



University of Glasgow | School of Psychology

M.Sc. Psychology (Conversion) ODL

Programme Handbook

2019 – 2020

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1. Overview of M.Sc. Psychology (Conversion) Programme

1.1. Introduction

Welcome to the School of Psychology and to the MSc Psychology (Conversion) programme. We are delighted that you have decided to come and study with us. The programme is led by the School of Psychology, however staff from both the School of Psychology and the School of Education collaborate in the delivery of this unique programme. We aim to provide you with access to a range of specialist expertise and a curriculum that will hopefully both stimulate and challenge you. We hope to stretch you intellectually and provide you with skills that will be helpful in your future career whatever that may be.

If there is anything you are not sure about, please feel free to contact;

Programme Director: Dr Chiara Horlin (chiara.horlin@glasgow.ac.uk) or,
Programme Administrator: Lynda Young (Lynda.Young@glasgow.ac.uk).

This handbook has been designed to provide an overview of the programme, and to summarise the University regulations that apply specifically to this programme and to postgraduate programmes here at Glasgow in general. This handbook does not, however, cover information about registration or payment of tuition fees. Students will use My Campus to register. Details can be found at:

<http://www.gla.ac.uk/services/registry/support/registration/newstudents>.

1.2. Structure of the M.Sc.

The Psychology M.Sc. (conversion) ODL programme consists of a series of core and optional courses taken over 3 academic sessions. **A year by year breakdown can be found below in Figure 1.**

Core courses form the basis of our BPS accreditation and include;

- Research Methods,
- Individual Differences,
- Cognitive Psychology,
- Physiological Psychology,
- Social Psychology,
- Human Development and,
- Conceptual & Historical Issues in Psychology.

Along with the core courses, students will choose two optional courses in their second year from a range of topics. These topics may include Educational Psychology, Clinical Health Psychology, Current Issues in Psychology, and Counselling Psychology, but are subject to change and contingent upon staff availability.

In the final year students will also undertake a supervised Research Project (dissertation) which is the final component of the BPS accreditation.

Year One

Research Methods 1 (20 credits)	
Human Development	Cognitive Psychology
CHIP	Physiological Psychology

Year Two

Research Methods 2 (20 credits)	
Individual Differences	Option 1
Social Psychology	Option 2

Year Three

Dissertation Project (60 Credits)

Key	Full Year	1st Sem	2nd Sem	Optional courses may include Clinical Health, Educational Psychology, Counselling, Applied Qualitative Methods & Current Issues but are subject to change
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Figure 1. Overview of each year of the programme. Years One and Two will take place between September-July of each year and Year 3 will take place between September-March (this may be subject to small changes).

1.3. Aims and Objectives

The programme is designed to provide students with a broad and critical awareness of psychological theory and practice and provides a range of courses and practical experience in relevant methods for scientific research. It is anticipated this approach will help students develop enquiring, problem-oriented minds with sufficient awareness of important research and applications in psychology to enable successful pursuit of careers in psychology and related disciplines.

1.4. Intended Learning Outcomes

By the end of this programme, students will be able to:

- Critically evaluate principal and specialised theories of psychology.
- Identify, interpret and evaluate contemporary and historical research in psychology.
- Evaluate ways in which psychological theory can inform practice.
- Identify the ethical issues raised when people participate in psychological research or receive psychological treatment.
- Review the contrasting perspectives as to the nature of science and critically evaluate the extent to which Psychology may be considered scientific.
- Critically evaluate the influence of social, cultural and historical factors on psychological theory and research.

1.5. Skills and Other Attributes

By the end of this programme, students will be able to:

Subject-specific/practical skills

- Evaluate psychological research design and methodologies
- Use a range of statistics and research methodologies appropriate to psychology
- Demonstrate programming skills in R
- Plan and carry out Psychology research projects, writing them up as journal style reports
- Design and conduct an original, significant empirical research project on a psychological topic.

Intellectual skills

- Identify, conceptualise and define new and abstract problems in psychology
- Demonstrate original and creative responses to problems and issues within Psychology

Transferable/key skills

- Critically review, consolidate and extend knowledge, skills, practices and thinking in a discipline
- Demonstrate written and graphical communication skills.

1.6. Expectations of Engagement

Alongside the great flexibility of learning online, and part-time, there are unique challenges to this method of study that may differ from your previous experiences. This is especially important in a conversion course as you may not have prior background in Psychology or related Science disciplines and may have to prepare well before classes. If you do not have prior background in Psychology or Science disciplines, you may wish to do preparatory study in the months prior to your first year in the programme.

To maximise your opportunity for success in this programme we strongly recommend students engage in all teaching resources, formative assessments and feedback opportunities in a self-paced but timely manner. As this is a part-time programme of study please do consider how these activities might balance with full-time work and your other commitments. We will endeavour to provide all formative and summative assessment deadlines at the beginning of academic sessions to facilitate your long-range planning, with changes to these made only in response to extraordinary unforeseen circumstances. However, planning, organisation and self-paced study will be fundamental to your completing the programme in the manner and timeframe intended. If at any point you find yourself struggling to keep with course content, failing to catch up during reading weeks and missing deadlines, please don't hesitate to contact relevant teaching staff or the programme director so we may best support you.

1.7. Academic Skills & Preparation for the Programme

Many students applying to this programme have a diverse range of background experience and bring a multitude of different skills with them. This may or may not include skills and knowledge that is foundational to degrees in Psychology. Prior to the programme commencing you may wish to spend some time exploring or consolidating information that will support your studies in the programme, and potentially alleviate any anxiety about exploring a new academic field.

There are many open-source textbooks that will be helpful familiarise you to foundational language and terminology in Psychology:

<https://open.umn.edu/opentextbooks/subjects/psychology>

Statistics and research methods are areas that can be particularly daunting to many students who are not familiar with them or have not engaged with them in a while. You will be instructed in this material as part of the programme and fully supported as you progress, however before commencing the programme you may wish to explore some of this in advance, and in particular the programming language, R, used for quantitative research methods. To this end you may wish to explore the Overview and Chapters 1 and 2 of the one of the teaching resources you will use on the programme:

<https://psyteachr.github.io/msc-conv-odl/>

Once enrolled in the course each student has access to an independent Moodle module that will guide and support your development in the academic skills essential for this programme. In this Moodle resource we will focus on the process of developing your research and study skills, and the module is split into the following domains accordingly; sourcing information, critical reading, academic writing, and presentation skills.

1.8. Programme Director and Programme Administrator details

Programme Director	Education co-ordinator	Programme Administrator
Dr Chiara Horlin School of Psychology 62 Hillhead Street Tel: 0141 330 8493 Chiara.Horlin@glasgow.ac.uk k	Dr Kara Makara Fuller School of Education St Andrew's Building Tel: 0141 330 5386 Kara.MakaraFuller@glasgow.ac.uk k	Ms Lynda Young School of Psychology 62 Hillhead Street Tel: 0141 330 5089 Lynda.Young@glasgow.ac.uk

2.M.Sc. Psychology (Conversion) Programme: In Depth

2.1. Admission

The requirement is that the applicant has already obtained a second-class honours degree, class 2:1.

If you are a prospective student and have any questions regarding degree requirements, language requirements, suitability of references or information about fees, please feel free to contact the Postgraduate Admissions team directly:

<https://www.gla.ac.uk/postgraduate/contact/>

Applicants from overseas must conform to the University's proficiency in English language requirements. Details can be found on the Psychology (Conversion) ODL programme page, under the tab 'Entry Requirements'. Please see:

www.gla.ac.uk/postgraduate/taught/psychologicalscienceconversion/

Once your application is approved you will register for the course via My Campus. Details of when and how you should do this will be sent to you by the Admissions Service before the programme begins.

2.2. Programme Requirements

The programme is offered on a **part-time basis only**, the normal period of study being 30 months;

	Study Activity	Academic Session
Year One	Core Courses	September to July
Year Two	Core & Optional Courses	September to July
Year Three	Dissertation Project	September to March

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 College of Science and Engineering.

2.3. Programme Structure

The components of the M.Sc. Psychology (Conversion) ODL are as follows and constitute 180 credits across 3 academic sessions (60 credits per year). Full descriptions of all core and optional courses can be found in Chapters 6 and 7 respectively.

Core Courses

Below is a list of course courses for each year of the programme. Full year courses are 20 credits, and semester-length courses are 10 credits. The Dissertation Project in Year Three is 60 credits.

	Core	Optional	Credits
Year One			
Full Year	Research Methods 1		20
Semester 1	Conceptual & Historical Issues in Psychology Human Development		10 10
Semester 2	Cognitive Psychology Physiological Psychology		10 10
Year Two			
Full Year	Research Methods 2		20
Semester 1	Individual Differences Social Psychology		10 10
Semester 2		Option 1 Option 2	10 10
Year Three			
Full Year	Dissertation Project		60
			180

Optional Courses

All optional courses are 10 credits and take place in the second semester of Year Two. Optional Course selection will take place towards the end of Year One during which students will choose two options from the range of optional courses offered during the next academic session. Currently available courses are listed below but are subject to staff availability and require a minimum number of interested students in order to run and be pedagogically viable.

- Applied Qualitative Methods
- Current Issues in Psychology
- Educational Psychology
- Clinical Health Psychology
- Counselling Psychology

2.4. Teaching Methods (in brief)

The programme comprises approximately 180 hours of virtual instruction by staff distributed across three academic sessions, as well as guided independent study and facilitated group activities.

Virtual instruction includes but is not limited to;

- recorded lectures;
- virtual workshops with teaching staff and peers;
- drop-in tutorial sessions;
- synchronous and asynchronous discussion forums;
- online meetings with project and dissertation supervisors.

Please note that lecture notes and recordings will be made available on the University's Virtual Learning Environment: **Moodle**.

Guided independent study and group activities will be supported with set readings and formative activities facilitated by teaching staff.

Please see Section 3 for more extensive guidance regarding these teaching and learning methods.

2.5. Assessment, Reassessment, & Moderation Procedures

A variety of assessment methods are used as appropriate to the subject matter of the different courses. These include but are not limited to essays, critical reviews, scientific reports, case study reports, electronic presentations and podcasts. Critical and reflective scientific writing will be present throughout all courses on this programme.

The assessment scheme and our method for aggregating marks across courses conform to the university's standard assessment scheme below.

SCHEDULE A

ALL COURSES				Primary verbal descriptors of attainment of intended Learning Outcomes
Primary Grade	Gloss	Secondary Band*	Aggregation Score	
A	Excellent	A1 A2 A3 A4 A5	22 21 20 19 18	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures.
B	Very Good	B1 B2 B3	17 16 15	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
C	Good	C1 C2 C3	14 13 12	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
D	Satisfactory	D1 D2 D3	11 13 9	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
E	Weak	E1 E2 E3	8 7 6	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
F	Poor	F1 F2 F3	5 4 3	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
G	Very Poor	G1 G2	2 1	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
H			0	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary
CR	CREDIT REFUSED		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	

Reassessment

If students fail to meet the threshold grade C3 for the award of the degree the Board of Examiners may approve that reassessment of the dissertation or substantial piece of coursework is allowed. Only one resubmission is permitted. The Programme Director will advise students in this position.

Reassessment or resit opportunities may be offered after exam boards have been held

and may require a student to resubmit the original assessment or sit an alternative assessment depending on the course and the nature of the assessment itself.

Moderation Procedures

All assessments are graded and moderated per the University's policy regarding moderation and second marking. The full policy can be found here:

https://www.gla.ac.uk/media/Media_216411_smxx.pdf

The relevant section as it pertains to all coursework within this programme is extracted below and describes processes related to second and double marking by two members of staff. The only exception to this procedure are those assessments that are electronically auto-marked (e.g. quizzes & R worksheets). However, any electronic auto-marking is checked by the Course Coordinator to ensure accuracy & consistency.

2. Honours and taught postgraduate assessments

Unless these take the form of multiple-choice examinations (which must still be checked) all summative assessments in this category must involve some degree of second or double marking. In the case of coursework and examinations this should involve second marking of a sample of the work. This sample should be 10% (or at least 10 and including all borderline fails) of the assessments except where a single piece of coursework (for example a project or dissertation) constitutes the whole assessment for a particular course. Where this last applies best practice suggests that the coursework should be double marked as should the dissertation, project, etc. that forms the independent work required for an honours or masters degree. At the very least these types of assessment should, if practicable, be second marked with a 100% sample. Where there is disagreement between the markers, an attempt should be made to resolve this by discussion.

2.6. Submission Information

All submissions **must** meet the deadline set.

By the submission deadline, all coursework must be uploaded to plagiarism-checking software and then submitted in its final form. Students will have the option of submitting a draft that can be reviewed before making a final electronic submission.

More details of electronic submissions will be made available on Moodle.

All written coursework (unless otherwise advised) should be;

- Presented in Arial, Geneva or Times New Roman, 12-point font, double-spaced with 1-inch (2.54cm) margins.
- Formatting of your report should be written and formatted according to APA guidelines. You can use either version 6 or version 7 of the APA style guide.

All work must be submitted with a **University Title Page and Plagiarism Statement** (downloadable from the Moodle site for each assessment).

2.7. Late Submission, Extensions, & Good Cause

All deadlines for summative assessments will be confirmed and communicated at the beginning of each academic session in order that you may plan accordingly. Below is a

provisional assessment schedule for the 20/21 academic session. In extraordinary circumstances these dates may be adjusted from this provisional schedule.

Coursework and other material completed during the academic year needs to be submitted via Moodle by the deadline specified. All deadlines can be found in the “Assessment Information” area of each course Moodle, as well as the Moodle calendar.

Submitting Late Without Good Cause

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 graded and feedback returned 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).

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

Requesting Extensions & Submitting Good Cause

If, before a submission deadline has passed, you find your progress has been hindered due to illness or exceptional circumstances, **contact the Programme Director** as soon as possible. Course leads and tutors cannot provide extensions for course work. When contacting the Programme Director **you must also submit a request for Good Cause via My Campus.**

The University operates a strict policy regarding extensions and the consideration of Good Cause. Good cause will be considered on two grounds:

- Health: you must enclose a letter from your doctor with your application
- Personal circumstances: preferably you should enclose a letter from your doctor or provide a letter from the Student Counselling Service with your application <http://www.gla.ac.uk/services/counselling/>.

If you are not able to provide documented evidence at the time of your request, you may return to the application on My Campus and provide it later.

Based on the circumstances of your request you may be offered **a short-term extension of up to 5 working days only** from the original submission date. No extensions longer than this are possible.

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

More Information about 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 (paragraphs 16.45 – 16.53). [Click here for University Regulations.](#)

Below is a summary of the key points. If you are unclear about anything, please contact your Programme Director, [Dr Chiara Horlin](#).

- 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 My Campus and select My Good Cause. You should also upload any supporting evidence at this time or as soon as possible.
- Good Cause forms must be completed within a week (5 working days) of the assessment date.
- All Good Cause applications will be reviewed in the School in which the course sits.
- The outcome of the application will be determined at the discretion of the Programme Director who must be satisfied that the candidate submitting the application has been prevented by circumstances beyond their control from submitting the relevant work on time.
- Exemption from a late penalty will be commensurate with the duration of the circumstances causing the late submission and will be subject to a limit of three working days.
- Where the application for exemption from penalties is not submitted until after the deadline for submission of the work itself, relief from a late penalty will normally be granted only where the circumstances preventing the candidate from submitting work on time have also prevented application for a deferral of the deadline for submission.
- In the case of missed assessments, 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 take a re-assessment 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, however 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 either, 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 on the basis of 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 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.

Instructions on Submitting Good Cause

Submission of a Good Cause Claim is the mechanism that allows your circumstances to be considered by the Board of Examiners. Please note all Good Cause Claims must be submitted within **a week** of the date of the affected assessment.

To submit a Good Cause Claim on MyCampus:

1. Go to the 'Student Centre' and select *My Good Cause* from the Academics menu
2. Select the relevant course(s)
3. Complete the report in MyCampus (there is provision for particularly sensitive information to be provided separately, out with the system, but a claim report must still be entered into MyCampus)
4. Add supporting evidence by uploading documents.

If you encounter any difficulties with this process please contact [Dr Chiara Horlin](#) immediately to let her know you have a problem with your Good Cause Claim.

What Will Happen to Your Good Cause Claim?

The Programme Administrator and/or Programme Director will ensure that your claim is considered and this will be in accordance with the section of the Code of Assessment which covers incomplete assessment and good cause (paragraphs 16.45 to 16.53). The outcome of your claim will be posted into the Approval Information section on your Good Cause Claim in My Campus. If it is accepted that your assessment was affected by good cause, your request for a 5-working day extension may be approved or 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 (this may vary depending on the course and the method of assessment).

2.8. 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.

Full information on the University's Plagiarism Policy can be found at:
<https://www.gla.ac.uk/myglasgow/leads/students/plagiarism/>

2.9. GDPR

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

<https://www.gla.ac.uk/myglasgow/dpfooffice/guidanceforstudents/>.

For details of the University's Student Privacy Notice please see:

<https://www.gla.ac.uk/myglasgow/dpfooffice/gdpr/privacynotices/studentprivacynotice/>

Please note due to the nature of this online programme, your image and/or voice may be recorded during webinars, seminars and online tutorials that use video conferencing software. Recordings of these sessions may be uploaded to our secure password-protected learning platform. If you do not wish for your face/voice to be included, you may turn off your camera/microphone before a recorded session and you will always be asked for consent to record on these occasions.

2.10. Ethical Clearance

M.Sc. Dissertation Projects

Your dissertation topic will be guided by and negotiated with your dissertation supervisor. If conducting research involving human subjects, materials, or data, M.Sc. students should obtain ethical clearance using the ethics form on the programme Moodle site. This is filled out by the student and checked by the supervisor. It is then submitted to the relevant School or College Ethics Committee for approval. Ethical approval must be granted by the University prior to beginning data collection or access to databases is provided.

IMPORTANT: If the project involves working with vulnerable groups (e.g. children or persons with disabilities), students should seek ethical approval as above. In addition, students should seek advice about whether they need to join the "Protection of Vulnerable Groups Scheme (the PVG Scheme, former Enhanced Disclosure Scotland scheme)". The University policy regarding this issue is available at:

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

If the project involves working with clinical populations or data from the NHS, students have to submit a proposal to the NHS research Ethics System.

Forms are submitted through the integrated research applications system (IRAS) available here: <https://www.myresearchproject.org.uk/>

Guidance from the University of Glasgow can be found at:

<https://www.gla.ac.uk/research/strategy/ourpolicies/>

2.11. Academic Appeals

An appeal is defined as a request for a review of a decision of an academic body charged with making judgements concerning student progression, assessment or awards.

The University has a duty to maintain and enhance the quality of provision for students and to provide an effective system for handling appeals and complaints (see below). The University upholds the principle that students should have a full opportunity to raise appeals against

academic decisions without fear of disadvantage and in the knowledge that confidentiality will be respected.

An appeal must be despatched in writing to Mrs Pat Duncan, Head of Academic & Student Administration, College of Science and Engineering, Room 318 Level 3, Boyd Orr Building, Glasgow G12 8QQ within 14 days of the intimation to the student of the decision against which he or she is appealing, stating the grounds of the appeal. **Appeals will not be entertained against marks or decisions of examiners, or other matters of academic judgement, but only on grounds of unfair procedure or medical evidence.**

Specific guidance regarding process, support/advice etc. is available at:

<https://www.gla.ac.uk/myglasgow/senateoffice/studentcodes/students/academicappeals/>

2.12. Complaints

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

2.13. Minimum Requirement for Award of a Masters Degree, Rules for Award of Distinction/Merit, & Early Exit Awards

You require the following for award of an MSc:

- A grade point average of C3 (12) in the taught courses
- Minimum 75% of credits at grade D3 (9) or better
- All credits at F (3) or above
- A grade D (9) or above in the Dissertation

The following extracts describe the rules for the Award of Distinction or Merit for this programme. The calculation of these rules is often difficult for students as they proceed through their degree so we don't recommend focussing too intently on them. The full policy can be found here:

<https://www.gla.ac.uk/myglasgow/senateoffice/policies/calendar/calendar2017-18/scieng/genericpgt/#ftn8>

9.2 A candidate who has achieved at the first attempt a grade point average of 15 (equivalent to B3) or above for the taught courses and grade B3 or above for the dissertation or other substantial independent work will be eligible for the award with Merit. Where the grade point average for the taught courses falls within the range 14.1 and 14.9 the Board of Examiners shall have discretion to make the award with Merit. No discretion can be applied in relation to the grade required for the dissertation or other substantial independent work.

9.3 A candidate who has achieved at the first attempt a grade point average of 18 (equivalent to A5) or above for the taught courses and grade A5 or above for the dissertation or other substantial independent work will be eligible for the award with Distinction. Where the grade point average for the taught courses falls within the range 17.1 to 17.9 the Board of Examiners shall have the discretion to make the award with

Distinction. No discretion can be applied in relation to the grade required for the dissertation or other substantial independent work.

There are two exit points for students who decide they do not wish to complete the full Programme:

- The requirement for the award of a **Postgraduate Certificate** is a grade point average of D3 (9) or above in 60 credits, with not less than 40 of these credits at grade D or above.
- The requirement for the award of a **Postgraduate Diploma** is a grade point average of D3 (9) or above in 120 credits, with not less than 80 of these credits at grade D or above.

3. Teaching and Learning Methods

The programme comprises approximately 180 hours of virtual instruction by staff across three years, as well as guided independent study and facilitated group activities. Virtual instruction includes but is not limited to:

- recorded lectures;
- virtual workshops with teaching staff and peers;
- drop-in tutorial sessions;
- synchronous and asynchronous discussion forums;
- online meetings with group project and dissertation supervisors.

Your direct contact with individual staff members may take the form of virtual zoom meetings individually or within small groups, as well as online mediums like emails, Microsoft Teams, Moodle private messages or discussion boards. Direct contact with your peers will also take place both synchronously and asynchronously for both formative and summative activities. However, a significant amount of your learning hours will take the form of guided independent study - time spent reading, researching, reflecting and preparing for assessments.

We will guide you in these activities via the virtual learning environment (VLE) Moodle site where we will load recorded lectures, readings, supportive materials, and homework exercises you can access for class preparation each week.

3.1. Coursework & Study Methods

Recorded Lectures

Lectures deliver structured information about a topic area and lectures may consist of facts, theories and explanations and the lecturer's own views. They are aimed at providing explanations to stimulate your psychological literacy and develop your critical and evaluative thinking so view them as a scaffold of information that you can use as a starting point in your psychological enquiry. For most sessions a recorded lecture will act to introduce topics to guide your independent study, or to summarise and reflect on resources/activities provided within a session.

In addition to lecturers from teaching staff you may be provided with recordings of other seminars, online lectures or videos to support and compliment core material.

You should take personal notes during lectures. Note-taking is an important skill, requiring you to listen, identify key points, summarise and write, all at the same time. Guidance on taking notes at lectures and other key writing skills can be found via the Learning Enhancement and Academic Development Service (LEADS) writing and study advice page:

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

Small Group Teaching

In the online environment small group teaching may take the form of group Zoom tutorials, discussion boards, forums, collaborative documents, and discussions on Teams. These activities will vary between synchronous (real-time/live) activities and asynchronous discussions (times that suit you within a specified time frame). These are one of the practical elements of the course and provide opportunities for you to address specific topics in depth, use specialised software, develop communication and collaborative skills, and engage with your peers. In the labs small groups will be formed in order to carry out the qualitative and quantitative projects and to act as working groups. As much as possible, and dependent on cohort size, we will aim to facilitate group membership based on similar time zones if synchronous discussions are

required. The qualitative mini-project will have scheduled live lectures, but virtual meetings for mini- projects and other group tasks will be negotiated with your supervisor or group members.

Private Study

As previously stated, the majority of your notional learning hours will be guided or self-directed independent study. You will use the core materials provided and may wish to source additional support materials for further clarity or to supplement deeper interest or understanding in particular aspects of the programme. Teaching staff are always happy to provide recommendations for extension materials if you find particular interest in an aspect of individual courses.

3.2. Assessment

A variety of assessments will be used in the courses to assess the intended learning outcomes of the programme.

Formative activities include but are not limited to:

- Directed learning activities with online feedback from peers and or tutors
- MCQ sessions to consolidate learning or core concepts
- Discussion boards and forums
- Discussion and debate 'blocks'
- Concept mapping
- Video recorded presentations
- Exercises for data analysis, research evaluation reports
- Ongoing feedback on research projects.

Summative assessments include but are not limited to:

- Design of information pamphlet
- Worksheets involving the programming language R
- Critical reflection/review
- Portfolio e.g. short pieces of evaluative writing/peer review/data analysis/ Proposal for research project
- Essay
- Blog posts
- Research report
- Literature review
- Video recordings
- Ethical debate.

3.3. Dissertation Project

For the dissertation project in your third year of the programme you will be paired with a member of staff as your dissertation supervisor. Where possible, and contingent upon staff availability, you will be paired with a supervisor whose research activities align with your interests. The nature and scope of your dissertation project will then be negotiated with your supervisor and will take into account their research activities, your interests, and your developed skillset to-date. Some projects may involve acquiring new skills and experiences. This will be supported by your supervisor but is significantly driven by your own independent contribution. You will be expected to work continuously throughout this third academic session, communicate openly with your supervisor, and meet a series of formative deadlines and milestones for certain activities within this project.

Your research project will culminate in a written dissertation as the major summative assessment piece for this course and will consist of a 10,000 word report (up to 12,000 words if qualitative). Your supervisor will read and provide feedback on ONE draft of the Introduction, Methods, & Results. Once submitted, your dissertation will be independently double marked by two members of staff (one of whom will be your dissertation supervisor).

3.4. Professional Skills & Psychological Literacy

During your time on the M.Sc. programme you will also work on attributes to enhance your future employment prospects.

Why is Psychological Literacy Important?

Psychology has relevance to any context in which humans work together or where human performance is an issue. Many students who take psychology do not or never intend to progress to psychology-oriented jobs. For those students the application of Psychology is even more relevant. You will notice that there is overlap between skills for psychological literacy and graduate attributes at the University of Glasgow (<http://www.gla.ac.uk/students/attributes/yourattributes/>)

These are not skills that can be taught, but rather skills that you gain through experiences, discussion, use of your knowledge and reflection. Our remit is to give you opportunities where you can build and reflect on these skills. Think about this as building a CV of psychological literacy.

Collaborative Group Work

One of the most important skills you will develop is the ability to collaborate and work effectively as part of a team. This is core to the skillset of any Psychologist and is a fundamental requirement of BPS accreditation. Throughout this programme you will be required to work as part of a small group or pairs to equitably contribute work and collaborate on shared or independently-submitted pieces of summative assessment.

4. Staff & Teaching Resources

4.1. Staff Resources

Coordinator roles and contact details are listed. Enquiries should normally be made to the Programme Administrator in the first instance (Lynda.Young@glasgow.ac.uk).

Staff & their Roles in M.Sc.	Location	Email	Ext.
Dr Chiara Horlin (Programme Director)	Psychology, 442, 62 Hillhead St.	Chiara.Horlin@glasgow.ac.uk	8493
Ms Ute Barrett (Learning Technologist)	Psychology, 706, 58 Hillhead Street	Ute.Barrett@glasgow.ac.uk	3199
Dr Maria Gardani (Physiological Psychology)	Psychology, 413, 58 Hillhead Street	maria.gardani@glasgow.ac.uk	3610
Dr Dely Elliot (Educational Psychology)	Education, 628 St Andrews Bldg.	Dely.Elliot@glasgow.ac.uk	2467
Dr Leyla De Amicis (Cognitive Psychology)	Education, St Andrews Bldg.	Leyla.DeAmicis@glasgow.ac.uk	2733
Dr Lorna Morrow (CHIP)	Psychology, 424, 58 Hillhead Street	Lorna.Morrow@glasgow.ac.uk	7661
Dr Kara Makara (Education Course Coordinator; Individual Differences)	Education, 620 St Andrews Bldg.	Kara.MakaraFuller@glasgow.ac.uk	5386
Dr Linda Moxey (Counselling Psychology)	Psychology, 530 62 Hillhead St.	Linda.Moxey@glasgow.ac.uk	6277
Dr Maxine Swingler (Research Methods 1: Qualitative)	Psychology, 451, 62 Hillhead St.	Maxine.Swingler@glasgow.ac.uk	2127
Dr Emily Nordmann (Research Methods 2, Dissertation Supervisor)	Psychology, 412 62 Hillhead St.	Emily.Nordmann@glasgow.ac.uk	1629
Dr Helena Paterson (Social Psychology)	Psychology, 452 62 Hillhead St.	Helena.patterson@glasgow.ac.uk	5088
Dr Kate Reid (Clinical Health Psychology)	Education, 666 St Andrews Bldg.	Kate.Reid@glasgow.ac.uk	3413
Dr Joanna Wincenciak (Human Development)	Education, St Andrews Bldg.	Joanna.Wincenciak@glasgow.ac.uk	3491
Dr Kevin Wilson-Smith (Dissertation Supervisor)	Psychology, 455, 62 Hillhead St.	Kevin.Wilson-Smith@glasgow.ac.uk	5235
Prof Lisa DeBruine (Dissertation Supervisor)	Psychology, 524 62 Hillhead St.	Lisa.DeBruine@glasgow.ac.uk	5351

Dr Kerry Kilborn (Dissertation Supervisor)	Psychology 438 62 Hillhead St.	Kerry.Kilborn@glasgow.ac.uk	4686
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4.2. Pastoral Resources

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

M.Sc. Programme Director

The M.Sc. Programme Director's role is to supervise the delivery of the M.Sc. Programme and monitor the overall student experience. They may be called upon to advise students as a group or individually on their performance, concerns or complaints about the M.Sc. programme. They will deal with queries from students and staff.

Education Course Co-ordinator

For courses taught by Education staff you can contact the [Education Co-ordinator](#) with questions.

Course Leads/Coordinators

Students are encouraged to contact course organisers with any concerns about issues relating to a particular course or to discuss progress. Organisers must provide advice on assignments and appropriate feedback on work. Consultation hours of teaching staff are regularly posted on the web and staff regularly support students through Moodle forums.

Academic Advisors

The role of the Academic Adviser is mainly pastoral – they will support you and be there to discuss and advise on matters that may affect your performance on the programme. They may re-direct you to other sources of help as appropriate. Your academic advisor for this programme is the Programme Director, Dr Chiara Horlin.

Dean for Graduate Studies

Students may also consult the Dean for Graduate Studies, Professor Susan Waldron (Susan.Waldron@glasgow.ac.uk), if all other consultations have failed to resolve issues.

Effective Learning Adviser

The College of Science & Engineering employs an Effective Learning Adviser whose role it is to assist students, particularly mature students and non-graduates, to maximise their potential. The Effective Learning Adviser runs regular study skills workshops and students may self-refer or be referred by the course organiser for one to one sessions.

Effective Learning Adviser

College of Science & Engineering	Dr James Bowness	James.Bowness@glasgow.ac.uk
International Students	Dr Julia Bohlmann	Julia.Bohlmann@glasgow.ac.uk
International Students	Dr Micky Ross	Micky.Ross@glasgow.ac.uk
Writing Adviser (Dissertation Writing only)	Dr Jennifer Boyle	Jennifer.Boyle@glasgow.ac.uk

For details of one to one appointments see also:

<http://www.gla.ac.uk/services/sls/offer/learningadvice/scienceengineering/>

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, on 0141 330 5497 (disability@glasgow.ac.uk). The Disability Coordinator for Psychology is Dr Maria Gardani maria.gardani@glasgow.ac.uk. Information for students with a disability and special needs at University of Glasgow can be found on the web at: <http://www.gla.ac.uk/services/disability/>

Care at Psychology

The School also offers support for students who feel they cannot cope/are overwhelmed/are alone. This service provides a place to talk in confidence; advice on sources of help available; advice on how to deal with the Good Cause procedures; and help communicating with course tutors, other Schools and units. Please contact care@psy.gla.ac.uk. Alternatively, please contact us during our office hours: [Dr Linda Moxey](#), (0141 330 6277, Thursdays 2-4pm GMT) and [Dr Maria Gardani](#), (0141 330 3610, Mondays 10am – noon GMT).

4.3. Teaching Resources

Moodle

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

Information Technology

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

Social Media Etiquette

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

We want to ensure that you are aware of this advice so that you do not intentionally or unintentionally infringe the University's Student Code of Conduct by making comments that are inappropriate or potentially intimidating or threatening to others. As highlighted within this advice from the SRC it is important to remember that comments you make on these social networks are more permanent and less private than you may think. The SRC Student Advice centre is also happy to talk to anyone who has concerns in relation to this issue: <http://www.glasgowstudent.net/advice/>

The School and the University are keen to ensure that a safe learning environment is provided to all students free from any intimidating or bullying behaviour subsequently action will be taken against students alleged to have breached this Code, further

information on the Student Code of Conduct is available here:

<http://www.gla.ac.uk/services/senateoffice/studentcodes/students/studentconduct/>

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

5.Feedback

You will receive feedback for your work in several ways including: a mark that you get for an assessment, quiz, lab report or presentation; any comments from a staff member on your work; general feedback to the whole class; peer feedback.

Feedback in the School of Psychology is designed to help you reflect on your work rather than to give you an impression of what the "right answer" might be. Typically, a marker has reflected for a little while on what they think has gone well with your work and what can be improved. You can then use their comments to spark your own reflection on your work.

Throughout your studies the teaching team expect you to gain skills in critical thinking such as interpretation, communication and analysis as you become more and more familiar with Psychological concepts and so with each assignment they expect more from you. By dealing with basic issues in grammar or referencing only, while neglecting skills in critical thinking you may well maintain a grade, but might not always improve your grades. To learn more about the expectations for assignments look at any learning objectives or the associated Assessment Information Sheet and Feedback Information Sheet for each assessment.

Often course leads or tutors will also provide more extensive general feedback on their feedback sheets and or a short video. Using this feedback is valuable as you are not focused on your possible mistakes, but rather more broadly on the requirements of the assignment. If many of your feedback comments are about basic issues such as grammar or referencing, these more general comments will give you the best indication of how to improve critical thinking skills.

Grade Returns

You will receive marked coursework with a recommended grade attached. We give you the work back so that you can receive the feedback to help you with future assignments; however, the grade is only indicative until it has to be agreed by the exam board later in the year. Final grades will be published via My Campus after exam boards are concluded.

6. Course Outlines (Core)

The following pages give details of each of the core and option courses provided as part of the M.Sc. programme in the School of Psychology.

6.1. *Cognitive Psychology*

Course Co-Ordinator: Dr Leyla De Amicis

Aims

The aims of this course are to provide participants with an overview of the key principles, theories, methods and research in classical and contemporary cognitive psychology. To promote an understanding of the interrelationships between different aspects of cognition and critically review contemporary research on cognition and its development.

Intended Learning Outcomes

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

- Describe and evaluate the key concepts and main theoretical models relating to perception, attention, memory and thinking and reasoning
- Provide a comparative analysis of competing models of human cognition
- Discuss ways in which theory and research within cognitive psychological theory can inform practice
- Identify ethical issues raised when conducting cognitive research
- Identify and apply appropriate research methods within cognitive psychology.

6.2. *Developmental Psychology*

Course Co-Ordinators: Dr Joanna Wincenciak

Aims

The aims of this course are to promote an understanding of the developmental changes experienced from infancy to adolescence. To promote a critical evaluation of the main theoretical perspectives on how development occurs and engage students in the debates surrounding the roles of nature and nurture in development. It will emphasise the particular methodological complexities associated with research in this area and review critically empirical evidence relevant to each of the areas discussed.

Intended Learning Outcomes

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

- Conduct a comparative analysis of constructivist, social constructivist and information processing theories of development
- Identify and evaluate contemporary and historical debates relating to the role of nature and nurture in psychological development
- Assess ways in which developmental theory and research can inform educational, social and clinical practice
- Recognise the unique methodological and ethical complexities associated with research in developmental psychology and apply appropriate methodologies in practice
- Use psychological theory to demonstrate an understanding of the nature of perceptual, motor and cognitive development during childhood

- Evaluate theories of social and emotional development.

6.3. Individual Differences

Course Co-Ordinator: Dr Kara Makara

Aims

This course aims to engage students in critical analysis of key concepts in individual differences, including topics such as personality, motivation and emotion, mental health issues (e.g., personality disorders), and intelligence; provide opportunities to evaluate the methodological approaches to measuring individual differences; Critically examine different psychological approaches (e.g., behavioural psychology, positive psychology) that are used to explain how individual differences develop; Promote an understanding about the complex role of biological, cognitive, and social factors in the psychology of individual differences; Provide opportunities to engage with and critique empirical studies in individual differences.

Intended Learning Outcomes

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

- Demonstrate detailed knowledge of key concepts in the psychology of individual differences
- Critically examine different psychological approaches to the study of individual differences
- Explain the complex role of biological, cognitive, and social factors in individual differences
- Understand and critique different approaches to the measurement of individual differences

6.4. Physiological Psychology

Course Co-Ordinator: Dr Maria Gardani

Aims

This course provides a broad-based understanding of classic and contemporary theory and research in Physiological Psychology including, the development of the nervous system; the biological basis of human and non-human animal behaviour; typical and atypical neuropsychology; evolutionary theories of behaviour; the roles of hormones and genetics in behaviour; the reward system and its relation to decision making, and the critical evaluation of cognitive neuroimaging techniques.

Intended Learning Outcomes

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

- Critically consider how the structural components of neurones contribute to cellular communication and human and non-human animal behaviour
- Using evidence from typical and atypical neuropsychology, critically consider how brain regions and networks are specialised and contribute to the biological basis of behaviour
- Critically evaluate how biological theories (e.g. natural selection, sexual selection, inclusive fitness) can inform questions about both human and non-human animal behaviour
- Critically evaluate the evidence for genetic and hormonal influences on behaviour

- Develop critical thinking about the use of specific techniques to solve a given problem in cognitive neuroscience
- Evaluate how the reward system contributes to specific decision making processes.

6.5. Psychology Research Project

Course Co-Ordinator: Dr Chiara Horlin

Aims

To provide students with an opportunity to consolidate an empirical project in their chosen area of study. This may include quantitative/qualitative or a combination of both. This will allow students to apply the theoretical understanding they have obtained in their core and optional courses. Students will be guided in how to disseminate research appropriately.

Intended Learning Outcomes

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

- Demonstrate a clear understanding of issues related to research design, methodologies and analysis
- Apply appropriate methodologies relevant to psychological research generally and specifically to chosen topic
- Apply theoretical understanding to research
- Plan and execute a significant project of research
- Demonstrate originality or creativity in the application of knowledge and understanding
- Identify, conceptualise and define new and abstract problems and issues
- Assess the ethical and professional issues associated with conducting psychological research
- Disseminate their findings.

6.6. Research Methods 1

Course Co-Ordinator:

Aims

This course aims to widen experience of the range of psychological research paradigms, students should critically evaluate psychological research as an evidence base and gain practical skills in a) qualitative research design, data collection and analysis methods and b) quantitative research design, data collection and analysis methods.

They should also develop good practices in applying ethical and open science principles to psychological research and gain practical skills in statistical techniques and use of statistical analysis software.

Intended Learning Outcomes

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

- Generate and explore hypotheses and research questions on qualitative and quantitative research
- Select appropriate research designs and statistical tests for different research questions and demonstrate critical awareness of the assumptions of these methods and analyses and the limitations associated with various research designs

- Identify the ethical issues involved in qualitative and questionnaire-based research
- Source and evaluate questionnaires and associated data sets from the wider psychological science community
- Plan and execute a small-scale research project
- Demonstrate critical analysis, evaluation and synthesis of ideas through peer review and reflection, and communicate ideas and findings using the principles of an open science framework.

6.7. Research Methods 2

Course Co-Ordinator: Dr Emily Nordmann

Aims

To widen student experience of the range of psychological research paradigms and critically evaluate psychological research as an evidence base. Students should gain practical skills in experimental research design, data collection and analysis methods, and advance practical skills in statistical techniques and use of statistical analysis software. They should further develop good practices in applying ethical and open science principles to psychological research.

Intended Learning Outcomes

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

- Generate and explore hypotheses and empirical research questions for experimental research designs
- Select appropriate research designs and methodologies for different research questions and demonstrate critical awareness of the assumptions of these methods
- Find and critically evaluate data sets from the wider psychological science community
- Identify the ethical issues involved in experimental research designs
- Plan and execute a small-scale quantitative research project
- Demonstrate critical analysis, evaluation and synthesis of ideas through peer review and reflection
- Use statistical software to conduct a range of descriptive and inferential statistics.

6.8. Social Psychology

Course Co-Ordinator: Dr Helena Paterson

Aims

The aims of this course are to provide a broad-based understanding of classic and contemporary psychological theory and research in Social Psychology which will cover key research in social thinking, influence, and inter-group behaviour.

Intended Learning Outcomes

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

- Critically understand and have awareness of current issues in key social psychological research, including; contemporary cross-cultural research for example in the social construction of self and cultural impact on attribution; the role of minorities in social influence; the definition and categorisation of groups and group behaviour; leadership; social influence and inter-group behaviour,

close relationships, attitudes, stereotyping, prejudice and applying social psychology.

- Describe and evaluate major models and theories within social psychology, including social cognition and evolutionary psychology, social identity theory, social comparison theory, self-perception theory.
- Explain the main theories of social facilitation and social loafing and group behaviour such as communication, status, roles and leadership.
- Evaluate the empirical evidence of theories and intergroup conflict comparing realistic conflict theory with that of social categorisation theory.
- Critically evaluate where social psychology has helped solve an applied problem such as prejudice

6.9. Conceptual and Historical Issues in Psychology

Course Co-Ordinator: Dr Lorna Morrow

Aims

This course aims to introduce students to the recent history of Psychology in the 19th and 20th centuries, and to explore this in the context of major schools of thought in Psychology. Students will learn to link present day research with the underlying historical and philosophical debates. They will also be introduced to the varying systems and theories which still inform modern Psychology.

Intended Learning Outcomes

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

- Outline and critically analyse the major historical and philosophical developments in Psychology.
- Describe and synthesise the role played by key historical figures in the discipline and their contributions to the development of Psychology as a discipline.
- Explain and critically analyse examples of the misapplication of psychological science, including discussion of scientific sexism and racism: applying knowledge and critical analysis of the above point to specific professional situations and case studies.
- Engage in, and contribute to, peer debates involving current and historical professional and ethical issues within Psychological research and practice: consolidating, synthesising, and critically evaluating multidisciplinary resources and contributing these resources to peer debates and activities.
- Communicate important conceptual, historical and ethical issues in psychological research and practice to a range of specialist and non-specialist audiences, using a variety of methods.

7. Course Outlines (Options)

The currently available course options are listed below but are subject to change based on staff availability. Each course option requires a minimum number of students to run and so dependent on student interest, not all optional courses will run each year.

7.1. *Clinical Health Psychology*

Course Co-Ordinator: Dr Kate Reid

Aims

The aims of this course are to critically explore the concepts of health and wellbeing as they apply to issues of mental and physical illness. To develop a critical awareness of the dimensions of abnormality- normality, health-illness and to appreciate the historical, moral and societal influences inherent in these dimensions and consider issues of mental health stigma. Other aims include promoting a critical understanding of the main theoretical models involved in assessment, intervention and health promotion; exploring the functions of assessment, formulation and diagnosis and the implications for research and intervention inherent in these; developing a critical awareness and learning how to promote the purpose and scope of the professional practice of Clinical and Health Psychology and its research findings to a broad audience; and highlighting some relevant research methods suited to the study of clinical health psychology and to critically engage with these.

Intended Learning Outcomes

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

- Reflect critically on issues related to the concept of health and wellbeing in the context of mental and physical illness
- Describe and evaluate historical and contemporary theoretical models in clinical health psychology
- Critically discuss ways in which psychological theory and research in this area has informed professional practice
- Identify the ethical issues as they relate to research and practice in Clinical Health Psychology
- Apply critical analysis skills to range of psychological interventions and methods of assessment (diagnosis and formulation) relevant to clinical health psychology
- Produce effective public engagement resources that be used to promote understanding of issues related to mental health awareness.

7.2. *Counselling Psychology*

Course Co-Ordinator: Dr Linda Moxey

Aims

The aims of this course are to provide students with an overview of the theoretical and philosophical background, key historical and contemporary concepts and processes in counselling psychology. To promote an understanding of current research areas in counselling psychology and explore critically the application of counselling models (e.g. Person-Centred approach, Cognitive-Behavioural Therapy, Solution-Focused Brief Therapy) in different specialist areas, including educational and clinical contexts. To investigate more in-depth the processes, ethical considerations and the counsellor's personal qualities associated with the counselling approach.

Intended Learning Outcomes

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

- Describe and evaluate the main theoretical and philosophical background, key historical and contemporary concepts and processes in counselling psychology (e.g. Person-Centred approach, Cognitive-Behavioural Therapy)
- Identify and apply appropriate areas of research within counselling psychology and discuss the unique contribution of counselling psychology in different specialist areas
- Provide a comparative analysis of counselling and other existing helping professions (e.g. psychotherapy, coaching)
- Evaluate in-depth the processes, ethical considerations and the counsellor's personal qualities associated with a selected counselling approach

7.3. Educational Psychology

Course Co-Ordinator: Dr Dely Elliott

Aims

The aims of this course are to provide students with an overview of theories and practices within Educational Psychology and to develop a critical understanding of psychological theories that underpin former and current Educational Psychologists' practice (i.e. medical and systemic models) in the UK. To examine the core functions of a psychologist working in the educational context in the UK with particular emphasis on assessment, intervention and consultation. To promote students' knowledge of current research areas in educational psychology.

Intended Learning Outcomes

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

- Discuss and evaluate the psychological theories underpinning classroom processes, teacher effectiveness, school and organisational factors
- Critically evaluate psychological assessments (medical vs systemic model) and their underpinning theories
- Demonstrate a critical understanding of psychological interventions employed to assist pupils with learning and behavioural difficulties
- Appreciate the role that Educational Psychologists do in relation to other professionals in an educational setting (e.g. clinical/child psychologists, teachers)
- Understand how to investigate, 'measure' and empirically research issues in relation to educational psychology contexts.

7.4. Current Issues in Psychology

Course Co-Ordinator: Dr Lorna Morrow

Aims

The aim of this course is to acquaint the students with the latest and most significant developments in psychological theory and application. To encourage critical evaluation of psychological theory in the context of important applications in a range of scientific and clinical content areas.

Intended Learning Outcomes

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

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

7.5. Applied Qualitative Methods

Course Co-Ordinator: Dr Kate Reid

Aims

This course aims to prepare students to design, source, select, execute and evaluate a range of qualitative methods suited to different aspects of psychological enquiry.

Intended Learning Outcomes of Course

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

- Identify and select data collection techniques and data sources that best suit the purpose of qualitative enquiry (e.g. Interviews, Focus Groups, Observation, Internet Sources, Visual Methods)
- Formulate appropriate research questions suited to promoting qualitative enquiry
- Explain the different epistemological principles underpinning different qualitative analysis techniques
- Develop analytic skills for commonly used qualitative methods such as Thematic Analysis, IPA, Grounded Theory and Discursive Approaches.
- Develop a critical understanding of indices of rigour and quality when designing and planning qualitative research and identify these indices in published research
- Describe and evaluate the role of computer aided analysis in qualitative methods.

8. BRITISH PSYCHOLOGICAL SOCIETY AND BPS SCOTTISH BRANCH

BRITISH PSYCHOLOGICAL SOCIETY (BPS)

Founded in 1901, this is the professional body which is central to the development of the profession of Psychology in the UK. The BPS states on its website that it exists to promote excellence and ethical practice in the science, education and practical applications of psychology (<http://www.bps.org.uk/what-we-do/bps/bps>).

Its aims are to:

- be the learned society and professional body for the discipline
- make psychology accessible to all
- promote and advance the discipline
- be the authoritative and public voice of psychology
- determine and ensure the highest standards in all they do.

There are three relevant membership grades that you should be aware of:

Student Member which is open to everyone studying on a Society accredited undergraduate degree or conversion course. The course at Glasgow is accredited and we strongly encourage you to join the Society - from only £36 per annum (plus a one-off application fee of £21). Benefits of student membership include:

1. Automatic membership of the Society's Student Member Group (SMG)
2. The Psychologist magazine every month, with the chance to write for 'New Voices' and win free membership
3. PsychTalk, a newsletter written by students
4. Exclusive discounts on books, journals and events
5. The chance to transfer to graduate membership free of charge after completing your undergraduate degree or conversion course
6. Recognition of belonging to a professional body, with the chance to join divisions and other groups
7. Access to a range of high street discounts and offers.

Membership details, a downloadable Application Form in PDF or DOC format and an online application link are available at <https://www.bps.org.uk/join-us/membership/graduate-membership>

Graduate Member (MBPsS) which is the starting point to your career as a psychologist and is open to you on graduation.

Chartered Member (CPsychol), often referred to as the 'gold standard' of professional psychology, Chartered membership reflects the highest standard of psychological knowledge and expertise. In order to receive Graduate Basis for Chartered Membership (GBC) successful completion of a Society accredited post graduate course is required. Successful completion of the Dissertation is also required.

Being a student member has numerous benefits, including membership of the Society's Student Members Group (SMG) and a quarterly magazine with up-to-date information on careers in Psychology.

BPS SCOTTISH BRANCH (BPS-S)

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

9. Quality Assurance

Quality assurance is carried out at a number of levels.

9.1. 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.

9.2. 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 Office 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 full review of school teaching, learning and assessment every five years called the [Periodic Subject Review](#).

9.3. School Quality Assurance

The agent for quality assurance issues on the M.Sc. is the School of Psychology's Teaching Management Group. This committee works closely with the School's postgraduate committee by receiving and discussing reports from the external examiner, dealing with issues of concern and overseeing the smooth running of the course. Student feedback and comments are discussed at every meeting and action taken where appropriate.

9.4. External Examiner

The M.Sc. is overseen by five External Examiners who are responsible for ensuring that academic standards are maintained and for the interpretation and implementation of the course regulations. The Board of Examiners is chaired by the M.Sc. Programme Director. The External Examiners make a valuable contribution in providing the programme team with feedback on teaching quality while monitoring student feedback.

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

9.5. Student Feedback

Student feedback is an important part of the overall evaluation of the M.Sc. Students' views are sought, or made known, in a number of ways:

Individual Contact with Staff

All students are encouraged to contact individual course organisers with problems. Organisers have a responsibility to ensure that each year of the course runs smoothly. Any non-teaching/general enquiries should be directed to the Programme Administrator, Ms Lynda Young (Lynda.Young@glasgow.ac.uk)

Staff/Student Consultation

Staff-student interaction on a programme-level takes place with student representatives and the M.Sc. Programme team. Virtual meetings will be at least once per semester. You will be asked to elect a postgraduate representative to take your views to staff/school meetings and other college committees.

Course Questionnaires

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