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# Overview of the MSc/PhD Training Programme

## 1.1 Introduction

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

This handbook has been designed to provide an overview of the M.Sc. in Research Methods of Psychological Science programme, and to summarise the University regulations that apply to this programme and postgraduate training in general. Sections worded ‘the student must’ or ‘the student is required’ should be given particular attention since they constitute the regulations of the Graduate School (in our case, the College of Science and Engineering or CoSE). This handbook does not, however, cover information about registration or payment of tuition fees. Students must use MyCampus to register financially and academically. Further details can be found at [http://www.glasgow.ac.uk/students/mycampus](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, Advanced 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 journal clubs. Some programme elements are provided by the Graduate School of the College of Science and Engineering (CoSE) and/or College of Social Sciences (CoSS) rather than the School of Psychology itself. We also provide a large range of additional training and workshops in various specialist areas.

PhD students can enrol as audit only for any of the core courses with the written agreement of their supervisors (Research Methods in Cognitive Science, Data Skills for Reproducible Science, 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.
## Aims

The aims of this course are:

| To broaden and deepen students’ knowledge and comprehension of research methods in Psychology |
| Intended Learning Outcomes (ILOs) |
| By the end of this course students will be able to: |
| Teaching & Learning How students’ achievement of the ILOs will be supported: |
| Assessment How students’ achievement of the ILOs will be assessed: |
| Describe and evaluate a broad range of research methods relevant for psychological enquiry |
| Lectures/seminars, tutorials, course texts, web resources |
| Essays, programs, analyses |
| Describe and evaluate four advanced techniques employed in psychological research |
| Lectures/seminars, tutorials, course texts, web resources |
| Essays, programs, analyses |
| Describe and apply key statistical techniques used in psychological research |
| Lectures/seminars, tutorials, web resources |
| Essays, programs, analyses, exercises (homework) |
| Design and plan a research project and evaluate experimental design |
| Lectures/seminars, tutorials, course texts |
| Presentations |
| Analyse, interpret, present, and discuss data |
| Lectures, tutorials, course texts |
| Project report, programs, analyses, exercises |
| Summarize a selection of psychological theories and findings |
| Lectures/seminars, web resources |
| Essays, presentations |
| Write an academic project report |
| Tutorials, web resources |
| Essays, project report, portfolio, presentations |

### 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: [http://www.gla.ac.uk/services/registry/tier4](http://www.gla.ac.uk/services/registry/tier4).

### 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/dpoioffice/guidanceforstudents/](https://www.gla.ac.uk/myglasgow/dpoioffice/guidanceforstudents/). For details of the University’s Student Privacy Notice please see: [https://www.gla.ac.uk/media/media_590481_en.pdf](https://www.gla.ac.uk/media/media_590481_en.pdf)

### 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

2.2 Programme Requirements
The programme is offered on a full-time basis only, the normal period of study being 12 months, starting at the beginning of the academic year in September. Each candidate shall undertake a prescribed course of study and shall also be required to submit a project report. For administrative purposes students are located in the CoSE Graduate School.

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)
- Advanced Stats and Research Design (20 credits)
- Data Skills for Reproducible Science (20 credits)
- Option choice (each 20 credits)*
- College/School Induction Course - Not formally assessed, attendance is highly recommended
- Lab meetings, journal clubs - Not formally assessed, attendance is highly recommended
- Psychology Seminars - Not formally assessed, attendance is highly recommended

Total Credits: 180 credits

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

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. 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 COVID-19

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

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

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

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

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

### Semester 1 Timetable (September to December)

<table>
<thead>
<tr>
<th>w/b</th>
<th>Monday 10-12noon</th>
<th>Monday 2-4pm</th>
<th>Tuesday 10-12noon</th>
<th>Tuesday 2-4pm</th>
<th>Tuesday 5-6.30pm</th>
<th>Wednesday 9-11am</th>
<th>Thursday 10-12noon</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-Sep</td>
<td>Professional Skills</td>
<td></td>
<td></td>
<td></td>
<td>Qualitative Methods</td>
<td></td>
<td>Social Robotics</td>
</tr>
<tr>
<td>28-Sep</td>
<td>Professional Skills</td>
<td>Social Robotics</td>
<td></td>
<td></td>
<td>Qualitative Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-Oct</td>
<td>Professional Skills</td>
<td>Social Robotics</td>
<td></td>
<td></td>
<td>Qualitative Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-Oct</td>
<td>Professional Skills</td>
<td>Social Robotics</td>
<td></td>
<td></td>
<td>Qualitative Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-Oct</td>
<td>Professional Skills</td>
<td>Social Robotics</td>
<td></td>
<td></td>
<td>Qualitative Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-Oct</td>
<td>CBIM</td>
<td>Professional Skills</td>
<td>CBIM</td>
<td></td>
<td>Qualitative Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Nov</td>
<td>CBIM</td>
<td>Professional Skills</td>
<td>CBIM</td>
<td></td>
<td>Qualitative Methods</td>
<td></td>
<td>FVA2FW</td>
</tr>
<tr>
<td>9-Nov</td>
<td>CBIM</td>
<td>Professional Skills</td>
<td>CBIM</td>
<td></td>
<td>Qualitative Methods</td>
<td></td>
<td>FVA2FW</td>
</tr>
<tr>
<td>16-Nov</td>
<td>CBIM</td>
<td>CBIM</td>
<td></td>
<td></td>
<td>Qualitative Methods</td>
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<td>FVA2FW</td>
</tr>
<tr>
<td>16-Nov</td>
<td>CBIM</td>
<td>CBIM</td>
<td></td>
<td></td>
<td>Qualitative Methods</td>
<td></td>
<td>FVA2FW</td>
</tr>
<tr>
<td>23-Nov</td>
<td></td>
<td></td>
<td>Qualitative Methods</td>
<td></td>
<td></td>
<td></td>
<td>FVA2FW</td>
</tr>
</tbody>
</table>
### Semester 2 Timetable (January to March)

<table>
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<tr>
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<th>Monday 9am-11am</th>
<th>Monday 2-4pm</th>
<th>Tuesday 10-12noon</th>
<th>Tuesday 2-4pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-Feb</td>
<td>Introduction to Matlab Programming</td>
<td>Advanced Perception and Cognition</td>
<td>Statistics and Research Design</td>
<td></td>
</tr>
<tr>
<td>22-Feb</td>
<td>Introduction to Matlab Programming</td>
<td>Advanced Perception and Cognition</td>
<td>Statistics and Research Design</td>
<td></td>
</tr>
<tr>
<td>1-Mar</td>
<td>Introduction to Matlab Programming</td>
<td>Advanced Perception and Cognition</td>
<td>Statistics and Research Design</td>
<td></td>
</tr>
<tr>
<td>8-Mar</td>
<td>Introduction to Matlab Programming</td>
<td>Advanced Perception and Cognition</td>
<td>Statistics and Research Design</td>
<td></td>
</tr>
<tr>
<td>22-Mar</td>
<td>Introduction to Matlab Programming</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

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

There is nothing wrong with using other people’s information, ideas and occasionally their words in a brief quotation. Indeed, you will be encouraged to read widely and to develop or criticise views expressed by others. However, you must be very careful to ensure that any information or ideas which come from outside sources are acknowledged.
Where you use a book or report as a source for your discussion, the work should be cited in the text and included in the reference list. Direct quotations, such as paragraphs from books or reports, must be placed in quotation marks and the source cited immediately after the quotation. If you are not sure how to acknowledge a source, seek advice from the course organiser or tutor.

You cannot receive credit for work that is not your own, so it is not permitted to submit unacknowledged or incorrectly referenced material. It is also not permitted to submit material taken from another person’s work, or from work you have submitted yourself at another time.

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

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

Please view the University plagiarism statement in full here –
https://www.gla.ac.uk/myglasgow/senateoffice/studentcodes/plagiarism/

You will be required to submit coursework through plagiarism software. Further information on this process will be detailed on the relevant Moodle pages.

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

3.8 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.

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

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 (previously University Calendar).

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) or the School Exams Officer – Professor Niamh Stack (niamh.stack@glasgow.ac.uk).

How to notify the School if work is submitted late:
• All coursework submitted late will be penalised in line with University regulations unless Good Cause is established. See below for a definition of Good Cause.
• To submit a Good Cause form, go to the Student Centre on MyCampus and select My Good Cause. You should also upload any supporting evidence.
• Good Cause forms must be completed within a week of the assessment date.
• All Good Cause applications will be considered by, the course convener, this is the Programme Lead, Dr 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 convener who must be satisfied that the candidate submitting the application has been prevented by circumstances beyond his or her control from submitting the relevant work on time.
• Exemption from a late penalty will be commensurate with the duration of the circumstances causing the late submission and will be subject to a limit of five working days.
• Where the application for exemption from penalties is not submitted until after the deadline for submission of the work itself, relief from a late penalty will normally be granted only where the circumstances preventing the candidate from submitting work on time have also prevented application for a deferral of the deadline for submission.
• Deadlines for the submission of coursework which are to be formally assessed are published in this course documentation, and work which is submitted later than the deadline will be subject to penalty as set out above.
• Feedback will be provided for all coursework submitted late.
• In the case of missed examinations, a grade of CW (Credit Withheld) will be returned unless Good Cause is established for why the assessment was missed. If Good Cause is established then the student will be returned as MV. The student will then be required to sit the examination in the August diet if they wish to progress to the next year of study. If the student has initially been returned as CW, their performance in the August diet will be capped at 12.0, if they have been returned as MV their grade will be uncapped.
‘Good Cause’ means illness or other adverse personal circumstances affecting you and resulting in you missing an examination, failing to submit coursework on time, or clearly prejudicing your performance in the assessment. [Chronic illness is not covered unless there has been a short term worsening of the condition which specifically affects an assessment]. If it is accepted that your assessment was affected by good cause, the work in question will be set aside and you will (as far as is practicable) be given another opportunity to take the assessment with the affected attempt discounted. Please note that Boards of Examiners are not permitted to award marks based on undemonstrated performance and therefore your grade(s) will not be increased because your performance was impaired by medical or other personal circumstances.

**Time Limit:** You must notify the University no later than one week (i.e. within 5 working days) after the date of an examination or the due date for submission of the assessment affected. The information you provide will be treated confidentially. Please do not shy away from divulging important information. It will be treated sensitively. Without your information, the Board of Examiners will not be able to take the matter into account. Furthermore, you will not be able to appeal against your assessment result on the grounds of adverse medical or personal circumstances unless you can provide a good reason why this information could not be presented in time.

### 3.10 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 community.

• Adequate access to themselves 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 of Science and Engineering (CoSE) Research Ethics Committee. [http://www.gla.ac.uk/colleges/scienceengineering/staff/committees/ethicscommittee/](http://www.gla.ac.uk/colleges/scienceengineering/staff/committees/ethicscommittee/)

IMPORTANT:

1. If the project involves brain imaging, students also have to submit a proposal through MyGlasgow Online Research Ethics System to be reviewed by the College of Science and Engineering Research Ethics Committee 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 with disabilities), students should seek approval from the College Ethics Committee as above. In addition students should seek advice about whether they need to join the “Protection of Vulnerable Groups Scheme (the PVG Scheme, former Enhanced Disclosure Scotland scheme)”. The University policy regarding this issue is available at [http://www.gla.ac.uk/services/humanresources/staff/mgrs-admin/mgr-guidance/pvgscheme/](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/](https://www.myresearchproject.org.uk/)

Guidance from the University of Glasgow can be found at: [http://www.gla.ac.uk/research/aimsassessmentandpolicies/ourpolicies/ethicshomepage/](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 Appeals
An appeal is defined as a request for a review of a decision of an academic body charged with making judgements concerning student progression, assessment or awards. The University has a duty to maintain and enhance the quality of provision for students and to provide an effective system for handling appeals and complaints. The University upholds the principle that students should have a full opportunity to raise appeals against academic decisions without fear of disadvantage and in the knowledge that confidentiality will be respected.

4.5 External Examiner
The M.Sc. is overseen by an External Examiner who is responsible for ensuring that academic standards are maintained and for the interpretation and implementation of the course regulations. The Board of Examiners currently meets three times a year and is chaired by the M.Sc. Programme Lead. The External Examiner makes
a valuable contribution in providing the programme team with feedback on teaching quality while monitoring student feedback.

External Examiners are required annually to report on the standard of the programme, and the effectiveness and quality of the exam procedures. Following discussion of these reports by the course teachers, their views and any actions to be taken are reported to the Higher Degrees Committee and, following this, a report is made to the Quality Assurance Office of the University.

4.6 Student Feedback
Student feedback is an important part of the overall evaluation of the M.Sc. (and PhD). Students’ views are sought, or made known, in a number of ways:

- **Individual Contact with Staff**: All students are encouraged to approach individual course organisers whenever there is something they wish to discuss about an individual course.

- **Staff/Student Consultation**: Currently staff-student interaction on a programme-level takes place with all students on the M.Sc./PhD training and the M.Sc. Programme Lead usually following up on taught courses. Meetings will be at least twice per term. You will be asked to elect a postgraduate representative to take your views to staff/school meetings and other college committees.

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

4.7 Complaints
The University and School are committed to providing an excellent educational experience for our students. The University has a duty to maintain and enhance the quality of its provision and to provide an effective system for handling complaints. The University has a [Complaints Procedure](http://www.gla.ac.uk/services/senateoffice/studentcodes/students/complaints/) which allows complainants to raise matters of concern without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected. Further details about the University Complaints procedure can be found on the Senate Office website: [http://www.gla.ac.uk/services/senateoffice/studentcodes/students/complaints/](http://www.gla.ac.uk/services/senateoffice/studentcodes/students/complaints/)

5 General Information

5.1 Social Media Etiquette
Social networks provide an excellent resource for sharing ideas/concerns, accessing information and building friendships but it is important to also be aware of the potential pitfalls of this resource. Note the excellent advice provided by the SRC on how to avoid some of the potential pitfalls of Social Networking, this can be accessed at the following link: [https://www.glasgowstudent.net/advice/health-and-safety/social-networking/](https://www.glasgowstudent.net/advice/health-and-safety/social-networking/)

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

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

A suspected breach of the Code can be reported by any student or member of staff in the University and associated bodies, or a member of the public. For example, instances of alleged bullying can be reported by any individual who has witnessed and has evidence of this behaviour not just the alleged subject of this intimidating behaviour. Any evidence of such behaviour, such as the example of facebook screenshots 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.

### 6 Course Outlines

#### 6.1 Introduction

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

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

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

#### 6.2 Core Courses

**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)**

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

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

SPS5037 - Qualitative 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 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.

Intended Learning Outcomes of Course
After taking this course, students should
• Demonstrate a critical understanding of the different epistemological and ontological positions inherent in different qualitative approaches.
• Recognise the theoretical, political and cultural context of one’s research agenda.
• Have a robust knowledge of the different qualitative methods of enquiry and the data collection strategies available.
• Understand the mechanics of sampling and case selection strategies and their implications for the generation of research findings.
• Understand, critically evaluate, and demonstrate the process of constructing a robust research design that uses qualitative methods.
• Understand criteria for evaluating qualitative research and principles of good practice, including credibility, transferability, dependability, confirmability, reliability, transparency, validity, reflexivity, social 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 apply a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.
• to use a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments.
• to understand the principal theories, and concepts.
• to develop a critical understanding of a range of specialised theories, concepts and principles.
• to gain an extensive, detailed and critical knowledge and understanding in one or more specialized areas, much of which is at, or informed by, developments at the forefront.
• to develop a critical awareness of current issues in experimental psychology and cognitive sciences and related areas.

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

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:
• undertake all stages of a research project in psychology (planning, literature review, obtaining ethical permission, preparing materials/apparatus, conducting, analysing and writing up) with only limited supervision;
• produce a report upon completion of the project that is equivalent to a research paper in a peer-reviewed journal.
• disseminate findings in a short presentation and confidently respond to audience questions and discussion in critique of work.

PSYCH5020 - Statistics & Research Design (Course Lead: Dr M Lages)
This course is designed to provide a detailed understanding of the use of multilevel regression modeling for data analysis, as well as to provide a basic familiarity with non-parametric approaches and Bayesian modeling. Concepts and techniques are demonstrated using the statistical platform R, which is open source (weblink http://www.r-project.org/) and runs under most operating systems. Learning is reinforced through weekly assignments that involve working with different types of data.

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;

To train students to use the statistical programming language R.

**Intended Learning Outcomes of Course**

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

- use R to organize, restructure, and visualise complex datasets;
- explain the basic ideas behind resampling and robust statistics and their relation to classic parametric techniques;
- make predictions from a multiple regression equation and explain the interpretation of parameter estimates;
- express various study designs within a multilevel regression framework;
- compute basic quantities within a Bayesian framework.

### 6.3 Optional Courses

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

**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:

a) aspects of low-level visual perception (e.g. perceptual inference of colour and physiological mechanisms of colour vision)

b) aspects of mid-level visual perception (e.g. surface representation, binocular rivalry)

c) aspects of high-level visual perception and cognition (e.g. scene recognition, face perception, object categorisation)

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

- 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 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 this course students will be able to:

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

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.
7 Summary of the University Assessment Policy

7.1 Assessment
A variety of assessment methods are used as appropriate to the subject matter of the different courses. These include examinations, academic reports, critical essays, critical reviews, programs, portfolio, and weekly assignments (homework exercises). Full details on individual course assessments can be found on the relevant online Moodle pages.

The assessment scheme and our method for aggregating marks across courses conform to the university’s standard assessment scheme (see the University Regulations (Schedule A)). They are computed as grade point averages for taught components weighted by the credits of each component. The dissertation/research project is marked separately. A candidate will be permitted to progress to preparation of the dissertation/research project only if he or she has met the minimal requirement as set out in the University Regulations.

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

7.2 Classification of award, zones of discretion and appeals procedures
The following link to Generic regulations for Taught Masters Degrees outlines the minimum requirement for the award of credits and requirements for the award of a Masters degree, and the rules for award of distinction and merit. Information on assessment requirements and aggregation across a taught postgraduate programme can be found in the Guide to the Code of Assessment, section 2.6. An explanation of 1) the criteria for award of merit and distinction (Section 2.8) and 2) the criteria available to the Board of Examiners in considering students who do not achieve a clear merit or distinction who fall in the zones of discretion (Section 2.8.3) can be found in the Guide to the Code of Assessment.

Please be aware that consideration of students within these zones is at the discretion of the exam board it is not automatic so it is not the case that everyone in this zone will be promoted. In addition, you will see from the information in section 2.8 of the Guide to the Code of Assessment that final classifications are not ‘rounded up’ but rather that the board will use the criteria detailed below to decide if promotion is appropriate.

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

Note however that irrespective of the number of grades in the higher classification, any grade more than two primary grades below the higher classification will determine that the candidate is not promoted.

Example Grade Profiles and Classifications for illustration of students not being promoted due to any grade being two primary grades below higher classification:
Example 1a: A candidate in the discretionary zone for possible promotion from merit to distinction (assuming appropriate weighting for course credits) receives the following grades: A3 A5 B2 A4 B2 A3 D1 A5 B1 A5. 
**Outcome:** At least 50% of the grades (with appropriate weighting for course credits) are above the borderline so the student could be promoted to distinction. However, the D grade determines that the candidate is not promoted.

Example 1b: A candidate in the discretionary zone for possible promotion from pass to merit (assuming appropriate weighting for course credits) receives the following grades: B2 B1 A4 C2 B2 C3 B3 E1 B1 C1 
**Outcome:** At least 50% of the grades (with appropriate weighting for course credits) are above the borderline so the student could be promoted to merit. However, the E grade determines that the candidate is not promoted.

In addition, a second caveat follows that if the grade profile is divided equally above and below the relevant borderline, a course grade in the classification either above or below the classification under consideration will determine the outcome.

**Example Grade Profiles and Classifications for illustration of students not being promoted due to a course grade in the classification either above or below the classification under consideration determining the outcome:**

Example 2a: A candidate in the discretionary zone for possible promotion from merit to distinction (assuming appropriate weighting for course credits) receives the following grades: B1 C1 A3 B1 A5 A5 A5 B2 B3 A4. 
**Outcome:** There are an equal number of grades above and below the relevant borderline (assuming appropriate weighting for course credits), but the C grade determines that the candidate is not promoted.

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

After a review of grade profiles, the board will then consider the second criterion available - a review of unrounded means. The next two criteria (Borderline Vivas/Exit Velocity) are not appropriate within the School of Psychology and are not considered. The final criterion the Role of the External Examiner may be used in extraordinary circumstances that are not already covered by the proceeding criteria, other regulations such as good cause and their general role in the examination processes. The information in the link above is from the [University Guide to the Code of Assessment](#) - Chapter 2. The guide also provides a useful example in this section on the calculation of GPA and aggregation across a taught postgraduate programme (see Section 2.6). You can view the coefficients for each component of assessment (which provides the weighting of each course grade) by logging into your results on the psychology student intranet.
### 7.3 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>Primary Grade</th>
<th>Gloss</th>
<th>Secondary Band*</th>
<th>Aggregation Score</th>
<th>Primary verbal descriptors of attainment of Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>A1</td>
<td>22</td>
<td>Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgment relating to key issues, concepts and procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A3</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A4</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A5</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>B1</td>
<td>17</td>
<td>Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Good</td>
<td>C1</td>
<td>14</td>
<td>Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C2</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Satisfactory</td>
<td>D1</td>
<td>11</td>
<td>Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Weak</td>
<td>E1</td>
<td>8</td>
<td>Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Poor</td>
<td>F1</td>
<td>5</td>
<td>Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Very Poor</td>
<td>G1</td>
<td>2</td>
<td>Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
<td>0</td>
<td>No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary</td>
</tr>
<tr>
<td>CR</td>
<td>CREDIT REFUSED</td>
<td></td>
<td></td>
<td>Failure to comply, in the absence of good cause, with the published requirements of the course or programme, and/or a serious breach of regulations.</td>
</tr>
</tbody>
</table>

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

This gloss is used because it is the lowest grade normally associated with the attainment of an undergraduate award.

### 7.4 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 he or she has completed at least 75% of the Assessment for the course.
These rules only apply to cases where failure to submit coursework or attempt other Assessments is not explained by Good Cause. Where Good Cause is shown for failing to complete Assessments the Good Cause Rules explained in Chapter 5 of the Code of Assessment will apply.

8 Additional Relevant Information

8.1 Attendance

Attendance at lectures, seminars 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).

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, TEAMS, 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 and/or TEAMS.

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

IN USING COURSE MATERIALS AND LECTURE RECORDINGS/MEDIA, STUDENTS ARE AGREEING TO THE FOLLOWING TERMS AND CONDITIONS OF USE:

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

The Lecture recording policy is here: [http://www.gla.ac.uk/media/media_359179_en.pdf](http://www.gla.ac.uk/media/media_359179_en.pdf).

### 8.3 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 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.

### 8.4 Illness, absence and personal problems

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

### 8.5 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.

### 8.6 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 Leader. 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.

### 8.7 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.

### 8.8 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!

### 8.9 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 M.Sc. The Disability Coordinator for Psychology is Dr Maria Gardani maria.gardani@glasgow.ac.uk Information for students with a disability and special needs at University of Glasgow can be found on the web at: 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/.

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

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

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

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

## 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 September.

#### 9.2 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>Social Robotics Research Proposal</td>
<td>6 November 2020</td>
<td>30 November 2020</td>
</tr>
<tr>
<td>Professional Skills Portfolio</td>
<td>27 November 2020</td>
<td>8 January 2021</td>
</tr>
<tr>
<td>Statistics &amp; Research Design</td>
<td>Throughout Jan to March</td>
<td>TBC</td>
</tr>
<tr>
<td>From Visual Awareness to Free Will CR</td>
<td>18 December 2020</td>
<td>26 January 2021</td>
</tr>
<tr>
<td>From Visual Awareness to Free Will Presentation</td>
<td>TBC</td>
<td>TBC</td>
</tr>
<tr>
<td>CBIM Essay</td>
<td>18 December 2020</td>
<td>26 January 2021</td>
</tr>
<tr>
<td>Data Skills Report</td>
<td>18 December 2020</td>
<td>26 January 2021</td>
</tr>
<tr>
<td>Intro to Matlab online assessments</td>
<td>Throughout Feb to March</td>
<td>TBC</td>
</tr>
<tr>
<td>RM in CS Report</td>
<td>26 February 2021</td>
<td>22 March 2021</td>
</tr>
<tr>
<td>Advanced Perception &amp; Cognition CR</td>
<td>16 April 2021</td>
<td>11 May 2021</td>
</tr>
<tr>
<td>Research Project</td>
<td>9 July 2021</td>
<td>3 August 2021</td>
</tr>
<tr>
<td>Research Project Presentations</td>
<td>9 and 10 August 2021</td>
<td>1 September 2021</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.