</tr>
<tr>
<td>• Be able to identify and explain common overarching themes within psychological literature</td>
<td></td>
</tr>
</tbody>
</table>

| **2** | **Prenatal Development and the Newborn:** This lecture will look at the different stages of prenatal development and the first experiences of the newborn child and will investigate how these very early stages of development may have long term consequences. |
| Students will: |
| • Be able to describe the different stages of prenatal development and understand how different environmental and genetic factors can work together and separately to influence this stage of development. |
| • Be able to describe the potentially long term impact of early development on later human development |
Social II – Social Cognition & Social Interaction - (Dr J. Bohan)

**Aims**
To introduce the topic of group influences on judgement and to provide coverage of the main issues in thinking and reasoning.

<table>
<thead>
<tr>
<th>Lecture Summary</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| 1 Attitudes: defining and measuring attitudes. Determinants of attitude change; persuasive messages and peripheral vs. central routes of persuasion. The role of heuristics. Defining cognitive dissonance. How do people avoid attitude change? | Students will be able to:  
  - explain the central vs. peripheral mechanisms involved in attitude change.  
  - describe cognitive dissonance.  
  - show how people maintain attitude stability. |
| 2 Forming impressions of people: Central Trait Theory, primacy effects, implicit personality theory. Mental shortcuts and misleading impressions; Attribution Theory. Errors in attribution: the fundamental attribution error, actor observer differences, self serving biases. The self concept, self perception and attribution, the example of the foot in the door technique. Cultural differences in attribution: collectivist vs. individualist cultures. | Students will be able to:  
  - describe how people form impressions.  
  - describe the illusions involved in perceiving people.  
  - illustrate key aspects of attribution theory.  
  - show how the self concept operates across cultures. |
| 3 Relating to one another on a one to one basis. Social exchange, altruism and attraction. The determinants of altruistic behaviour. Do people do a cost-benefit analysis of intervening in an emergency? Who is attracted to whom and why? Attraction takes many forms including romantic love. Theories of romantic love. | Students will be able to:  
  - evaluate key theories of altruism.  
  - describe key experiments in attraction.  
  - describe the varieties of love relationships. |
### Level 1A/1B - Psychology

#### Social influence in one to many situations.
- Emphasis on obedience phenomena.
  - Milgram's study on obedience.

<table>
<thead>
<tr>
<th>Students will be able to:</th>
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</thead>
<tbody>
<tr>
<td>review key studies on social influence emphasizing obedience phenomena.</td>
</tr>
</tbody>
</table>

- Schacter's attribution of arousal theory.
- Evidence on the misattribution of arousal, and for arousal transfer.
- Evidence for CNS determinants of emotion: the role played by the amygdala.

<table>
<thead>
<tr>
<th>Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>describe key theories of emotion.</td>
</tr>
<tr>
<td>contrast the James Lange with the Canon and Bard theory.</td>
</tr>
<tr>
<td>evaluate evidence on emotion and attribution.</td>
</tr>
</tbody>
</table>

#### Facial expressions of emotion.
- Universal vs. cultural determinants.
- The facial feedback theory of emotion.
- Facial expression as a communicative device.

<table>
<thead>
<tr>
<th>Students will be able to:</th>
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</thead>
<tbody>
<tr>
<td>contrast universal vs. cultural views of emotional expression.</td>
</tr>
<tr>
<td>evaluate the nature of basic emotional states and complex emotions.</td>
</tr>
<tr>
<td>describe the influence of culture in emotional experience.</td>
</tr>
</tbody>
</table>

### ABNORMAL PSYCHOLOGY - (DR L. MORROW, MS J. STEVENSON & DR M. MARTIN)

#### Aims

To provide students with a detailed understanding of what constitutes “abnormality”, how it can be diagnosed, understood and treated.

<table>
<thead>
<tr>
<th>LECTURE SUMMARY</th>
<th>LEARNING OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Different models of abnormality: the supernatural, medical/neurobiological, psychological, sociocultural and diathesis-stress models.</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td></td>
<td>describe and evaluate the different models of abnormality.</td>
</tr>
<tr>
<td>2 Defining normality and abnormality of behaviour, and the inherent difficulties in this. Prevalence of Abnormality. Classification of abnormality: I.C.D. 10 and D.S.M. IV.</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td></td>
<td>explain the difficulties involved in defining abnormality.</td>
</tr>
<tr>
<td></td>
<td>describe and evaluate the classification systems and their drawback.</td>
</tr>
<tr>
<td>3 Anxiety Disorders - phobias; generalised anxiety disorders; panic disorder; obsessive-compulsive disorder. Dissociative Disorders. Somatoform Disorders.</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td></td>
<td>list the symptoms associated with the “neurotic” disorders such as the anxiety disorders, etc.</td>
</tr>
<tr>
<td></td>
<td>discuss some proposed causes of these.</td>
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<tr>
<td>4 Mood disorders: Major depression; Bipolar disorder.</td>
<td>Students will have an understanding of:</td>
</tr>
<tr>
<td></td>
<td>the different types of mood disorder and theories.</td>
</tr>
<tr>
<td></td>
<td>the risks of people with depression, and theories of suicidal behaviour.</td>
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<tr>
<td>5 Suicide and self-harm Schizophrenia: Symptoms, Classification. Broad approaches to understanding the causes: biological and sociopsychological and environmental. Hair pulling disorder (trichotillomania) and skin-picking disorder (dermatillomania)</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td></td>
<td>the symptoms of the disorders and classification questions</td>
</tr>
<tr>
<td>6 Three main approaches to the treatment of psychological disorders are outlined:</td>
<td>Students should be aware of the different approaches to treatment</td>
</tr>
<tr>
<td></td>
<td>Insight (Psychoanalytic/Humanistic/ Gestalt)</td>
</tr>
<tr>
<td></td>
<td>Behaviour/Cognitive/Cognitive-Behavioural</td>
</tr>
<tr>
<td></td>
<td>Biomedical (ECT/drug therapies/psychosurgery)</td>
</tr>
<tr>
<td></td>
<td>Psychodynamic therapy discussed, including neo-Freudian techniques. Humanistic – Rogers’ Client Centred Therapy Gestalt therapy – Perls Evaluation of Insight therapies</td>
</tr>
<tr>
<td></td>
<td>Psychoanalysis and later versions of psychodynamic therapy.</td>
</tr>
<tr>
<td></td>
<td>Humanistic and Gestalt therapies.</td>
</tr>
<tr>
<td></td>
<td>Their effectiveness in treating disorders.</td>
</tr>
<tr>
<td>7 Behavioural therapies evolved from research undertaken by Eysenck, Skinner, Wolpe Systematic desensitisation Behaviour modification Aversion therapy Rational-Emotive Therapy – Ellis</td>
<td>Students should understand the concepts of:</td>
</tr>
<tr>
<td></td>
<td>behavioural therapies.</td>
</tr>
<tr>
<td></td>
<td>cognitive therapies.</td>
</tr>
<tr>
<td></td>
<td>cognitive-behavioural therapies.</td>
</tr>
<tr>
<td></td>
<td>their effectiveness in treating disorders.</td>
</tr>
</tbody>
</table>
| Cognitive therapy – Beck  
| Group therapy  
| Evaluation of behaviour/cognitive/  
| cognitive-behavioural therapies      |
|---|---|
| **9 Biomedical therapies**  
| Psychopharmacotherapy – drugs used in treatment:  
| Antipsychotics/neuroleptics  
| Anti anxiety  
| Anti depressants  
| ECT – used to treat severe depression  
| Psychosurgery – lobotomy/lesions/split-brain procedure | Students should understand the concepts of:  
| biomedical therapies.  
| drug treatments.  
| psychosurgery and other biomedical treatments.  
| their effectiveness in treating disorders. |
6. RESEARCH SKILLS AND PRACTICAL LABORATORIES

The School of Psychology has worked hard to ensure that our students receive the highest quality in research training. This training begins in level 1 and is continued throughout your studies. Our aim is to ensure that our students have a full understanding of the importance of research methods and statistics in psychology and that they will develop a broad range of appropriate research skills. In level 1 you will complete six lab classes designed to introduce you to different experimental designs, statistical tests, research paradigms, skills in the professional presentation of research findings, and communication of results. In addition you are required to participate in on-going school research so that you appreciate the participant’s experience in the research process (see below). A lecture course on experimental design and statistics, and tutorial support, are also provided so that you will feel fully supported in this element of the course.

The Psychology Laboratory course is held in lab 517, on Level 5 of the Boyd Orr Building, and begins in week 2, 30th September (1A) and January 20\textsuperscript{th} (1B). There are 3 labs per semester. Each lab runs for a period of three weeks. you attend only one session during this period. You will sign up for your lab sessions on My Campus. The laboratory will be open Monday to Thursday from 10am to 4.45pm and Friday 10am to 2.45pm Any changes to the laboratory opening times will be notified. All materials for the labs will be made available on the psychology practical moodle site. There is a summary at the end of this document detailing all course work completion dates.

The School of Psychology regards being an experimental subject as a necessary part of training for students. We therefore organise a Psychology Research Participation Scheme in our level 1 course and all students have to complete a number of experiments in exchange for 8 credits (4 per semester). Each credit contributes 0.5\% to your final course grade, totalling 2\% per semester. If only one module is completed then the requirement will be 4 credits. Students with disabilities, such as visual impairment, will be treated as exceptional cases, and should contact Margaret Martin, School Disability Co-ordinator, margaret.s.martin@glasgow.ac.uk about this as soon as possible. Suitable arrangements will be made for all students to take part in the research environment of the school. In addition to credits, many of our studies will pay you for your contribution (at the rate of £6 per hour). To sign up for experiments you need to sign up and become a member of the School of Psychology’s Participant Pool - https://intranet.psy.gla.ac.uk/subject-pool/web/

The lab course is assessed in a number of ways. Each lab will finish with a quiz. Each quiz is worth 2\% and is a multiple choice test delivered on-line. In addition you will submit two written research reports (based on lab 2 in semester 1 and lab 1 in semester 2) and they will be assessed. Guidance on how to write lab reports will be provided in lectures, in labs, and tutorial classes, and there are a range of resources on our moodle pages, which also contains the assessment criteria for coursework.

7. TUTORIALS

At the beginning of the first Semester, students will register for the Psychology 1A and 1B course and must choose a tutorial time through My Campus. There are 5 tutorials per semester and these run fortnightly. Information on tutorial topics will be placed on moodle. Tutorials involve small group activities covering a range of different skills and exam preparation topics. Students will also complete a group project in each semester which is a short psychology-related talk, which is assessed and contributes to your final grade. Assessment criteria can be found on moodle.

For Psychology 1A, tutorials will start in Semester 1: week beginning 30\textsuperscript{th} September until week beginning 25\textsuperscript{th} November (5 tutorials fortnightly). For Psychology 1B, tutorials will start in Semester 2: week beginning 20\textsuperscript{th} January until week beginning 17\textsuperscript{th} March (5 tutorials fortnightly).

8. COURSE WORK

The coursework that must be completed by students are:

**LITERATURE REVIEW ESSAYS**

You are required to complete 1 literature review essay as part of course work requirements for each module 1A and 1B. A list of essay titles will be published at the start of the semester. Essays should be a maximum of 1500 words long (not including reference section) and completed essays should be handed in to a member of staff in the Psychology Laboratory (room 517, level 5 Boyd Orr building) who will record the date and time of submission. Essays should not be placed anywhere else. Guidance will be given on essay writing in tutorials and on moodle where assessment criteria will also be posted. Essay format is as follows: 12 point Times New Roman, 1.5 spacing with 1\% margins. Essays must also be submitted to ‘Turnitin’.

The university uses a website called Turnitin (www.submit.ac.uk) to combat plagiarism. Students submit their coursework via the website which checks to see if it is copied from another source. It then produces a report that tells the student how much of their coursework is a "word for word" match with other sources on the web. In level 1 psychology you will have to submit your essays from each module (1A and 1B) to Turnitin. After you submit these to Turnitin, you will get a report on how much your essay matches other sources. We have prepared resources to help you interpret your report and advice on how to avoid plagiarism which are available on the psychology portal, moodle, and library websites. Also there will be PAL sessions where you can turn up with your report and get advice on how to
interpret it and avoid plagiarism. Both essays may be submitted twice, the first as a draft submission which will provide you with feedback, and a final draft of your work. The final reports produced will be examined by the school for evidence of plagiarism. If the website indicates that there is strong evidence of plagiarism the school will take action in line with the University guidelines. This can include being awarded a zero mark for the essay and being reported to the Senate Office. It is therefore vitally important that you make sure that you use the resources that are available after you submit your 1A essay so that you avoid these penalties. You must also print out a Turnitin summary report and attach to your essay when submitting it. Please ensure that your name is removed.

**LABS AND RESEARCH REPORTS**

You are required to complete all six labs and the Multiple Choice Quizzes at the end of each lab. At the end of the quiz you will be given your score. Once all students have completed the lab and quiz you will be able to view your MCQ paper and see which questions you got in/incorrect. In addition you are required to complete two research reports (one each in module 1A and 1B). Guidance on how to write research reports will be provided in lectures, labs, tutorials, and support materials placed on the psychology moodle site where assessment criteria will also be posted.

**GROUP PROJECTS**

As part of the tutorial course, students will complete a group project in each semester. This is a short psychology-related talk which is researched and delivered as part of a small group of students assigned in your tutorial class. Tutors will provide additional information on this and additional guidance provided on moodle where assessment criteria will also be posted.

**FORMATIVE ASSESSMENT**

Formative assessment will be provided on-line via the Psychology Connect website which will provide self-tests and feedback on performance linked to lecture modules. Tutorials will also provide guidance on essay writing skills under exam conditions.

**DEADLINES**

Coursework and other material completed during the academic year needs to be handed in to the School by a deadline date. The School cannot function properly if these deadlines are not met. The dates are detailed at the end of this document.

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

- work submitted not more than five working days after the deadline will be assessed in the usual way (if good cause is established)
- 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).

Penalties for late submission of coursework will not be imposed if good cause is established for the late submission in terms of the definitions and procedures set out in the University Calendar.

Further details on penalties for late submission of coursework can be found at:

http://www.gla.ac.uk/media/media_124293_en.pdf

**LATE COURSE WORK OR MISSED EXAM DUE TO GOOD CAUSE**

It is your responsibility to bring any factors that may have affected your academic performance to the attention of the University and you must do this as soon as possible. The Code of Assessment which is published in Section 16 of the Fees and General Information section of the University Calendar covers incomplete assessment and good cause (paragraphs 16.45 – 16.53). Click here for Senate Calendar

Below is a summary of the key points if you are unclear about anything please just contact your Year Tutor – Jason Bohan or the School Exams Officer – Niamh Stack, email: Jason.Bohan@glasgow.ac.uk, Niamh.Stack@glasgow.ac.uk

How to notify the School if work is submitted late:

- Without prejudice to the regulations governing good cause for late submission of coursework, a student who is unable to submit coursework by the published deadline, or who anticipates being unable to so submit, may apply for a deferral of the deadline, or exemption from the penalties.
- The application must be submitted to, and considered by, the course convener, this is the Year Tutor, Jason Bohan. The School’s standardised form can be downloaded from the Psychology Portal and Moodle site. You should complete this and email it to the course tutor along with any supporting evidence.
- The outcome of the application will be determined at the discretion of the course convener who will require to be satisfied that the candidate submitting the application has been prevented by circumstances beyond his or her control from submitting the relevant work on time.
- Deferral of the submission deadline, or 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 deferral or 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.

‘Good Cause’ means illness or other adverse personal circumstances affecting you and resulting in you either, 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 on the basis of 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.

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**DOCUMENTING YOUR COURSEWORK**

**Title Page for Submission of Coursework**
All coursework should be submitted with a proper title page statement attached. This will include your ID numbers, date, essay/report title and the number of words. These will be made available for download on the psychology portal nearer to the submission deadlines. Please note that work without the proper title page will not be accepted.

**Plagiarism Page for Submission of Coursework**
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 and MUST be accompanied by a separate Plagiarism Page, copies of which can be downloaded from portal/moodle sites.

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: www.gla.ac.uk/services/senateoffice/academic/plagiarism

Coursework must also be submitted with a separate Plagiarism Page. This page must be completed, signed and handed in at the same time as your coursework. You can download the plagiarism page from the Portal (http://portal.psy.gla.ac.uk/) under Level 1 Course Information. In addition, literature review essays must be submitted to Turnitin and a Turnitin summary report submitted along with your essay (please ensure that your name is removed from this).

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**9. EXAMINATIONS**

At the end of each module, 1A and 1B, there is a degree examination. This examination contributes 50% towards your overall assessment for the module. In the degree examination for Psychology 1A and Psychology 1B, you will be set 80 multiple choice questions (MCQ) component and a choice of 7 essay questions, and you will be required to complete one of them. Both components contribute equally to the degree examination grade (i.e. 50% each in terms of the Degree Exam). The degree exam will examine the curriculum for the Semester in which the module took place, i.e module 1A: Semester 1 and module 1B: Semester 2. Essay-type questions and multiple choice questions will be targeted on the main learning objectives as indicated in this Course Documentation and any subsequent amendments. For information regarding failure to attend the exam, please refer to the University’s absence policy for further details www.gla.ac.uk/media/media_129312_en.pdf

**10. OVERALL ASSESSMENT**

The overall assessment for each module is derived from 3 grades: (i) a single grade for the degree exam, (ii) a single grade for the Laboratory Portfolio and (iii) a single grade for the class essay

The weightings of these 3 grades in making up the single Course Grade are shown in the following figure.
Failure to complete all coursework prior to the degree examination will result in a student being excluded from the Degree Examination (as described in the University Calendar) and a Course Grade CR returned to the Registry.

**MODULE 1A**

<table>
<thead>
<tr>
<th>Course Grade 100%</th>
<th>MCQs 25%</th>
<th>Essay 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree exam 50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay 20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coursework 50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab portfolio 30%</td>
<td>Report 20%</td>
<td></td>
</tr>
<tr>
<td>Lab 1 2%</td>
<td></td>
<td></td>
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<tr>
<td>Lab 2 2%</td>
<td></td>
<td></td>
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<tr>
<td>Lab 3 2%</td>
<td></td>
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<tr>
<td>Credit 1 0.5%</td>
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<td>Credit 2 0.5%</td>
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<td></td>
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<tr>
<td>Credit 3 0.5%</td>
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<td></td>
</tr>
<tr>
<td>Credit 4 0.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Project 2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please do not underestimate the importance of the components that appear to make only a minimal contribution to the Course Grade.

**MERIT LIST**

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

**COURSEWORK REQUIREMENTS**

To be recognised as someone who has duly performed the work of the course and is therefore eligible to sit the Degree Examination you need to satisfy the following requirements for each of Modules 1A and 1B:

1. Submit a research report, meeting deadline for submission.
2. Complete all labs.
3. Submit one literature review essay, meeting deadline for submission.
4. Attend tutorials (75% attendance minimum).

All students must complete an essay and lab report in each module. If you think illness or other serious circumstances will prevent you completing any aspect of the course then you should immediately contact your adviser of studies and the Course Organiser. You will then be advised on what course of action you should take.
Requirements for the award of a degree, diploma or certificate include the attainment of a prescribed number of credits. The award of credit is a different process from the award of a grade for a course. No matter what grade is awarded for a course a candidate will be awarded credit for it which counts towards fulfilment of the credit requirements for an award. The basic requirement which must be fulfilled before a student is awarded credit for a course is that he or she has completed at least 75% of the assessment for the course.

For example, on this course, 50% of the assessment is achieved by way of coursework and 50% in the form of a final examination. If a student took the examination but failed to submit several components of coursework amounting to more than 25% (e.g. the essay - 20%, and 3 lab quizzes – 2% each), he or she would not meet this requirement.

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.

**Timing**

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

**EDPAC Answer Sheets**

The multiple choice questions set in examinations are scored by a machine which reads pencil marks you make on a special "EDPAC" Answer Sheet to indicate which of the alternatives you have chosen. For all examinations in Level 1 Psychology you must, therefore, equip yourself with at least one sharpened pencil (HB or softer) and a rubber (to enable you to make changes - since the mechanical reader does not recognise the difference between a response which has been scored out and one that has not). An example of an EDPAC sheet completed in the appropriate way will be available during tutorials several weeks before the first class exam and it will save you valuable time on the day of the exam if you study it carefully in advance.

**Exams Only Candidates**

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

The course information can also be found on the school’s website at  http://www.psy.gla.ac.uk/students/

**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.
11. HOW YOUR WORK WILL BE ASSESSED

The exam rationale is to test students’ basic knowledge and understanding of psychological concepts. The ability to demonstrate this is also assessed through essay writing. Ability to express concepts verbally will be tested by the student’s performance in tutorials especially in the group presentations. Practical research skills are taught via a laboratory-based series of experiments, and supported by a series of lectures. Research skills are developed via labs and assessed via research report writing.

Attendance at tutorials, laboratories and lectures is an essential part of the learning experience and of your student contract. Attendance will therefore be monitored and a register taken at tutorials/labs.

**Grading Scale**

A common grading scale is used for assessing each piece of work in Psychology 1A/1B whether, for example, the work is a literature review essay, a research report of an experiment, an essay answer in an examination, or a stand-up presentation in a tutorial. The grading scale we use is common throughout the university.

<table>
<thead>
<tr>
<th>ALL COURSES</th>
<th>Primary verbal descriptors of attainment of Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Grade</strong></td>
<td><strong>Gloss</strong></td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
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<tr>
<td>B</td>
<td>Very Good</td>
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<td></td>
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<td></td>
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<tr>
<td>C</td>
<td>Good</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Satisfactory*</td>
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<tr>
<td>E</td>
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<td></td>
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<tr>
<td>F</td>
<td>Poor</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Very Poor</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td>CREDIT REFUSED</td>
</tr>
</tbody>
</table>

*The Secondary Band indicates the degree to which the work possesses the quality of the corresponding descriptor. 
This gloss is used because it is the lowest grade normally associated with the attainment of an undergraduate award.*
12. RELEVANT UNIVERSITY RULES

CREDIT AND CREDIT TRANSFERS
Please refer to the relevant sections of the University Calendar.

RE-ASSESSMENT IN A MODULE
Please refer to the relevant sections of the University Calendar.

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

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. Also other factors such as industrial action or the departure of a member of staff may result in it not being possible to offer a course. Courses offered may also be subject to a minimum number of students in any one year. The School therefore reserves the right without notice to vary the content of its courses & 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 My Campus, class emails and electronic notices, lecture announcements, and 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.

13. SUPPORT & COMMUNICATIONS

ASSISTANCE IN THE PSYCHOLOGY COMPUTER LABS
Graduate Teaching Assistants (GTAs) are post-graduate students who we employ to help teach on the undergraduate programme. GTAs are situated in the lab office and will answer queries about practicals, hand-in and return of coursework etc. The psychology labs are open Monday – Thursday from 10am – 4.45pm and Friday from 10am – 2.45pm.

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 essay and report writing, experimental design and statistics, and study skills. PAL is intended to enhance understanding of your core objectives, and compliment lecture, tutorial and lab content. Further information will be circulated to you via email and the portal at the start of the Semester.

ANNOUNCEMENTS
Oral announcements will be made at lectures but not everyone attends every lecture and the most reliable means of supplying information to the class is via e-mail. All other information can be found on the student portal.

CONTACTING STAFF
You should use the e-mail facilities to handle basic academic enquiries. Staff e-mail addresses can be found here http://www.psy.gla.ac.uk/staff/.

All lecturers teaching the Level 2 course have arranged to set aside at least one hour a week when they can be approached by Level 2 students who have enquiries about the course. These times are listed on each lecturer’s web page (see http://www.psy.gla.ac.uk/staff/) and some will operate an appointments system. Any problems with obtaining a consultation should be taken up with the course organiser.
PORTAL AND MOODLE

The School has a moodle and portal site for supporting students with notices, lecture notes, tutorial information, aids to writing essays/reports etc and a forum. The portal can be found at http://portal.psy.gla.ac.uk. The Psychology Moodle page can be found at: http://moodle2.gla.ac.uk/course/category.php?id=760.

AVAILABILITY OF LECTURERS FOR CONSULTATION

All lecturers teaching the Level 1 Course have arranged to set aside at least one hour a week when they can be approached by Level 1 students who have enquiries about the course. These times are listed on each lecturer’s door and some will operate an appointments system. Any problems with obtaining a consultation should be immediately taken up with the Course Organiser.

E-MAIL

You should use the e-mail facilities to handle basic academic enquiries. We, the School, will use it to maintain contact with you. You should therefore log in regularly, i.e. at least once a week. Please check your University e-mail account regularly and ensure there is sufficient space to receive new mail. Do NOT use hotmail to contact staff as replies do not always reach hotmail accounts.

PAST EXAM PAPERS

Examples of past papers can be found in the University Library.

14. FURTHER INFORMATION

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 2013-14 the level 1A and 1B external examiner is Dr Kevin Paterson, Senior Lecturer, University of Leicester.

APPEALS PROCEDURE

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

then click ‘How to appeal against an academic decision’.

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 two weeks of the posting of the mark. Students might find it useful to approach the Director of Teaching or the Course Organiser for informal advice.

ATTENDANCE

The School has been recording attendance at tutorials and labs for some time. This year we will also monitor attendance at lectures, as these are also a compulsory element of the course.

Attendance at lectures, tutorials 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. Please see section on Illness, Absence and Personal Problems for guidance.

PROBLEMS, GUIDANCE, ETC.

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

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

For detailed information about the Student Absence Policy and how to submit medical evidence via My Campus please see

www.gla.ac.uk/media/media_129312_en.pdf

**CONSIDERATION OF MEDICAL AND OTHER RELEVANT EVIDENCE**

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

**DISABILITY**

The School Disability Co-ordinator is Dr Margaret Martin. She liaises with the Student Disability Service and is the person to contact if you have any questions about special needs provision. Contact: Room 454, 58 Hillhead Street, email: margaret.s.martin@glasgow.ac.uk  tel: 0141-330 3932.

**CLASS REPRESENTATIVES - STAFF/STUDENT LIAISON**

Class Representatives are elected from the year. The elected Representatives become members of the body entitled to be present at School meetings. Through the Representatives, class views can be given at these meetings and details of other school business relayed back. Meetings with the Course Organiser and Course Team are held as and when needed, at least one per Semester. It is expected, however, that a more informal dialogue is continued with the course organiser and that most problems are dealt with at this level.

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

**STUDENT FEEDBACK OF THE COURSE**

You will be invited to give your assessment of various components of the course. We very much hope that as many of the class as possible will take advantage of this opportunity so that the sample of opinion will be large and (to that extent) representative. It is only when there is no mistaking the message from a class that it is possible to insist on changes and improvements, so you may be doing future Level 1 Psychology students a favour by drawing attention to unsatisfactory aspects of the course - and, of course, by identifying the parts which seem to be well done.

**HEALTH & SAFETY POLICY**

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

Psychology does not require dissection of animals nor does it require animal experimentation as part of its undergraduate degree. Moreover there are no invasive procedures used on human subjects. All apparatus used in experiments has been safety checked and approved. It is unlikely therefore that a student will encounter any problems.

Nevertheless any student who believes there is a health or safety threat should raise the issue with the course organiser and have the matter entered in the safety log book.
15. PROGRESSION FROM PSYCHOLOGY 1

**Psychology 2A and Psychology 2B (2nd Year)**

To gain entry to Psychology 2A a student will have passed Psychology 1A/1B at an average of grade D or better. Class sizes in Level 2 are limited to 300 students. Students who aim to progress to Honours level will be given priority with remaining places offered to students wishing to extend their knowledge of Psychological research.

**Lectures**

Module 2A contains lectures in the following areas:

- Cognitive Psychology
- Experimental Design
- Perception & Visual Cognition
- Psychobiology
- Statistics and Research Methods

Module 2B contains lectures in the following areas:

- Applying Psychology
- Developmental Psychology
- Individual Differences
- Social Psychology
- Statistics and Research Methods

**Coursework and Exams**

In each of Psychology 2A and Psychology 2B, the following coursework and examinations will apply:

- Practicals
- Tutorials - fortnightly
- 1 Essay and 1 Laboratory Report
- Examinations - at present 1 x 2 hour exam. Continuous assessment will offer 50% course work and 50% exam.

**Deferment of Entry to Psychology 2A/2B**

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

**Progression to Level 3**

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

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

Students who do not satisfy each of these two conditions will not normally be allowed into Level 3 honours Psychology.

The overall grade at Level 2 is made up as follows:

- Class Essays in Psychology 2A/2B contribute 25%
- Laboratory Portfolios in Psychology 2A/2B contribute 25%
- Degree examinations in Psychology 2A/2B contributes 50%

**Level 3 Lectures**

Lecture courses are currently given on:

<table>
<thead>
<tr>
<th>Cognitive Psychology</th>
<th>Conceptual &amp; Historical Issues</th>
<th>Human Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception &amp; Visual Cognition</td>
<td>Individual Differences</td>
<td>Physiological Psychology</td>
</tr>
<tr>
<td>Professional Skills</td>
<td>Social Psychology</td>
<td>Statistics</td>
</tr>
</tbody>
</table>

**Level 3 Coursework**

- Tutorials
- 2 Critical Reviews
- 2 MiniProjects
- 1 Professional Skills Portfolio
- Individual research presentations at Reading Party
- Part 1 of Honours Exams (approximately 40%)
**Psychology Level 4**

In-depth “options” are offered in final honours, with single honours students currently selecting 9 from a range of 21.

**Course Work**

- 1 MaxiProject
- 9 options with exams and continuous assessment

**16. British Psychological Society**

**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 Maxi Project) must be passed for GBC. Further information may be obtained by referring to the BPS website: [www.bps.org.uk](http://www.bps.org.uk)

**Undergraduate Membership of the BPS**

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

**17. Library Resources for Psychology Students at Glasgow University**

The main University Library is the twelve-storey building located at the top of Hillhead Street next to the School of Psychology. Your ID card is also your Library card and you must have it to gain entry to the building. The Library is open from 7am to 2am, seven days a week for 361 days of the year.

The University Library has excellent undergraduate IT facilities - clusters of networked PCs are now available throughout the building with further PCs are available in the round Reading Room. Wired and wireless facilities also exist for students with their own laptops. Most of the public areas are now wireless enabled and the study desks have power points for laptop plug-in.

Help with setting up wireless access on your laptop, tablet or smartphone is available from the IT support staff on Level 3.

The Library is zoned to provide both social study spaces and quiet study space. Different areas have individual study carrels, group study rooms and group seating areas available. To book a group study room speak to the staff at the Welcome desk on Level 2.

The Short Loan Collection (housed on Level 2) provides multiple copies of the most heavily used books. The Library's on-line system (available from the home page) helps you to find books by author, title and/or keywords. 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 available for longer loan periods are located predominantly on Level Five. If you experience problems accessing material that you need for your course please contact Heather Worlledge-Andrew, the College Librarian.

An extensive range of journals is also available via the Library system.

Many books and journals are now available electronically in full text and the Library system will tell you when these are available. 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. Paper copies of Psychology journals can be found in their own sequence on Level Five. Various bibliographic databases such as Web of Science and PsychInfo are available to help you locate relevant journal articles on your topic.

Videos are available via the Library YouTube channel to show you around the building, how to find and borrow a book or journal and how to access past exam papers. ([http://www.youtube.com/user/uofg](http://www.youtube.com/user/uofg))

You can access the Library system from your Smartphone by going to [http://m.lib.gla.ac.uk](http://m.lib.gla.ac.uk). You can renew your books and look up whether a book or journal is in the Library while in the way to and from campus. All the databases and
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.

Throughout the academic year Heather, working with academic staff, provides support via e-mail and appointment and through an online interactive course. The course will teach you how to decide what type of information you need for your different assignments, how to locate and access the full text of books, journal articles, official reports and more and how to assess the quality of what you are finding along with how to produce a references lists in the correct format.

The Psychology Subject page can be found on the Library website at: www.gla.ac.uk/services/library/howtofindinformation/whatsyoursubject/psychol

There are reciprocal arrangements for students to permit them to use the library resources of Strathclyde and Glasgow Caledonian Universities and the city's central reference library, the Mitchell. The latter is one of the country's leading reference collections. Students experiencing any problems in using the Library or finding material can contact the College Librarian, Heather Worlledge-Andrew. She has an office on level 8 of the Library (rm.806) and can be contacted by e-mail on Heather.Worlledge-Andrew@glasgow.ac.uk or by telephone on extension 6722.

18. STUDENT REPRESENTATIVE COUNCIL (SRC)

How the SRC can help you

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

Advice Centre:
The SRC employ 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 10-4 (Mon-Thurs) and 10-3 (Fri). You can also contact this service via advice@src.gla.ac.uk.

Vice President (Learning and Development):
The VP Learning oversees the whole student representative system, including providing the training. (S)He also represents the views of all students to the University on a variety of Committees. If you have a matter relating to your education, which you feel requires attention, do not hesitate to get in touch via vp-learning@src.gla.ac.uk or by dropping in to the SRC offices in the John MacIntyre Building on University Avenue.

This and all other information about the SRC is available from our website at www.glasgowstudent.net.
19. LOCATION OF SCHOOL OF PSYCHOLOGY AND LABS
20. LEVEL 1A/1B PSYCHOLOGY WORK RECORD (2013 - 2014)

<table>
<thead>
<tr>
<th>COURSEWORK 1A</th>
<th>HAND-IN DATE</th>
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<tbody>
<tr>
<td>Lab 1 (available from Sept 30 to Oct 18)</td>
<td>To be completed by 18 October</td>
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<tr>
<td>Group Project</td>
<td>To be completed w/b 28th October</td>
</tr>
<tr>
<td>Essay</td>
<td>To be submitted by 4th November</td>
</tr>
<tr>
<td>Lab 2 (available from Oct 21 to Nov 8)</td>
<td>To be completed by 8 November</td>
</tr>
<tr>
<td>Report (Based on Lab 2)</td>
<td>To be submitted by 18th November</td>
</tr>
<tr>
<td>Lab 3 (available from Nov 11 to Nov 29)</td>
<td>To be completed by 29 November</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSEWORK 1B</th>
<th>HAND-IN DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 1 (available from Jan 20 to Feb 7)</td>
<td>To be completed by 7 February</td>
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<tr>
<td>Group Project</td>
<td>To be completed w/b 17th February</td>
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<tr>
<td>Report 1 (based on Lab 1)</td>
<td>To be submitted by 24th February</td>
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<tr>
<td>Lab 2 (available from Feb 10 to Feb 28)</td>
<td>To be completed by 28 February</td>
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<tr>
<td>Essay</td>
<td>To be submitted by 17th March</td>
</tr>
<tr>
<td>Lab 3 (available from Mar 3 to Mar 21)</td>
<td>To be completed by 21 March</td>
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Failure to submit work will result in an email sent to you and copied to your adviser.

21. FEEDBACK CALENDAR FOR 2013-14

LEVEL 1A

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Work hand in date</th>
<th>Feedback available date</th>
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<th>Comments generic/individual</th>
<th>Written or oral</th>
<th>Discussion individual or class</th>
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<td>18 Oct</td>
<td>Marks on day completed Paper returned 18 Oct</td>
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<td></td>
<td></td>
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<tr>
<td>Report 1</td>
<td>18 Nov</td>
<td>wb 9 Dec (if handed in on time)</td>
<td>staff</td>
<td>yes</td>
<td>both</td>
<td>written</td>
<td>tutorial</td>
</tr>
<tr>
<td>Lab 2</td>
<td>8 Nov</td>
<td>Marks on day completed Paper returned 8 Nov</td>
<td>online</td>
<td>yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay</td>
<td>4 Nov</td>
<td>wb Nov 25 (if handed in on time)</td>
<td>staff</td>
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</tbody>
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N.B. Feedback is an ongoing, important part of learning. Tutorials are all part of feedback, as are more informal discussions with your tutor and peer group. Remember, however, that feedback is only of use if it is read, digested and acted on.
### Level 1B

<table>
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<th>Assignment</th>
<th>Work hand in date</th>
<th>Feedback available date</th>
<th>Marked by</th>
<th>Mark given yes/no</th>
<th>Comments generic/ individual</th>
<th>Written or oral</th>
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