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1 Overview of the M.Sc. / Ph.D. Training Programme

1.1 Introduction
Welcome or welcome back to the School of Psychology. This postgraduate training programme has been designed to challenge you intellectually, and provide you with the necessary skills to further your research career, but we hope also that you will enjoy your time here in Glasgow. If there is anything you are not sure about, please don’t hesitate to contact your supervisor, MSc Programme Lead Dr Martin Lages (deputy Dr Guillaume Rousselet), or postgraduate convenor Dr Esther Papies.

This handbook has been designed to provide an overview of the M.Sc. in Research Methods of Psychological Science programme, and to summarise the University regulations that apply to this programme and postgraduate training in general. Sections worded ‘the student must’ or ‘the student is required’ should be given particular attention since 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 must use MyCampus to register financially and academically. Further details can be found at http://www.glasgow.ac.uk/students/mycampus. It is worth pointing out that whilst we hope you find this handbook useful, errors do occur and there is always room for improvement, so if you have any comments on content or omissions please let us know.

1.2 Structure of the M.Sc.
The M.Sc. programme consists of a series of core courses: Research Methods in Cognitive Science, Statistics and Research Design, Professional Skills, Introduction to MatLab, Qualitative Methods, Data Skills for Reproducible Science, and the Research Project itself. Additionally, students will complete one course from the following list of optional courses: Cognitive Brain Imaging Methods, From Visual Awareness to Free Will, Social Robotics, Formal Models and Quantitative Modelling, and Visual Perception and Cognition. Additional course elements include attendance at journal clubs. Some programme elements are provided by the Graduate School of the College of Science and Engineering (CoSE) and/or College of Social Sciences (CoSS) rather than the School of Psychology itself. We also provide a large range of additional training and workshops in various specialist areas.

PhD students can enrol as audit only for any of the core courses with the written agreement of their supervisors (Research Methods in Cognitive Science, Data Skills for Reproducible Science, Statistics and Research Design, Introduction to MatLab, and Professional Skills) and they will not be formally assessed on any course elements, except for ESRC “1+3” students who should attend all required MSc courses. There is no requirement for an assessed Research Project and its design. In addition, PhD students should attend College Induction, journal clubs and any other courses required by the advisory committee, as well as the transferable skills training required by the College.

1.3 Aims and Intended Learning Outcomes (ILOs)
The M.Sc. in Research Methods of Psychological Science is intended to provide both theoretical instruction and practical experience in relevant methods for scientific research in Psychology. Furthermore, the programme meets the requirements of the Economic and Social Research Council (ESRC) and therefore can form the first element of an ESRC-funded “1+3” PhD programme or the requirements of entry for a “+3” PhD programme. Some courses on the M.Sc. are also accredited by other funding bodies (BBSRC, EPSRC) as part of the research training for funded PhD students. For further information on which courses this is relevant please consult your PhD supervisor or the PG convenor.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas. On completion of the programme students will be able to:
Intended Learning Outcomes

- Describe and critically evaluate a broad range of research methods relevant for psychological enquiry.
- Describe and critically evaluate four advanced techniques employed in psychological research.
- Describe and apply key methodological techniques used in psychological research.
- Summarise and apply a selection of psychological theories and findings.

Skills and Other Attributes

Intellectual skills

- Evaluate the comparative advantages of different research methods in psychology.
- Critically compare and evaluate different advanced techniques employed in psychological research.
- Evaluate and criticise the theories and empirical research in the area of their research project.
- Exercise critical judgement in the application and interpretation of statistical techniques in psychological investigation.
- Design and execute a research project to a standard at or near publication in a peer-reviewed journal.
- Demonstrate a critical understanding of theory and practice in selected areas of psychology and in research methods.
- Demonstrate initiative, self-reliance, and critical ability from a solid foundation of knowledge, understanding and critical awareness.
- Evidence of having an enquiring, problem-oriented mind, showing critical awareness for research and applications in psychology in order to independently pursue postgraduate work in psychology and related disciplines.

Subject-specific skills

- Summarise the main sources of funding in psychology.
- Summarise the range of professional careers open to psychologists.
- Deliver an oral presentation of research findings to a professional audience.
- Write a research paper based on a personal research project to a level suitable for submission to a peer-reviewed journal.

Transferable/key skills

- Show generic (transferable) intellectual and practical skills that are easily adaptable to the needs of the labour market, particularly those relating to: communication, presentation, quantitative methods, individual problem solving, teamwork in problem-solving environments.
- Demonstrate initiative, self-reliance, and critical ability from a solid foundation of knowledge, understanding and critical awareness.
- Show self-evaluation in the context of generalizable skills and competencies.

<table>
<thead>
<tr>
<th>Aims</th>
<th>Intended Learning Outcomes (ILOs)</th>
<th>Teaching &amp; Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To broaden and deepen students’ knowledge and comprehension of research methods in Psychology</td>
<td>Describe and evaluate a broad range of research methods relevant for psychological enquiry</td>
<td>Lectures/seminars, tutorials, course texts, web resources</td>
</tr>
<tr>
<td></td>
<td>To develop students’ research skills</td>
<td>Describe and evaluate four advanced techniques employed in psychological research</td>
<td>Lectures/seminars, tutorials, course texts, web resources</td>
</tr>
<tr>
<td></td>
<td>To develop students’</td>
<td>Describe and apply key methodological techniques</td>
<td>Lectures/seminars,</td>
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<td></td>
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</tbody>
</table>

20 September 2019
### 1.4 Summary of Hours, Credits, and Dates

*Optional Courses*

<table>
<thead>
<tr>
<th>Course</th>
<th>Teaching Dates</th>
<th>Method of Assessment</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Brain Imaging Methods*</td>
<td>Semester 1</td>
<td>One piece of coursework (100%, 3,500 words). Either a critical review on brain imaging methods with a topic to be chosen from a list of questions or an essay on how the student would adapt their research project to a different imaging technique than they plan to use. One Critical Review and one Essay each worth 50% of the overall course mark</td>
<td>20</td>
</tr>
<tr>
<td>Data Skills for Reproducible Science</td>
<td>Semester 1</td>
<td>Assessment consists of two components: (1) 7 of 8 in-class set exercises, and (2) a reproducible report demonstrating all class skills. The lowest score of the 8 in-class set exercises will be dropped and the remaining 7 scores will be equally weighted. The specific content of the report will be independent of the specific content of the in-class set exercises. The score for the higher of these two components will contribute 70% to the total grade, while the score for the lower of these two components will contribute 30%. Nine equally-weighted in-class set exercises, with the lowest score dropped. Thus, each of the remaining eight set exercises contributes 12.5% to the total.</td>
<td>20</td>
</tr>
<tr>
<td>Formal Models and Quantitative Methods for Psychology*</td>
<td>Semester 2</td>
<td>There is one piece of coursework worth 100% of the overall mark. The coursework can be chosen from the following list: 1. A critical review on a topic relevant to the course. (3,500 words) 2. An original computer program that performs a specific task relevant to the experimental techniques described in the course. 3. A detailed description of how to analyse data from a specific neuroimaging experiment (e.g. fMRI, EEG).</td>
<td>20</td>
</tr>
<tr>
<td>From Visual Awareness to Free Will*</td>
<td>Semester 2</td>
<td>There are two pieces of coursework worth 50% each of the overall mark, one presentation and one set exercise of 3,000 words. The set exercise can be chosen from the following list: 1. A critical review on a topic relevant to the course. 2. An original computer program that performs a specific task relevant to the experimental techniques described in the course. 3. A detailed description of how to analyse data from a specific neuroimaging experiment (e.g. fMRI, EEG).</td>
<td>20</td>
</tr>
<tr>
<td>Course</td>
<td>Semester(s)</td>
<td>Description</td>
<td>Weight</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
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<tr>
<td>Introduction to Matlab</td>
<td>Semester 2</td>
<td>Take-home assignments in which students use Matlab to explore a new dataset and answer questions by producing graphical representations, a justification of the methods employed, a description of the results and conclusions. Assignment /exam: TBA - Semester 2</td>
<td>10</td>
</tr>
</tbody>
</table>
| Professional Skills                         | Semester 1  | Online submission of a Professional Skills Portfolio including 4 of the following each worth 25% of the overall course mark:  
- Website  
- Academic CV  
- Book Review  
- Poster  
- PhD Application  
- Proposal Presentation (mandatory) | 20     |
| Qualitative Methods                         | Semester 1  | This course is administered by the College of Social Sciences,  
- Research Proposal | 20     |
| Research Methods in Cognitive Science       | Semester 2  | One written report (100%), including practical exercises and coursework in two areas (e.g., signal detection theory, eye-tracking, advanced design issues, data recording and pre-processing, web survey). Submission of 1 piece of coursework from the following list of topics, each worth 100% of the overall mark:  
- Advanced Design issues  
- Application of signal detection theory  
- Eye tracking  
- MEG (incl. EEG)  
- fMRI data recording and processing. | 10     |
| Research Project                           | Semester 1 and 2 | The project report forms 90% of the overall mark for the Research Project.  
The project report will be between 5,000-10,000 words long (excluding figures, references, and supplements) and should be written in the format of a submission to a peer-reviewed journal.  
Submitted digitally via moodle.  
Presentation of Project results / Oral Exam is worth 10% of the overall course mark | 60     |
| Social Robotics*                            | Semester 1  | Coursework 100% - individual research proposal (pre-registration report format)  
Students will be required to work individually on devising a pre-registration report to explore a novel research question related to social robotics, using the lecture topics covered during this course as a point of departure (3,500 words). 1 x 3,000 word Research Proposal | 20     |
| Statistics and Research Design              | Semester 2  | Weekly assignments; plus Exam. Homework assignments are weighted 40% of the overall mark and examination (open book unseen) 60% of the overall mark | 20     |
| VPC*                                        | Semester 2  | There is one piece of coursework worth 100% of the overall mark. The coursework can be chosen from the following list:  
1. A critical review on a topic relevant to the course. (3,500 words)  
2. An original computer program that performs a specific task relevant to the experimental techniques described in the course.  
3. A detailed description of how to analyse data from a specific neuroimaging experiment (e.g. fMRI, EEG). | 20     |
1.5 Equal Opportunities
The University is committed to providing equal opportunities for all. The "University Equality Statement" states that: The University of Glasgow is committed to promoting equality in all its activities and aims to provide a work, learning, research and teaching environment free from discrimination and unfair treatment.

In particular, the University seeks to encourage greater participation by students with disabilities in higher education and aims to enable such students to participate as fully as possible in University life. To this end, the Student Disability Service provides a wide range of information and support for all students with disabilities, including advice, assessment and IT support.

1.6 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.

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

For details of the University’s Student Privacy Notice please see: https://www.gla.ac.uk/media/media_590481_en.pdf

1.8 Caveat
When considering information, in general, the following order of priority should be applied:
1. Formal announcements in class and Moodle posts 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 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.

2 M.Sc. Research Methods of Psychological Science: In Depth

2.1 Admission
The normal requirement would be that the applicant has already obtained a second class or higher honours degree in Psychology or Cognitive Science or an acceptable equivalent with knowledge of statistics and programming, from a University recognised by Court. Applicants who do not have this level of qualification may also be considered if they possess considerable relevant work experience or an honours degree in a subject closely relatable to the content of their intended research work.

Applicants from overseas must conform to the CSE proficiency in English language requirements. Details can be found here: http://www.gla.ac.uk/international/englan...
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 are located in the CSE Graduate School.

2.3 Programme Structure
Attendance at classes is compulsory. Registers will therefore be taken in all classes. The course tutor should be informed if a student was not able to attend any session due to illness or other unavoidable reason. The components of the M.Sc. are as follows:

- Introduction to MatLab (10 credits)
- Professional Skills (20 credits)
- Qualitative Methods (20 credits)
- Research Methods in Cog Sci (10 credits)
- Research Project (60 credits)
- Statistics and Research Design (20 credits)
- Data Skills for Reproducible Science (20 credits)
- Option choice (each 20 credits)*

- College/School Induction Course
  - Not formally assessed, attendance is highly recommended
- Lab meetings, journal clubs
  - Not formally assessed, attendance is highly recommended
- Psychology Seminar
  - Not formally assessed, attendance is highly recommended

Total Credits: 180 credits

*Options (Cognitive Brain Imaging Methods, Social Robotics, Visual Perception and Cognition, From Visual Awareness to Free Will, Formal Models and Quantitative Methods) depend on availability and student numbers.

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

2.5 Teaching Methods
Courses will be taught using a range of teaching methods including lectures, workshops, seminars, lab work and discussion groups. Computing and Library facilities will also be used extensively.

Personal recording of Lectures, Seminars and Tutorial Guidelines

The use of recording devices, such as voice or visual recording, is permitted in this course only to:
- students who have been deemed so eligible by the University’s Disability Service; and
- students given permission in advance by the staff member conducting the teaching session,

These recordings are subject to the conditions laid out the student guidelines on lecture recording. No recordings are allowed until you have read the terms and conditions in this document.

2.6 Assessment
A variety of assessment methods are used as appropriate to the subject matter of the different courses. These include examinations, essays, critical reviews, programs, portfolio, and weekly assignments (homework exercises). Full details on individual course assessments can be found on the relevant online Moodle pages.
The assessment scheme and our method for aggregating marks across courses conform to the university's standard assessment scheme (see the University Regulations (Schedule A)). They are computed as grade point averages for taught components weighted by the credits of each component. The dissertation/research project is marked separately. A candidate will be permitted to progress to preparation of the dissertation/research project only if he or she has met the minimal requirement as set out in the University Regulations.

The MSc degree in Research Methods of Psychological Science is awarded as set out in the regulations for a Generic Taught Master in the College of Science and Engineering in the University Regulations. A student needs to fulfil additional requirements in their taught components and their research project to be awarded a MSc with merit, and MSc with distinction. Apart from the MSc there are two other degree exits for this programme: PG Diploma, and PG Certificate. You need to fulfil the respective requirements to be awarded one of these degrees. Details of the requirements can be found in the University Regulations.

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

2) If the grade profile is divided equally above and below the relevant borderline, a course grade in the classification either above or below the classification under consideration will determine the outcome.
Example 2(a) A candidate in the discretionary zone for possible promotion from merit to distinction (assuming appropriate weighting for course credits).
B1 C1 A3 B1 A5 A5 A5 B2 B3 A4: There are an equal number of grades above and below the relevant borderline (assuming appropriate weighting for course credits), but the C grade determines that the candidate is not promoted.

Example 2(b) A candidate in the discretionary zone for possible promotion from pass to merit (assuming appropriate weighting for course credits).
B2 B1 C2 B2 C3 D1 C3 B1 C1 B2: There are an equal number of grades above and below the relevant borderline (assuming appropriate weighting for course credits), but the D grade determines that the candidate is not promoted.

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

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

2.8 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, p.4) https://www.gla.ac.uk/media/Media_124293_smxx.pdf

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>HAND-IN</th>
<th>Feedback returned (if handed in on time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Skills portfolio &amp; presentation</td>
<td>29 November 2019</td>
<td>23 December 2019</td>
</tr>
<tr>
<td>Social Robotics Research Proposal</td>
<td>6 December 2019</td>
<td>9 January 2020</td>
</tr>
<tr>
<td>Data Skills Report</td>
<td>13 December 2019</td>
<td>16 January 2020</td>
</tr>
<tr>
<td>Cognitive Brain Imaging Essay</td>
<td>17 January 2020</td>
<td>10 February 2020</td>
</tr>
<tr>
<td>From Visual Awareness to Freewill CR</td>
<td>21 February 2020</td>
<td>16 March 2020</td>
</tr>
<tr>
<td>From Visual Awareness to Freewill Presentation</td>
<td>TBC</td>
<td>TBC</td>
</tr>
<tr>
<td>Visual Perception &amp; Cognition CR</td>
<td>1 May 2020</td>
<td>19 May 2020</td>
</tr>
<tr>
<td>Research Project</td>
<td>17 July 2020</td>
<td>After exam board</td>
</tr>
<tr>
<td>Research Project Presentations</td>
<td>10 &amp; 11 August 2020</td>
<td>After exam board</td>
</tr>
</tbody>
</table>

NB. These dates are preliminary and may be subject to change. These dates are based on coursework being handed in by the correct deadline. Please ensure availability at all examination periods.

### 2.11 Deadlines and penalties

Coursework and other material completed during the academic year needs to be handed in to the School by a deadline date. The dates are detailed in Section 1.5.

The University has compulsory regulations covering the late submission of work.

a) In respect of work submitted not more than five working days after the deadline
   - the work will be assessed in the usual way and 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.
   - where work is submitted after feedback on that work (which may include grades) has already been provided to the student class, grade H will be awarded. Feedback may be provided to the student class less than five working days after the submission deadline in relation to no more than 25% by weight of a course's summative assessment.

b) grade H (zero) will be awarded where work is submitted more than five working days after the deadline.

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

Further details on penalties for late submission of coursework can be found in Section 2.2 at:
http://www.gla.ac.uk/media/media_124293_en.pdf

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

The University now operates a strict policy in regard to extensions. Students may be granted a 3-day extension to any piece of assessment as long as the student submits a ‘Good Cause’ submission to MyCampus prior to the submission of their work.

Good cause refers to the sudden onset of illness or adverse circumstances affecting the candidate. It is not intended to apply to chronic or persistent illness or to long-term adverse personal circumstances. Where there is a chronic medical condition good cause shall only be established where the candidate’s performance in assessment has been compromised by a sudden severe episode of the illness.

‘Evidence’ to support a good cause submission shall mean a report describing the medical condition or other adverse personal circumstances, submitted by the candidate for consideration as amounting to good cause.
Such a report should include a supporting statement from an appropriate person as indicated by the University's Student Absence Policy. Where the report refers to a medical condition of more than seven days' duration the report must be completed by an appropriate medical practitioner.

Personal circumstances: preferably you should upload a letter from your doctor or provide a letter from the Student Counselling Service with your application. (The Student Counselling & Advisory Service is located at 67 Southpark Avenue, tel.: 0141 330 4528 / http://www.gla.ac.uk/services/counselling/).

Further information on making a Good Cause claim can be found on the University webpages ‘Information for current students’, you can access a guide to making a good cause submission here.

*Good cause submissions should be made via MyCampus no later than the due date of the assignment.

2.12 Results
The College of Science and Engineering will formally notify you of your results. Preliminary grades are available on MyCampus.

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

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

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

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.

Please view the University plagiarism statement in full here – http://www.gla.ac.uk/services/senateoffice/policies/calendar/calendar2016-17/feesandgeneral/studentsupportandconductmatters/plagiarismstatement/
You will be required to submit coursework through plagiarism software. Further information on this process will be detailed on the relevant Moodle pages.

### 2.14 Supervisors

Each of you has been assigned to a supervisor with whom you will be working closely throughout the year. Your supervisor should be your first “port of call” with any enquiries about the programme. These will then be referred to the course organisers/programme organiser when appropriate. The School has summarised the symbiotic relationship between students and supervisors as follows:

#### RESPONSIBILITIES OF THE POSTGRADUATE STUDENT

Successful completion of a programme in graduate studies requires motivation and determination. A career in experimental science is a privilege and students must observe the highest ethical standards in their academic and research efforts. Students should also be aware that graduate studies require a great deal of hard work and often are not amenable to a standard working week. Students are expected both to complete their course work and to maintain their research efforts. Students will participate in College and School courses during their first year. In addition, students are also expected to attend and participate in the School Seminar Series on a regular basis, throughout their time in the programme. These seminars feature research reports by members of the school, graduate degree candidates and a selection of speakers from other schools and institutions. Students who undertake a PhD are encouraged to attend and present their research at national and international conferences, in addition to presenting to the School, in order to develop effective communication skills and critical assessment of scientific problems.

A career in Psychology is demanding and success is often proportional to the amount of time and effort an individual is willing to devote to the task. Students should maintain open lines of communication with the course organiser, postgraduate convenor and advisory committee and keep them informed concerning the progress of the graduate program. Students should also feel that they have access to all members of the school for consultation when required. The ultimate goal of the program is to train productive, high quality scientists and this will be best achieved by sincere and co-operative effort by all parties.

#### RESPONSIBILITIES OF THE GRADUATE SUPERVISOR

The research supervisor will provide:

- Advice in the selection of a research topic, with the provision that it can be completed within a reasonable time frame.
- Guidance in the preparation of research proposals.
- Guidance in the preparation of the M.Sc. project report.
- Help in the acquisition of the requisite technical skills to complete the research project and advice in the critical and scholarly interpretation of scientific literature.
- Assistance in furthering the student’s scientific career, guidance in identification of areas requiring further experimentation, introductions to other members of the scientific community.
- Adequate access to himself/herself and other resource persons within their lab community and for PhDs, the opportunity to attend scientific meetings to facilitate successful completion of the graduate program and the thesis.

For PhDs, a secondary supervisor from within the School will be either selected by the primary supervisor or appointed by the school. An individual appointed in this capacity is expected to contribute in a meaningful way to the intellectual development of the student and to the research project. The secondary supervisor will also normally take over as primary supervisor if the original primary supervisor is unavailable for a lengthy period or leaves the school.
2.15 Progression from M.Sc. to PhD

In case of 1+3 support, a meeting of the advisory committee is convened once the majority of taught coursework has been submitted (around the end of June). This meeting has the aim of ensuring that all is going well with the M.Sc. and that appropriate plans are in place for the transition to PhD in the following academic year.

In this case, students and supervisors are required to fill in a form describing their progress during the year and what their future plans are, including a brief research proposal outlining the proposed PhD project. These are discussed at the meeting with the advisory committee, at the end of which a recommendation is made on whether or not the student should proceed to PhD or not. It has also often been the case that this meeting is the most useful in terms of gaining feedback on the course from the students.

2.16 Ethical Clearance

M.Sc. Projects

M.Sc. students should obtain ethical clearance for their projects using the MyGlasgow Online Research Ethics System to be reviewed by the College of Science and Engineering (CoSE) Research Ethics Committee.

http://www.gla.ac.uk/colleges/scienceengineering/staff/committees/ethicscommittee/

IMPORTANT:

1- If the project involves brain imaging, students also have to submit a proposal through MyGlasgow Online Research Ethics System to be reviewed by the College of Science and Engineering Research Ethics Committee. They should take into consideration additional constraints imposed by the brain imaging method. The supervisor should guide the writing of the proposal and must approve it before it can be considered by the Ethics Committee.

2- 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 http://www.gla.ac.uk/services/humanresources/staff/mgrs-admin/mgr-guidance/pvgscheme/

3- 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.

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

2.17 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.
3 Staff & Teaching Resources

3.1 Staff Resources
Main staff involved in the M.Sc. programme are listed below.

<table>
<thead>
<tr>
<th>Staff &amp; their Roles in M.Sc.</th>
<th>Location</th>
<th>Email</th>
<th>Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Richard Hartley (Dean Graduate Studies)</td>
<td>C403c C-wing Level 4, Joseph Black Bldg</td>
<td><a href="mailto:Richard.Hartley@glasgow.ac.uk">Richard.Hartley@glasgow.ac.uk</a></td>
<td>4398</td>
</tr>
<tr>
<td>Prof Stephanie Biello (Dean Learning Teaching)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Stephany.Biello@glasgow.ac.uk">Stephany.Biello@glasgow.ac.uk</a></td>
<td>3625</td>
</tr>
<tr>
<td>Heather Lambie (Graduate School Manager)</td>
<td>Boyd Orr (Level 3) University Avenue</td>
<td><a href="mailto:Heather.Lambie@glasgow.ac.uk">Heather.Lambie@glasgow.ac.uk</a></td>
<td>4338</td>
</tr>
<tr>
<td>Pat Duncan (Head of Academic and Student Administration)</td>
<td>Boyd Orr, Room 318 (Level 3) University Avenue</td>
<td><a href="mailto:scieng-college-ugpgoffice@glasgow.ac.uk">scieng-college-ugpgoffice@glasgow.ac.uk</a></td>
<td>4362</td>
</tr>
<tr>
<td>Jenna Shields (Programme Administrator)</td>
<td>Psychology, 62 Hillhead st,</td>
<td><a href="mailto:Jenna.shields@glasgow.ac.uk">Jenna.shields@glasgow.ac.uk</a></td>
<td>6173</td>
</tr>
<tr>
<td>Lynda Young (Deputy Learning and Teaching Manager)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:lynda.young@glasgow.ac.uk">lynda.young@glasgow.ac.uk</a></td>
<td>5089</td>
</tr>
<tr>
<td>Fiona Dick (Learning and Teaching Manager)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Fiona.Dick@glasgow.ac.uk">Fiona.Dick@glasgow.ac.uk</a></td>
<td>8380</td>
</tr>
<tr>
<td>Dr Esther Papis (PGR Convenor)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Esther.Papies@glasgow.ac.uk">Esther.Papies@glasgow.ac.uk</a></td>
<td>7293</td>
</tr>
<tr>
<td>Dr Martin Lages (MSc Programme Lead)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Martin.Lages@glasgow.ac.uk">Martin.Lages@glasgow.ac.uk</a></td>
<td>6842</td>
</tr>
<tr>
<td>Dr Guillaume Rousselet (Deputy MSc Programme Lead)</td>
<td>Psychology, 62 Hillhead St.</td>
<td><a href="mailto:Guillaume.Rousselet@glasgow.ac.uk">Guillaume.Rousselet@glasgow.ac.uk</a></td>
<td>6652</td>
</tr>
</tbody>
</table>

3.2 Pastoral Resources
There are a range of pastoral support and student guidance systems in place for students on the M.Sc. and PhD programmes:

Supervisors
Your supervisor should be your first port of call if you have difficulties of any sort that you feel you can discuss with them. The exceptions would be specific issues to do with the Masters programme (although even here you might want to discuss them with your supervisor first) or with progression to/within PhD or, of course, if your problem is with your supervisor!

M.Sc. Programme Lead
The M.Sc. Programme Lead role is to supervise the delivery of the M.Sc. Programme and monitor the overall student experience. They may be called upon to advise students as a group or individually on their performance, concerns or complaints about the M.Sc. programme (or the components of PhD research training). He will deal with queries from students and staff. Finally, if you are having problems with your supervisor that you feel you cannot discuss with them directly, the M.Sc. Programme Lead should be the first person to approach.
Postgraduate Convenor
The postgraduate convenor is responsible for postgraduates in general, but PhD programme students in particular. Issues of progression to PhD from M.Sc., or Year 1 to Year 2, should be discussed with postgraduate convenor. If you are a PhD student, then supervisor-related problems should be taken directly to the postgraduate convenor.

Course Lead
Students are encouraged to approach course organisers and tutors with any concerns about issues relating to a particular course or to discuss progress (see Table 3.1). Organisers must provide advice on assignments and appropriate feedback on work. They may arrange additional tutorial support in cases of individual personal extenuating circumstances and where students are required to resubmit work. Consultation hours of teaching staff are regularly posted on their office doors and on the web.

Dean for Postgraduate Study
Students may also consult the Dean of Graduate Studies (College of Science and Engineering, Prof. Richard Hartley, if all other consultations have failed to resolve issues. To make an appointment, contact Heather Lambie at the College office.

Effective Learning Adviser
• The College of Science & Engineering employs an Effective Learning Adviser whose role is to assist students, particularly mature students and non-graduates, to maximise their potential. The Effective Learning Adviser runs regular study skills work-shops and students may self-refer or be referred by the course organiser for one to one sessions. Contact Dr Jessica Bownes at jessica.bownes@glasgow.ac.uk
• The writing adviser for international students is Dr Julia Bohlmann Julia.Bohlmann@glasgow.ac.uk

For details of scheduled classes and one to one appointments see also: https://www.gla.ac.uk/myglasgow/leads/about/staffteams/student/

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

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

Care at Psychology
The School also offers support for students who feel they cannot cope/are overwhelmed/are alone. This service provides a place to talk in confidence; advice on sources of help available; advice on how to deal with the Good Cause procedures; and help communicating with course tutors, other Schools and units. Please contact care@psy.gla.ac.uk. Alternatively, please visit us during our office hours: Dr Linda Moxey, 62
3.3 Teaching Resources

Access to books
As assignment deadlines loom there are always many students chasing the limited number of copies of key texts. Students are expected to have access to copies of any books which are considered essential reading for each subject. These books can usually be purchased from John Smiths University bookshop or Amazon.co.uk.

In most cases, students will be given references that are easily accessible via the University Library’s extensive E-journal collection.

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

The School Librarian is Ms. Roma Thompson (Roma.Thompson@glasgow.ac.uk, phone x6711)

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

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

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

Office Facilities
All MSc students have access to standard office facilities including telephones and various other resources such as scanners and photocopiers. Students are also given hot-desking space in 62 Hillhead St.

Information Technology
All students should have access to a desktop computer with basic software (i.e. Microsoft office, e-mail) and internet access. In some cases your supervisors will have requested specialist software as well. It is advisable to discuss IT requirements with your supervisor in the first instance, but specific problems with your computer (e.g. internet access not working properly, problems with the printer etc) should be directed to computing support, by e-mail (assuming, of course, your e-mail is working): support@psy.gla.ac.uk

There are other bookable facilities in the school which are primarily intended for undergraduate use, but which may prove useful away from undergraduate assignment deadlines. In addition there are open access facilities
in the University Library. Opening hours vary but some are open until 10 p.m. and on Sundays, although more restricted hours apply during vacations.

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

The I.T. Education Unit runs a range of courses designed to allow students to acquire basic computing skills. For more information, consult the web page [http://www.gla.ac.uk/services/it/forstudents/ittraining/](http://www.gla.ac.uk/services/it/forstudents/ittraining/).

**Laboratory Facilities**

Students have access to state-of-the-art individual psychological laboratories and an excellent shared laboratory provision ([http://www.psy.gla.ac.uk/research/](http://www.psy.gla.ac.uk/research/)) including the Centre for Cognitive Neuroimaging (CCNi [http://www.ccni.gla.ac.uk/](http://www.ccni.gla.ac.uk/)).

**Laboratory and Technical Support**

Postgraduates have access to school computing support which comprises four full-time staff members. This complement includes a full-time programmer, available to help with training and provision of specialist software. There is, in addition, a fully equipped workshop and full-time technician to support development of specialist equipment.

**Language Support and Training**

Where necessary, students can participate in language training offered by the University of Glasgow Language Training Centre. See [http://www.gla.ac.uk/services/languagecentre/](http://www.gla.ac.uk/services/languagecentre/) for more information.

**Etiquette**

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

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

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

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

**Psychological Research Using Online Questionnaires**

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

### 3.4 Other Facilities

#### Student Unions and the SRC

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

#### Sports

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

#### Student accommodation

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

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

#### University Nursery

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

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

4 Quality Assurance
Quality assurance is carried out at a number of levels.

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

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

As part of this process the Senate monitors all aspects of course development, approval and implementation, together with pass rates, grade distributions and a range of quality indicators. This is achieved by a policy of new course approval, and an annual course monitoring process involving a range of staff and student feedback mechanisms. In addition there is a periodic full review of school teaching, titled 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 Appeals
An appeal is defined as a request for a review of a decision of an academic body charged with making judgements concerning student progression, assessment or awards. The University has a duty to maintain and enhance the quality of provision for students and to provide an effective system for handling appeals and complaints. 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.

4.5 External Examiner
The M.Sc. is overseen by an External Examiner who is responsible for ensuring that academic standards are maintained and for the interpretation and implementation of the course regulations. The Board of Examiners currently meets three times a year and is chaired by the M.Sc. Programme Lead. The External Examiner makes 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.

4.6 Student Feedback
Student feedback is an important part of the overall evaluation of the M.Sc. (and PhD). 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 whenever there is something they wish to discuss about an individual course.

   Staff/Student Consultation
Currently staff-student interaction on a programme-level takes place with all students on the M.Sc./PhD training and the M.Sc. Programme Lead usually following up on taught courses. Meetings will be at least twice per term. Students can also discuss any issues in the Research Assistants and Postgraduates (RAPG) forum, which meets once a week. You will be asked to elect a postgraduate representative to take your views to staff/school meetings and other college committees.

   Course questionnaire: Students are asked to complete a standard questionnaire (EvaSys) assessing and commenting on course organisation, teaching quality, methods of assessment, reading and overall satisfaction. Findings of the questionnaires are discussed with course organisers, the postgraduate committee, Teaching Management Group, students, and external examiners. Action is taken to implement changes wherever appropriate and feasible.

4.7 Complaints
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/

4.8 Access to Exam Scripts
A student may view their exam script up to two weeks after the exam marks have been published. You should email psych-teachingadmin@glasgow.ac.uk stating your name, ID number and the scripts you want to see. Scripts will be available to view within 2 working days. We will email you with a time to come in when you will be given 30 minutes to look at the scripts. You will not be allowed access to your scripts out with these times. You must bring your University student card with you for identification purposes.

Typically you will be allowed to read through your script under supervision, which is to prevent the possibility of tampering with the script. Please note that it is not possible to scan scripts and send them to you, nor can you photograph them.

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

Students for whom the paper is a resit are entitled to individual feedback. This can be arranged by your individual year tutor.
5 General Information

5.1 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 facebook and forward these at any time to people beyond the facebook group members such as other students, university staff or a future employer. So although you may write something without thinking and remove it later – it may have already had a negative impact on another individual and a record of it may already exist so it is very important to give due consideration to your activities in these contexts. The SRC Student Advice centre is also happy to talk to anyone who has concerns in relation to this issue http://www.glasgowstudent.net/advice/

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

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

5.2 Tier 4 Progression
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
6 Course Outlines

6.1 Introduction
The following pages give details of each of the core and option courses provided as part of the M.Sc. or PhD research training in the School of Psychology. See the “degree structure” sections above for details of which courses are compulsory and which are optional.

Please note: Options are subject to availability (some courses will not run if there is insufficient student take-up), so if you want to do a particular option you should contact the organiser of that option as soon as possible.

All assessment detail will be on the relevant online Moodle pages, updated by each course organisers.

6.2 Core Courses

Professional Skills (Dr C Horlin)
Course Aims
• to introduce students to a range of professional skills necessary for a career in psychological research to familiarise students with the range of opportunities for psychological research careers in universities in the UK and elsewhere, in industry and the sources of available funding for research in psychology.
• to provide training in a number of different professional skills such as spoken presentations, written academic papers and conference presentations, CV and Web Home Page preparation, grant proposal writing, book reviews

Intended Learning Outcomes of Course
By the end of the course student will be able to:
• demonstrate an understanding of the range of professional skills required by psychological researchers.
• demonstrate the necessary skills in spoken presentations of research, writing for scientific publications.
• identify the career options and funding opportunities available to psychological researchers.
• present their professional skills in appropriate forms such as CVs and Web home pages

Data Skills for Reproducible Science (Dr L DeBruine)
Course Aims
This course aims to teach students the basic principles of reproducible research and to provide practical training in data processing and analysis in the statistical programming language R.

Intended Learning Outcomes of Course
By the end of this course students will be able to:
• Draw on a range of specialised skills and techniques to formulate a research design appropriate to various kinds of questions in psychology and neuroscience;
• Write scripts in R to organise and transform data sets using best accepted practices;
• Explain basics of probability and its role in statistical inference;
• Critically analyse data and report descriptive and inferential statistics in a reproducible manner.

Statistics & Research Design (Dr R Ince, Dr G Rousselet, Dr C Scheepers – Course Lead)
Course Aims
• To introduce students to basic techniques involved in organizing and processing complex datasets.
• To provide a non-technical introduction to nonparametric and robust techniques to improve on parametric statistics and detect outliers.
• To provide a basic understanding of the regression framework, including how to express study design through regression.
• To provide an understanding of multilevel regression models and their use in experimental research.
• To provide a basic familiarity with Bayesian approaches to odelling data;
• To train students to use the statistical programming language R.
Intended Learning Outcomes of Course
By the end of this course students will be able to:
- use R to organize, restructure, and visualise complex datasets;
- explain the basic ideas behind resampling and robust statistics and their relation to classic parametric techniques;
- make predictions from a multiple regression equation and explain the interpretation of parameter estimates;
- express various study designs within a multilevel regression framework;
- compute basic quantities within a Bayesian framework.

Qualitative Methods (Dr N Mirza)
Course Aims
The lectures are designed to give students grounding in why social science researchers use particular qualitative methodologies and how they may fit into a broader examination of society. The lectures are divided into three blocks: Research Design, Strategy, and Practical Skills; Data Collection Methods; and Analysis. The tutorials are designed to give students time to try out, discuss and critically examine how qualitative methods work in practice. The goals of the course are to give students a) robust introductory knowledge of a range of qualitative methods; b) the ability to build a solid research design; c) the skill to find appropriate qualitative methods that relate to their inquiries and d) the tools and experience to start to implement qualitative methods such as interviewing, focus groups, and analysis with skill and confidence. In addition to methods and research design skills, students acquire skills pertaining to the practicalities of the research process, such as structuring a qualitative dissertation, reviewing and using literature in appropriate ways, and meeting ethical standards and procedures.

Intended Learning Outcomes of Course
After taking this course, students should
- Demonstrate a critical understanding of the different epistemological and ontological positions inherent in different qualitative approaches.
- Recognise the theoretical, political and cultural context of one’s research agenda.
- Have a robust knowledge of the different qualitative methods of enquiry and the data collection strategies available.
- Understand the mechanics of sampling and case selection strategies and their implications for the generation of research findings.
- Understand, critically evaluate, and demonstrate the process of constructing a robust research design that uses qualitative methods.
- Understand criteria for evaluating qualitative research and principles of good practice, including credibility, transferability, dependability, confirmability, reliability, transparency, validity, reflexivity, social responsibility, ethics, and rigour.
- Have a first impression of software solutions for supporting qualitative inquiry.

Introduction to Matlab Programme (Dr R Jack)
Course Aims
To introduce students to the Matlab programming environment so that they can start to make scripts to run experiments, create stimuli, explore datasets, and perform statistical analyses.

Intended Learning Outcomes of Course
By the end of the course students will be able to:
- Explain and describe the workspace, variables, basic mathematical operations, graphs.
- Describe conditional statements (greater than, less than), RT analysis, scripts.
- Explain flow control (for loops, if statements), functions.
- Describe advanced variables, advanced flow control, file operations.
- Explain histograms, boxplots, measures of central tendency, measures of dispersion, skewness, kurtosis.
Research Methods in Cognitive Science (Dr M Lages, Dr P McAleer, Prof S Palva – Course Lead, Prof F Pollick, Dr C Scheepers)

Course Aims
- to provide exposure to aspects of current psychological research approaches
- to consider which approaches are appropriate to given research questions
- to apply a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.
- to use a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments.
- to understand the principal theories, and concepts.
- to develop a critical understanding of a range of specialised theories, concepts and principles.
- to gain an extensive, detailed and critical knowledge and understanding in one or more specialized areas, much of which is at, or informed by, developments at the forefront.
- to develop a critical awareness of current issues in experimental psychology and cognitive sciences and related areas.

Intended Learning Outcomes of Course
By the end of this course students will be able to:
- recognise the various methods used in current Psychological research
- identify when it is appropriate to use specific techniques
- recognise the benefits and limitations of common approaches
- learn specific advanced techniques (e.g., Signal Detection Theory; eye-tracking as applied to cognitive research; advanced design issues in Psychology; recording, and pre-processing of data, web survey).
- apply these techniques in the context of their own research projects when appropriate.

Research Project (Dr M Lages)

Course Aims
To give students the experience of performing a cutting-edge research project in psychological laboratories of international standing and writing up the results for peer-reviewed publication.

Intended Learning Outcomes of Course
By the end of this course students will be able to:
- undertake all stages of a research project in psychology (planning, literature review, obtaining ethical permission, preparing materials/apparatus, conducting, analysing and writing up) with only limited supervision;
- produce a report upon completion of the project that is equivalent to a research paper in a peer-reviewed journal.

6.3 Optional Courses

One option to be chosen to achieve the correct number of course credits, optional course choices should be made within the first 2 weeks of Semester 1. Please note: Options are subject to availability (some courses will not run if there is insufficient student take-up). If you want to do a particular option you should enrol on MyCampus or contact the organiser of that option as soon as possible.

Social Robotics (Prof E Cross – Course Lead, Dr M E Foster, Dr R Hortensius, Dr R Jack, Prof S Marsella,

Course Aims
To obtain an overview of state of the art behavioural and neurocognitive research into human robot interaction, including in-depth exploration of topics such as the utility of socially intelligent avatars for social psychology, how artificial human faces advance our understanding of social communication, and the different
roles played by expertise, experience, emotion and embodiment when humans interact with socially intelligent artificial agents.

**Intended Learning Outcomes**

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

- Critically evaluate state of the art experimental psychological work exploring human-robot interaction
- Critically evaluate the utility of socially intelligent virtual agents for exploring fundamental social psychology research questions
- Critically evaluate how physical presence shapes how people perceive and interact with artificial agents
- Critically evaluate the role played by emotions in shaping human-robot interactions
- Evaluate the role of experience and expectations with artificial agents on the formation of long-term (social) relationships between humans and machines

**Cognitive Brain Imaging (Dr J Goense, Dr M Harvey, Dr K Jaworska, Prof L Muckli, Prof F Pollick – Course Lead, Prof S Palva, Prof G Thut)**

**Course Aims**

This course will present key issues in cognitive brain imaging, from designing and carrying out experiments, to analyzing data and interpreting results. The course will cover the EEG, MEG, MRI, fMRI, and TMS techniques, their physiological basis, their relationship to cognition, and their application to non-clinical and clinical cases. This course will introduce students to the following key issues in cognitive brain imaging:

- The mechanisms of generation, topographical distribution, and analyses of evoked and induced magnetic and electric fields and their relationship to cognition
- Physical and physiological basis of structural and functional magnetic resonance imaging
- Basics of fMRI experimental design
- Clinical applications of imaging techniques
- Recent advances in understanding the brain-behaviour relationship by non-invasive brain stimulation
- Simultaneous EEG-fMRI recording and analyses
- Information processing algorithms in the brain

**Intended Learning Outcomes of Course**

Students will be able to:

- Discuss the capabilities of various brain imaging approaches such as transcranial magnetic stimulation (TMS), transcranial direct and alternating current stimulation (tDCS, tACS), functional magnetic resonance imaging (fMRI), electroencephalography (EEG) and magnetoencephalography (MEG) to advance our understanding of brain function in health and disease.
- Reflect critically on our current understanding of the physical and physiological principles underlying the measurements obtained in different brain imaging modalities (TMS, tDCS, tACS, fMRI, M/EEG)
- Critically evaluate the experimental designs typically used with different modalities of brain imaging.
- For different brain imaging modalities (TMS, tDCS, tACS, fMRI, M/EEG), provide critical evaluation of the steps taken to record, and process the measurement data in light of interpretational confounds.
- Critically evaluate advantages and limitations of different imaging techniques and how multi-modal approaches might benefit our understanding.
**Visual Perception & Cognition (Prof B Jones, Dr M Lages, Dr P McAleer, Dr D Simmons)**

**Course Aims**
To introduce students to detailed aspects of current research projects related to visual perception and cognition, thereby providing a grounding for the further study to be done in the research project.

**Intended Learning Outcomes of Course**
By the end of this course students will be able to reflect critically a broad range of topics in visual perception and visual cognition and have detailed knowledge of at least three different research techniques/paradigms. The topics covered will be in:
- aspects of low-level visual perception (e.g. perceptual inference of colour and physiological mechanisms of colour)
- aspects of mid-level visual perception (e.g. surface representation, binocular rivalry)
- perception and action (e.g. relationship between perception of biological motion and performance of encoded actions)
- aspects of high-level visual perception and visual cognition (e.g. scene recognition, face perception, object categorisation)

**Formal Models and Quantitative Methods of Psychology (Dr M Lages)**

*Course Aims*
To introduce students to formal models in the psychological sciences. This entails the application of parametric estimation and inference, prediction and testing of models, and quantitative methods in general.

**Intended Learning Outcomes of Course**
By the end of this course students will:
- use specialised tools for quantitative methods (e.g. packages in R)
- critically evaluate challenges of formal modelling, and parametric testing (e.g. sampling, simulation)
- engage in cutting-edge applications of data analyses (e.g. statistical learning)
- develop interactive apps (e.g. shiny apps in R/RStudio)

*Attendance of the Erasmus+ KA2 blended mobility QHELP in Tuebingen 2020 is limited to about 5 students from Glasgow University.

**From Visual Awareness to Free Will (Dr M Lages)**

**Course Aims**
To obtain an overview of state of the art behavioural and neurocognitive research into human robot interaction, including in-depth exploration of topics such as the utility of socially intelligent avatars for social psychology, how artificial human faces advance our understanding of social communication, and the different roles played by expertise, experience, emotion and embodiment when humans interact with socially intelligent artificial agents.

**Intended Learning Outcomes**
- By the end of this course students will be able to:
  - Critically evaluate basic philosophical constructs surrounding the idea of awareness and free will
  - Describe and evaluate the concept of visual awareness and to recognize associated research paradigms
  - Reflect critically on the difference between visual awareness and attention
  - Detect methodological challenges and limitations when predicting psychological states and behaviour from neuroscientific measurements
  - Critically evaluate and illustrate basic principles of predicting behaviour (machine learning) and to apply these principles to different domains (legal, security, market research, learning and teaching)
  - Critically and independently evaluate pros and cons of new research and applications in this field