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1 Overview of M.Sc. Psychology (Conversion) Programme

1.1 Introduction
Welcome to the School of Psychology. This programme in Psychological Science is aimed at students who have previously studied a Science subject at university and who achieved an upper second class degree classification. It is particularly well suited to Life Science subjects such as Physiology or Neuroscience. Taking this conversion course allows students to work across both disciplines and have Graduate Basis for registration with the subject’s accrediting body, the British Psychological Society. It will also stretch you intellectually, and provide you with skills that will be helpful in your future career. We hope that you will enjoy your time here in Glasgow. If there is anything you are not sure about, please contact the Programme Director, Dr Margaret Martin.

This handbook has been designed to provide an overview of the programme, and to summarise the University regulations that apply to this course and postgraduate courses in general. Sections worded ‘the student must’ or ‘the student is required’ should be given particular attention because they constitute the regulations of the Graduate School (in our case, the College of Science and Engineering or COSE). This handbook does not, however, cover information about registration or payment of tuition fees. Students will use My Campus to register. Further details can be found at http://www.gla.ac.uk/services/registry/support/registration/newstudents. It is worth pointing out that whilst we hope you find this handbook useful, errors do occur and there is always room for improvement, so if you have any comments on content or omissions please let us know.

1.2 Structure of the M.Sc.

Along with the core courses, students will choose three optional courses. There are two specialised streams included in the programme, Psychology with Cognitive Neuroscience (PCN) and Clinical Psychology (CP). For PCN and CP students there are a range of specialist options to choose from. Students who do not wish to specialise have a free choice of a wide range of options.

Students will also undertake a Research Project (dissertation) which is the final component of the BPS accreditation. For specialisations in PCN or CP the dissertation has to be in that area of research.

1.3 Aims and Objectives
The programme is designed to provide students with a broad and critical awareness of psychological theory and practice and provides a range of courses and practical experience in relevant methods for scientific research. It is anticipated this approach will help students develop enquiring, problem-oriented minds with sufficient awareness of important research and applications in psychology to enable successful pursuit of careers in psychology and related disciplines. In addition, graduates from the M.Sc. will have a range of generic intellectual and practical skills including initiative, self-reliance and critical ability, which are easily adaptable to the needs of the labour market. The depth of knowledge acquired during the programme meets the requirements for graduate membership of the British Psychological Society (BPS)
Intended Learning outcomes
By the end of this programme, students will be able to:

- Critically evaluate principal and specialised theories of psychology
- Identify, interpret and evaluate contemporary and historical research in psychology
- Discuss ways in which psychological theory can inform practice
- Identify the ethical issues raised when people participate in psychological research or receive psychological treatment
- Identify the contrasting perspectives as to the nature of science and to argue as to the extent that Psychology may be considered scientific
- Critically evaluate the influence of social, cultural and historical factors on psychological theory and research.

Skills and Other Attributes
By the end of this programme, students will be able to:

Subject-specific/practical skills

- Evaluate psychological research design and methodologies
- Use a range of statistics and research methodologies appropriate to psychology
- Plan and carry out Psychology research projects, writing them up as journal style reports.
- Design and conduct an original, significant empirical research project on a psychological topic.

Intellectual skills

- Identify, conceptualise and define new and abstract problems in psychology
- Demonstrate original and creative responses to problems and issues within psychology.

Transferable/key skills

- Critically review, consolidate and extend knowledge, skills, practices and thinking in a discipline
- Demonstrate written and graphical communication skills.

1.4 Programme Director and Programme Administrator details
The Programme Director is Dr Margaret S Martin:

Room 454
School of Psychology
58 Hillhead Street
Tel: 0141 330 3932
Email: Margaret.S.Martin@glasgow.ac.uk

The Programme Administrator is Robyn Walker:
Room 239
School of Psychology
58 Hillhead Street
Tel: 0141 330 6173
Email: robyn.walker@glasgow.ac.uk

1.5 Quality Assurance
A detailed description of quality assurance measures is given as a separate chapter below. In particular, you should note that:
**Course Evaluation**

General feedback about the course is obtained from:
1. questionnaires to students at the end of each teaching Semester;
2. informal comments and questions;
3. external examiners’ course reports.

**Appeals**

An appeal must be despatched in writing to Mrs Pat Duncan, Head of Academic & Student Administration, College of Science and Engineering, Room 318 Level 3, Boyd Orr Building, Glasgow G12 8QQ within 14 days of the intimation to the student of the decision against which he or she is appealing, stating the grounds of the appeal. Appeals will not be entertained against marks or decisions of examiners, or other matters of academic judgement, but only on grounds of unfair procedure or medical evidence.

## 2 M.Sc. Psychology (Conversion) Programme: In Depth

### 2.1 Admission

The requirement is that the applicant has already obtained a second class honours degree, class 2:1, in a Science subject.

Applicants from overseas must conform to the University’s proficiency in English language requirements. Details can be found on the Psychological Science programme page, under the tab ‘Entry Requirements’. Please see: [www.gla.ac.uk/postgraduate/taught/psychologicalscienceconversion/](http://www.gla.ac.uk/postgraduate/taught/psychologicalscienceconversion/)

You will register for the course via My Campus – details of when and how you should do this will be sent to you by the Admissions Service before the programme begins.

### 2.2 Programme Requirements

The programme is offered on a full-time basis only, the normal period of study being 12 months, starting at the beginning of the academic year in September/October.

Each candidate shall undertake a prescribed course of study and shall also be required to submit a project report.

For administrative purposes students are located in the College of Science and Engineering.

### 2.3 Programme Structure

The components of the M.Sc. Psychology (conversion) are as follows:

**Core Courses**
- Cognitive (10 credits)
- Human Development (10 credits)
- Individual Differences (10 credits)
- Physiological Psychology (10 credits)
- Research Methods (40 credits)
- Research Project (Dissertation) (60 credits)
- Social (10 credits)
Optional Courses  (All courses are 10 credits)
Students who wish to specialise in Neuroscience should choose 3 options from this list

- Cognitive Neuroscience of Ageing
- Cognitive Neuroscience: Insights into Brain Plasticity
- Computational Neuroscience
- fMRI
- Neuropsychological Deficits
- Neuroscience of Decision Making

Students who wish to specialise in Clinical Psychology should choose 3 options from this list

- Atypical Development
- Autism Spectrum Disorders
- Current Trends in Clinical Psychology
- Psychology and Biology of Mental Disorders
- Sleep and Circadian Timing

Students who do not wish to specialise should choose 3 options from this list

- Advanced Qualitative Methods in Psychology
- Advanced Topics in Evolutionary Psychology
- Atypical Development
- Autism Spectrum Disorders
- Cognitive Neuroscience of Ageing
- Cognitive Neuroscience: Insights into Brain Plasticity
- Computational Neuroscience
- Concepts and Empirical Results in Education
- Current Trends in Clinical Psychology
- fMRI
- Forensic Psychology
- From Visual Awareness to Free Will
- Interaction and Communication
- Language and Meaning
- Leadership
- Neuropsychological Deficits
- Neuroscience Of Decision Making
- Positive Psychology
- Psychology of Biology and Mental Disorders
- Sleep and Circadian Timing
- Social Cognition

Total Credits: 180 credits

2.4 Teaching Methods
The programme comprises a total of approximately 200 contact hours with students. Contact hours include lectures, lab classes, tutorials (in Semester 2), and meeting with supervisors. Please note that lecture notes and recordings (where appropriate) will be made available on the University’s Virtual Learning Environment: Moodle.

2.4 Timetable
Your timetable can be found on MyCampus.
2.5 Assessment
A variety of assessment methods are used as appropriate to the subject matter of the different courses. These include examinations, essays, critical reviews, lab reports, case study reports, electronic presentations, oral presentations and podcasts.

The assessment scheme and our method for aggregating marks across courses conform to the university’s standard assessment scheme below.

<table>
<thead>
<tr>
<th>SCHEDULE A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary verbal descriptors of attainment of intended Learning Outcomes</strong></td>
</tr>
<tr>
<td><strong>Aggregation Score</strong></td>
</tr>
<tr>
<td><strong>Secondary Band</strong>*</td>
</tr>
<tr>
<td><strong>Gloss</strong></td>
</tr>
<tr>
<td><strong>Primary Grade</strong></td>
</tr>
<tr>
<td><strong>ALL COURSES</strong></td>
</tr>
</tbody>
</table>

| A | Excellent | A1 | 22 |
| A2 | 21 |
| A3 | 20 |
| A4 | 19 |
| A5 | 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 judgement relating to key issues, concepts and procedures.

| B | Very Good | B1 | 17 |
| B2 | 16 |
| B3 | 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 | 14 |
| C2 | 13 |
| C3 | 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 | D1 | 11 |
| D2 | 13 |
| D3 | 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 | 8 |
| E2 | 7 |
| E3 | 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 | 5 |
| F2 | 4 |
| F3 | 3 |

Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions.

| G | Very Poor | G1 | 2 |
| G2 | 1 |

Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation.

| H | | 0 |

No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary.

| CR | CREDIT REFUSED | | |

Failure to comply, in the absence of good cause, with the published requirements of the course or programme, and/or a serious breach of regulations.

2.6 Reassessment
If students fail to meet the threshold grade C3 for the award of the degree the Board of Examiners may approve that reassessment of the dissertation or substantial piece of coursework is allowed. Only one resubmission is permitted. The Programme Director will advise students in this position.
2.7 Submission
All coursework should be submitted by 12 noon on the hand-in day to Mrs Robyn Walker (Programme Administrator), Reception, 58 Hillhead Street. Also by the submission deadline, all coursework must be uploaded to plagiarism-checking software. Students will have the option of submitting a draft which can be reviewed before making a final electronic submission that matches exactly the hard copy that is handed in. More details of electronic submissions will be made available on Moodle.

All written coursework should be word processed using A4 paper, 1.5 spaced text in a standard font such as Arial, Geneva, or Times Roman, with a standard point size of 11 for main text. It should be written in the English language and adopt American Psychological Association (APA) conventions.

All work must be submitted with a Title page.

Penalties for Late Submission
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. Deadlines can be found on the programme Moodle page.

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

- Work submitted not more than five working days after the deadline will be assessed in the usual way;
- The primary grade and secondary band so determined will then be reduced by two secondary bands for each working day (or part of a working day) the work was submitted late;
- Work submitted more than five working days after the deadline will be awarded Grade H (zero).

Penalties for late submission of coursework will not be imposed if good cause is established for the late submission following 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

Penalties will be applied if work is not submitted by the due date, without good cause.

2.8 Deadlines and Penalties
The University now operates a strict policy regarding extensions. Students may be granted a 3 day extension only to any piece of assessment as long as they complete and submit a ‘Good Cause’ form when they submit their work. Good cause will be considered on two grounds:

- Health: you must enclose a letter from your doctor with your application;
- Personal circumstances: preferably you should enclose a letter from your doctor or provide a letter from the Student Counselling Service with your application. (The Student Counselling & Advisory Service is located at 65 Oakfield Avenue, tel.: 0141 330 4528 / http://www.gla.ac.uk/services/counselling/).

Your Good Cause should be submitted directly through MyCampus.
2.5 Late 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 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 contact your programme co-ordinator, Dr Margaret Martin, or the School Exams Officer, Dr Niamh Stack (margaret.martin@glasgow.ac.uk; niamh.stack@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 My Campus and select My Good Cause. You should also upload any supporting evidence.
- Good Cause forms must be completed within a week of the assessment date.
- All Good Cause applications will be considered by the course convener Dr Margaret Martin, 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 convener who must 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.
- 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.
- 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 C3, 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 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.

**Instructions on Submitting Good Cause**
If you miss an examination or an assessment deadline during this examination diet, or if you believe your assessment performance has been affected by adverse circumstances, you should submit a Good Cause Claim, and this must be via MyCampus.

Submission of a Good Cause Claim is the mechanism which allows your circumstances to be considered by the Board of Examiners. Please note all Good Cause Claims must be submitted within a week of the date of the affected assessment.

To submit a Good Cause Claim* on MyCampus:
1. Go to the ‘Student Center’ and select *My Good Cause* from the Academics menu.
2. Select the relevant course(s).
3. Complete the report in MyCampus (there is provision for particularly sensitive information to be provided separately, out with the system, but a claim report must still be entered into MyCampus).
4. Add supporting evidence by uploading documents. (Scanners are available on level 3 of the University Library).

*If you miss an examination due to adverse circumstances submit a Good Cause Claim instead of an Absence report.

If you encounter any difficulties with this process please contact Dr Margaret Martin immediately to let her know you have a problem with your Good Cause Claim.

**What Will Happen to Your Good Cause Claim?**
The Course Administrator and/or Course Co-ordinator will ensure that your claim is considered and this will be in accordance with the section of the Code of Assessment which covers incomplete assessment and good cause (paragraphs 16.45 to 16.53). The outcome of your claim will be posted into the Approval Information section on your Good Cause Claim in MyCampus. 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.

**2.9 Plagiarism**
During your time as a student at the University you will carry out a number of assignments. You are expected to present your own work and thought, substantially in your own words. However, you will often draw on other people's work from books, reports and articles. Sometimes students are tempted to 'borrow' chunks of material (verbatim or with minor alteration) and use it as their own. This is plagiarism.

There is nothing wrong with using other people's information, ideas and occasionally their words in a brief quotation. Indeed, you will be encouraged to read widely and to develop or criticise views expressed by others. However, you must be very careful to ensure that any information or ideas which come from outside sources are acknowledged.

Where you use a book or report as a source for your discussion, the work should be cited in the text and included in the reference list. Direct quotations, such as paragraphs from
books or reports, must be placed in quotation marks and the source cited immediately after the quotation. If you are not sure how to acknowledge a source, seek advice from the course organiser or tutor.

Full information on the University’s Plagiarism Policy can be found at: http://www.gla.ac.uk/services/sls/plagiarism/

2.10 Ethical Clearance

M.Sc. Projects

M.Sc. students should obtain ethical clearance for their projects using the ethics form on the programme Moodle site. This is filled out by the student and checked by the supervisor. It is then submitted online to the College Ethics Committee for approval.

IMPORTANT:

If the project involves working with vulnerable groups (e.g. children or persons with disabilities), students should seek approval from the College Ethics Committee as above. In addition students should seek advice about whether they need to join the “Protection of Vulnerable Groups Scheme (the PVG Scheme, former Enhanced Disclosure Scotland scheme)”. The University policy regarding this issue is available at: http://www.gla.ac.uk/services/humanresources/mgrs-admin/mgr-guidance/pvgscheme/

If the project involves working with clinical populations or data from the NHS, students have to submit a proposal to the NHS research Ethics System. Forms are submitted through the integrated research applications system (IRAS) available here: https://www.myresearchproject.org.uk/

Guidance from the University of Glasgow can be found at: http://www.gla.ac.uk/services/rsio/researchstrategypolicies/ourpolicies/ethicshomepage/

3. Staff & Teaching Resources

3.1 Staff Resources

Staff roles and contact details are listed. Enquiries should normally be made to the M.Sc. Administrator in the School Office in the first instance.

<table>
<thead>
<tr>
<th>Staff &amp; their Roles in M.Sc.</th>
<th>Location</th>
<th>Email</th>
<th>Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Stephany Biello</td>
<td>Psychology, 58 Hillhead St.</td>
<td><a href="mailto:Stephany.Biello@glasgow.ac.uk">Stephany.Biello@glasgow.ac.uk</a></td>
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</tr>
<tr>
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<tr>
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<td>4961</td>
</tr>
<tr>
<td>Name</td>
<td>Position/Fields</td>
<td>Email</td>
<td>Phone</td>
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</tr>
<tr>
<td>Dr Dely Elliot</td>
<td>(Advanced Qualitative Methods) Education, St Andrews Building</td>
<td><a href="mailto:Dely.Elliott@glasgow.ac.uk">Dely.Elliott@glasgow.ac.uk</a></td>
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<tr>
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</tr>
<tr>
<td>Dr Monika Harvey</td>
<td>(Neuropsychological Deficits) Psychology, 58 Hillhead St.</td>
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<tr>
<td>Dr Rachael Jack</td>
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<td><a href="mailto:Rachael.Jack@glasgow.ac.uk">Rachael.Jack@glasgow.ac.uk</a></td>
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<td>Prof Ben Jones</td>
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<tr>
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<td>(Computational Neuroscience) Psychology, 58 Hillhead St.</td>
<td><a href="mailto:Christoph.Kayser@glasgow.ac.uk">Christoph.Kayser@glasgow.ac.uk</a></td>
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<td>Dr Kerry Kilborn</td>
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<td>4686</td>
</tr>
<tr>
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<tr>
<td>Dr Phil McAleer</td>
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<tr>
<td>Dr Guillaume Rousselet</td>
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<tr>
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<tr>
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<td>Prof. Gregor Thut</td>
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<td>4757</td>
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3.2 Pastoral Resources
There are a range of pastoral support and student guidance systems in place for students on the M.Sc. programme:

**M.Sc. Programme Director**
The M.Sc. Programme Director’s role is to supervise the delivery of the M.Sc. Programme and monitor the overall student experience. She may be called upon to advise students as a group or individually on their performance, concerns or complaints about the M.Sc. programme. She will deal with queries from students and staff.

**Course Organisers**
Students are encouraged to approach course organisers with any concerns about issues relating to a particular course or to discuss progress. Organisers must provide advice on assignments and appropriate feedback on work. Consultation hours of teaching staff are regularly posted on their office doors, on the screen in the entrance to the School, and on the web. Staff also regularly support students through Moodle forums.

**Dean for Graduate Studies**
Students may also consult the Dean for Graduate Studies, Professor Susan Waldron (Susan.Waldron@glasgow.ac.uk), if all other consultations have failed to resolve issues. To make an appointment, contact the College office.

**Effective Learning Adviser**
The College of Science & Engineering employs an Effective Learning Adviser whose role is to assist students, particularly mature students and non-graduates, to maximise their potential. The Effective Learning Adviser runs regular study skills work-shops and students may self-refer or be referred by the course organiser for one to one sessions. Contact Dr Nathalie Sheridan at nathalie.sheridan@glasgow.ac.uk. (See also: [http://www.gla.ac.uk/services/sls/offer/learningadvice/scienceengineering/]().) Dr Sheridan has scheduled classes on Tuesday afternoons for Psychology M.Sc. student. More information about these classes will be made available on Moodle.

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

3.3 Teaching Resources
**Access to books**
Difficulties in gaining access to books and materials are one of the main problems which students consistently say that they face. As assignment deadlines loom there are always many students chasing the limited number of copies of key texts. The University is clear that it cannot afford to buy many multiple copies of texts and still maintain the wide range of more specialist material. **Students are expected to have access to copies of any**
books which are considered essential reading for each subject. These books can usually be purchased from John Smiths University bookshop or Amazon.co.uk.

Course Organisers for the programme are asked to ensure that any books or reports that they include in reading lists are stocked by the University Libraries and that the University bookshop is informed about key reading recommended for purchase. In addition, lecturers place lecture slides via the school web-site. In most cases, students will be given references which are easily accessible via the University’s extensive E-journal collection.

**Libraries**

Students also have access to the Main University of Glasgow Library and the Reading Room. These possess a range of books and access to computing and IT facilities. The main library hosts a large collection of works on a much wider range of subjects. It is recommended that students familiarise themselves with cataloguing, searching and accessing systems of the library. Courses are frequently run and details of all university library facilities and collections and searches can be found on the library Webpage at: http://www.lib.gla.ac.uk

The School Librarian is Roma Thompson (Ms. Roma.Thompson@glasgow.ac.uk; 0141 330 6711).

Opening hours for the various libraries are listed on the library web site: http://www.gla.ac.uk/services/library/usingthelibrary/openinghours/

**Photocopying**

Students may photocopy material available from the University Libraries but must comply with the Copyright, Designs and Patents Act, 1988. This permits limited photocopying by an individual in connection with their research or private study. **Students may make a single copy of one article from any issue of a journal or periodical and no more than 5 per cent, 4,000 words or one chapter from a book.** Photocopiers are available for student use in the University Library.

**Moodle**

There is a dedicated Moodle (VLE) site containing course information, lecture slides, podcasts of lectures, links to external sites, and student forums.

**Information Technology**

All students can access a desktop computer with basic software (i.e. Microsoft office, e-mail) and internet access, plus some specialist software such as SPSS and E Prime in the suite of labs in the Boyd Orr Building.

There are also lab booths and rooms both in the Hillhead site and Boyd Orr for student project work, together with access to specialist labs in Hillhead Street.

In addition there are open access facilities in the University Library. Opening hours vary but some are open until 10 p.m. and on Sundays, although more restricted hours apply during vacations.

**Students using University computers must comply with the University’s computer regulations, including the data protection principles of the Data Protection Acts. The Computers may only be used for academic purposes.**

The I.T. Education Unit runs a range of courses designed to allow students to acquire basic computing skills. For more information, consult the web page:- http://www.gla.ac.uk/services/it/forstudents/ittraining/.
**Language Support and Training**
Where necessary, students can participate in language training offered by the University of Glasgow Language Training Centre. See [http://www.gla.ac.uk/services/languagecentre/](http://www.gla.ac.uk/services/languagecentre/) for more information.

**Access to School, 58 Hillhead Street**
The building, entered through 58 Hillhead Street, has three hot-desking rooms (207A, 206A and 103) dedicated to PGT students. These rooms contain desks and computers. You will not have a personal desk but can use the facilities when required. Please note that there are other PGT courses also with access to these rooms so there may not always be a desk free for you to use.

Entry to the building for your course members is restricted to working hours, normally 9-5 weekdays. You will need to vacate the building by 4.45pm. **You may not bring anyone else into these rooms at any time.**

You will be running participants in experiments throughout the year and sometimes this will be in lab space either in 58 Hillhead Street or in the Boyd Orr Building. Again, office hours apply.

**Access to Labs in the Psychology Teaching Centre**
The Psychology Teaching Centre is located in the Boyd Orr building, and hosts additional spaces where you can access computers, as well as two testing clusters. Room 520 has computers which can be used from 10am to 4.45pm daily, Monday to Friday. Further testing clusters and rooms are available subject to booking or teaching use. Information about these spaces will be made available via Moodle. Lab classes will take place in Rooms 517 and 603 in the Teaching Centre.

**Etiquette**
When you are in the school premises you are expected to respect the working offices and keep as quiet as possible. This is especially important when you are running experiments and have participants in the building. You must meet them at the waiting room and accompany them to the lab, and back to the front door after the experiment has been run. When using the Psychology Teaching Centre, you need to be respectful of any classes that are being taught. Information about the availability of the space will be shared via Moodle. Please note that Rooms 517 and 603 hosts many classes so please exit them promptly at the end of class. The Psychology Teaching Centre closes at 4.45pm prompt (2.45pm on Fridays).

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

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

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

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

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

**Recording of Classes**
The use of recording devices is permitted in this course only to students who have been deemed so eligible by the University’s Disability Service and only in classes where recordings are not made by the lecturer. Ask permission before making recordings. Lectures in the core subjects will be recorded and these recordings will be made available via Moodle. In options classes there are often classroom discussions so it is at the discretion of the lecturer whether they will make recordings available. Use of any recorded lectures or other classes are subject to the conditions laid out in the University Recording Policy available here: http://www.gla.ac.uk/media/media_359179_en.pdf. Read this policy before using recordings. Due to classroom discussions, no recordings will be allowed in the lab classes.

**Photocopying in School of Psychology**
You will have access to photocopying facilities for project materials only. Ask for the photocopy card at reception in 58 Hillhead Street.

**3.3 Other Facilities**

**Student Unions and the SRC**
The University has two student unions - the Glasgow University Union and the Queen Margaret Union. Both offer a range of facilities. In addition, the Students’ Representative Council represents student interests and is the recognised line of communication with the University authorities. For further information see: http://www.gla.ac.uk/studentlife

**Sports**
Full-time and part-time students may join Sports and Recreation for an annual fee. This gives access to the Stevenson Building (on Oakfield Avenue), Garscube Sports Complex (off Maryhill Road). Facilities at the Stevenson Building include cardio and strength suites, sauna, steam room, swimming pool, squash courts and exercise studio and activity hall. There is also an extensive programme of classes and courses on a wide range of activities. The Garscube Complex has a range of outdoor facilities including rugby, cricket, football, and tennis. For further information see: www.glasgow.ac.uk/services/sport.

**Student accommodation**
The University has a large number of places in student accommodation which is owned or managed by the Student Accommodation Service. This accommodation includes both
self-catering and seven day catering and ranges from houses in Hillhead to the student village in Maryhill. Priority for accommodation is given to full-time students who are new to Glasgow and live too far away to be able to visit to find accommodation. The Accommodation Office also maintains a register of private rented accommodation and will help students to search for accommodation. However, this is an information service only.

http://www.gla.ac.uk/services/residentialservices/

University Nursery
Students with children may apply to use the University Nursery, which takes children between the ages of three months and five years. There are 74 full-time equivalent places for the children of staff and students throughout the University so places are restricted. However, the University operates a priority system geared towards single parents and those with no other means of childcare. There is also a sliding scale of fees to ensure that funding is not a barrier to childcare. Further information is available from the Manager, University of Glasgow Nursery, 28 Hillhead Street. Application forms, including details of subsidies (which are means-tested and strictly limited), are available from the University Court Office (Telephone 0141 330 6441).

http://www.gla.ac.uk/services/nursery/

Culture
If you have time to spare(!), the University Visitor Centre, the Hunterian Museum and the Hunterian Art Gallery (all on the campus) are all worth a visit. The newly refurbished Kelvingrove Art Gallery and Museum is ten minutes’ walk away. Further details of University Facilities are available on the Internet at http://www.gla.ac.uk.

4 Quality Assurance

Quality assurance is carried out at a number of levels.

4.1 Quality Assurance Agency
The Quality Assurance Agency for Higher Education has as its mission the safeguarding of the public interest in sound standards of higher education qualifications and to encourage continuous improvement in the management of the quality of higher education.

4.2 University Quality Assurance
The process is devolved in Scotland, where enhancement-led institutional review (ELIR) has been designed in collaboration and consultation with Universities Scotland and its member universities and colleges, the student bodies in Scotland and the Scottish Higher Education Funding Council. It is an integral element of the enhancement-led approach to managing quality and standards in Scottish higher education. ELIR focuses on the deliberate steps taken by each university or college of higher education to continually improve the learning experience of students.

As part of this process the Senate monitors all aspects of course development, approval and implementation, together with pass rates, grade distributions and a range of quality indicators. This is achieved by a policy of new course approval, and an annual course monitoring process involving a range of staff and student feedback mechanisms. In addition there is a periodic full review of school teaching, titled The Periodic Subject Review.

4.3 School Quality Assurance
The agent for quality assurance issues on the M.Sc. is the school's Teaching Management Group. This committee works closely with the school's postgraduate
committee by receiving and discussing reports from the external examiner, dealing with issues of concern and overseeing the smooth running of the course. Student feedback and comments are discussed at every meeting and action taken where appropriate.

4.4 External Examiner
The M.Sc. is overseen by two External Examiners who are responsible for ensuring that academic standards are maintained and for the interpretation and implementation of the course regulations. The Board of Examiners currently meets once a year and is chaired by the M.Sc. Programme Director. The External Examiners make a valuable contribution in providing the programme team with feedback on teaching quality while monitoring student feedback.

External Examiners are required annually to report on the standard of the programme, and the effectiveness and quality of the exam procedures. Following discussion of these reports by the course teachers, their views and any actions to be taken are reported to the Higher Degrees Committee and, following this, a report is made to the Quality Assurance Office of the University.

Student Feedback
Student feedback is an important part of the overall evaluation of the M.Sc. Students’ views are sought, or made known, in a number of ways:

Individual Contact with Staff
All students are encouraged to approach individual course organisers with problems. Organisers have a responsibility to ensure that each year of the course runs smoothly.

Staff/Student Consultation
Staff-student interaction on a programme-level takes place with student representatives and the M.Sc. Programme team. Meetings will be at least once per semester. You will be asked to elect a postgraduate representative to take your views to staff/school meetings and other college committees.

Course Questionnaires
Students are occasionally asked to complete questionnaires assessing and commenting on course organisation, teaching quality, methods of assessment, reading and overall satisfaction. Findings of the questionnaires are discussed with course organisers, Teaching Management Group, students, and external examiners. Action is taken to implement changes wherever appropriate and feasible.

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

The contact hours for the course will consist of lectures, labs, and small group teaching. However, most of your learning will however come through your private study - time spent reading, thinking and preparing for assessment. This is especially important in a conversion course as you will probably not have a Psychology background and will have to prepare well before classes. We will guide you in this via the virtual learning environment Moodle site where we will load homework exercises and a list of materials you can access for class preparation.

Lectures
During a lecture an academic member of staff will present material to the class, aided by data projection. These lectures may be recorded and shared as a podcast by the lecturer along with lecture notes made available online via Moodle after lectures. Lectures deliver structured information about a topic area and lectures may consist of facts, theories and explanations and the lecturer’s own views. They are aimed at providing explanations to stimulate your psychological literacy and develop your critical and evaluative thinking so view them as a scaffold of information that you can use as a starting point in your psychological enquiry. A number of starter references will be provided with each lecture.

You should take personal notes during lectures. Note-taking is an important skill, requiring you to listen, identify key points, summarise and write all at the same time. Guidance on taking notes at lectures can be found on the Library web site at http://www.lib.gla.ac.uk/Training/tilt/studyskills.shtml.

Although there are additional materials (lecture slides and podcasts) these are not intended to replace your own note taking, so they are not an alternative to attending lectures. Poor attendance at lectures is likely to affect your grades adversely.

Labs/Small Group Teaching
Labs are the practical element of the course and they provide opportunities for you to addressing specific topics or use specialised software. Attendance at labs is compulsory and a necessary component of the Research Methods assessment. In the labs small groups will be formed in order to carry out the qualitative and quantitative projects and to act as working groups in the labs. Labs and the qualitative mini-project will have scheduled classes, but meetings for mini-projects and other group tasks will be negotiated with your supervisor or group members and so have not been timetabled. Expect to meet with your project/lab group at least once a week outside class every semester.

Private Study
You should also engage in self-directed or private study. This will be absolutely critical to your success and should take up much of your week when not directly in classes. In Semester 1 self-directed study will be a combination of research methods homework and pre-reading for courses and options in semester two as well as work on making a literature review for your Dissertation and designing your research project. You should also sign up for the Masters Dissertation sessions hosted by student learning services details here and new dates are released early in the academic session. We have arrange a series of these sessions tailored to Psychology students, and these will take place in the Psychology Teaching Centre on Tuesday afternoons from October. http://www.gla.ac.uk/services/sls/offer/workshops/scienceengineering/#workshopspostgraduate.
5.1 PSYCHOLOGICAL LITERACY

During your time on the M.Sc. programme you will also work on attributes to enhance your future employment prospects. From our accreditation body the BPS, there is a requirement that:

Students and trainees on accredited programmes are also supported in developing a coherent set of knowledge, skills and values that underpin their psychological literacy and which enable them to apply psychology to real life contexts. Those scientific, critical thinking and ethical skills encapsulate the contributions a psychology graduate can make to the workplace and to society more generally.

Why is Psychological Literacy Important?

Psychology has relevance to any context in which humans work together or where human performance is an issue. However many people find it difficult to imagine why psychology is relevant. It is our job as psychologists to think about this and to apply our knowledge in a wide range of sectors. Many students who take psychology do not or never intend to progress to psychology-oriented jobs. For those students the application of Psychology is even more relevant. Your psychological knowledge and application will make you a valuable member in the work force because you will understand better than most other people how diversity or gender can affect performance, have a better understanding of how an environment can affect people, have insight to how teams work and will be able to synthesise ideas from more sources to make new insights. You will notice that there is overlap between skills for psychological literacy and graduate attributes at the University of Glasgow (http://www.gla.ac.uk/students/attributes/yourattributes/)

How You Learn Skills for Psychological Literacy

These are not skills that can be taught, but rather skills that you gain through experiences, discussion, use of your knowledge and reflection. Our remit is to give you opportunities where you can build and reflect on these skills. Think about this as building a CV of psychological literacy.

We will give you opportunities to develop skills like these; however you need to keep a record of the opportunities that you take and the skills that you develop. You will also find opportunities beyond the course and again need to keep a record of how you have built the above skills on those occasions. To facilitate this, we have made available a personal development recording sheet through Moodle: http://moodle2.gla.ac.uk/mod/resource/view.php?id=219352

This is a unique reflection for each person and it will help you to record the skills that you develop over time as well as allowing you to identify gaps in your skills so that you can seek opportunities to develop them.
6 Feedback

You will receive feedback for your work in several ways including: a mark that you get for an assessment, exam, quiz, lab report or presentation; any comments from a staff member on your work (written or verbal); general feedback to the whole class; peer feedback.

Feedback in the School of Psychology is designed to help you reflect on your work rather than to give you an impression of what the "right answer" might be. Typically a marker has reflected for a little while on what they think has gone well with your work and what can be improved. You can then use their comments to spark your own reflection on your work.

Students often imagine that if they do everything that the marker suggests, their marks will improve. In reality the marker chooses the level at which they provide feedback according to what support they think that you need most from the evidence of your work. For instance if in a research reports you have made a lot of grammatical and spelling errors, have problems with structuring your report or obviously rushed the assessment, the marker will assume that you did not have enough time or that you have some issue in writing in English, so will try to make suggestions to help with those skills. A student that has performed well in the above will get comments about the depth of their examples and evaluation. At each of these levels there will be something that can be improved and so feedback is tailored to the individual student. Throughout your studies the teaching team expect you to gain skills in critical thinking such as interpretation, communication and analysis as you become more and more familiar with Psychological concepts and so with each assignment they expect more from you. By dealing with basic issues in grammar or referencing only, while neglecting skills in critical thinking you may well maintain a grade, but might not always improve your grades. To learn more about the expectations for assignments look at any learning objectives or any advice that is published about your assignments.

Another aspect to keep in mind with feedback is that markers make available not only a few comments specifically for each student, but also provide more extensive general feedback on their feedback sheets and other communications to the class. You need to also use the general feedback sections to spark your reflections. Using this feedback is valuable as you are not focused on your possible mistakes, but rather more broadly on the requirements of the assignment. If many of your feedback comments are about basic issues such as grammar or referencing, these more general comments will give you the best indication of how to improve critical thinking skills.

For Research Reports there will be a feedback sheet attached when your work is returned to you. This will be valuable as it will give you information on how to improve future reports. There will be no individual feedback for examinations as the scripts are not returned to you. The dissertation has ongoing feedback from your supervisor and a short feedback sheet returned to you after marking.

Grade Returns
You will receive marked coursework with a recommended grade attached. We give you the work back so that you can receive the feedback to help you with future assignments; however, the grade is only indicative until it has to be agreed by the exam board later in the year. Final grades will be published via My Campus after exam boards are concluded.
7 Course Outlines (Core)

Introduction
The following pages give details of each of the core and option courses provided as part of the M.Sc. programme in the School of Psychology.

7.7 COGNITIVE PSYCHOLOGY
Course Co-Ordinator: Dr Linda Moxey

Aims
In this course the key theories and experiments in cognitive psychology will be covered with a focus on the areas of memory, language and decision making.

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

- Describe and evaluate key theories on cognitive Psychology and link their evaluation to experimental evidence.
- Discuss evidence and theories regarding the subdivisions of memory.
- Describe and evaluate how semantic information might be organised in the brain, with reference to the network model and category-specific deficits.
- Discuss the factors that influence encoding.
- Discuss consolidation theory.
- Describe and evaluate theories of forgetting and remembering.
- Discuss the evidence regarding which areas of the brain might be involved in encoding, consolidation, and retrieval.
- Discuss errors of commission in light of evidence and what these errors suggest regarding the features and functioning of memory.
- Discuss the different ways in which emotional state is thought to affect the working of memory.
- Understand the methods and concerns of research on language comprehension.
- Recall some of the research on inferences in text understanding.
- Recognise research on syllogistic and conditional reasoning.
- Recall theories of decision making under uncertainty and related experimental evidence.

7.8 HUMAN DEVELOPMENT
Course Co-Ordinators: Dr Ian Bushnell & Dr Kerry Kilborn

Aims
This module provides a review of developmental changes at various points in the human lifespan and presents relevant research and theories.

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

- Discuss research related to the causes and consequences of prematurity and with research evaluating the effectiveness of intervention strategies.
- Describe data collecting procedures in developmental psychology, especially with that related to early infancy.
- Explain the developmental processes at work in infant perception in the auditory, olfactory, gustatory and visual systems and demonstrate insight into inter-sensory integration.
- Explain the early development of perception of the human face.
• Define the key domains of developmental change in middle age.
• Understand the theoretical and evidence base for middle life developmental change.
• Explain and evaluate evidence from a range of empirical studies on age-related change.
• Understand major developmental changes that occur in late life.
• Describe the factors that contribute to cognitive and physical reserve.
• Discuss is the evidence for risk and protective factors in Alzheimer's disease.

7.9 INDIVIDUAL DIFFERENCES
Course Co-Ordinator: Dr Eugene Dawydiak

Aims
This course aims to to build on the study of theories of intelligence and personality covered at Level 2 by introducing a series of key topics within the area of individual differences. To inform the students on current statistical thinking in psychometrics and the key debates in human abilities measurement. To develop the students’ understanding of the major theoretical approaches to the study of personality including Freudian theory, the lexical approach, the trait measurement approach. To introduce the evidence for the 'Big 5' and compare and contrast Eysenck and Cattell's theory. To summarise the evidence on genetics, and personality, and gene environment interactions, emphasising the brain mechanisms involved in personality.

Intended Learning Outcomes
By the end of this course students will be able to:
• Explain the various types of validity: face, content, criterion and construct.
• Analyse the role of factor analysis in construct validity critically.
• Review the key episodes in the historical development of IQ tests.
• Explain the evidence on IQ and genetics.
• Outline the evidence on group differences in IQ.
• Appraise the ideological aspects of the 'race and IQ' debate.
• Criticise the legal and ethical issues involved in psychometric assessment.
• Criticise the attempts to extend he concept and measurement of intelligence beyond that of a general intelligence factor
• Analyse test validity critically.
• Explain what is meant by Personality Theory in Context;
• Define the key concepts in the Psychoanalytic Approach to personality;
• Critically evaluate the developments of Freudian Theories and criticise its evidential basis;
• Critically evaluate evidence for the Trait Approach to Personality;
• Evaluate evidence on the comprehensiveness of the ‘big five’ in explaining variability in personality

7.10 PHYSIOLOGICAL PSYCHOLOGY
Course Co-Ordinator: Prof Stephany Biello

Aims
This module provides a broad-based understanding of classic and contemporary theory and research in the Physiological Psychology covering the core curriculum of the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS) including, the development of the nervous system; the role of genetics and the emergence of behaviour; adolescent brain development; genetic determinants of behaviour; ageing; and vision.
Intended Learning Outcomes
By the end of this course students will be able to:

- Describe the basic anatomical structure of the brain, discuss the evidence that brain regions are specialised, describe the contribution of brain systems to the production of behaviour.
- Describe the structure of cells within the nervous system, outline the structural components of neurones that are necessary for cellular communication.
- Identify the synapse as a method used by neurones for communication, explain how complexity of interconnections allows transfer of information, describe how signal transduction events code specific information within the neuron.
- Identify non synaptic methods of communication within the nervous system, describe how signal transduction events code specific information within the neuron.
- Describe how guidance cues regulate the formation of axonal pathways, outline the factors regulating synapse formation,
- Describe how the survival of neurones is regulated by environment.
- Explain the neuroimaging and neuropsychological evidence to support adolescent brain maturation, outline the possible implications of significant brain development at this stage.
- Identify the neuroimaging evidence that there is birth of new brain cells well into adulthood, describe changes in neuron growth after brain damage.
- Explain the characteristic changes in brain and behaviour produced by normal ageing, discuss what changes in brain and behaviour with age tells us about the control of complex behaviour.
- Describe in some detail (a) major evolutionary theories (e.g., sexual selection, inclusive fitness) and (b) major findings from evolutionary approaches in several areas of psychology (e.g. cognition, perception, social).
- Evaluate how biological theories can inform psychology and explain common misperceptions of evolutionary approaches (e.g., the Naturalistic Fallacy).
- Describe in some detail (a) how the different parts of the eye combine to produce a sharp retinal image; (b) the simplified circuitry of the primate retina; (c) the anatomical structure, and segregation of function within, the lateral geniculate nucleus and explain the concept of a receptive field.
- Describe in some detail: (a) the simplified circuitry of the striate cortex, and how this contributes to receptive field structure and the parallel processing of visual information; (b) how circuitry and receptive-field structure differs in extra-striate cortical areas.
- Explain key principals underlying the functional organisation of the ventral pathway.
- Demonstrate awareness of key questions related to the perception of faces and objects and how they have been addressed at multiple scales in the brain.
7.11 PSYCHOLOGY RESEARCH PROJECT
Course Co-Ordinator: Dr Philip McAleer

Aims
To provide students with an appreciation of the issues associated with research design and an understanding of different methodologies (quantitative or qualitative). To provide students with the opportunity for practical experience to complement the theoretical understanding they will attain in their core and option modules. To provide students with the opportunity to write up results to a professional format at the level expected for inclusion in a peer reviewed journal.

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

- Demonstrate a clear understanding of issues related to research design, research methodologies (and statistics for quantitative projects).
- Apply appropriate methodologies relevant to psychological research.
- Apply theoretical understanding into practice.
- Plan and execute a significant project of research, investigation or development.
- Demonstrate originality or creativity in the application of knowledge, understanding and practices.
- Identify, conceptualise and define new and abstract problems and issues.
- Assess the ethical and professional issues associated with conducting psychological research.

7.12 RESEARCH METHODS
Course Co-Ordinator: Dr Helena Paterson

Aims
This course aims to introduce students to qualitative and quantitative research design, data collection and analysis methods and a range of psychological experimental paradigms. To work in small groups to complete a project using qualitative research methods. To develop and extend students’ competence in statistical techniques and use of statistical packages. To write four individual and independent research reports and make a lab portfolio.

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

- Generate and explore hypotheses and research questions.
- Select appropriate research designs and statistical tests for different research projects.
- Demonstrate critical awareness of the assumptions of different methods and statistical tests and the limitations of associated research designs.
- Plan and execute a small-scale qualitative research project which will demonstrate critical analysis, evaluation and synthesis of ideas.
- Demonstrate substantial autonomy in the development of a research project.
- Communicate ideas and findings to peers and supervisors.
- Produce a professional written summary of research findings using APA format.
- Demonstrate an ability to produce and critically evaluate data, graphs, charts and tables.
**7.13 SOCIAL**  
Course Co-Ordinator: Dr Jason Bohan

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

**Intended Learning Outcomes**  
By the end of this course students will be able to:

- Critically understand and have awareness of current issues in key social psychological research, including; appreciation of contemporary cross-cultural research; the role of minorities in social influence; the definition and categorisation of groups and group behaviour; critical appreciation of leadership; social influence and inter-group behaviour.
- Describe and evaluate major models and theories within social psychology, including social identity theory, social comparison theory, self-perception theory.
- Summarise, criticise and discuss issues relating to classic and contemporary social psychological research.
- Critically analyse the role of culture in social behaviour with a focus on the difference between collectivist and individualistic cultures.
- Apply their specialist knowledge to real-world situations.
- Explain the main theories of social facilitation and social loafing
- Analyse key issues in study of group behaviour such as communication, status, roles and leadership
- Evaluate the empirical evidence of theories and intergroup conflict comparing realistic conflict theory with that of social categorisation theory
- Analyse critically evidence where social psychology has helped solve an applied problem such as leadership education or prejudice.
8 Course Outlines (Options)

8.7 ADVANCED TOPICS IN EVOLUTIONARY PSYCHOLOGY

Course Co-Ordinator: Dr Lisa DeBruine

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

Objectives
Students will be able to:
- Explain how basic evolutionary principles, such as natural selection, sexual selection, and inclusive fitness theory, inform the study of human behaviour
- Review the evidence supporting predictions from evolutionary theories in human behaviour, including in the areas of social behaviour, perception and cognition
- Evaluate new scientific evidence in light of evolutionary principles
- Generate testable predictions about human behaviour from these principles
- Critique experimental and non-experimental evidence from diverse study populations.

8.8 APPLIED QUALITATIVE METHODS IN PSYCHOLOGY

Course Co-Ordinator(s): Dr Kate Reid & Dr Dely Elliot

Aims
This course aims to prepare students to design, select, execute and evaluate a range of qualitative methods suited to different aspects of psychological enquiry.

Objectives
By the end of this course students will be able to:
- Identify and select data collection techniques that best suit the purpose of qualitative enquiry (e.g. Interviews, Focus Groups, Observation, Internet Sources).
- Explain the different epistemological principles underpinning different qualitative analysis techniques.
- Develop analytic skills for commonly used advanced qualitative methods such as Discourse Analysis, IPA and Grounded Theory.
- Develop a critical understanding of indices of rigour and quality when reviewing research papers which utilise qualitative methods.
- Describe and evaluate the role of computer aided analysis in qualitative methods.
8.9 ATYPICAL DEVELOPMENT
Course Co-Ordinator: Dr Niamh Stack

Aims
This course aims to provide an understanding of the abilities of children whose development is in some way atypical and to examine the origins of different forms of atypical development and investigate the psychological and social impact for children.

Objectives
By the end of this course students will be able to:
- Assess the different methodological and ethical complexities associated with research into atypical development
- Evaluate the role of the environment and genetics in atypical development
- Critically evaluate debates related to the identification of, and provision for, children demonstrating an atypical developmental trajectory.

8.10 AUTISM SPECTRUM DISORDER
Course Co-Ordinator(s): Dr David Simmons & Prof. Frank Pollick

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

Objectives
By the end of this course students will be able to:
- Identify the advantages and disadvantages of current definitions of ASD and diagnostic techniques.
- Critically assess current psychological/cognitive theories of ASD.
- Critically assess current neural theories of ASD.
- Describe of potential causes of ASD
- Explain with detailed knowledge the social and scientific importance of ASD.

8.11 COGNITIVE NEUROSCIENCE OF AGEING (PCN)
Course Co-Ordinator(s): Dr Kerry Kilborn, Prof. Lars Muckli, Dr Guillaume Rousselet

Aims
This course provides an introduction to the field of cognitive ageing, with a particular emphasis on age-related neuronal changes. Examples from the literature will be discussed, showing how the structural and functional alterations of neuronal networks affect cognitive performance in healthy and pathological ageing.

Objectives
By the end of this course students will be able to:
- Critically define the main theories of cognitive ageing.
- Critically assess examples of current research into age-related brain changes and their interpretation.
- Describe in detail the main age-related neuronal structural changes.
- Critically compare different approaches available to study age-related changes in visual processing speed.
- Describe in detail current theories regarding the etiology of age-associated neurodegenerative diseases.
**8.12 COGNITIVE NEUROSCIENCE: INSIGHTS INTO BRAIN PLASTICITY (PCN)**

Course Co-Ordinator: Prof. Gregor Thut

**Aims**

This course will survey recent advances in understanding the brain-behaviour relationship by non-invasive transcranial brain stimulation, complemented by classical neuropsychological and modern neuroimaging approaches. Rather than focusing mainly on functional deficits, the course will highlight paradoxical (sometimes productive) effects of stimulation/lesions on behaviour and use these as windows to detail key aspects of brain organization.

**Objectives**

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

- Differentiate between non-invasive brain stimulation techniques (including TMS, tDCS, tACS) that are used at the forefront of cognitive sciences as neurocognitive probes, and understand their relation with other widely established neuroimaging approaches (fMRI, EEG).
- Define functions that can be uncovered by brain-stimulation/disruption or peripheral lesions (peripheral visual pathways), due to the potential of the brain to cope with interference or deafferentiation (plasticity).
- Discuss the implications of these observations on current models of brain organization across different cognitive domains (attention, motor control, interhemispheric interactions, multisensory integration) cutting across the discipline of cognitive neuroscience.
- Critically understand these key models and associated concepts.
- Define current experimental approaches in clinical neurorehabilitation that use current concepts in brain plasticity for neuromodulation to bias brain reorganization in desired directions.
- Synthesize the complexity of brain organization at the macroscopic level (network of brain areas) in light of brain plasticity.

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**8.13 CONCEPTS AND EMPIRICAL RESULTS IN EDUCATION**

Course Co-Ordinator: Dr Steve Draper

**Aims**

This course introduces some of the biggest published effects in teaching methods in higher education, such as Mazur who increased the amount learned on his level 1 course by a factor of nearly 3 times. It then introduces several important educational concepts from the literature applying to HE: Laurillard's model, deep and shallow learning, Perry's model. It requires students to apply these to specific course designs, and use them to critique those designs; but equally, to critique the theories by identifying concerns and issues not covered by the theories.

**Objectives**

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

- Discuss the extent to which learning in HE is:
  - a basic mental function
  - a problem-solving activity
  - a social transaction
- Briefly describe and critically comment on some of the biggest educational effects reported; and some of the notable absences of evidence.
• For a selection of topics and theories: describe them, discuss connections between them, give examples, and where possible connect them to their own experience.

• Discuss the extent to which any of the theories is complete, the challenges offered by the various other issues covered, and the prospects for an eventual complete, unified theory of learning and teaching in HE

8.14 COMPUTATIONAL NEUROSCIENCE (PCN)
Course Co-Ordinator: Prof Christoph Kayser

Aims
This module provides an introduction to computational neuroscience, in particular to the problem of how individual neurons neural networks transmit and exchange information and what analytical techniques can be used to characterize these computational processes. Examples will be used to illustrate the fundamental principles underlying neural information processing, their relevance to interpreting neurophysiological and neuroimaging experiments and to understanding brain function in health and disease.

Objectives
By the end of this course students will be able to:
• Review the basic physiology behind nerve cell activity and categorize the physiological processes by which neurons encode and transmit information
• Describe what makes a computational unit
• Illustrate different alternative hypotheses about how neurons transmit information
• Describe the role of oscillations in neural information processing and in communication between brain areas
• Explain the technique of reverse correlation and identify the relevant applications of this in sensory and cognitive neuroscience
• Explain the reasons for performing single trial analysis of neural data and why this is helpful for understanding brain function
• Describe the method of stimulus decoding and reconstruction
• Define the concept of mutual information and use this on example data
• Distinguish different computational tools for data analysis and appraise their (dis-) advantages
• Identify how macroscopic activity arises from small neural networks
• Evaluate the advantages from measuring either single neurons or neuroimaging signals

8.15 CURRENT TRENDS IN CLINICAL PSYCHOLOGY
Course Co-Ordinator(s): Dr Margaret Martin and Dr Maria Gardani

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

Objectives
Students will be able to:
• Demonstrate a knowledge of the development of psychology based interventions and their theoretical underpinnings
• Critically evaluate current specialised clinical interventions for a variety of disorders across a range of settings.
• Review and compare techniques and practical implementations over a range of interventions.
- Discuss complex psychological disorders and demonstrate a critical understanding of current guidelines for treatment

**8.16 fMRI (PCN)**
Course Co-Ordinator(s): Prof. Lars Muckli & Prof Frank Pollick

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

**Objectives**
By the end of this course students will be able to:
- Introduce the physical and physiological basics of fmri imaging
- Explain neurovascular coupling: the link between neuronal activity and influx of oxygenated blood through reading about the current models.
- Discuss experimental design issues of fmri research
- Analyse fmri sample data
- Evaluate fmri research in light of newly acquired knowledge about the basics of the BOLD-signal

**8.17 FORENSIC**
Course Co-Ordinator(s): Dr Ian Bushnell & Dr Margaret Martin

**Aims**
This module looks at ways that psychology can contribute to the legal system, informing the evidence process, witnessing and the courts.

**Objectives**
By the end of this course students will be able to:
- Explain psychological profiling from the contrasting UK and USA perspectives
- Explain geographic profiling as a strategic information management system employed to support serial violent crime investigation, examining both quantitative (objective) scientific geographic techniques and qualitative (subjective) components e.g. a reconstruction and interpretation of the offender’s mental map
- Describe the contribution of psychology to the detection of deception in the legal process including a wide variety of approaches adopted historically and currently

**8.18 FROM VISUAL AWARENESS TO FREE WILL**
Course Co-Ordinator: Dr Martin Lages

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

Objectives
Students will be able to:

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

8.19 INTERACTION AND COMMUNICATION
Course Co-Ordinator: Prof. Simon Garrod

Aims
The course will explore recent research on linguistic communication and interaction. It will consider both one-way communication and two-way communication. It will also explore non-linguistic forms of communication, such as graphical communication and communication with manual gestures. The course will provide a thorough foundation enabling the student to understand specific processes of human communication.

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

- To understand the difference between one-way and two-way communication processes.
- To appreciate the role of joint action in two-way communication processes.
- To understand how joint action affects language processing.
- To understand the relation between communication and group decision-making.
- To understand the relationship between different forms of communication.

8.20 LANGUAGE AND MEANING
Course Co-Ordinator(s): Dr Jason Bohan & Dr Linda Moxey

Aims
The aim of this course is to develop students understanding of language processing and theories of meaning. We will talk about research on the meanings and functions of different types of words. Different methodological techniques will be explained and we will consider the different empirical questions these techniques afford. The neurophysiology of language will be discussed and we will consider current explanations of language related components, e.g. N400 and P600. We will also discuss our understanding of shallow processing, pragmatics and framing effects in language comprehension.
Objectives
By the end of this course students will be able to:

- Describe research on word meaning.
- Explain different theories of meaning and discuss their advantages and disadvantages.
- Explain how different levels of semantic analysis are related to one another.
- Explain different methodological techniques in language research. Understand the main language related ERP components, e.g. N400 and P600. Identify ERP correlates of semantic and syntactic violations and explain the significance of these in terms of language processing.
- Understand and explain the nature of time frequency analysis and what this might show.
- Interpret the issues involved in shallow processing and explain the experimental evidence illustrating this.
- Explain the difference between semantic and pragmatic processes with reference to current research.

8.21 LEADERSHIP
Course Co-Ordinator: Dr Ian Bushnell

Aims
This module aims to promote understanding of the contributions that a psychological perspective can make to understanding the theory and practice of leadership in organisations.

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

- Compare and contrast different theories of leadership, evaluating how people’s views of leadership have altered across time and assessing strengths and limitations of central leadership theories.
- Evaluate why after thousands of years of interest and very many years of systematic research, we do not appear to be close to really understanding why some people succeed as a leader and others do not?
- Assess evidence that relates to whether or not leadership is inborn or can be developed in individuals.
- Judge the different approaches to using traits in predictive approaches to effective leadership.
- Assess evidence for the benefits and the drawbacks of various personality disorders in leaders, including narcissism and psychopathy.
- Discuss how the situation or context can alter the effectiveness of particular leadership styles and assess different approaches to building explanatory models.
- Evaluate the role of charisma in leadership and critically appraise the value of New Leadership approaches in understanding leadership.

8.22 NEUROPSYCHOLOGICAL DEFICITS (PCN)
Course Co-Ordinator: Dr Monika Harvey

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

**Objectives**

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

- Understand prominent models of brain function
- Critically evaluate the strengths and weaknesses of such models
- Evaluate evidence for and against blindsight, optic ataxia
- Critically assess the different models/level of explanation of the phenomena
- Discuss the symptoms in relation to brain function
- Reflect critically on the models of vision presented and discuss alternatives
- Describe the disorder and the changing interpretations over time
- will be encouraged to evaluate the different interpretations of the syndrome
- give presentations based on the previous modules
- critically discuss findings

**8.23 NEUROSCIENCE OF DECISION MAKING**

**Course Co-Ordinator: Dr Marios Philastides**

**Aims**

This course provides an introduction to the neuroscience of decision making in the human and non-human primate brains. In particular it provides an overview of the brain networks and the mechanistic details of how perceptual and value-based decisions (including reinforcement-guided choices) are implemented in the brain. Perceptual decisions involve choices based on ambiguous sensory evidence whereas value-based decisions hinge largely on probabilistic evidence and subjective values (preferences) associated with potential choices. Some methodological considerations on how the relevant neural data are collected and analysed will be explored. The course draws mostly on recent research reports from both the human and non-human primate literature to illustrate the brain systems underlying decision-related processing and their relevance to interpreting neurophysiological and neuroimaging experiments and to understanding brain function in health and disease.

**Objectives**

Students will be able to:

- Distinguish between different forms of decision making problems (e.g. Perceptual vs reward-based decisions) and in different domains (e.g. Visual, auditory, somatosensory)
- Identify the brain networks involved in early encoding of the evidence associated with different decision alternatives and identify the brain networks and the mechanistic details of how evidence associated with different alternatives is combined to form a decision
- Review the latest literature on decision making and interrogate new proposals on the neurophysiological basis of human and non-human primate decision making
- Describe the main principles of sequential sampling models of decision making
- Illustrate the importance of signal detection theory in decision neuroscience
- Describe the main principles of traditional reinforcement learning mechanisms in reward-based decision making and their neural correlates
- Explain the computational and mechanistic details of speed/accuracy trade-off in perceptual decision making
- Describe how basic decision making is affected in populations with brain trauma or disease
- Design simple behavioural paradigms to probe the behavioural and neural correlates of decision making and recognise how interventional techniques (tms, electrical stimulation, brain lesions) are used to establish causal relationships in
neural networks

- Describe the influence of important decision modulators (e.g., advice, risk, time, genes, etc.) on behavioural choice
- Distinguish different analytical approaches for data analysis and different human neuroimaging techniques for data acquisition and appraise their (dis-) advantages
- Explain how activity from small groups of neurons manifests itself at the level of macroscopic activity recorded using neuroimaging
- Explain the reasons for performing single trial analysis of neural data and why this is helpful for understanding brain function

8.24 POSITIVE PSYCHOLOGY
Course Co-Ordinator: Dr Steve Draper

Aims
To introduce the field of positive psychology. To focus on the cases where practical exercises for individuals have been shown empirically to increase well-being. To develop critical thinking by addressing the nexus of self-help and empirical psychological science.

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

- Discuss a range of specific topics critically with respect to the evidence of its efficacy, alternative accounts of why it may be effective and to what extent it belongs in positive psychology or in some other area.
- Discuss underlying themes that reappear under different guises: e.g. Instant catastrophising reasoning, reflective writing, ancient religious practices reappearing as self-help.

8.25 PSYCHOLOGY AND BIOLOGY OF MENTAL DISORDERS
Course Co-Ordinator: Dr Peter Uhlhaas

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

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

- Describe medical and psychological models of mental disorders as well as discuss the ramifications of such approaches.
- Identify core symptoms and diagnostic approaches of major mental disorders.
- Evaluate the contribution of neurobiological and psychological factors in the emergence of affective, psychotic and personality disorders.
- Describe as well as evaluate different neuroimaging approaches and their application towards studying mental disorders.
- Discuss and summarize the application of psychological and medical interventions and their effects and mental and neural processes.
8.26 SLEEP AND CIRCADIAN TIMING
Course Co-Ordinator: Prof Stephany Biello

Aims
To introduce students to detailed aspects of current research projects related to sleep and circadian timing, providing grounding for further study to be done in the research project.

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

- Recognise the physiological and psychological mechanisms responsible for healthy sleep and circadian timing
- Identify the main areas where breakdown in healthy sleep systems may occur
- Recognise the health and psychological sequelae of disorders of sleep and circadian timing
- Relate in both scientific and lay terms the impact of sleep and circadian timing in daily life.

8.27 SOCIAL COGNITION
Course Co-Ordinator: Dr Rachael Jack

Aims
To obtain an overview of key areas of social cognition, sample some real-life problems involving social cognitive considerations and appreciate the social cognitive mechanisms in topics such as interpersonal attraction, the self and clinical disorders.

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

- Explain and evaluate the cognitive distortions involved in perceiving the social world
- Explain and evaluate the role of emotional and motivational factors in social cognition.
- Evaluate the relevance of social cognition in certain clinical disorders
- Evaluate the role of social cognition in how we organise our self concept
- Evaluate social cognitive factors in interpersonal attraction