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

1.1 Introduction
Welcome to the School of Psychology and to the MSc Psychology programme. We are delighted that you have decided to come and study with us. The programme is led by the School of Psychology however staff from both the School of Psychology and the School of Education collaborate in the delivery of this unique programme to provide you with access to a range of specialist expertise and a curriculum that will hopefully both stimulate and challenge you. Our aim is to stretch you intellectually, and provide you with skills that will be helpful in your future career whatever that may be.

We hope that you will enjoy your online journey with us. If there is anything you are not sure about, please contact the Programme Director, Dr Kevin Wilson-Smith (Kevin.Wilson-Smith@glasgow.ac.uk) or the Programme Administrator Lynda Young (Lynda.Young@glasgow.ac.uk) and they will be happy to help advise you.

This handbook has been designed to provide an overview of the programme, and to summarise the University regulations that apply specifically to this programme and to postgraduate programmes here at Glasgow in general. This handbook does not, however, cover information about registration or payment of tuition fees. Students will use My Campus to register. Details can be found at

http://www.gla.ac.uk/services/registry/support/registration/newstudents.

We hope you find this handbook useful, however 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 two optional courses from a range of topics including Forensic Psychology, Applied Qualitative Methods, Clinical Health Psychology and Educational Psychology.

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 wider labour market.

1.4 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.
- Evaluate ways in which psychological theory can inform practice.
- Identify the ethical issues raised when people participate in psychological research or receive psychological treatment.
- Review the contrasting perspectives as to the nature of science and critically evaluate the extent to which Psychology may be considered scientific.
- Critically evaluate the influence of social, cultural and historical factors on psychological theory and research.

1.5 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.

1.6 Programme Director and Programme Administrator details
The Programme Director is Dr Kevin Wilson-Smith:

Room 455
School of Psychology
62 Hillhead Street
Tel: 0141 330 5235
Email: Kevin.Wilson-Smith@glasgow.ac.uk
The Education Co-ordinator is Dr Kara Makara Fuller:

School of Education
St Andrew's Building
Tel: 0141 330 5386
Email: Kara.MakaraFuller@glasgow.ac.uk

The Programme Administrator is Ms Lynda Young:
School of Psychology
62 Hillhead Street
Tel: 0141 330 5089
Email: Lynda.Young@glasgow.ac.uk

1.7 GDPR
The General Data Protection Regulation (GDPR) came into effect in May 2018. Along with the new Data Protection Act 2018, this marks a significant update to data protection laws and changes in how the University stores personal data. For information on what this means for students, please visit the Data Protection and Freedom of Information Office section of the University website: https://www.gla.ac.uk/myglasgow/dpfoioffice/guidanceforstudents/. For details of the University’s Student Privacy Notice please see: https://www.gla.ac.uk/media/media_590481_en.pdf
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.

Applicants from overseas must conform to the University’s proficiency in English language requirements. Details can be found on the Psychology (Conversion) ODL programme page, under the tab ‘Entry Requirements’. Please see: 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 part-time basis only, the normal period of study being 36 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) ODL are as follows:

Core Courses
- Cognitive Psychology (10 credits)
- Conceptual and Historical Issues in Psychology (10 credits)
- Human Development (10 credits)
- Individual Differences (10 credits)
- Physiological Psychology (10 credits)
- Research Methods 1 (20 credits)
- Research Methods 2 (20 credits)
- Social (10 credits)
- Research Project (Dissertation) (60 credits)

Optional Courses (All courses are 10 credits)
Students should choose 2 options from the range of optional courses offered during the academic year. These may include courses such as:

- Applied Qualitative Methods
- Current Issues
- Educational Psychology
- Clinical Health
- Counselling Psychology

1 To note that there is a minimum number of 5 students required for courses to run, to ensure that options are pedagogically viable.
Total Credits: 180 credits

2.4 Teaching Methods
The programme comprises approximately 180 virtual contact hours with students. Contact hours include lectures, tutorials, and online meetings with supervisors. Please note that lecture notes and recordings will be made available on the University’s Virtual Learning Environment: Moodle.

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 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>PRIMARY GRADE</th>
<th>SECONDARY BAND*</th>
<th>AGGREGATION SCORE</th>
<th>PRIMARY VERBAL DESCRIPTORS OF ATTAINMENT OF INTENDED LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent A1</td>
<td>22</td>
<td>Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures.</td>
</tr>
<tr>
<td></td>
<td>A2</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A4</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A5</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Very Good B1</td>
<td>17</td>
<td>Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding</td>
</tr>
<tr>
<td></td>
<td>B2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Good C1</td>
<td>14</td>
<td>Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding</td>
</tr>
<tr>
<td></td>
<td>C2</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Satisfactory D1</td>
<td>11</td>
<td>Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure</td>
</tr>
<tr>
<td></td>
<td>D2</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Weak E1</td>
<td>8</td>
<td>Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations</td>
</tr>
<tr>
<td></td>
<td>E2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Poor F1</td>
<td>5</td>
<td>Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions</td>
</tr>
<tr>
<td></td>
<td>F2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Very Poor G1</td>
<td>2</td>
<td>Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation</td>
</tr>
<tr>
<td></td>
<td>G2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td>0</td>
<td>No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary</td>
</tr>
<tr>
<td>CR</td>
<td>CREDIT REFUSED</td>
<td></td>
<td>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</td>
</tr>
</tbody>
</table>
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 Minimum requirement for credit
You require the following for award of MSc:
- A grade point average of C3 (12) in the taught courses
- Minimum 75% of credits at grade D3 (9) or better
- All credits at F (3) or above
- A grade D (9) or above in the Dissertation

2.8 Early Exit Awards
There are two exit points for students who decide they do not wish to complete the full Programme.
The requirement for the award of a Postgraduate Certificate is a grade point average of D3 (9) or above in 60 credits, with not less than 40 of these credits at grade D or above.
The requirement for the award of a Postgraduate Diploma is a grade point average of D3 (9) or above in 120 credits, with not less than 80 of these credits at grade D or above.

2.9 Submission
All submissions have to meet the deadline set. By the submission deadline, all coursework must be uploaded to plagiarism-checking software. Students will have the option of submitting a draft that can be reviewed before making a final electronic submission. More details of electronic submissions will be made available on Moodle.

All written coursework should be word-processed, 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 and a university plagiarism statement (both downloadable from the Moodle site).

2.10 Penalties for Late Submission
Coursework and other material completed during the academic year needs to be submitted to the programme by a deadline date. The feedback calendar has details of assessment deadlines and 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.**

### 2.11 Deadlines and Penalties

The University operates a strict policy regarding extensions. 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 [http://www.gla.ac.uk/services/counselling/](http://www.gla.ac.uk/services/counselling/).

Your Good Cause should be submitted directly through MyCampus.

### 2.12 Late Coursework Due to Good Cause

It is your responsibility to bring any factors that may have affected your academic performance to the attention of the University and you must do this as soon as possible. The Code of Assessment which is published in Section 16 of the Fees and General Information section of the University Regulations covers incomplete assessment and good cause (paragraphs 16.45 – 16.53). [Click here for University Regulations.](http://www.gla.ac.uk/services/counselling/)

Below is a summary of the key points. If you are unclear about anything, please contact your Programme Director, Dr. Kevin Wilson-Smith, or the School Exams Officer, Professor Niamh Stack.

How to notify the programme 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 reviewed in the School in which the course sits
- The outcome of the application will be determined at the discretion of the Programme Director 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 12.0, if they have been returned as MV their grade will be uncapped.

‘Good Cause’ means illness or other adverse personal circumstances affecting you and resulting in you 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 5 working 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 that 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 Centre’ 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.

*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 Coordinator 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 My Campus. 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.

2.13 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: https://www.gla.ac.uk/myglasgow/leads/students/plagiarism/

2.14 Ethical Clearance
M.Sc. Projects
If conducting research involving human subjects, materials, or data, M.Sc. students should obtain ethical clearance 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 to the relevant School or College Ethics Committee for approval. Ethical approval must be granted by the University prior to beginning data collection.

IMPORTANT:
If the project involves working with vulnerable groups (e.g. children or persons with disabilities), students should seek ethical approval 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: https://www.gla.ac.uk/research/strategy/ourpolicies/
2.15 Academic Appeals
An appeal is defined as a request for a review of a decision of an academic body charged with making judgements concerning student progression, assessment or awards.

The University has a duty to maintain and enhance the quality of provision for students and to provide an effective system for handling appeals and complaints (see below). The University upholds the principle that students should have a full opportunity to raise appeals against academic decisions without fear of disadvantage and in the knowledge that confidentiality will be respected.

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.

Specific guidance regarding process, support/advice etc. is available at: https://www.gla.ac.uk/myglasgow/senateoffice/studentcodes/students/academicappeals/

2.16 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/
## 3. Staff & Teaching Resources

### 3.1 Staff Resources

C coordinator roles and contact details are listed. Enquiries should normally be made to the Programme Administrator in the first instance (Lynda.Young@glasgow.ac.uk).

<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>Dr Kevin Wilson-Smith (Programme Director; Research Methods 1, Research Project, Dissertation Supervisor)</td>
<td>Psychology, 455, 62 Hillhead St.</td>
<td><a href="mailto:Kevin.Wilson-Smith@glasgow.ac.uk">Kevin.Wilson-Smith@glasgow.ac.uk</a></td>
<td>5235</td>
</tr>
<tr>
<td>Ms Ute Barrett (Learning Technologist)</td>
<td>Psychology, 706, 58 Hillhead Street</td>
<td><a href="mailto:Ute.Barrett@glasgow.ac.uk">Ute.Barrett@glasgow.ac.uk</a></td>
<td>3199</td>
</tr>
<tr>
<td>Dr Maria Gardani (Physiological Psychology)</td>
<td>Psychology, 413, 58 Hillhead Street</td>
<td><a href="mailto:maria.gardani@glasgow.ac.uk">maria.gardani@glasgow.ac.uk</a></td>
<td>3610</td>
</tr>
<tr>
<td>Dr Dely Elliot (Educational Psychology)</td>
<td>Education, 628 St Andrews Bldg.</td>
<td><a href="mailto:Dely.Elliott@glasgow.ac.uk">Dely.Elliott@glasgow.ac.uk</a></td>
<td>2467</td>
</tr>
<tr>
<td>Dr Leyla De Amicis (Cognitive Psychology)</td>
<td>Education, St Andrews Bldg.</td>
<td><a href="mailto:Leyla.DeAmicis@glasgow.ac.uk">Leyla.DeAmicis@glasgow.ac.uk</a></td>
<td>2733</td>
</tr>
<tr>
<td>Dr Lorna Morrow (CHIP)</td>
<td>Psychology, 424, 58 Hillhead Street</td>
<td><a href="mailto:Lorna.morrow@glasgow.ac.uk">Lorna.morrow@glasgow.ac.uk</a></td>
<td>7661</td>
</tr>
<tr>
<td>Dr Kara Makara (Education Course Coordinator; Individual Differences)</td>
<td>Education, 620 St Andrews Bldg.</td>
<td><a href="mailto:Kara.MakaraFuller@glasgow.ac.uk">Kara.MakaraFuller@glasgow.ac.uk</a></td>
<td>5386</td>
</tr>
<tr>
<td>Dr Linda Moxey (Counselling Psychology)</td>
<td>Psychology, 530 62 Hillhead St.</td>
<td><a href="mailto:Linda.Moxey@glasgow.ac.uk">Linda.Moxey@glasgow.ac.uk</a></td>
<td>6277</td>
</tr>
<tr>
<td>Dr Emily Nordmann (Research Methods 2, Dissertation Supervisor)</td>
<td>Psychology, 412 62 Hillhead St.</td>
<td><a href="mailto:Emily.Nordmann@glasgow.ac.uk">Emily.Nordmann@glasgow.ac.uk</a></td>
<td>1629</td>
</tr>
<tr>
<td>Dr Helena Paterson (Social Psychology)</td>
<td>Psychology, 452 62 Hillhead St.</td>
<td><a href="mailto:Helena.patterson@glasgow.ac.uk">Helena.patterson@glasgow.ac.uk</a></td>
<td>5088</td>
</tr>
<tr>
<td>Dr Kate Reid (Clinical Health Psychology)</td>
<td>Education, 666 St Andrews Bldg.</td>
<td><a href="mailto:Kate.Reid@glasgow.ac.uk">Kate.Reid@glasgow.ac.uk</a></td>
<td>3413</td>
</tr>
<tr>
<td>Dr Joanna Wincenciak (Human Development)</td>
<td>Education, St Andrews Bldg.</td>
<td><a href="mailto:Joanna.Wincenciak@glasgow.ac.uk">Joanna.Wincenciak@glasgow.ac.uk</a></td>
<td>3491</td>
</tr>
<tr>
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<td>4686</td>
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</table>
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. He may be called upon to advise students as a group or individually on their performance, concerns or complaints about the M.Sc. programme. He will deal with queries from students and staff.

**Education Course Co-ordinator**
For courses taught by Education staff you can contact the Education Co-ordinator with questions.

**Course Coordinators**
Students are encouraged to contact 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 the web and staff regularly support students through Moodle forums.

**Academic Advisors**
Each student will be assigned to an Academic Adviser who will be a member of staff in either Education or Psychology. The role of the Academic Adviser is mainly pastoral – they will support you and be there to discuss and advise on matters that may affect your performance on the programme. They may re-direct you to other sources of help as appropriate.

**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.

**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 Jessica Bownes at jessica.bownes@glasgow.ac.uk

The writing adviser for international students is Dr Julia Bohlmann Julia.Bohlmann@glasgow.ac.uk

For details of one to one appointments see also: http://www.gla.ac.uk/services/sls/offer/learningadvice/scienceengineering/

**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, 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 maria.gardani@glasgow.ac.uk.

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/

**Care at Psychology**
The School also offers support for students who feel they cannot cope/are overwhelmed/are alone. This service provides a place to talk in confidence; advice on sources of help available; advice on how to deal with the Good Cause procedures; and help communicating with course tutors, other Schools and units. Please contact care@psy.gla.ac.uk. Alternatively, please contact us during our office hours: Dr Linda Moxey, (0141 330 6277, Thursdays 2-4pm GMT) and Dr Maria Gardani, (0141 330 3610, Mondays 10am – noon GMT).

### 3.3 Teaching Resources

**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**
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/.

**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/.

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.
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 Office 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 full review of school teaching, learning and assessment every five years called the Periodic Subject Review.

4.3 School Quality Assurance
The agent for quality assurance issues on the M.Sc. is the School of Psychology'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 five 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 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.
4.5 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 contact individual course organisers with problems. Organisers have a responsibility to ensure that each year of the course runs smoothly. Any non-teaching/general enquiries should be directed to the Programme Administrator, Ms Lynda Young (Lynda.Young@glasgow.ac.uk)

*Staff/Student Consultation*

Staff-student interaction on a programme-level takes place with student representatives and the M.Sc. Programme team. Virtual 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 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.

5 Teaching and Learning Methods

The virtual contact hours for the course will consist of lectures, tutorials, and small group teaching. However, most of your learning will 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.

A variety of assessments will be used in the courses to assess the intended learning outcomes of the programme.

Formative Feedback differs across courses but these are examples of formats:
- Directed learning activities with online feedback from peers and or tutors
- MCQ sessions to consolidate learning or core concepts
- Discussion boards and forums
- Discussion and debate ‘blocks’
- Concept mapping
- Video recorded presentations
- Exercises for data analysis, research evaluation reports
- Ongoing feedback on research projects.

Summative feedback differs across courses but these are examples of formats:
- Design of information pamphlet
- Critical reflection/review
- Portfolio e.g. short pieces of evaluative writing/peer review/data analysis/Proposal for research project
- Essay
- Blog posts
Psychology Research Project/Dissertation (60 credits): the summative assessment will be a 10,000 word report (up to 12,000 words if qualitative).

**Lectures**
During a short (10-15 minute) lecture an academic member of staff will present material online. 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 and other key writing skills can be found via the Learning Enhancement and Academic Development Service (LEADS) writing and study advice page: [https://www.gla.ac.uk/myglasgow/leads/students/writingstudyadvice/](https://www.gla.ac.uk/myglasgow/leads/students/writingstudyadvice/)

**Small Group Teaching**
Virtual Labs are the practical element of the course and they provide opportunities for you to address specific topics or use specialised software. In the labs small groups will be formed in order to carry out the qualitative and quantitative projects and to act as working groups. The qualitative mini-project will have scheduled lectures, but virtual meetings for mini-projects and other group tasks will be negotiated with your supervisor or group members.

**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 time.

**5.1 Psychological Literacy**
During your time on the M.Sc. programme you will also work on attributes to enhance your future employment prospects.

**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/](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, 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. 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.

### 7.1 Cognitive Psychology
Course Co-Ordinator: Dr Leyla De Amicis

**Aims**
The aims of this course are to provide participants with an overview of the key principles, theories, methods and research in classical and contemporary cognitive psychology. To promote an understanding of the interrelationships between different aspects of cognition and critically review contemporary research on cognition and its development.

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

- Describe and evaluate the key concepts and main theoretical models relating to perception, attention, memory and thinking and reasoning
- Provide a comparative analysis of competing models of human cognition
- Discuss ways in which theory and research within cognitive psychological theory can inform practice
- Identify ethical issues raised when conducting cognitive research
- Identify and apply appropriate research methods within cognitive psychology.

### 7.2 Human Development
Course Co-Ordinators: Dr Joanna Wincencik

**Aims**
The aims of this course are to promote an understanding of the developmental changes experienced from infancy to adolescence. To promote a critical evaluation of the main theoretical perspectives on how development occurs and engage students in the debates surrounding the roles of nature and nurture in development. It will emphasise the particular methodological complexities associated with research in this area and review critically empirical evidence relevant to each of the areas discussed.
Intended Learning Outcomes
By the end of this course students will be able to:

- Conduct a comparative analysis of constructivist, social constructivist and information processing theories of development
- Identify and evaluate contemporary and historical debates relating to the role of nature and nurture in psychological development
- Assess ways in which developmental theory and research can inform educational, social and clinical practice
- Recognise the unique methodological and ethical complexities associated with research in developmental psychology and apply appropriate methodologies in practice
- Use psychological theory to demonstrate an understanding of the nature of perceptual, motor and cognitive development during childhood
- Evaluate theories of social and emotional development.

7.3 Individual Differences
Course Co-Ordinator: Dr Kara Makara

Aims
This course aims to engage students in critical analysis of key concepts in individual differences, including topics such as personality, motivation and emotion, mental health issues (e.g., personality disorders), and intelligence; provide opportunities to evaluate the methodological approaches to measuring individual differences; Critically examine different psychological approaches (e.g., behavioural psychology, positive psychology) that are used to explain how individual differences develop; Promote an understanding about the complex role of biological, cognitive, and social factors in the psychology of individual differences; Provide opportunities to engage with and critique empirical studies in individual differences.

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

- Demonstrate detailed knowledge of key concepts in the psychology of individual differences
- Critically examine different psychological approaches to the study of individual differences
- Explain the complex role of biological, cognitive, and social factors in individual differences
- Understand and critique different approaches to the measurement of individual differences

7.4 Physiological Psychology
Course Co-Ordinator: Dr Maria Gardani

Aims
This course provides a broad-based understanding of classic and contemporary theory and research in Physiological Psychology including, the development of the nervous system; the biological basis of human and non-human animal behaviour; typical and atypical neuropsychology; evolutionary theories of behaviour; the roles of hormones and genetics in behaviour; the reward system and its relation to decision making, and the critical evaluation of cognitive neuroimaging techniques.
Intended Learning Outcomes
By the end of this course students will be able to:

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

7.5 Psychology Research Project
Course Co-Ordinator: Dr Kevin Wilson-Smith

Aims
To provide students with an opportunity to consolidate an empirical project in their chosen area of study. This may include quantitative/qualitative or a combination of both. This will allow students to apply the theoretical understanding they have obtained in their core and optional courses. Students will be guided in how to disseminate research appropriately.

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

- Demonstrate a clear understanding of issues related to research design, methodologies and analysis
- Apply appropriate methodologies relevant to psychological research generally and specifically to chosen topic
- Apply theoretical understanding to research
- Plan and execute a significant project of research
- Demonstrate originality or creativity in the application of knowledge and understanding
- Identify, conceptualise and define new and abstract problems and issues
- Assess the ethical and professional issues associated with conducting psychological research
- Disseminate their findings.

7.6 Research Methods 1
Course Co-Ordinator: Dr Kevin Wilson-Smith

Aims
This course aims to widen experience of the range of psychological research paradigms, students should critically evaluate psychological research as an evidence base and gain practical skills in a) qualitative research design, data collection and analysis methods and b) questionnaire based research design, data collection and analysis methods.
They should also develop good practices in applying ethical and open science principles to psychological research and gain practical skills in statistical techniques and use of statistical analysis software.

**Intended Learning Outcomes**

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

- Generate and explore hypotheses and research questions on qualitative and questionnaire based research
- Select appropriate research designs and statistical tests for different research questions and demonstrate critical awareness of the assumptions of these methods and analyses and the limitations associated with qualitative and questionnaire-based research designs
- Identify the ethical issues involved in qualitative and questionnaire-based research
- Source and evaluate questionnaires and associated data sets from the wider psychological science community
- Plan and execute a small-scale research project using qualitative research methods
- Demonstrate critical analysis, evaluation and synthesis of ideas through peer review and reflection, and communicate ideas and findings using the principles of an open science framework.

### 7.7 Research Methods 2

**Course Co-Ordinator: Dr Emily Nordmann**

**Aims**

To widen student experience of the range of psychological research paradigms and critically evaluate psychological research as an evidence base. Students should gain practical skills in experimental research design, data collection and analysis methods, and advance practical skills in statistical techniques and use of statistical analysis software. They should further develop good practices in applying ethical and open science principles to psychological research.

**Intended Learning Outcomes**

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

- Generate and explore hypotheses and empirical research questions for experimental research designs
- Select appropriate research designs and methodologies for different research questions and demonstrate critical awareness of the assumptions of these methods
- Find and critically evaluate data sets from the wider psychological science community
- Identify the ethical issues involved in experimental research designs
- Plan and execute a small-scale quantitative research project
- Demonstrate critical analysis, evaluation and synthesis of ideas through peer review and reflection
- Use statistical software to conduct a range of descriptive and inferential statistics.

### 7.8 Social Psychology

**Course Co-Ordinator: Dr Helena Paterson**

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

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: contemporary cross-cultural research for example in the social construction of self and cultural impact on attribution; the role of minorities in social influence; the definition and categorisation of groups and group behaviour; leadership; social influence and inter-group behaviour, close relationships, attitudes, stereotyping, prejudice and applying social psychology.
- Describe and evaluate major models and theories within social psychology, including social cognition and evolutionary psychology, social identity theory, social comparison theory, self-perception theory.
- Explain the main theories of social facilitation and social loafing and 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.
- Critically evaluate where social psychology has helped solve an applied problem such as prejudice.

7.9 Conceptual and Historical Issues in Psychology
Course Co-Ordinator: Dr Lorna Morrow

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

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

- Outline and critically analyse the major historical and philosophical developments in Psychology.
- Describe and synthesise the role played by key historical figures in the discipline and their contributions to the development of Psychology as a discipline.
- Explain and critically analyse examples of the misapplication of psychological science, including discussion of scientific sexism and racism: applying knowledge and critical analysis of the above point to specific professional situations and case studies.
- Engage in, and contribute to, peer debates involving current and historical professional and ethical issues within Psychological research and practice: consolidating, synthesising, and critically evaluating multidisciplinary resources and contributing these resources to peer debates and activities.
• Communicate important conceptual, historical and ethical issues in psychological research and practice to a range of specialist and non-specialist audiences, using a variety of methods.

8 Course Outlines (Options)

8.1 Clinical Health Psychology
Course Co-Ordinator: Dr Kate Reid

Aims
The aims of this course are to critically explore the concepts of health and wellbeing as they apply to issues of mental and physical illness. To develop a critical awareness of the dimensions of abnormality-normality, health-illness and to appreciate the historical, moral and societal influences inherent in these dimensions and consider issues of mental health stigma. Other aims include promoting a critical understanding of the main theoretical models involved in assessment, intervention and health promotion; exploring the functions of assessment, formulation and diagnosis and the implications for research and intervention inherent in these; developing a critical awareness and learning how to promote the purpose and scope of the professional practice of Clinical and Health Psychology and its research findings to a broad audience; and highlighting some relevant research methods suited to the study of clinical health psychology and to critically engage with these.

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

• Reflect critically on issues related to the concept of health and wellbeing in the context of mental and physical illness
• Describe and evaluate historical and contemporary theoretical models in clinical health psychology
• Critically discuss ways in which psychological theory and research in this area has informed professional practice
• Identify the ethical issues as they relate to research and practice in Clinical Health Psychology
• Apply critical analysis skills to range of psychological interventions and methods of assessment (diagnosis and formulation) relevant to clinical health psychology
• Produce effective public engagement resources that be used to promote understanding of issues related to mental health awareness.

8.2 Counselling Psychology
Course Co-Ordinator: Dr Linda Moxey

Aims
The aims of this course are to provide students with an overview of the theoretical and philosophical background, key historical and contemporary concepts and processes in counselling psychology. To promote an understanding of current research areas in counselling psychology and explore critically the application of counselling models (e.g. Person-Centred approach, Cognitive-Behavioural Therapy, Solution-Focused Brief Therapy) in different specialist areas, including educational and clinical contexts. To investigate more in-depth the processes, ethical considerations and the counsellor’s personal qualities associated with the counselling approach.
Intended Learning Outcomes
By the end of this course students will be able to:

- Describe and evaluate the main theoretical and philosophical background, key historical and contemporary concepts and processes in counselling psychology (e.g. Person-Centred approach, Cognitive-Behavioural Therapy)
- Identify and apply appropriate areas of research within counselling psychology and discuss the unique contribution of counselling psychology in different specialist areas
- Provide a comparative analysis of counselling and other existing helping professions (e.g. psychotherapy, coaching)
- Evaluate in-depth the processes, ethical considerations and the counsellor’s personal qualities associated with a selected counselling approach

8.3 Educational Psychology

Course Co-Ordinator: Dr Dely Elliott

Aims
The aims of this course are to provide students with an overview of theories and practices within Educational Psychology and to develop a critical understanding of psychological theories that underpin former and current Educational Psychologists’ practice (i.e. medical and systemic models) in the UK. To examine the core functions of a psychologist working in the educational context in the UK with particular emphasis on assessment, intervention and consultation. To promote students’ knowledge of current research areas in educational psychology.

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

- Discuss and evaluate the psychological theories underpinning classroom processes, teacher effectiveness, school and organisational factors
- Critically evaluate psychological assessments (medical vs systemic model) and their underpinning theories
- Demonstrate a critical understanding of psychological interventions employed to assist pupils with learning and behavioural difficulties
- Appreciate the role that Educational Psychologists do in relation to other professionals in an educational setting (e.g. clinical/child psychologists, teachers)
- Understand how to investigate, 'measure' and empirically research issues in relation to educational psychology contexts.
9 BRITISH PSYCHOLOGICAL SOCIETY AND BPS SCOTTISH BRANCH

BRITISH PSYCHOLOGICAL SOCIETY (BPS)

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

Its aims are to:
• be the learned society and professional body for the discipline
• make psychology accessible to all
• promote and advance the discipline
• be the authoritative and public voice of psychology
• determine and ensure the highest standards in all they do.

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

Student Member which is open to everyone studying on a Society accredited undergraduate degree or conversion course. The course at Glasgow is accredited and we strongly encourage you to join the Society - from only £36 per annum (plus a one-off application fee of £21). Benefits of student membership include:

1. Automatic membership of the Society’s Student Member Group (SMG)
2. The Psychologist magazine every month, with the chance to write for ‘New Voices’ and win free membership
3. PsychTalk, a newsletter written by students
4. Exclusive discounts on books, journals and events
5. The chance to transfer to graduate membership free of charge after completing your undergraduate degree or conversion course
6. Recognition of belonging to a professional body, with the chance to join divisions and other groups
7. Access to a range of high street discounts and offers.

Membership details, a downloadable Application Form in PDF or DOC format and an online application link are available at https://www.bps.org.uk/join-us/membership/graduate-membership

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

Chartered Member (CPsychol), often referred to as the ‘gold standard’ of professional psychology, Chartered membership reflects the highest standard of psychological knowledge and expertise. In order to receive Graduate Basis for Chartered Membership (GBC) successful completion of a Society accredited post graduatee course is required. Successful completion of the Dissertation is also required.
Being a student member has numerous benefits, including membership of the Society’s Student Members Group (SMG) and a quarterly magazine with up-to-date information on careers in Psychology.

**BPS SCOTTISH BRANCH (BPS-S)**

The BPS Scottish Branch (BPS-S) belongs to one of the four regional groups of the Society. The aim of BPS Scotland is to promote and advance Psychology that is especially important for Scotland, with events all year round and a quarterly bulletin for its members. Assignment to the appropriate regional branch is automatic after becoming a member of the BPS. [https://www1.bps.org.uk/networks-and-communities/member-microsite/scottish-branch](https://www1.bps.org.uk/networks-and-communities/member-microsite/scottish-branch)