M.Sc. Research Methods of Psychological Science
[C803-5200]

Programme Handbook 2021–2022
M.Sc. Research Methods of Psychological Science

Table of Contents

1 Overview of the MSc/PhD Training Programme ................................................................. 4
  1.1 Introduction....................................................................................................................... 4
  1.2 Structure of the M.Sc........................................................................................................ 4
  1.3 Aims and Intended Learning Outcomes (ILOs)............................................................... 4
  1.4 Tier 4 ............................................................................................................................... 6
  1.5 GDPR............................................................................................................................... 6
  1.6 Caveat............................................................................................................................... 6

2 Programme: In Depth ........................................................................................................... 7
  2.1 Admission......................................................................................................................... 7
  2.2 Programme Requirements ............................................................................................. 7
  2.3 Programme Structure ..................................................................................................... 7
  2.4 Dissertation .................................................................................................................... 7
  2.5 Lecture Summaries and Reading Lists........................................................................... 8
  2.6 Teaching Delivery in face of current COVID-19 Government Guidance....................... 8
  2.7 Timetable........................................................................................................................ 9

3 Coursework .......................................................................................................................... 11
  3.1 Coursework Requirements ............................................................................................. 11
  3.2 Coursework Submission ................................................................................................. 11
  3.3 Correct File Submission ................................................................................................. 11
  3.4 Title Page for Submission of Coursework....................................................................... 11
  3.5 Plagiarism......................................................................................................................... 11
  3.6 Software for Detecting Plagiarism ................................................................................... 11
  3.7 Coursework Deadlines .................................................................................................... 12
  3.8 Late Submission .............................................................................................................. 12
  3.9 Late coursework or missed exam due to good cause....................................................... 12
  3.10 Supervisors...................................................................................................................... 13
  3.11 Progression from M.Sc. to PhD ..................................................................................... 14
  3.12 Ethical Clearance .......................................................................................................... 14
  3.13 The General Data Protection Regulation ...................................................................... 15

4 Quality Assurance .............................................................................................................. 16
  4.1 Quality Assurance Agency ............................................................................................. 16
  4.2 University Quality Assurance ....................................................................................... 16
  4.3 School Quality Assurance ............................................................................................. 16
  4.4 External Examiner ......................................................................................................... 16
  4.5 Student Feedback........................................................................................................... 16

  Individual Contact with Staff .............................................................................................. 17
  Class Representatives - Staff/Student Liaison ................................................................. 17
  Course Evaluation Surveys by Students .......................................................................... 17

5 Course Outlines .................................................................................................................. 17
  5.1 Introduction....................................................................................................................... 17
  5.2 Core Courses................................................................................................................... 18

  PSYCH5077 - Data Skills for Reproducible Science (Course Lead: Prof. L DeBruine) ........ 18
  PSYCH5016 - Introduction to Matlab Programming (Course Lead: Prof. Dr R Jack & Dr C Chen) ................. 18
  PSYCH5017 - Professional Skills (Course Lead: Dr Z Ghazali-Mohammed) ....................... 18
  SPSS5037 - Qualitative Research Methods (Course Lead: Dr N Mirza) .............................. 18
  PSYCH5018 - Research Methods in Cognitive Science (Course Lead: Dr P McAleer) ........... 19
  PSYCH5038P - Research Project (Course Lead: Dr P McAleer) ......................................... 20
  PSYCH5020 – Statistics & Research Design (Course Lead: Dr J Bartlett) ......................... 20
  5.3 Optional Courses ............................................................................................................ 20

17 September 2021
6 Summary of the University Assessment Policy

6.1 Classification of award, zones of discretion and appeals procedures

6.2 Reassessment

6.3 Grading Scale

6.4 Minimum Requirement for Credit

7 Additional Relevant Information

7.1 Attendance

7.2 Complaints Procedure

7.3 An important note on published course information

7.4 Social Media Etiquette

7.5 Use of course materials and personal recording of lectures, seminars and tutorials

7.6 Problems, Guidance etc

7.7 Illness, absence and personal problems

7.8 Health & Safety Policy

7.9 Withdrawing from the Programme

8 COMMUNICATIONS AND SUPPORT

8.1 Communications via Teams

8.2 Contacting staff & email etiquette

8.3 Pastoral Resources

8.4 Student Representative Council (SRC) – How the SRC can help

9 Feedback

9.1 Grade Returns

9.2 Coursework Deadlines and Feedback Calendar

17 September 2021
1 Overview of the MSc/PhD Training Programme

1.1 Introduction
Welcome or welcome back to the School of Psychology and Neuroscience. 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 Phil McAleer (deputy Dr Guillaume Rousselet), or postgraduate convenor Dr Mick Craig.

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. 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, and Advanced Perception and Cognition. Additional course elements include attendance at appropriate journal clubs, seminars and meeting. We also provide a large range of additional training and workshops in various specialist areas and you should contact the relevant member of staff if interested.

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, Advanced 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. 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 a number of 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 sources of funding in psychology.
- Summarise a 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 and qualitative 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 How students’ achievement of the ILOs will be supported:</th>
<th>Assessment How students’ achievement of the ILOs will be assessed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aims of this course are:</td>
<td>By the end of this course students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td>Essays, programs, analyses</td>
</tr>
<tr>
<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>
<td>Essays, programs, analyses</td>
</tr>
<tr>
<td>To develop students’ practical research skills</td>
<td>Describe and apply key statistical techniques used in psychological research</td>
<td>Lectures/seminars, tutorials, web resources</td>
<td>Essays, programs, analyses, exercises (homework)</td>
</tr>
<tr>
<td></td>
<td>Design and plan a research project and evaluate experimental design</td>
<td>Lectures/seminars, tutorials, course texts</td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td>Analyse, interpret, present, and discuss data</td>
<td>Lectures, tutorials, course texts</td>
<td>Project report, programs, analyses, exercises</td>
</tr>
<tr>
<td>To enhance students’ academic communication skills, both written and oral</td>
<td>Summarize a selection of psychological theories and findings</td>
<td>Lectures/seminars, web resources</td>
<td>Essays, presentations</td>
</tr>
<tr>
<td></td>
<td>Write an academic project report</td>
<td>Tutorials, web resources</td>
<td>Essays, project report, portfolio, presentations</td>
</tr>
</tbody>
</table>

### 1.4 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: https://www.gla.ac.uk/myglasgow/registry/tier4/responsibilities/

### 1.5 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: University of Glasgow - MyGlasgow - Data Protection & Freedom of Information Office - GDPR - Privacy notices and templates

### 1.6 Caveat

When considering information, in general, the following order of priority should be applied:

1. Formal announcements in class, through TEAMS, 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 Programme: 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/englishlanguagerequirements](http://www.gla.ac.uk/international/englishlanguagerequirements)

## 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.

## 2.3 Programme Structure

Attendance at classes is compulsory. Registers may 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)
- Stats and Research Design  (20 credits)
- Data Skills for Reproducible Science  (20 credits)
- Option choice  (each 20 credits)*

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

**Total Credits:** 180 credits

## 2.4 Dissertation

Guidance on dissertations will mainly come from your Project Supervisor – who was agreed as part of the enrolment process. Further general information can be found in the MSc Research Methods of Psychological Science Research Project Moodle page and from the dissertation sessions held by the course lead. This page will update as the course progresses.
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 one of our main means of communication with you. Further information will be supplied through Moodle and TEAMS.

2.6 Teaching Delivery in face of current COVID-19 Government Guidance

In Scotland, we have currently moved beyond level 0 which means that several restrictions have been lifted and we are hopeful of seeing continuing return to life as it was pre-pandemic. However, the Scottish Government continues to be cautious and therefore the University are still taking steps to ensure everyone’s safety while continuing to provide learning and UofG community opportunities for you while keeping health, safety and wellbeing as the highest priority. Some of the ways we are doing this are outlined here. Of course, any questions you may have can be addressed to your programme lead and we understand that both staff and students may have concerns about health/safety and travel restrictions. We will work as a community to ensure learning is open and accessible to all. Please do let your programme lead know if you have any questions or concerns.

There continues to be a blended approach to learning and teaching in some contexts. Practical classes, so this will include labs, group work, dissertation supervision for example, where possible may be held on campus. Classes such as lectures will continue to be held online using the format we have become familiar with over the past year. Whether the class or activity is on-campus or online will be indicated on your timetable. Those classes that are held on-campus will be in rooms that have increased ventilation, and have enhanced cleaning procedures in place as well as hand sanitiser available. 1m social distancing will also be in place in on-campus classes.

Face masks will be mandatory when moving around indoors on campus but of course exemptions apply. In our classes which are held on campus, both staff and students are asked to wear face coverings at all times. We have tested teaching delivery whilst wearing a mask and a microphone, where available, which works very well so pleased be reassured that we have spent time ensuring that the adaptations we are making are effective.

Learning is a big part of your experience as part of the School of Psychology and Neuroscience community but also connecting with staff and other students in your year, as well as those you can support with your experience and who can support you based on their time with us. During the pandemic, we have worked to ensure online delivery offers the best learning experience for our students whilst also ensuring our School's community can still connect whether online or on-campus. We will continue to do this with the plan, in the hope that it continues, that we can meet in small groups on campus but when that is not possible we will make suitable adaptations to ensure accessibility to all aspects of our provision for everyone. This will be taken into account as part of our teaching but also something to think about when working with other students, such as small group work and study groups.

We understand that we continue to live in times where the landscape is changing regularly and we all hope that we can all be back on campus all of the time very soon. However, the University continues to be guided by the Scottish Government and holds our health, safety and wellbeing at the centre of their plans for the coming academic year. Communication and connection have never been so important as they have been over the past year so we ask that we make a commitment to each other and keep lines of communication open. We make the commitment to you to share information as soon as we have it on the developments related to restrictions and our provision and we ask that you commit to coming through our office doors, virtually or on-campus, so we can work together on making this year a great time to be part of UofG Psychology and Neuroscience.
## 2.7 Timetable

### Semester 1 Timetable

<table>
<thead>
<tr>
<th>w/b</th>
<th>Monday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Wednesday</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10-12noon</td>
<td>2-4pm</td>
<td>10-12noon</td>
<td>2-4pm</td>
<td>9-11am</td>
<td>11am</td>
<td>10-11.30am</td>
<td>10-12 noon</td>
</tr>
<tr>
<td>20-Sep</td>
<td>Professional Skills</td>
<td>Social Robotics (Thur 10-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Data Skills for Repr Science</td>
<td></td>
</tr>
<tr>
<td>27-Sep</td>
<td>Professional Skills</td>
<td>Social Robotics</td>
<td></td>
<td></td>
<td>Dissertation (til 12 noon)</td>
<td>Qualitative Methods</td>
<td>Data Skills for Repr Science</td>
<td></td>
</tr>
<tr>
<td>4-Oct</td>
<td>Professional Skills</td>
<td>Social Robotics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Data Skills for Repr Science</td>
<td></td>
</tr>
<tr>
<td>11-Oct</td>
<td>Professional Skills</td>
<td>Social Robotics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Data Skills for Repr Science</td>
<td></td>
</tr>
<tr>
<td>18-Oct</td>
<td>Professional Skills</td>
<td>Social Robotics</td>
<td></td>
<td></td>
<td>Dissertation (til 1pm)</td>
<td>Qualitative Methods</td>
<td>Data Skills for Repr Science</td>
<td></td>
</tr>
<tr>
<td>25-Oct</td>
<td>R E A D I N G  W E E K</td>
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</tr>
<tr>
<td>1-Nov</td>
<td>CBIM</td>
<td>Professional Skills</td>
<td>CBIM</td>
<td></td>
<td>FVA2FW</td>
<td></td>
<td>Qualitative Methods</td>
<td>Data Skills for Repr Science</td>
</tr>
<tr>
<td>8-Nov</td>
<td>CBIM</td>
<td>Professional Skills</td>
<td>CBIM</td>
<td></td>
<td>FVA2FW</td>
<td></td>
<td>Qualitative Methods</td>
<td>Data Skills for Repr Science</td>
</tr>
<tr>
<td>15-Nov</td>
<td>CBIM</td>
<td>Professional Skills</td>
<td>CBIM</td>
<td></td>
<td>FVA2FW</td>
<td>Disertation (til 1pm)</td>
<td>Qualitative Methods</td>
<td>Data Skills for Repr Science</td>
</tr>
<tr>
<td>22-Nov</td>
<td>CBIM</td>
<td></td>
<td>CBIM</td>
<td></td>
<td>FVA2FW</td>
<td></td>
<td>Qualitative Methods</td>
<td>Data Skills for Repr Science</td>
</tr>
<tr>
<td>29-Nov</td>
<td>CBIM</td>
<td></td>
<td>CBIM</td>
<td></td>
<td>FVA2FW</td>
<td></td>
<td>Qualitative Methods</td>
<td>Data Skills for Repr Science</td>
</tr>
</tbody>
</table>
## Semester 2 Timetable

<table>
<thead>
<tr>
<th>w/b</th>
<th>Monday 9am-11am</th>
<th>Monday 2-4pm</th>
<th>Tuesday 10-12noon</th>
<th>Tuesday 2-4pm</th>
<th>Wednesday 11am</th>
<th>Thursday 10-12</th>
</tr>
</thead>
</table>

### Reading Week

<table>
<thead>
<tr>
<th>14-Feb</th>
<th>Intro to Matlab</th>
<th>Advanced Perception And Cognition</th>
<th>Statistics and Research Design</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21-Feb</td>
<td>Intro to Matlab</td>
<td>Advanced Perception And Cognition</td>
<td>Statistics and Research Design</td>
<td>Advanced Perception And Cognition</td>
</tr>
<tr>
<td>28-Feb</td>
<td>Intro to Matlab</td>
<td>Advanced Perception And Cognition</td>
<td>Statistics and Research Design</td>
<td></td>
</tr>
<tr>
<td>7-Mar</td>
<td>Intro to Matlab</td>
<td>Advanced Perception And Cognition</td>
<td>Statistics and Research Design</td>
<td>Dissertation til 1pm</td>
</tr>
<tr>
<td>14-Mar</td>
<td>Intro to Matlab</td>
<td>Advanced Perception And Cognition</td>
<td>Statistics and Research Design</td>
<td></td>
</tr>
<tr>
<td>21-Mar</td>
<td>Intro to Matlab</td>
<td>Advanced Perception And Cognition</td>
<td>Statistics and Research Design</td>
<td></td>
</tr>
</tbody>
</table>
3 Coursework

3.1 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 sans serif font such as Arial or Calibri, with a standard point size of 12 for the main text.
- Page numbers are required and ideally will be positioned in the bottom right of the footer.
- All coursework must be submitted with a title page which will be available to download from the relevant Moodle page.

3.2 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.

3.3 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 that 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.”

3.4 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.

3.5 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.

### 3.6 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 and Neuroscience 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.

### 3.7 Coursework Deadlines

In times of illness or other adverse circumstances, Good Cause is the University’s process for making appropriate allowance for assessments or exams, such as waiving a late penalty for submission of coursework. Good Cause claims are submitted via MyCampus. Your course lead is permitted by the University to consider and grant extensions of up to 5 working days. The School of Psychology and Neuroscience use the MyCampus good cause system to keep tight records of all extension requests and to ensure no penalties are applied in error. Having all good cause claims in one central space rather than email and other means of communication enables us to see all extension requests clearly, react promptly and ensure confidentiality. Please submit any extension requests through the MyCampus good cause system selecting ‘Request extension to coursework submission date’. This is where your course lead will respond and confirm a revised submission date if accepted. If you feel an extension is necessary, it can help to also have a check in with your course lead to help you plan completion of the assessment so please do feel free to drop into their office hours.

### 3.8 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.

3.9 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.

Below is a summary of the key points. If you are unclear about anything please contact your Programme Lead – Dr Phil McAleer (philip.mcaleer@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 convenor, this is the Programme Lead, Dr Phil McAleer, 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 convenor 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 assignments and 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 assignment and/or 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 (C3) if they have been returned as MV their grade will be uncapped.

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

### 3.10 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 challenging and students must always 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 time; this is a full-time course and you should see it as such. 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 comes from finding the appropriate balance of time for work and time for looking after yourself. 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
• Adequate access to themself and other people or resources 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.

3.11 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.

3.12 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 Research Ethics Committee: https://www.gla.ac.uk/colleges/mvls/researchinnovationengagementsupport/collegeethicscommittee/

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 Research Ethics Committee and 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. Forms are submitted through the integrated research applications system (IRAS) available here: https://www.myresearchproject.org.uk/ Guidance from the University of Glasgow can be found at: http://www.gla.ac.uk/research/aimsassessmentandpolicies/ourpolicies/ethicshomepage/

3.13 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 storing it 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 you must 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 Periodic Subject Review.

4.3 School Quality Assurance
The agent for quality assurance issues on the M.Sc. is the school's Teaching and Learning Committee. 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 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 four 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.

4.5 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 leads with problems. Course leads 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 leads 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 lead 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

### 5.1 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.
5.2 Core Courses

PSYCH5077 - Data Skills for Reproducible Science (Course Lead: Prof. 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.

PSYCH5016 - Introduction to MatLab Programming (Course Lead: Prof. Dr R Jack & Dr C Chen)

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:
- Critically analyse the workspace, variables, basic mathematical operations, graphs.
- Critically analyse conditional statements (greater than, less than) scripts.
- Critically analyse flow control (for loops, if statements), functions.
- Reflect critically on advanced variables, advanced flow control, file operations.

PSYCH5017 - Professional Skills (Course Lead: Dr Z Ghazali-Mohammed)

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, for example, spoken presentations, written academic papers and conference presentations, CV and Web Home Page preparation, and grant proposal writing.

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

SPSS5037 - Qualitative Research Methods (Course Lead: 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:

- robust introductory knowledge of a range of qualitative methods;
- the ability to build a solid research design;
- the tools and experience to start to implement qualitative methods such as interviewing, focus groups, and analysis with skill and confidence;
- the skill to find appropriate qualitative methods that relate to their inquiries;
- 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.
- Explain the mechanics of sampling and case selection strategies and their implications for the generation of research findings.
- Describe, critically evaluate, and demonstrate the process of constructing a robust research design that uses qualitative methods.
- Explore criteria for evaluating qualitative research and principles of good practice, including credibility, transferability, dependability, confirmability, reliability, transparency, validity, reflexivity, social responsivity, ethics, and rigour.
- Have a first impression of software solutions for supporting qualitative inquiry.

**PSYCH5018 - Research Methods in Cognitive Science (Course Lead: Dr P McAleer)**

**Course Aims**

- to provide exposure to aspects of current psychological research approaches
- to consider which approaches are appropriate to given research questions
- to understand the application and implementation of a range of standard and specialised research, practices, materials, and/or equivalent instruments and techniques of enquiry.
- 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:

- Critically understand advanced methods of research used in Cognitive Science.
- Critically evaluate the application of advanced research methods in answering research questions in Cognitive Science
- Critically evaluate advanced methods of research used in Cognitive Sciences in relation to previous approaches in the field in terms of improving analyses and inferences.
PSYCH5038P - Research Project (Course Lead: Dr P McAleer)

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:
- Develop a research question with a clear evidence-based rationale.
- Use appropriate methodology and analytical techniques to answer the research question.
- Write a scientific document based on the evidence they have gathered and their subsequent analysis of the data demonstrating clear understanding and interpretation of their findings and their impact on relevant fields.
- Give a presentation relating to the project and respond to questions and discussion that arise during the project.

PSYCH5020 – Statistics & Research Design (Course Lead: Dr J Bartlett)

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 modelling data;

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.

5.3 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.

PSYCH5021 - Advanced Visual Perception & Cognition (Course Lead: Dr D Simmons)

Course Aims
To introduce students to detailed aspects of current research projects related to visual and auditory perception and cognition. This is achieved by a series of experts in the field providing the theoretical background, details of experimental techniques (including some practical exercises) and recent results from their research field. As a result, students will be provided with a critical appreciation and technical grounding for their research projects.

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 and auditory perception and 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 vision)
• aspects of mid-level visual perception (e.g. surface representation, binocular rivalry)
• aspects of high-level visual perception and cognition (e.g. scene recognition, face perception, object categorisation)
• auditory perception and cognition (e.g. soundwave structure, the mechanics of hearing, speech and voice perception).

PSYCH5022 - Cognitive Brain Imaging Methods (Course Lead: Prof F Pollick)

Course Aims
This course will introduce students to the following key issues in brain neuroimaging:

• Physiological basis of MEG and EEG and their usage to study cognition
• Physical and physiological basis of structural and functional magnetic resonance imaging.
• Basics of fMRI analyses and 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.

PSYCH5070 - From Visual Awareness to Free Will (Course Lead: Dr M Lages)

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

Intended Learning Outcomes
By the end of the course students should 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

PSYCH5090 - Social Robotics (Course Lead: Dr C Chen)

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.

6 Summary of the University Assessment Policy

6.1 Classification of award, zones of discretion and appeals procedures
The following link will take you to an explanation of the criteria available to the Board of Examiners in considering students who do not achieve a clear first or 2:1 but who fall in the zones of discretion available to the exam boards:
https://www.gla.ac.uk/myglasgow/senateoffice/policies/assessment/zonesofdiscretion/
In terms of how all exams are graded, as detailed in this handbook, all exams (and in fact all assessments) are graded in accordance with the University Code of Assessment
University of Glasgow - MyGlasgow - Senate Office - Policy, Strategy and Regulations - Assessment
In relation to the appeals process, details can be found here:
https://www.gla.ac.uk/myglasgow/senateoffice/studentcodes/academicappealsstudents/
6.2 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.
6.3 Grading Scale

A common grading scale is used for assessing each piece of work in Psychology regardless of type of assignment or whether the assignment is coursework or an exam. The grading scale we use is common throughout the university.

<table>
<thead>
<tr>
<th>ALL COURSES</th>
<th>Primary Grade</th>
<th>Secondary Band*</th>
<th>Aggregation Score</th>
<th>Primary verbal descriptors of attainment of Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>A1, A2, A3, A4, A5</td>
<td>22, 21, 20, 19, 18</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>B</td>
<td>Very Good</td>
<td>B1, B2, B3</td>
<td>17, 16, 15</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>C</td>
<td>Good</td>
<td>C1, C2, C3</td>
<td>14, 13, 12</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>D</td>
<td>Satisfactory</td>
<td>D1, D2, D3</td>
<td>11, 10, 9</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>E</td>
<td>Weak</td>
<td>E1, E2, E3</td>
<td>8, 7, 6</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>F</td>
<td>Poor</td>
<td>F1, F2, F3</td>
<td>5, 4, 3</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>G</td>
<td>Very Poor</td>
<td>G1, G2</td>
<td>2, 1</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>H</td>
<td></td>
<td></td>
<td></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.

6.4 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 they have 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.

7 Additional Relevant Information

7.1 Attendance
Attendance and engagement with online 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).

7.2 Complaints Procedure
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. Complaints are managed by the complaints resolution office, more details can be found here: https://www.gla.ac.uk/connect/complaints/

7.3 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.

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


We want to ensure that you are aware of this advice so that you do not intentionally or unintentionally infringe the University’s Student Code of Conduct by making comments that are inappropriate or potentially intimidating or threatening to others. As highlighted within this advice from the SRC it is important to remember that comments you make on these social networks are more permanent and less private than you may think. Anyone can for example at any time take a screenshot of comments you make on 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: University of Glasgow - MyGlasgow - Senate Office - Appeals, Conduct and Complaints - Student Conduct (students)

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.

7.5 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 terms and conditions of use in the University Lecture Recording policy. The policy can be be found here:

https://www.gla.ac.uk/myglasgow/senateoffice/policies/studentsupport/lecturerecordingpolicy/#1.purposeofthepolicy

7.6 Problems, Guidance etc…

The School’s hope is that you will enjoy the course of study offered. 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. There are many ways in which you can make contact with members of staff. Lecturers are available for consultation at appointed hours, which can be found on the School of Psychology and Neuroscience webpage, to discuss course content. In addition, each course has a TEAMS channel to communicate with staff and peers, and 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 programme), or is personal in nature, then please feel free to contact Dr Phil McAleer for advice and support. His email address is philip.mcaleer@glasgow.ac.uk.

7.7 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: Academic Policies and Procedures (gla.ac.uk)

7.8 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.
7.9 Withdrawing from the Programme

Occasionally students begin a programme of study but for a variety of reasons decide to withdraw. Withdrawal is the formal process for leaving your programme of study and the University. Before deciding that withdrawal is the best action for you, please discuss your decision with the programme director. Where possible, we will try and give you the advice and support you need to help you stay and carry on with your studies.

If you decide to withdraw from University, there are some practical things that you need to consider in relation to tuition fees. Your tuition fee liability will be recalculated as part of the withdrawal process. Depending on the date of your withdrawal, and how you are funding your studies, you may find you have to pay outstanding tuition fee or other charges or your account may be in credit.

If after discussing your situation you decide to withdraw, it is not sufficient to verbally inform your Adviser of Studies or Programme Lead. You need to complete an online form to submit your request. Access the online withdrawal form using your GUID and password.

You can find further information and guidance here: https://www.gla.ac.uk/myglasgow/registry/withdrawal/

For further information regarding the University's Refund Policy, please see here: https://www.gla.ac.uk/postgraduate/feesandfunding/policies/refund/

Students withdrawing within 13 weeks of semester one commencing will still be liable for 60% of the annual tuition fee. Students withdrawing after this point will be liable for 100% of the annual tuition fee.

8 COMMUNICATIONS AND SUPPORT

8.1 Communications via Teams

We will use Microsoft Teams as the discussion forum to answer student questions. We will also use it, along with Moodle, to share additional resources pertaining to lectures, coursework, and exams. Channels have been set up for each course within the Honours and PGT TEAM, as well as a general channel for this course. Students are required to join the team and check it regularly as the majority of interaction and communication will come via Teams. More info on how to access the team on Moodle.

8.2 Contacting staff & email etiquette

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 – e.g. emails directed to the Programme Lead or Lecturing Team could 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. Please note however that weekends are not working days. If you have a question over the weekend or in the evening, then it is best to send it in the morning of the next working day.
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. If in doubt, ask!

8.3 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 Programme Lead is Dr Phil McAleer. He may be called upon to advise students as a group or individually on their performance, concerns or complaints about the programme. He will deal with queries from students and staff.

Course Leads and 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 https://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: https://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 degree. The Disability Coordinator for Psychology is Dr Linda Moxey (linda.moxey@glasgow.ac.uk). Information for students with a disability and special needs at University of Glasgow can be found on the web at: https://www.gla.ac.uk/myglasgow/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/
8.4 **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. They 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 vpe-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.

9 **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 all feedback and reflect upon this to improve future work. Students are supported in this via online resources include marking criteria, feedback sheets, generic feedback, 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.

9.1 **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 October.
## 9.2 Coursework Deadlines and Feedback Calendar

<table>
<thead>
<tr>
<th>Course</th>
<th>HAND-IN</th>
<th>Feedback returned (if handed in on time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stats &amp; Research Design homework</td>
<td>Weekly after each class</td>
<td>Before next class</td>
</tr>
<tr>
<td>Intro to Matlab homework</td>
<td>Weekly after each class</td>
<td>Before next class</td>
</tr>
<tr>
<td>Social Robotics Research Proposal</td>
<td>29 October 2021</td>
<td>22 November 2021</td>
</tr>
<tr>
<td>From Visual Awareness to Free Will CR &amp; Presentation</td>
<td>10 December 2021</td>
<td>12 January 2022</td>
</tr>
<tr>
<td>Professional Skills Portfolio</td>
<td>17 December 2021</td>
<td>19 January 2022</td>
</tr>
<tr>
<td>CBIM Critical Review/Essay</td>
<td>17 December 2021</td>
<td>19 January 2022</td>
</tr>
<tr>
<td>Data Skills Reproducible Report</td>
<td>17 December 2021</td>
<td>19 January 2022</td>
</tr>
<tr>
<td>RM in Cognitive Science Critical Review</td>
<td>25 February 2022</td>
<td>21 March 2022</td>
</tr>
<tr>
<td>Advanced Perception &amp; Cognition Critical Review</td>
<td>22 April 2022</td>
<td>13 May 2022</td>
</tr>
<tr>
<td>Research Project Presentation</td>
<td>22 April 2022</td>
<td>13 May 2022</td>
</tr>
<tr>
<td>Research Project Dissertation</td>
<td>12 August 2022</td>
<td>5 September 22</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.