M.Sc. Psychological Science (Conversion)

[C808-5200]

Programme Handbook
2019–2020
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M.Sc. Programme Lead
Course Leads
Dean for Graduate Studies
Effective Learning Adviser
Student Disability Adviser
Mental Health Crisis
Care at Psychology

3.3 Teaching Resources

Access to books
Libraries
Photocopying
Moodle
Information Technology
Language Support and Training
Access to School, 62 Hillhead Street
Access to Labs in the Psychology Teaching Centre
Etiquette
Social Media Etiquette
Use of Course Materials and Personal Recording of Lectures, Seminars and Tutorials
Psychological Research Using Online Questionnaires

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Student Unions and the SRC
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8 BRITISH PSYCHOLOGICAL SOCIETY AND BPS SCOTTISH BRANCH

8.1 BRITISH PSYCHOLOGICAL SOCIETY (BPS)

8.2 BPS SCOTTISH BRANCH (BPS-S)
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 Lead, Dr Maxine Swingler.

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.

1.2 Programme Handbook
This Programme Handbook sets out some information about the structure of your MSc Psychological Science programme in respect of courses and commitments. More details will be provided (added and amended) at various points throughout the year. Any handouts such as this one are subject to change from time to time because the content of courses and syllabuses is under regular review and may alter. Check the date in the Footer of the document for ‘Last updated’ to see if any revisions have been made. We now use Moodle to host all our Programme Documentation and you should look to this location for a definitive statement of information relating to your course.

Caveat
When considering information, in general the following order of priority should be applied:
1. Formal announcements in class and on Moodle are likely to supersede other printed documents.
2. The web-based information will be kept as up-to-date as possible and will generally be more accurate than printed handouts – but please check the date in the Footer Section on documents to clarify this.
3. Any printed material is only up to date at the time of preparation and the date of this will be shown in the Footer section.
4. Past exam papers are obviously only a rough guide to future exams, and are superseded by any differences of syllabus or exam format by both this handbook and any course handouts and announcements.

1.3 Structure of the M.Sc.
The Psychological Science M.Sc. (Conversion) programme consists of a series of core courses: Research Methods (1 and 2), Individual Differences, Cognitive Psychology, Physiological Psychology, Social Psychology and Human Development. The core courses form the basis of our BPS accreditation. 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.
1.4 **Aims**
The programme is designed to provide the student with a broad and critical awareness of psychological theory and practice, together with opportunities to focus on aspects of psychology with particular relevance to the students own experience and interests. 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 MSc 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 aims of this programme are:

- To enhance understanding of the major themes and research methods in psychology and to do this at masters level.
- To provide training in psychological research methods by means of laboratory and project work.

1.5 **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.

1.6 **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

1.7 **Programme Lead and Programme Administrator details**
The Programme Lead is Dr Maxine V Swingler:
Room 451
School of Psychology
62 Hillhead Street
Tel: 0141 3302127  Email: Maxine.Swingler@glasgow.ac.uk

The Programme Administrator is Miss Amanda Lynch:
Room 439, School of Psychology
62 Hillhead Street
Tel: 0141 330 3986  Email: Amanda.lynch@glasgow.ac.uk
1.8 **Tier 4**
As a Tier 4 sponsor the University of Glasgow are unable to continue visa sponsorship for a student who has been withdrawn from their studies by the University, or is undertaking an academic appeal against the withdrawal, as they will not be studying full-time and as such no longer fulfil the requirements of the immigration rules as a student. If you are a Tier 4 student and are unclear of any of the regulations on progression, please check here: [http://www.gla.ac.uk/services/registry/tier4](http://www.gla.ac.uk/services/registry/tier4).

1.9 **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/](https://www.gla.ac.uk/myglasgow/dpfoioffice/guidanceforstudents/). For details of the University’s Student Privacy Notice please see: [https://www.gla.ac.uk/myglasgow/dpfoioffice/gdpr/privacynotices/studentprivacynotice/](https://www.gla.ac.uk/myglasgow/dpfoioffice/gdpr/privacynotices/studentprivacynotice/)

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 belong to 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 1 (20 credits)
- Research Methods 2 (20 credits)
- Research Project (Dissertation) (60 credits)
- Social (10 credits)

**Optional Courses** (All courses are 10 credits)
- Applied Qualitative Methods in Psychology
Students who wish to specialise in Neuroscience should choose any of these 3 courses
**Students who wish to specialise in Clinical Psychology should choose any of these 3 courses
Students who do not wish to specialise should choose any 3 options from this list

2.4 Dissertation
Guidance on dissertations be found in the dissertation section of the Msc Psychological Science Programme Moodle page. Please ensure you familiarise yourself with the information in the Dissertation Handbook.

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

2.6 Lecture Times and Locations
All lecture times and locations will be shown on your MyCampus Timetable, please note these are subject to change so please do check regularly be subject to change.

2.7 Lecture Summaries and Reading Lists
Further details regarding Lecture summaries and reading lists can be found on the relevant Psychology Moodle pages and University Library reading lists. Links to these will be supplied throughout the year through the Forums. Please do not unsubscribe yourself from the Moodle forums, as this is our main means of communication with you.
2.8 **Timetable**

This timetable shows the provisional schedule for 2019/2020. Please note that changes to the timetable and to Examination dates are always possible. Check your MyCampus timetable for the most up to date times and locations.

**SEMESTER 1**  **PLEASE NOTE CHRISTMAS VACATION IS 16 DECEMBER 2019 – 10 JANUARY 2020**

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<thead>
<tr>
<th>Date</th>
<th>Mon 1-2</th>
<th>Mon 2-4</th>
<th>Tue 1-2</th>
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<th>Fri 3-5</th>
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<td>23-Sep</td>
<td>Current Issues</td>
<td>Human Development</td>
<td>Forensic</td>
<td>CCTP</td>
<td>FVA2FW</td>
<td>RM1</td>
<td>Social Psychology</td>
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<td>04-Nov</td>
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<td>25-Nov</td>
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<td>02-Dec</td>
<td>NO TEACHING - REVISION WEEK</td>
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**SEMESTER 2**  **PLEASE NOTE SPRING VACATION IS 30 MARCH 2020 – 17 APRIL 2020. NOTE FRIDAY 8TH AND MONDAY 25TH MAY ARE PUBLIC HOLIDAYS.**

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<th>Date</th>
<th>Mon 1-2</th>
<th>Mon 2-4</th>
<th>Tue 10-12</th>
<th>Tue 1-2</th>
<th>Tue 2-4</th>
<th>Wed 11-1</th>
<th>Thur 9-11</th>
<th>Thur 2-4</th>
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<th>Fri 3-5</th>
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<td>Ind Diff</td>
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<td>DDD</td>
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<td>Neuro Dec Making</td>
<td>Autism</td>
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<tr>
<td>23-Mar</td>
<td>Exam Prep</td>
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2.9 Assessment

A variety of assessment methods are used as appropriate to the subject matter of the different courses. These include examinations, essays, critical reviews, research reports, portfolios, case study reports, electronic presentations, oral presentations and podcasts. Group working is increasingly common in courses within the University and we believe that all students should have an equal opportunity to participate in, and learn from, the opportunities that group working can provide. Group work assessments provide the opportunity to develop graduate attributes such as working collaboratively and becoming ethically and socially aware, alongside technical and subject expertise. Group work assessment is balanced in relation to opportunities for individual graded assessment across the wider programme.

The assessment scheme and our method for aggregating marks across courses conform to the university’s standard assessment scheme below. A student guide to the code of assessment can be found here [https://www.gla.ac.uk/media/media_106264_en.pdf](https://www.gla.ac.uk/media/media_106264_en.pdf).

Schedule A

<table>
<thead>
<tr>
<th>Primary Grade</th>
<th>ALL COURSES</th>
<th>Secondary Band*</th>
<th>Aggregation Score</th>
<th>Primary verbal descriptors of attainment of intended Learning Outcomes</th>
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<tbody>
<tr>
<td>A Excellent</td>
<td>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>
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<tr>
<td>B Very Good</td>
<td>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>
<td></td>
</tr>
<tr>
<td></td>
<td>B2</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B3</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Good</td>
<td>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>
<td></td>
</tr>
<tr>
<td></td>
<td>C2</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C3</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Satisfactory</td>
<td>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>
<td></td>
</tr>
<tr>
<td></td>
<td>D2</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D3</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Weak</td>
<td>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>
<td></td>
</tr>
<tr>
<td></td>
<td>E2</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E3</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Poor</td>
<td>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>
<td></td>
</tr>
<tr>
<td></td>
<td>F2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Very Poor</td>
<td>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>
<td></td>
</tr>
<tr>
<td></td>
<td>G2</td>
<td>1</td>
<td></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 in evidence being directionless and fragmentary</td>
<td></td>
</tr>
<tr>
<td>CR Credit Refused</td>
<td></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>
<td></td>
</tr>
</tbody>
</table>
Dictionary Waiver Form

You are entitled to use a language dictionary in your examination if English is not your first language. However, there are a number of important points to note with regard to student conduct. You are not permitted to bring notes into an examination with you; this includes ANY notes or annotations inside a dictionary that is in your possession. If you are found to have notes or annotations in a dictionary (or elsewhere) in the examination room, regardless of whether or not they are relevant, used or consulted, you will be reported to the Senate Office under the University’s Code of Student Conduct. Penalties levied by the Assessors for Student Conduct for such offences typically include a mark of zero for the examination with no opportunity to resit. This could have the consequence that you will not qualify for your degree. The procedure to use a language dictionary is as follows:

You will need to complete the dictionary waiver form (found on Moodle) to indicate that you are intending to use a dictionary in the exam. On the form you must list all the exams/dates/times when you intend to use the dictionary. On the form you will be asked to clearly indicate that you understand that only a standard language dictionary can be used. On the form you will also confirm that you clearly understand that the dictionary must be free of any annotations and that you are clear as to the consequences of any being found. Your completed form must be completed and submitted to the School of Psychology Teaching Admin Office by the date indicated nearer the time of examinations.

Once you have submitted the form you can then take your dictionary directly to the exam venue. At the start of each exam, the member of School staff attending will have a list of approved dictionaries, only those for which we have dictionary form will be permitted for use.

Access to Exam Scripts

A student may view their exam script up to two weeks after the exam marks have been published. You should email the Teaching Admin Team (psych-teachingadmin@glasgow.ac.uk) stating your name, ID number and the scripts you want to see. Scripts will be available to view within 2 working days. We will email you with a time to come in when you will be given 30 minutes to look at the scripts. You will not be allowed access to your scripts out with these times. You must bring your University student card with you for identification purposes. Typically you will be allowed to read through your script under supervision, which is to prevent the possibility of tampering with the script. Please note that it is not possible to scan scripts and send them to you, nor can you photograph them. There will be no individual verbal feedback from any member of staff on specific exam scripts however written generic exam feedback will be provided to all students on all exams to help them reflect on their performance and prepare for future exams.

For your information, no academic marker will have written any comments or marks on the scripts.

Classification of award, zones of discretion and appeals procedures

The following link to Generic regulations for Taught Masters Degrees outlines the minimum requirement for the award of credits and requirements for the award of a Masters degree, and the rules for award of distinction and merit. Information on assessment requirements and aggregation across a taught postgraduate programme can be found in the Guide to the Code of Assessment, section 2.6 An explanation of 1) the criteria for award of merit and distinction (Section 2.8) and 2) the criteria available to the Board of Examiners in considering students who do not achieve a clear merit or distinction who fall in the zones of discretion (Section 2.8.3 ) can be found in the Guide to the Code of Assessment.
Please be aware that consideration of students within these zones is at the discretion of the exam board it is not automatic so it is not the case that everyone in this zone will be promoted. In addition, you will see from the information in section 2.8 of the Guide to the Code of Assessment that final classifications are not 'rounded up' but rather that the board will use the criteria detailed below to decide if promotion is appropriate.

The first criterion which is applied to all students in the zones of discretion is a review of their course grade profile – if a student has 50% or more of their grades across the year of PGT study in the higher classification AND the dissertation grade meets the minimum requirement, the board may promote such candidates. The board will then consider further aspects of the grade profile to determine which candidates to promote.

1) Irrespective of the number of grades in the higher classification, any grade more than two primary grades below the higher classification will determine that the candidate is not promoted.

Example 1 (a) A candidate in the discretionary zone for possible promotion from merit to distinction (assuming appropriate weighting for course credits).

A3 A5 B2 A4 B2 A3 D1 A5 B1 A5: At least 50% of the grades (with appropriate weighting for course credits) are above the borderline so the student could be promoted to distinction. However the D grade determines that the candidate is not promoted.

Example 1 (b) A candidate in the discretionary zone for possible promotion from pass to merit (assuming appropriate weighting for course credits).

B2 B1 A4 C2 B2 C3 B3 E1 B1 C1: At least 50% of the grades (with appropriate weighting for course credits) are above the borderline so the student could be promoted to merit. However the E grade determines that the candidate is not promoted.

2) If the grade profile is divided equally above and below the relevant borderline, a course grade in the classification either above or below the classification under consideration will determine the outcome.

Example 2(a) A candidate in the discretionary zone for possible promotion from merit to distinction (assuming appropriate weighting for course credits).

B1 C1 A3 B1 A5 A5 A5 B2 B3 A4: There are an equal number of grades above and below the relevant borderline (assuming appropriate weighting for course credits), but the C grade determines that the candidate is not promoted.

Example 2(b) A candidate in the discretionary zone for possible promotion from pass to merit (assuming appropriate weighting for course credits).

B2 B1 C2 B2 C3 D1 C3 B1 C1 B2: There are an equal number of grades above and below the relevant borderline (assuming appropriate weighting for course credits), but the D grade determines that the candidate is not promoted.

The board will then consider the second criterion available - a review of unrounded means. The next two criteria (Borderline Vivas/Exit Velocity) are not appropriate within the School of Psychology and are not considered. The final criterion the Role of the External Examiner may be used in extraordinary circumstances that are not already covered by the proceeding criteria, other regulations such as good cause and their general role in the examination processes. The information in the link above is from the University Guide to the Code of Assessment - Chapter 2. The guide also provides a useful example in this section on the calculation of GPA and aggregation across a taught postgraduate programme (see Section 2.6). You can view the coefficients for each component of assessment (which provides the weighting of each course grade) by logging into your results on the psychology student intranet.
2.10 **Reassessment**

If students fail to meet the threshold grade 12.0 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 Lead will advise students in this position. Students are encouraged to contact the programme lead, dissertation supervisor and their adviser of studies if they are experiencing difficulties in their studies. If appropriate, students will be directed to effective learning advisers, disability services or counselling and psychological services. Details of these services are in the Pastoral resources section below.

2.11 **Coursework Submission**

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

2.12 **Correct File Submission**

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

https://www.gla.ac.uk/media/Media_124293_smxx.pdf

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

2.13 **Title Page for Submission of Coursework**

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

2.14 **Plagiarism**

The University of Glasgow takes a very strong line against plagiarism. The University’s degrees and other academic awards are given in recognition of a student’s personal achievement. All work submitted by students for assessment is accepted on the understanding that it is the student’s own effort. Plagiarism is defined as the submission or presentation of work, in any form, which is not one’s own, without acknowledgement of the sources. Special cases of plagiarism can also arise from one student copying another student’s work or from inappropriate collaboration. For full details of the university’s rules on plagiarism please refer to https://www.gla.ac.uk/myglasgow/leads/students/plagiarism/

This is a reminder regarding the University’s policy on plagiarism. You cannot receive credit for work that is not your own, so it is not permitted to submit unacknowledged or incorrectly referenced material. It is also not permitted to submit material taken from another person's work, or from work you have submitted yourself at another time.

A range of websites now offer ‘custom writing services’ which they claim do not constitute cheating and promise to be plagiarism-free. Some of these providers have been advertising their services around the University campus. If you ask someone else to write your work for you, it is cheating, regardless of the
reassurances on these websites. You are not allowed to submit work that has originated from one of these sites. All work you submit must be your own.

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

To support students in learning more about plagiarism and how to avoid it the Learning enhancement and Academic Development Service has created guidelines and exercises for understanding plagiarism, accessible on their website.

2.15 Software for Detecting Plagiarism

All written coursework is to be submitted through Turnitin which is the University software for detecting similarity with other sources. You will find Moodle activity for submitting coursework for electronic marking and similarity checking. The similarity reports that the software produces is one of the sources examined by the Programme Lead to assess evidence of plagiarism. In cases of suspected plagiarism action will be taken in line with the University’s Guidelines. Students in the School of Psychology will be able to submit one copy of their work in a draft submission to self-check for similarity and deal with any cases of accidental plagiarism. With draft submissions there will be guidelines about how to approach instances of similarity and these guidelines take into account whether the assignment involved group work, was an individual piece and also what characteristics of the assignment is. Please note that draft and final submissions activities on Moodle must be used only for the intended assignment and you should never use another student’s account.

2.16 Deadlines

Coursework and other material completed during the academic year need to be submitted via Moodle by a deadline date. The School cannot function effectively if these deadlines are not met, as we cannot guarantee return of feedback and grades in time to enable you to use the feedback moving forward. The dates are detailed at the end of this document.

Late Submission

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).
- Where feedback is provided to the student class within 5 working days of submission, for pieces of work less than 25% of the course’s summative assessment, any late submissions will be awarded Grade H (zero).

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

Further details on penalties for late submission of coursework can be found at:
http://www.gla.ac.uk/media/media_124293_en.pdf

2.17 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 the University Regulations (previously University Calendar)

Below is a summary of the key points. If you are unclear about anything please contact your Programme Lead – Dr Maxine Swingler (Maxine.swingler@glasgow.ac.uk) or the School Exams Officer – Professor Niamh Stack (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 MyCampus 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, this is the Year Lead, Dr Maxine Swingler, 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.
- Feedback will be provided for all coursework submitted late.
- In the case of missed examinations, a grade of CW (Credit Withheld) will be returned unless Good Cause is established for why the assessment was missed. If Good Cause is established then the student will be returned as MV. The student will then be required to sit the examination in the August diet if they wish to progress to the next year of study. If the student has initially been returned as CW, their performance in the August diet will be capped at 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, missing an examination, failing to submit coursework on time, or clearly prejudicing your performance in the assessment. [Chronic illness is not covered unless there has been a short term worsening of the condition which specifically affects an assessment]. If it is accepted that your assessment was affected by good cause, the work in question will be set aside and you will (as far as is practicable) be given another opportunity to take the assessment with the affected attempt discounted. Please note that Boards of Examiners are not permitted to award marks based on undemonstrated performance and therefore your grade(s) will not be increased because your performance was impaired by medical or other personal circumstances.

**Time Limit** You must notify the University no later than one week (i.e. within 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.

2.18 **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. Resources to support you in your ethics application can be found on the Msc Psychological Science Programme Moodle page.

**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:
https://www.gla.ac.uk/myglasgow/ris/researchpolicies/ourpolicies/ethicshomepage/

2.19 The General Data Protection Regulation
Data gathered for dissertations is subject to GDPR. This means that you need to clearly inform participants about the purpose for which you gather data and you need to store data in accordance with the regulation. GDPR applies to all personal data (names, e-mail addresses, location data etc.) and special category data (race, religion, sexuality, political affiliations, health and mental health, etc.). Keep data safe by string in on your university OneDrive accessible through MyGlasgow and the Microsoft365 online platform. Never store data long-term on a flash-drive or your personal computer. At the end of your dissertation share your data with your supervisor for long-term curation. Never use cloud-based storage such as dropbox or google drive to store data that contains personal or special category information.

2.20 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/
The Student Representative Council (SRC) provides a very good information page on the University appeals process http://www.src.gla.ac.uk/advice/academic/appeals

2.21 Complaints
Complaints about any core element of the M.Sc. programme should be made to the M.Sc. Programme Lead. 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
Staff roles and contact details can be found on the School of Psychology website. Enquiries should normally be made to the M.Sc. Administrator in the School Office in the first instance.

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 Lead
The M.Sc. Programme Lead’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 Leads
Students are encouraged to approach course leads with any concerns about issues relating to a particular course or to discuss progress. Leads 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 Richard Hartley (Richard.Hartley@glasgow.ac.uk), if all other consultations have failed to resolve issues. To make an appointment, contact Heather Lambie at 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 James Bowness at james.bowness@glasgow.ac.uk
- The writing advisors for international students are Dr Julia Bohlmann Julia.Bohlmann@glasgow.ac.uk and Dr Micky Ross micky@ross@glasgow.ac.uk For details of scheduled classes and one to one appointments see also: https://www.gla.ac.uk/myglasgow/leads/about/staffteams/student/

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 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/
**Mental Health Crisis**

Disability Service provide a website on Mental Health Crisis, this contains information for an emergency situation on campus, further details can be found on the website here: https://www.gla.ac.uk/myglasgow/disability/mentalhealth/

**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 visit us during our office hours: Dr Linda Moxey, 62 Hillhead Street (Room 417, Thursdays 2-4pm) and Dr Maria Gardani, 62 Hillhead Street (Room 413, Mondays 10am – noon).

### 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 text. 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](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/](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 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/ for more information.

**Access to School, 62 Hillhead Street**

The building, entered through 62 Hillhead Street, may have hot-desking rooms which will be confirmed at induction. 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 4.45 pm. **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 62 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. During term-time this space hosts additional spaces where you can access computers, as well as 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, 520 and 603 in the Boyd Orr Teaching Centre. If you want to use these spaces outside of term-time for your dissertation research, please consult with your supervisor to arrange access.

**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 the Boyd Orr Teaching Centre 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).

**Social Media Etiquette**

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

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](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](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, 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.

**Use of Course Materials and Personal Recording of Lectures, Seminars and Tutorials**

In using course materials and lecture recordings/media, students are agreeing to the following terms and conditions of use:

- Course materials available on Moodle including lecture slides; lecture recordings; information to support the lecture course; project materials; and data files; should only be accessed and downloaded by those students enrolled on the course.
- Use of such materials should be in relation to the course and used solely by individual psychology students for the purposes of supporting their personal learning.
- Copyright of content used in lectures is protected.
  - Any use of course materials (including lecture recordings) other than for a student’s personal use in relation to their studies or any unauthorised distribution of course materials (e.g. on forums, social media or the internet) will be considered a serious breach of the Code of Student Conduct and will be subject to disciplinary action. The use of recording devices, such as voice or visual recording, is permitted in this course only to:
    - students who have been deemed so eligible by the University’s Disability Service; and
    - students given permission in advance by the staff member conducting the teaching session
  - These recordings are subject to the conditions laid out in the relevant document on Moodle. No recordings are allowed until you have read the terms and conditions in this document. The lecture recording policy can be found here: [http://www.gla.ac.uk/media/media_359179_en.pdf](http://www.gla.ac.uk/media/media_359179_en.pdf)
Psychological Research Using Online Questionnaires

In order to ensure that you gather data in accordance with GDPR we provide two safe platforms for gathering data online, the first is the School of Psychology Experimentum, an online platform for psychology students and the second is Microsoft Forms accessed through the University Microsoft365 online platform. If neither of these are suitable, consult with your supervisor or the school Technology Enhanced Learning and Teaching Lead (Helena Paterson). Do not use online software such as Survey Monkey or the online PsyToolkit as these are not compliant with the law.

3.4 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 three 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 Lead. 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 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.

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 provide homework exercises and a list of materials you can access for class preparation.

5.1 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 https://www.gla.ac.uk/myglasgow/leads/students/writingstudyadvice/. 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.

5.2 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.

5.3 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. A number of writing classes are hosted by Learning Enhancement and Academic Development Service (LEADS) details here https://www.gla.ac.uk/myglasgow/leads/students/.
6 Feedback

Feedback is an ongoing, important part of learning. You will receive feedback for your work in several ways including: a mark that you get for an assessment, exam, coursework, any comments from a staff member on your work (written or verbal); general feedback to the whole class; peer feedback. Practical classes are all part of feedback, as are more informal discussions with your project supervisor and peer group. Remember, however, that feedback is only of use if it is read, digested and acted on - feedback should actually serve as feedforward, i.e. any feedback you receive should inform future work. Therefore, please be sure to read coursework, RM portfolio and exam feedback and reflect upon this to improve future work as you prepare this. Students are supported in this via online resources include marking criteria, feedback sheets, generic feedback from previous years, course materials and online report writing guides. To learn more about the expectations for assignments consult the course learning objectives and advice published about your assignments. Students are encouraged to keep a reflective log of feedback throughout the year, resources to support students in engaging and reflecting on feedback can be found on the MSc Programme Moodle page.

6.1 Grade Returns

You will receive feedback comments on marked coursework. Grades are returned electronically. Coursework grades are provisional until marks are ratified by the exam board. Final grades will be published via My Campus after exam boards are concluded. There are 3 exam board meetings for the Msc Programme; an interim exam board in January/February; an interim exam board in June, and a final exam board in June, and a final exam board meeting in September.

6.2 Feedback Calendar

<table>
<thead>
<tr>
<th>RM1 Coursework</th>
<th>% contribution to overall grade</th>
<th>Submitted</th>
<th>Returned (if submitted on time)</th>
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<tbody>
<tr>
<td>Research Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ethics Report</td>
<td>30%</td>
<td>25 October 2019</td>
<td>18 November 2019</td>
</tr>
<tr>
<td>• Research Design Test</td>
<td>10%</td>
<td>15 November 2019</td>
<td>9 December 2019</td>
</tr>
<tr>
<td>• R Worksheets</td>
<td>10%</td>
<td>29 November 2019</td>
<td>23 December 2019</td>
</tr>
<tr>
<td>Qualitative Report</td>
<td>50%</td>
<td>7 February 2020</td>
<td>2 March 2020</td>
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<tr>
<td>R Portfolio</td>
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<td>13 March 2020</td>
<td>6 April 2020</td>
</tr>
<tr>
<td>Quantitative Report</td>
<td>50%</td>
<td>24 April 2020</td>
<td>19 May 2020</td>
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<table>
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<tr>
<th>Coursework</th>
<th>Submitted</th>
<th>Returned (if submitted on time)</th>
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</thead>
<tbody>
<tr>
<td>Social Psychology Poster Presentation</td>
<td>25 October 2019</td>
<td>18 November 2019</td>
</tr>
<tr>
<td>Current Trends in Clinical Psychology</td>
<td>1 November 2019</td>
<td>25 November 2019</td>
</tr>
<tr>
<td>Current Issues Report</td>
<td>8 November 2019</td>
<td>2 December 2019</td>
</tr>
<tr>
<td>Social Psychology Critical Review</td>
<td>22 November 2019</td>
<td>16 December 2019</td>
</tr>
<tr>
<td>Counselling Lit Review</td>
<td>6 December 2019</td>
<td>9 January 2020</td>
</tr>
<tr>
<td>Counselling Info Sheet</td>
<td>6 December 2019</td>
<td>9 January 2020</td>
</tr>
<tr>
<td><strong>Formative</strong> Individual Differences CR</td>
<td>31 January 2020</td>
<td>24 February 2020</td>
</tr>
<tr>
<td>Dev, Diff &amp; Div CR &amp; Pamphlet</td>
<td>21 February 2020</td>
<td>16 March 2020</td>
</tr>
<tr>
<td>From Visual Awareness to Freewill CR</td>
<td>21 February 2020</td>
<td>16 March 2020</td>
</tr>
<tr>
<td>Autism Podcast</td>
<td>21 February 2020</td>
<td>16 March 2020</td>
</tr>
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<td>Autism Peer Assessment</td>
<td>6 March 2020</td>
<td>30 March 2020</td>
</tr>
<tr>
<td>Individual Differences Critical Review</td>
<td>26 March 2020</td>
<td>23 April 2020</td>
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7 Course Outlines

7.1 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.

7.2 Core Course Outlines

COGNITIVE PSYCHOLOGY Dr L Moxey & Dr L Morrow
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.

Outcomes
By the end of this course students will be able to:
• Critically evaluate key theories on cognitive Psychology and link their evaluation to experimental evidence
• Critically evaluate how semantic information might be represented and organised in the brain, with reference to the network model, the hub and spoke model, and category-specific deficits.
• Identify and have critical knowledge and understanding of the factors that influence episodic encoding, storage, and retrieval, with reference to: theories and evidence; which areas of the brain might be involved; and what errors of memory suggest regarding the features and functioning of memory.
• Critically evaluate some of the research language understanding processing and research on thinking and decision making.

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

Outcomes
By the end of the course students will be able to:
• Undertake critical evaluations of data collecting procedures in developmental psychology, especially in complex and vulnerable cohorts
• Critically evaluate evidence from a range of empirical studies on age-related change at key stages through the life span from prenatal development through childhood, to adolescence, and into old age.
• Identify and define the evidence for risk and protective factors in development.
• Critically analyse the interplay between genetics and environment on development.

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

Outcomes
By the end of the course students will be able to:
• Demonstrate a critical understanding of key contributions of neuroscience to the investigation of individual differences.
• Demonstrate a critical awareness of the contribution of a range of wider disciplines to the study of individual differences.
• Critically evaluate research exploring key aspects of individual differences in emotion and emotion regulation.
• Demonstrate a critical awareness of key contemporary research evidence related to intelligence.
• Demonstrate an extensive critical understanding of trait theory and key applications in practice.
PHYSIOLOGICAL PSYCHOLOGY Dr M 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; critical evaluation of cognitive neuroimaging techniques.

Outcomes
By the end of the 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.

RESEARCH METHODS 1 Dr K Wilson-Smith

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) experimental research design, data collection and analysis methods. Students will 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.

Outcomes:
By the end of this course students will be able to:
- Understand and apply the principles of open and reproducible science
- Generate and explore hypotheses and research questions for qualitative and observational research
- Select appropriate research designs and methodologies for different research questions
- Demonstrate critical awareness of the assumptions of these methods and analyses and the limitations of associated with qualitative and observational research designs
- Identify the ethical issues involved in qualitative and observational research
- Plan and execute a small-scale research project using qualitative research methods
- Demonstrate critical analysis, evaluation and synthesis of ideas

RESEARCH METHODS 2 Dr E Nordmann

Aims: Students will build on the knowledge and skills gained in Research Methods for Reproducible Science 1 to gain critical understanding of research principles in psychometrics and questionnaire-based research designs. They will complete a series of psychological research studies to gain practical experience of a range of research paradigms. Students will advance their use and understanding of statistics, data analysis and principles in open science. To achieve the course objectives students will compose a research methods portfolio and write one independent quantitative report.

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.

RESEARCH PROJECT Dr M Swingler
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.

Outcomes
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.

SOCIAL PSYCHOLOGY Dr K Wilson-Smith
Aims: 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 intergroup behaviour.

Outcomes
At 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.
• Critically 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.
• Apply their specialist knowledge to real-world situations.
• Analyse critically evidence where social psychology has helped solve an applied problem such as leadership education or prejudice.
7.3 Optional Course Outlines

APPLIED QUALITATIVE METHODS IN PSYCHOLOGY Dr Kate Reid
Aims: to prepare students to design, execute and evaluate a range of qualitative methods suited to different aspects of psychological enquiry.

Outcomes
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

AUTISM Dr D Simmons & Prof F Pollick
Aims: To introduce students to the broad range of current research on autism spectrum disorders (ASDs).

Outcomes
By the end of this programme 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 the potential causes of ASD
- Explain with detailed knowledge the social and scientific importance of ASD.

COGNITIVE NEUROSCIENCE: INSIGHTS INTO BRAIN PLASTICITY Prof G Thut
Aims: Each lecture begins with case descriptions of patients with paradoxical (sometimes productive) effects of stimulation/lesions on behaviour. Examples include: hyper-attention; an anarchic hand; the experience of leaving one’s own body; or the integration of phantom limbs into one’s own body scheme. The lectures explore how these phenomena fit or informed models of cognitive processes and plasticity in different domains (e.g. attention, motor control, interhemispheric interactions, multisensory integration) and points to implications for neurorehabilitation.

Outcomes
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).
- Critically evaluate 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).
- Critically evaluate 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
- Reflect critically on these key models and associated concepts
- Critically evaluate 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

**COUNSELLING PSYCHOLOGY (Option) Dr L Moxey**

**Aims:** to discuss and critically evaluate some of the main approaches in counselling psychology, discussing their advantages and disadvantages specifically with reference to recent research on particular client groups.

**Outcomes**

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

- Reflect critically on the history of counselling in the UK, and the basic assumptions of counselling psychology
- Discuss the basic assumptions of various approaches to counselling
- Critically evaluate in detail different commonly used counselling methods with reference to recent research
- Critically evaluate the application of various counselling approaches to specific client groups

**CURRENT ISSUES IN PSYCHOLOGY (Option) Dr L Morrow**

**Aims:** acquaint the students with the latest and most significant developments in psychological theory and application. To encourage critical evaluation of psychological theory in the context of important applications in a range of scientific and clinical content areas.

**Outcomes**

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

- Demonstrate a critical awareness of a range of content areas in which psychological theory has made important contributions in guiding fundamental understanding, and applied principles and practice of diagnosis and treatment.
- Demonstrate an extensive and detailed understanding of how psychological research has made a significant impact in key areas of application.
- Critically discuss how applied work can inform priorities in research, and how curiosity-driven science can translate to applied advances.
- Critically evaluate the empirical effectiveness of psychological applications in key areas.
- Write a critical report on application of psychology in at least one area of current societal and scientific importance.

**CURRENT TRENDS IN CLINICAL PSYCHOLOGY Dr M Gardani**

**Aims:** 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.

**Outcomes**

By the end of this course 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.
- Reflect critically and compare techniques and practical implementations over a range of interventions.
- Critically evaluate complex psychological disorders and demonstrate a critical understanding of current guidelines for treatment
DEVELOPMENT, DIFFERENCE AND DIVERSITY Prof N Stack
Aims: The aims of this course are to provide an understanding of the abilities of children whose development is in some way different and to examine the origins of different forms of development and investigate the psychological and social impact for children.

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

fMRI Dr J Goense & 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 basis of the fMRI signal, experimental strategies, and analysis principles.

Outcomes
By the end of this programme students will be able to:
• Outline the physical and physiological basics of fMRI imaging
• Critically evaluate the current models explaining neurovascular coupling and the link between neuronal activity and influx of oxygenated blood
• Outline experimental design issues of fMRI research and get hands on experience with the analysis of fMRI sample data
• Critically evaluate fMRI research in light of newly acquired knowledge about the basics of the BOLD-signal

FORENSIC Psychology Dr M Martin
Aims: The course aims to allow students to investigate and evaluate areas where Psychology has been influential in understanding criminal behavior (e.g. Personality, Mental Health)

Outcomes
By the end of this course students will be able to:
• Critically evaluate the instruments used in the study of personality in relation to criminality
• Critically evaluate the link between mental health and criminality
• Critically evaluate the link between personality and criminality
• Critically evaluate the application of research in Forensic Psychology

FROM VISUAL AWARENESS TO FREE WILL Dr M Lages
Aims: 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.

Outcomes
By the end of the course students should be able to:
• Critically evaluate basic philosophical constructs surrounding the idea of awareness, attention, self-awareness, perspective taking and free will as well as pros and cons of different research paradigms, new research and applications in this field.
• Reflect critically on the concept of visual awareness and to recognize associated research paradigms
• Critically evaluate the difference between visual awareness and attention
Illustrate methodological challenges and limitations when predicting psychological states and behaviour from neuroscientific measurements, basic principles when predicting behaviour (machine learning), and when applying these principles to different domains (e.g., legal, security, market research, learning and teaching)

HEALTH NEUROSCIENCE Professor Larry Barsalou
Aims: This course explores the neural mechanisms that underlie healthy and unhealthy behaviours. After learning about relevant neural mechanisms in health domains such as eating, drug use, and stress, students select a specific health behaviour to examine in depth. Over the course, each student develops an individual project that (1) examines relevant literature on their target health behaviour, (2) characterises its underlying neural mechanisms, along with supporting situational conditions, (3) identifies outstanding issues and directions for future research, and (4) develops a research proposal to increase understanding of relevant neural mechanisms.
Outcomes
By the end of this course students will be able to:
• Outline important neural mechanisms that underlie a variety of healthy and unhealthy behaviours
• Critically evaluate important theories and theoretical distinctions, along with relevant empirical evidence
• Critically assess and integrate relevant literature on the neural mechanisms that underlie a target health behaviour
• Reflect critically on the neural mechanisms that underlie this behaviour
• Identify outstanding issues and future directions associated with research on these mechanisms
• Develop a specific research proposal to better understand these mechanisms

NEUROPSYCHOLOGICAL DEFICITS Dr M Harvey
Aims: 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.
Outcomes
By the end of this programme students will be able to:
• Understand prominent models of brain function and critically evaluate the strengths and weaknesses of such models
• Critically evaluate evidence for and against blindsight, optic ataxia
• Critically assess the different models/level of explanation of the phenomena and outline 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 and evaluate the different interpretations of the syndrome
• Give presentations based on the previous modules and critically evaluate findings

NEUROSCIENCE OF DECISION MAKING Dr M Philiastides
Aims: this course provides an introduction to the neuroscience of decision making, in particular, the neural principles underlying perceptual as well as reward and value-based decisions. Perceptual decisions involve choices based on ambiguous sensory evidence whereas reward and value-based decisions hinge largely on probabilistic evidence and subjective preferences associated with potential
choices. In addition, the role of training in perceptual decision making and the influence of reinforcement-learning in reward-based choices are discussed in the context of optimising decision-related processing. Important methodological considerations on how the relevant neural data are collected and analysed, including some computational modelling work, are also explored. The course draws mostly on recent research reports from both the human and non-human primate literature to illustrate the brain networks and the fundamental principles underlying decision-related processing and their relevance to interpreting neurophysiological and neuroimaging experiments and to understanding brain function in health and disease.

**Outcomes**

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

- Critically evaluate the main principles guiding different forms of decision making problems (e.g. perceptual vs reward-based decisions), identify the relevant brain networks implementing such decisions and explain how these can go astray in brain trauma or disease
- Critically evaluate the main principles and neural networks involved in reinforcement learning during perceptual and reward-based decision making
- Critically evaluate the main principles of sequential sampling models of decision making
- Design simple behavioural paradigms to probe the behaviour 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
- Critically evaluate the influence of important decision modulators (e.g. confidence, speed-accuracy-tradeoff, expert 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

**PSYCHOLOGY AND BIOLOGY OF MENTAL DISORDERS** *Prof Peter Uhlhaas*

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

**Outcomes**

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

- Reflect critically on 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.
- Critically evaluate the contribution of neurobiological and psychological factors in the emergence of affective, psychotic and personality disorders.
- Critically evaluate different neuroimaging approaches and their application towards studying mental disorders.
- Outline and summarise the application of psychological and medical interventions and their effects and mental and neural processes

**SLEEP AND CIRCADIAN TIMING** *Prof S Biello, H Scott, Dr H Woods*

**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.

**Outcomes**

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

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

8 BRITISH PSYCHOLOGICAL SOCIETY AND BPS SCOTTISH BRANCH

8.1 BRITISH PSYCHOLOGICAL SOCIETY (BPS)

Founded in 1901, this is the professional body which is central to the development of the profession of Psychology in the UK. The BPS 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.

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

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