M.Sc. Psychological Science (Conversion)

[C808-5200]

Programme Handbook 2020-21
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1 OVERVIEW OF 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 student's 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:
Email: MAXINE.SWINGLER@GLASGOW.AC.UK

The Programme Administrator is Miss Amanda Lynch:
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.

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/. For details of the University’s Student Privacy Notice please see: https://www.gla.ac.uk/myglasgow/dpfoioffice/gdpr/privacynotices/studentprivacynotice/

2 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/

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. 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
- Autism**
- Basics of fMRI in Biopsychology*
- Cognitive Neuroscience: Insights into Brain Plasticity*
- Counselling Psychology**
Current Issues in Psychology
Development, Difference & Diversity**
Forensic Psychology
From Visual Awareness to Free Will
Health Neuroscience*/**
Neuropsychological Deficits*
Neuroscience of Decision Making*
Principles of Clinical Psychology**
Psychology of Biology and Mental Disorders**
Service Learning

*Students who wish to specialise in Psychology & Cognitive Neuroscience (PCN) should choose any of these 3 courses
**Students who wish to specialise in Clinical Psychology (CP) 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 on Moodle.

2.5 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.

2.6 Teaching Delivery in face of COVID-19
The current position in Scotland is that Universities must maintain physical distancing on their campuses. This is a rule established by the Scottish Government and public health authorities to reduce the risk of transmission of the coronavirus. We hope that these measures will be relaxed as progress is made in combating the virus in Scotland. But for the time being, the implication of this for teaching and learning is significant - it is impossible to bring large groups of students together safely for lectures and labs in Semester One. Decisions on semester two will come from the centre of the University later in the year as we continue to follow Governmental guidance.

We can assure you that this decision towards remote delivery of core teaching was not taken at all lightly and at the heart of the decision was the safety of you as students and of us as staff. We are also so aware that every one of you is still very much in different situations in different countries with different demands on you and your time and for some travel will be difficult, for some caring responsibilities will be challenging, for some there are health concerns and shielding requirements. Given all these factors we wanted to ensure that learning remains open and accessible for all and the best way that we can achieve this is by ensuring all our learning outcomes and core teaching can be achieved flexibly through remote delivery in semester one. In practice this means that everything you need to do that is core to your psychology degree will be delivered through online lectures and labs in Semester One.

However one really important thing about this, we have not simply shifted everything on line without thought or consideration, all the staff in the School and Institute have spent the past four months thinking about how what they teach can be amended and spent time and energy changing their plans for this alternative format to provide you with the best learning experience
and to allow us to continue to engage actively with each other as a community. They have come up with creative solutions that employ technology, but which are also embedded in solid pedagogical research and which will allow us to continue to actively learn together. Everything you need to learn and study (books, journals, labs resources, dissertation and group work supervision, skills and pastoral support) will be available online in semester one.

We also know that for many of you coming to Glasgow and coming to campus for quiet study space and to see others is still really important and to reassure you although the core teaching will be online, campus is and will be open in keeping with Government directives and made as safe and accessible as possible. You will be able to book study spaces, you will be able to access sports facilities and the library (in keeping with Government guidance). All of the spaces which would normally be used for teaching will be repurposed to accommodate current social distancing restrictions and provide as many on campus experiences for those who wish that option. There will also be cross university face to face small extra-curricular activities available for those who wish these which will explore issues of common interest to us as a university such as sustainability and well-being. Within the school we are also endeavouring to have face to face opportunities for support sessions in parallel to equivalent online support sessions for those here who would wish that face to face option.

So, in summary, the School and Institute have worked hard to make sure your learning opportunities are ready for you to hit the ground running on September 21st wherever you are and whatever your learning context is. Please understand that we 100% wish you could all be here physically with us in Glasgow from September 21st. 2020. But we know that you are all in very different situations just now so we want you to have a lot of freedom and flexibility around that learning so that you can do it from where you are or from here in Glasgow as suits you, so that you can do it synchronously with us or asynchronously with us if that is what is needed for you right now. But what we are committed to is that no matter where you are learning from or when, that you will feel part of our everyday Glasgow lives and continue to have the very best learning experience we can offer.

### 2.1. PLAN FOR LECTURE DELIVERY IN SEMESTER 1 AND 2

Lectures will take place on Zoom. During the timetabled lectures on Zoom, the lecturer will deliver content live or stream pre-recorded lecture videos and engage in discussions and activities with the students. The Zoom link to the lecture sessions can be found on the relevant Moodle Page. Note that Research Methods 1, Social Psychology and Physiological Psychology lectures are not included in the timetable—however there will be pre-recorded lectures and weekly activities for these courses which will be communicated to you via Moodle and Microsoft Teams throughout semester 1. Research Methods 2 will be taught in semester 2 and follow a similar format. This allows you the flexibility to watch the lectures and complete activities in your own time. You will see that some of the contact hours in the course specifications in the course catalogue are a little different due to online delivery this year. However, these contact hours are still being utilised in the form of online discussions with lecturers and pre-recorded lectures. The timetabled research methods practicals will comprise short presentations, small group work and time for Q & A.
### Timetable

Note this timetable was correct at the time of publishing, the most up to date timetable can always be found on MyCampus.

#### Semester 1

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18-25 JAN: COGNITIVE

18-25 JAN: DISSERTATION

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### 3 COURSEWORK

#### 3.1 Method of Assessment and Deadlines

A number of courses have a continuous form of assessment to a maximum of 100%. A summary is below. All other options consist of 100% examination assessment. If the deadlines below change, they will be announced via moodle.

<table>
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<tr>
<th>COURSE</th>
<th>TYPE OF COURSEWORK</th>
<th>% OF OPTION</th>
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<td>Group Presentation</td>
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3.2 Coursework Requirements

Please note these points:

- All coursework must be submitted by the published deadline
- All coursework will be submitted electronically unless otherwise stated.
- All coursework submitted should (unless otherwise advised) be word processed using A4, 1.5-spaced text, and a standard font such as Arial, Geneva or Times Roman, with a standard point size of 11 for the main text.
- Page numbers are required and ideally, they will be of the format shown in the Footer in this document, i.e. showing how many pages in the entire document as well.
- All coursework must be submitted with a title page which will be available to download from the relevant Moodle page

3.3 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.

3.4 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.’

3.5 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.

3.6 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.

3.7 Software for Detecting Plagiarism
All written coursework is to be submitted through Turnitin which is the University software for detecting similarity with other sources. You will find Moodle activities for submitting coursework for electronic marking and similarity checking. The similarity reports that the software produces 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 the 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.

3.8 Coursework 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.

3.9 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

3.10 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 Regulations
covers incomplete assessment and Good Cause. 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 Programme 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 five 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.

3.11 MSc Projects - Ethical Clearance

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 will 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:
HTTPS://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/

3.12 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.

4 QUALITY ASSURANCE
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.

**Class Representatives - Staff/Student Liaison**

Student representatives of the class (class reps) are elected at the beginning of the academic year. These representatives are invited to School Meetings and are encouraged to act generally as mediators between the class as a whole and the staff, as individuals or as a School – thus, through the representatives, class views can be given at these meetings and details of other school business relayed back. Meetings with the course organiser and course team are held as and when needed, at least one per semester. It is expected, however, that a more informal dialogue is continued with the course organiser and that most problems are dealt with at this Level. In addition, Class Representatives are expected to contribute to Open Days and Applicants Days throughout the year.

Students can either be nominated or nominate themselves after the induction class in September. To nominate please send an email to maxine.swingler@glasgow.ac.uk with Name, College and Student Category information. Arrangements for an election will be made early in semester 1. Training and support for this role are supplied by the SRC (Student Representative Council).

**Course Evaluation Surveys by Students**

Students are asked to offer an evaluation of various aspects of the course (lecture content and delivery, the laboratory programme, the assessment procedure) through the completion of questionnaires administered during the academic year. The results are scrutinised by Teaching staff on the team, The Director of Teaching and Learning and the School’s Quality Assurance Officer and are the subject of discussion at meetings of the Staff-Student Committee, as well as at Staff meetings. Responses to them will be fed back to students through the course Moodle sites. Over the years a number of improvements in the course have been prompted by student opinion expressed in this way.

Surveys will mostly be done online (as this seems most convenient for students), and automatic email reminders sent. It is a requirement for all students to fill them in. This is important to give confidence to students, teaching staff, and various higher layers of university quality assurance that we are neither ignoring issues which many students have shown concern about, nor making changes that affect all students based on what only one or two students have expressed an opinion about. Each survey will have a way of stopping reminders by saying it is not applicable e.g. by stating that the student did not attend that part of the course. All problems with surveys or reminders should be reported to coursesurveys@psy.gla.ac.uk and will be attended to promptly.

The main times to expect surveys are at the end of each course. Surveys will often be quick to fill in (sometimes very quick), apart from open-ended questions asking for not just a click but for a typed reply. Typically only a minority of students type in an open-ended response and yet these are often the
most influential, and we particularly welcome such contributions. Survey responses are always anonymous: teaching staff cannot link a response to the student who gave it.

5    COURSE OUTLINES

You will find an outline of all course aims and intended learning objectives below, more in depth lecture summary details and information on course reading for each option can be found on the relevant Moodle page.

5.1 Core Course Outlines

**Cognitive Psychology - Dr C Kuepper-Tetzel**

**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 E Nordmann**

**Aims:** Students should learn how to conduct and critically evaluate psychological research as an evidence base. Students should gain practical skills in experimental research design, data collection and analysis methods, and practical skills in statistical techniques and use of statistical analysis software. They should further develop good practices in applying ethical and open science principles to psychological research and working as part of a research team.

**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
- Use statistical software to conduct a range of descriptive and inferential statistics.

**Research Methods 2 - Dr A Robertson**

**Aims:** Students should expand their practical skills in quantitative analysis methods and use of statistical analysis software. Students should gain practical skills in formulating qualitative research questions and conducting qualitative research using focus groups, including ethics documentation. They should further develop their academic writing and analysis skills through writing a collaborative qualitative report and working as part of a research team.

**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 qualitative 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 H Paterson**

**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.

## 5.2 Optional Course Outlines

**Applied Qualitative Methods in Psychology - Dr K 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

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.

Basics of fMRI – Dr L Muckli

Aims: Functional brain imaging has become an essential tool in Cognitive Psychology and Neuroscience that has changed the way we think about the brain today. This course aims to give a basic and practical introduction to functional magnetic resonance imaging (fMRI). The course will cover basic experimental design (block design), fMRI data analysis including pre-processing (Motion correction, temporal filtering), basic statistical analysis (using correlation analysis and general linear modelling). Students will learn to do a basic analysis and explain results of a simple one fMRI experiment of one subject recorded for the course.

Outcomes: By the end of this programme students will be able to:
- Design a block design fMRI experiment, analyse pre-recorded fMRI data and pre-process the sample data, using the acquired knowledge of data analysis for a new data set involving for example mental navigation, arithmetic task.
- Critically review literature about the experiment and argue an interpretation about the recorded cognitive data.
- Explain pre-processing steps of the data analysis and discuss experimental design issues of fMRI research.
- Demonstrate critical knowledge about motivation design and application of current fMRI research in the department including decision making, illusion perception, or social cognition and acquire hands on experience with the analysis of fMRI sample data.

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 - Dr L Moxey**

**Aims:** This course 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 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.

**Development, Difference & 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.

**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 Freewill - 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 - Prof L 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

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 implementings 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 behavioural and neural correlates of decision making and recognise how interventional techniques (TMS, electrical stimulation, brain lesions) are used to establish causal relationships in neural networks
• 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

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

Principles of Clinical Psychology - Dr M Gardani
Aims: To develop students’ knowledge in the basic principles of Clinical Psychology and equip them with the skills relevant to understand the context of the work of a clinical psychologist. Students will be introduced to the core skills (Assessment, Formulation, Intervention, Evaluation, Communication, Research and Reflection) used by clinical psychologists.
Outcomes: By the end of this course students will be able to:
• Critically evaluate the core skills used by clinical psychologists in a range of clinical settings
• Critically evaluate knowledge of the development of psychology based interventions and their theoretical underpinnings
• Critically evaluate the current guidelines for treatment drawing from examples of complex psychological disorders
• Reflect on the historical context of clinical psychology as well as the current political and cultural context of the practice of clinical psychology

Psychology & Biology of Mental Disorders - Prof P 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
• Critically evaluate the importance of adolescent brain maturation and early intervention for the manifestation and treatment of mental disorders.

Service Learning – Dr C Kuepper-Tetzel
Aims: The aim of this Service Learning course is to teach students a range of successful learning strategies from Cognitive Psychology and discuss theoretical explanations. This is the learning component. During the service part, student will create and deliver how-to-study tutorials for pupils. These tutorials can take different formats from in-person tutorials, to podcasts, or online, live videos. This is done to foster creativity in students.
Outcomes: By the end of this course students will be able to:
• Critically evaluate a range of learning strategies from Cognitive Psychology and their theories and obtain a critical understanding of empirical findings and the research methods used to obtain the findings.
• Translate research findings/theory into applicable learning strategies fostering thinking about implementation, challenges, practical issues on how to teach other people.
• Enhance science communication, presentation, and team-working skills through in-class presentations and delivery of tutorials to pupils in the schools.
• Critically reflect on the service experience to gain awareness of their role and the role of others in the success of an implementation through application of knowledge in the ‘real-world’, building resilience.
• Exercise autonomy on how they design their tutorials for pupils and how they present research findings to their peers; building confidence.

6 DEGREE EXAMINATIONS
6.1 Exam Registration and Timing
You will be automatically registered for relevant degree examinations in the options you have chosen. It is your responsibility to ensure that your options are correctly listed on MyCampus. The dates of the examinations are decided by the Registry, not the School. They will be posted by the Registry on the web and you must watch out for this; we are not informed first. Last year’s times are not a good guide. It is important to keep watching the Registry website throughout the year, but especially in the period immediately prior to the examinations.

6.2 Open Book Examinations
Due to COVID-19, most exams will be a 24-hour open-book exam, which means that you will have access to your notes and other sources of information. The 24-hour time period is to allow flexibility with time zones and access to technology and appropriate study environments. You are expected to spend approximately 90 minutes completing the exams, although this will not be monitored. You will submit the exam answers on Moodle via Turnitin to allow for similarity checking. Any student found to have conferred with other students during the examination process may be referred to Senate under the Student Code of Conduct. More information about the exam will be provided in the assessment information sheets and there will be a dedicated exam preparation lecture towards the end of each semester.

6.3 Publication of Past Exam Papers
Examples of Degree Examination Papers from previous years can be found in the University Library. You may find it helpful to consult these, but please remember that past exam papers are not always a guide to future exams - Lecture Modules may vary from year to year as does exam format. Thus, not all past paper questions will still be relevant, and these are superseded by any differences of syllabus or exam format by both this handbook and any course handouts and announcements.
6.4 Publication of Degree Examination Results

Students' examination results will be published on their MyCampus record. The School is not allowed to release results directly or by telephone.

6.5 External Examiners

The external examiners for session 2020-21 are Dr Sandie Cleland, University of Aberdeen, Dr Naomi Winstone, University of Surry and Dr Lynn Wright, University of Abertay.

6.6 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 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.

### 6.7 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.

### 6.8 Academic Appeals Procedure

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

### 6.9 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/

7 SUMMARY OF THE UNIVERSITY ASSESSMENT POLICY

7.1 GRADING SCALE

A common grading scale is used for assessing each piece of work in Psychology 1A/1B whether, for
example, the work is a literature review essay, Lab portfolio assessments, an essay answer in an
examination, or a presentation. The grading scale we use is common throughout the university.

<table>
<thead>
<tr>
<th>Primary Grade</th>
<th>Gloss</th>
<th>Secondary Band*</th>
<th>Aggregation Score</th>
<th>Primary verbal descriptors of attainment of Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</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 judgment relating to key issues, concepts and procedures</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>A2</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>A3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>A4</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>A5</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>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>
</tr>
<tr>
<td>B</td>
<td></td>
<td>B2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>B3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>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>
</tr>
<tr>
<td>C</td>
<td></td>
<td>C2</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>C3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>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>
</tr>
<tr>
<td>D</td>
<td></td>
<td>D2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>D3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>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>
</tr>
<tr>
<td>E</td>
<td></td>
<td>E2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td>E3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>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>
</tr>
<tr>
<td>F</td>
<td></td>
<td>F2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>F3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>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>
</tr>
<tr>
<td>G</td>
<td></td>
<td>G2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
<td>0</td>
<td>No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary</td>
</tr>
<tr>
<td>CR</td>
<td>CREDIT REFUSED</td>
<td></td>
<td></td>
<td>Failure to comply, in the absence of good cause, with the published requirements of the course or programme, and/or a serious breach of regulations.</td>
</tr>
</tbody>
</table>

*The Secondary Band indicates the degree to which the work possesses the quality of the corresponding descriptor.

'This gloss is used because it is the lowest grade normally associated with the attainment of an undergraduate award.
7.2 Minimum Requirement for Credit

Requirements for the award of a degree, diploma or certificate include the attainment of a prescribed number of credits. The award of credit is a different process from the award of a grade for a course. No matter what grade is awarded for a course, a candidate will be awarded credit for it which counts towards fulfilment of the credit requirements for an award. The basic requirement which must be fulfilled before a student is awarded credit for a course is that he or she has completed at least 75% of the Assessment for the course.

These rules only apply to cases where failure to submit coursework or attempt other Assessments is not explained by Good Cause. Where Good Cause is shown for failing to complete Assessments the Good Cause Rules explained in Chapter 5 of the Code of Assessment will apply.

8 ADDITIONAL RELEVANT INFORMATION

8.1 Attendance

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

8.2 An important note on published course information

Every effort has been made to ensure the accuracy of the information in this handbook at the time of going to press. However, the content of courses and syllabuses is under regular review and may change from time to time with some courses being cancelled, modified or replaced. In addition, other factors such as industrial action or the departure of a member of staff may result in it not being possible to offer a course. Courses offered may also be subject to a minimum number of students in any one year. The School, therefore, reserves the right without notice to vary the content of its courses and syllabuses and the right to cancel or modify the courses, syllabuses and facilities described in this handbook.

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

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

8.3 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 https://www.glasgowstudent.net/advice/health-and-safety/social-networking.

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

The School and the University are keen to ensure that a safe learning environment is provided to all students free from any intimidating or bullying behaviour subsequently action will be taken against students alleged to have breached this Code, further information on the Student Code of Conduct is available here: http://www.gla.ac.uk/services/senateoffice/studentcodes/students/studentconduct. A suspected breach of the Code can be reported by any student or member of staff in the University and associated bodies, or a member of the public. For example, instances of alleged bullying can be reported by any individual who has witnessed and has evidence of this behaviour not just the alleged subject of this intimidating behaviour. Any evidence of such behaviours, such as the example of Social Media screenshots above, will be passed to the Senate Assessor for Conduct who will decide whether it merits consideration under the 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.

8.4 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:

1. 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.
2. Use of such materials should be in relation to the course and used solely by psychology students for the purposes of supporting their learning.
3. Copyright of content used in Lectures is protected.
4. 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.
5. The use of recording devices, such as voice or visual recording, is permitted in this course only to:
6. students who have been deemed so eligible by the University's Disability Service; and
7. students given permission in advance by the staff member conducting the teaching session
8. 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.

8.5 Problems, Guidance etc...

The School’s hope is that you will enjoy the course of study offered and pass the examinations set. We work hard to create an inclusive community and we very much hope you feel a sense of belonging and that you always have someone to speak to when needed. You may understandably feel a need for a more individual form of help or assistance, and although the class is large, there are many ways in which you can make contact with members of staff. As noted above, the lecturers are available for consultation at appointed hours, which can be found on the School of Psychology webpage, to discuss course content. In addition, there is the possibility of e-mail contact with your dissertation supervisor and, of course, with any of the lecturing staff. If the problem is more general (concerning the whole course), or is personal in nature, then please feel free to contact Dr Maxine Swingler for advice and support.. Her email address is Maxine.swingler@glasgow.ac.uk so please feel free to contact to make an appointment or ask any questions you may have.
8.6 ILLNESS, ABSENCE AND PERSONAL PROBLEMS

For any significant absence from the University, you must complete a MyCampus Absence Report. Supporting documentary evidence will be required and should be scanned electronically and linked to the MyCampus Absence Report. For detailed information about the Student Absence Policy and how to submit medical evidence via MyCampus please see: www.gla.ac.uk/media/media_129312_en.pdf.

8.7 Health & Safety Policy

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

Psychology does not require dissection of animals nor does it require animal experimentation as part of its undergraduate degree. Moreover, there are no invasive procedures used on human subjects. All apparatus used in experiments has been safety checked and approved. It is unlikely therefore that a student will encounter any problems. Nevertheless, any student who believes there is a health or safety threat should raise the issue with the course lead and have the matter noted appropriately.

9 BRITISH PSYCHOLOGICAL SOCIETY AND BPS SCOTTISH BRANCH

9.1 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:

Automatic membership of the Society’s Student Member Group (SMG)

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

9.2 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)

10 COMMUNICATIONS AND SUPPORT

10.1 Communications via Teams

We will use Microsoft Teams as the discussion forum to answer student questions and share additional resources pertaining to lectures, coursework, and exams. An MSc Psychological Science team channel has been created and students are required to join the team. All communication will come via Teams and so you must download and check it regularly. More info on how to access the team on Moodle.

10.2 Contacting staff & email etiquette

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

A couple of words on email etiquette. Email etiquette is a crucial transferable skill that is important to acquire and that will help you in your professional work. Take time to compose your email carefully. Consider emails as the modern format of a formal letter. An email to staff comes with a proper salutation, honorific, and name of the staff you are addressing the email to (“Hi there” is not a proper way to start an email to staff, for example). Next, provide some info on who you are and provide background for your request. Then, state your request or question and sign the email with your name. If you are unsure on how to address a staff member and you contact them for the first time, go with the most formal way to address them (“Hi/Dear Dr/Prof XXX”). When they reply to your email, pay attention on how they sign their email. This tells you how they want to be addressed to. A cheat sheet on email etiquette for students can be found here. If you want more resources on email etiquette, please check out this blog post.
10.3  **Pastoral Resources**

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

**Programme Lead** As mentioned in the introduction, MSc Lead is Dr Maxine Swingler. She may be called upon to advise students as a group or individually on their performance, concerns or complaints about the programme. She will deal with queries from students and staff.

**Course Lecturers** All Lecturers teaching the MSc Courses have arranged to set aside at least one hour a week when they can be approached by students who have enquiries about the course – these are referred to as Office Hours, Consultation Hours or Student Hours. These times are listed on the staff pages of the website www.gla.ac.uk/schools/psychology/staff and some will operate an appointments system. Any problems with obtaining a consultation should be immediately taken up with the Programme Lead. Students are encouraged to approach lecturers with any concerns about issues relating to a particular course or to discuss progress. Lecturers can provide advice on assignments and appropriate feedback on work. As well as consultation times being posted online, course leads will provide information on how to access their consultation hours and receive support remotely and online (for example, using Zoom or Teams).

**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 lead for one to one sessions. Contact Dr Jessica Bownes at jessica.bownes@glasgow.ac.uk. (See also: http://www.gla.ac.uk/myglasgow/leads/students/.)

**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 mailto:care@psy.gla.ac.uk.

10.4  **Student Representative Council (SRC) – How the SRC can help**

**STUDENT REPRESENTATIVES:**

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

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

**VICE-PRESIDENT (EDUCATION):**
The VP Education oversees the whole student representative system, including providing the training. (S)He also represents the views of all students to the University on a variety of committees. If you have a matter relating to your education, which you feel requires attention, do not hesitate to get in touch via vp-education@src.gla.ac.uk or by dropping in to the SRC offices in the McIntyre Building on University Avenue. This and all other information about the SRC is available from www.glasgowstudent.net.

11 **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.

11.1 **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 meeting in September.
## 11.2 Feedback Calendar

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